

University of Lapland

YTK - Arctic Studies Programme - 2021-2022 **(25 ECTS compulsory courses and three optional courses)**

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Registration: Regarding registration issue
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Programme Overview

The Arctic Studies Programme (ASP) offers a unique opportunity to specialize in Arctic issues while studying at the university located at the Arctic Circle. The approach of the ASP is truly multidisciplinary and provides comprehensive inside knowledge of the physical, environmental, social and cultural aspects of the Arctic.

The ASP is organized and coordinated by the Arctic Centre and the Faculty of Social Sciences at the University of Lapland. The courses are taught by senior scientists and other researchers of the Arctic Centre. The Arctic scholars provide an advanced understanding of the Arctic region as ‘lived-in space’ sharing the knowledge from their relevant professional research fields. While focusing on the specific regional characteristics, the course gives also an opportunity to view the Arctic in the context of local processes, national perspectives and global values.

After completion of the programme the student is able to:

- describe the environmental, political, cultural, social, juridical and economic features of the Arctic
- apply and use the knowledge of the Arctic provided by natural, social and political sciences, economics and law
- locate the Arctic and Arctic issues in the context of broader discussions on environmental, socio-economic, political, cultural and legal questions
- demonstrate improved knowledge in different approaches and multidisciplinary character in Arctic research
- judge the viability of information given, e.g. in media, and write an academic paper.

Please note: The Arctic Studies Programme does not award a degree. If the module is completed successfully, it can be counted as a minor toward a degree.

Students and Studies

The ASP is designed for Finnish and foreign degree students, exchange students, and special groups. The courses are taught in English. ASP studies in the autumn semester are basic level studies and are taught during the autumn semester (periods 1–2), from the beginning of September to mid-December.

The programme consists of five main courses (ASPB1101–1105) and three optional courses ASPB1106 (1, 2, 3). The studies can be completed by either taking individual courses or taking part in the whole 25 ECTS module. Three optional (5 ECTS and 1 ECTS) courses are offered in the semester 2021. Students are required to register for all individual courses in advance by using WebOodi system. Please note that the ASP is offered only once a year in autumn-winter semester and course's themes might be changed next year.

| Code | Name | Credits |
|-------------------|--|-----------|
| YTKASP2021 | YTK - Arctic Studies Programme - 2021-2022 | 25 |
| ASPB1100-1001 | Arctic Studies Programme | 25 |
| <i>ASPB1101</i> | <i>Introduction to the Arctic</i> | 5 |
| <i>ASPB1102</i> | <i>Arctic Ecosystems and Adaptation of Species to Arctic Environment</i> | 5 |

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|-------------------------|--|----------|
| ASPB1103 | Arctic Governance and Law | 5 |
| ASPB1104 | People and Culture of the Arctic | 5 |
| ASPB1105 | Human Rights and Security in the Arctic | 5 |
| Optional courses | | 5 |
| ASPB1106 | Arctic Studies Programme, Optional Courses | 1-5 |
| ASPB1106(1) | Indigenous (Sámi) spirituality and religious beliefs (optional course) | 5 |
| ASPB1106(2) | Food security and sovereignty in the Arctic | 1 |
| ASPB1106(3) | Arctic: Home for people and animals | 1 |

ASPB1100-1001 Arctic Studies Programme: 25 op

ASPB1101 Introduction to the Arctic: 5 op

Aim

The aim of the introductory course is to establish a common ground for further Arctic studies. After completion of the course, the student is able to:

- discuss the features of circumpolar Arctic regions, Arctic nature and society
- recognize different approaches and multidisciplinary character of the Arctic research
- discuss some geophysical phenomena, which occur only in northern areas or do have special consequences there
- judge the viability of information given, e.g. in media regarding the Arctic areas.

Contents

The course contains the following themes:

- Introduction to the circumpolar Arctic and its complexities in the fields of natural sciences, law and politics, people, cultures and identities, as well as society and economy.
- Definition of the Arctic from different ecological viewpoints
- Definition of the Arctic/North as space and place from representational viewpoint – concepts, images, discourses.
- Introduction to the nature and natural resources of Arctic and Boreal Regions.
- Threats to the Arctic environment
- Introduction to the Arctic governance, human rights and security
- Introduction to the Arctic and Antarctic information sources (TBC).

- One day excursion in Rovaniemi area and visit of the exhibition at the Arktikum-house.

Methods

Active participation in the lectures, reading requested course material, successful completion of a written exam.

Lectures and exercises (14 h), excursion (8 h), independent work (110h).

Requirements

Active participation in the lectures, reading requested course material, successful completion of a written exam.

Literature (compulsory)

CAFF (2013). *Arctic biodiversity assessment: Status and trends in arctic biodiversity*.

Online: <https://www.caff.is/assessment-series/233-arctic-biodiversity-assessment-2013>

(please read: *Introduction, Indigenous peoples and biodiversity, and chapters: 1, 2, 3, 4, 6,*

18, 19); Larsen, J. N. & G. Fondahl (Eds). (2014). *Arctic Human Development Report:*

Regional Processes and Global Linkages. TemaNord. Copenhagen: Nordic council of

Ministers. Online: [http://norden.diva-](http://norden.diva-portal.org/smash/record.jsf?pid=diva2%3A788965&dswid=-3234)

portal.org/smash/record.jsf?pid=diva2%3A788965&dswid=-3234 (Chapters: 2, 3, 4, 8, 10,

11, 12).

Literature (suggested)

Armstrong, T., Rogers, G., Rowley, G. 1978. *The circumpolar North. A political and economic geography of the Arctic and sub-Arctic*. London: Methuen&Co.

Hamelin, L. E. 1979. *Canadian Nordicity: It's your North, too*. Montreal: Harvest House.

Evaluation

Grades 1–5/fail

Timing

Autumn / 1st period

Principle tutor

University Researcher Jukka Jokimäki, PhD, Arctic Centre

Lecturers

University Researcher Jukka Jokimäki, PhD; University Researcher Anna Stammler-

Gossmann, PhD; Researcher Marja-Liisa Kaisanlahti-Jokimäki; Researcher, PhD candidate Adam Stepien; Research Prof. Stefan Kirchner, Vuontisjärvi Kati, library specialist

Requirements

This course is compulsory for students of the Arctic Studies Programme and optional for other students (according to the availability of places).

ASPB1102 Arctic Ecosystems and Adaptation of Species to Arctic Environment: 5 op

Objectives

After completion of the course the student is able to

- identify the main features and functions of circumpolar tundra, boreal forest and marine ecosystems
- recognize interactions and relationships between the Arctic ecosystems and other parts of the globe
- examine evolution and adaptation mechanisms of plants and animals into Arctic environment.

Content

The course contains the following themes:

- The evolution and distribution of tundra and boreal forest ecosystems, emphasizing vegetation, plant–animal interactions and natural and anthropogenic disturbance patterns and processes.
- Processes and global interactions affecting to marine productivity and biodiversity, interactions between marine and terrestrial ecosystems and threats to Arctic marine life.
- Morphological, physiological and behavioural adaptations of plants and/or animals to the northern environment with basic information on evolution, natural selection and challenges of the climate change.

Prerequisites

Course ASPB1101 Introduction to the Arctic (5 ECTS) has to be passed before attending this course.

Methods

Lectures (30 h), independent work (100 h).

Requirements

Active participation in the lectures, successful completion of a written essay or an exam.

Literature (suggested)

ACIA 2005. *Arctic Climate Impact Assessment. Scientific report*. <http://www.acia.uaf.edu/pages/scientific.html>. Chapters 7 & 14; *Arctic Marine Biodiversity Monitoring Plan*, pp. 108–125. Available at www.caff.is Barboza, P. S., Parker, K. L. & Hume, I.D. 2010. *Integrative Wildlife Nutrition*. Springer Verlag, 342 pp.; Bardgett, R. 2005. *The Biology of Soil. A community and ecosystem approach*. Oxford: University Press, Chapter 5. Above-ground trophic interactions and soil biological communities: 119–139; Bigras F. J., Colombo S. J. 2001. *Conifer Cold Hardiness*. Dordrecht Boston London: Kluwer Academic Publishers. 596 pp.; Blix, A. S. 2005. *Arctic Animals and Their Adaptations to Life on the Edge*. Tapir Academic Press; Blix, A. S. 2016. *Adaptations to polar life in mammals and birds*. *J. Exp. Biol.* 219:1093–1105. doi: 10.1242/jeb.120477; CAFF (*Conservation of Arctic Flora and Fauna*) 2001: *Arctic Flora and Fauna: Status and Conservation*. Edita. 272 pp.; CAFF *Assessment Series No. 10. Conservation of Arctic Flora and Fauna*, Iceland. Available at: <http://www.caff.is/sea-ice-associated-biodiversity/sea-ice-publications> Cockburn, A. 1991. *An Introduction to Evolutionary Ecology*. Oxford: Blackwell; Crawford R. M. M. 1989. *Studies in Plant Survival*. Oxford: Blackwell Scientific Publications. 296p.; Crawford R. M. M. 2008. *Plants at the Margin. Ecological Limits and Climate Change*. Cambridge: University Press.; Crawford, R. M. M. 2014. *Tundra-taiga biology. Human, Plant and Animal Survival in the Arctic*. Oxford: University Press, 270 pp. Davenport, J. 1992. *Animal life at low temperature*. London: Chapman & Hall. Eamer, J., et al. 2013. *Life linked to Ice. A guide to sea-ice associated biodiversity in this time of rapid change; Glossary of terms for thermal physiology*, 2001. Third edition. *The Japanese Journal of Physiology*. 51: 2. Available at <http://www.or.org/pdf/ThermalPhysiologyGlossary.pdf>; IPCC 2014. *Polar Regions. Observed changes, Terrestrial ecosystems*, Chapter 28. Arctic 28.2.3.1 (pp. 1577–1581), Projected Impacts, Terrestrial ecosystems, Arctic 28.3.3.1 (pp. 1589–1590); Marchand P.J. 1991. *Life in the Cold. An Introduction to Winter Ecology*. Hanover and London: University Press of New England. 239 pp.; Pond, C. 1998. *Fats of life*. Cambridge: University Press. 337 pp.; Sakai A., Larcher W. 1987. *Frost Survival of Plants. Responses and Adaptation to freezing stress*. *Ecological Studies* 62. Springer-Verlag. 321 pp.; Skelton, P. (ed.) 1992. *Evolution: a biological and palaeontological approach* (Book 1). The Open University.

Evaluation

Grades 1–5/fail

Timing

Autumn / 1st period

Principle tutor

University Researcher Sari Stark, PhD, Arctic Centre

Lecturers

University Researcher Osmo Rätti, PhD; University Researcher Päivi Soppela, PhD; University Researcher Minna Turunen, PhD; University Researcher Sari Stark, PhD; Senior Researcher Mari Kuoppamaa, PhD.

Requirements

This course is compulsory for the students of the Arctic Studies Programme and optional for other students.

ASPB1103 Arctic Governance and Law. 5 op

Objectives

After completion of the course, students are able to apply the knowledge learnt in the course to other regions and circumstances, and to past, current and future events and developments. The student is able to discuss, analyze, put into a global and regional context, and formulate own opinions on:

- International Law, in particular, International Environmental Law that applies to the Arctic (students will learn about historical perspectives concerning the development of international environmental law and law-making process with specific reference to the Arctic);
- Foundations of International climate change law; including the evolution of United Nations Climate Regime, including UN Framework Convention on Climate Change, Kyoto Protocol and Paris Agreement and how they apply to the Arctic (students will learn about the basic principles of climate change law, impacts of climate change on the Arctic and the application of international climate change law within the Arctic).
- The development of the international law of the sea; the rights and duties of states in the different maritime zones and areas in the Arctic;
- The multiple layers of Arctic governance and politics; the historical development of Arctic cooperation forums and institutions, their structures, formats and role in Arctic governance, their capabilities and limitations to make a difference.

Content

- Significance of Environmental Law in the Arctic
- International Law and Environment
- International Environmental Law: Law making process
- Basic Principles of International Environmental Law
- Reference to international regulations (and cases) applicable to the Arctic
- Objectives, Methods and Principles of International Climate Change Law
- Phases of the UN Climate Regime, Compliance and Enforcement in the Climate Change Regime
- Kyoto Protocol and Paris Agreement and the obligations of Arctic states towards them
- Arctic Indigenous peoples' participation in shaping International Climate Change Law
- The history of the international law of the sea and its codification. The contemporary legal regime governing maritime areas in the Arctic, in particular the 1982 United Nations Convention on the Law of the Sea (LOSC); maritime boundary delimitation, the rules governing different maritime zones, navigational rights and freedoms, protection and preservation of marine environment and IMO Conventions.
- The multilevel governance of the extraction of Arctic living and non-living resources
- Overview of the post-Cold War history and of the current status of Arctic politics and the regionalisation process
- The institutions of Arctic cooperation and their modes of functioning.

Suggested literature

Bodansky, D., Brunnee, J. & Rajamani, L (2017). *International Climate Change Law*. Oxford: OUP. Chapters 2, 5 and 7.

Durfee, M. and R. L. Johnstone (2019). *Arctic Governance in a Changing World*. Rowman and Littlefield. Chapters 3 (Arctic Players) and 5 (Arctic Economies and Resources).

Gavrilov, Viatcheslav V. (2015). Legal Status of the Northern Sea Route and Legislation of the Russian Federation: A Note. *Ocean Development and International Law* 46 (3): 256–263.

Loukacheva, N. Ed. 2010. *Polar Law Textbook*. TemaNord. Available at: <http://norden.diva-portal.org/smash/get/diva2:701555/FULLTEXT01.pdf>

Loukacheva, N. Ed. 2013. *Polar Law Textbook II*. TemaNord. Available at: <http://norden.diva-portal.org/smash/get/diva2:701016/FULLTEXT01.pdf>

Maguire, R (2013). Foundations of International Climate Law. In Erkki J Hollo, Kati Kulovesi & Michael Mehling (Eds.) *Climate Change and the Law*. Springer.

Poelzer G., and G. N. Wilson (2014). “Governance in the Arctic: Political Systems and Geopolitics”. In: J. Nymand Larsen and G. Fondahl (Eds.), *Arctic Human Development*

Report: Regional Process and Global Linkages. TemaNord 2014:567, Nordic Council of Ministers, pp. 183-220 URL: <http://norden.diva-portal.org/smash/get/diva2:788965/fulltext03.pdf>; Roach, J. Ashley (2009). International Law and the Arctic: A Guide to Understanding the Issues. *Southwestern Journal of International Law* 15 (2): 301-326; Sands, P. et al (2018). Principles of International Environmental Law. Cambridge University Press.

Steinberg, Philip E. (2014) Steering between Scylla and Charybdis: The Northwest Passage as Territorial Sea. *Ocean Development and International Law* 45 (1): 84-106.

Methods

Contact teaching and possible group works

Requirements

Active participation in the lectures, successful completion of a written exam for the whole course

Evaluation

Grades 1–5/fail

Timing

Autumn / 1st period

Principal tutor

Punam Noor, PhD candidate, Arctic Centre

Lecturers

PhD candidate Noor Punam; Researcher, PhD candidate Adam Stepien; Post-Doc Researcher Pirjo Kleemola-Juntunen

ASPBI104 – People and Cultures of the Arctic 5 op

Aim

The aim of this course is to give students comprehensive knowledge and understanding of the lives and cultures of the people living in the Arctic regions from a multidisciplinary perspective. After completion of the course, the students will be able to:

- distinguish the varieties of cultural approaches existing among the Arctic inhabitants
- compare their different ways of interacting with their environment and the ways of expressing it
- analyse the dynamics of how local communities as a whole and their constitutive social

and ethnic groups interact among themselves and engage in politics of recognition at the national/international levels

- name the basic research methods and specifics of conducting research in small Northern communities
- describe existing theoretical approaches in understanding the concepts of ‘tradition’, ‘indigeneity’, ‘traditional ecological knowledge’, and ‘adaptation’
- discuss about the different traditions of northern cultural history.

Content

The focus of the course is to outline the history, culture and social life of people in the Arctic by bringing in approaches developed in social anthropology, sociology, art, history and education. The study module also deals with how people of the Arctic are adapting to contemporary issues such as globalisation, industrial development and environmental changes. The course covers a broad range of aspects on northern societies and cultures in the Arctic region, including:

- Discourses of construction of indigeneity.
- Discursive understanding of the concept of “tradition” and issues of traditional ecological knowledge.
- Relations between development projects and community’s social viability (forestry, oil and gas, tourism) and resource governing.
- Local adaptations to environmental climate changes and urbanization.
- Various ethnographic accounts of local communities’ cultural and ethnic identities.

Methods

Lectures (22 h), seminars (3 h), documentaries or visual material (included in the lectures), independent work (100 h).

Requirements

Attendance and active participation in the lectures and in the seminar. Reading the course literature and writing four (4) short reviews (500 words each) of the articles from the reading list or as agreed with the lecturers. This course is compulsory for the students of the Arctic Studies Programme and optional for other students

Literature (suggested)

Anderson, David G. (2004). Nationality and ‘Aboriginal Rights’ in Post-Soviet Siberia. In Takashi Irimoto and Takado Yamada (eds), *Circumpolar Ethnicity and Identity*. *Senri Ethnological Studies* 66: 247–267.

Donahoe, Brian, Joachim Otto Habeck, Agnieszka Halemba, and István Sántha. 2008. Size and Place in the Construction of Indigeneity in the Russian Federation. *Current Anthropology* 49 (6): 993–1020.

Dudeck, Stephan (2012). From the reindeer path to the highway and back: understanding the movements of Khanty reindeer herders in Western Siberia. *Journal of ethnology and folkloristics* 6 (1): 89-105;

Helander-Renvall, Elina (2010). Globalization and Traditional Livelihoods. In L. Heininen & C. Southcott (eds). *Globalization and the Circumpolar North*. Fairbanks: University of Alaska Press: 179–219.

Joy, Francis (2014). What influence do the old Sámi noaidi drums from Lapland play in the construction of new Shaman drums by Sámi persons today? In Kõiva, Mare & Kuperjanov, Andres (eds.). *The Estonian Journal of Folklore* 56: 117–158. <http://www.folklore.ee/folklore/vol56/joy.pdf>

Joy, Francis (2011). The History of Lapland and the case of the Sami Noaidi drum figures reversed. In: Kõiva, Mare & Kuperjanov, Andres (eds.). *The Estonian Journal of Folklore* 47:113–144. <http://www.folklore.ee/folklore/vol47>

Mazzullo Nuccio (2005). Environmental Conservation and Local Interests in Finnish Lapland. In: *Conservation and Society* 3(2): 388-406.

Mazzullo, Nuccio (2010). More than meat on the hoof? Social significance of reindeer among Finnish Saami in a rationalized pastoralist economy. In: Florian Stammer and Hiroki Takakura (eds). *Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa*, Northeast Asian Study Series 11, Center for Northeast Asia Studies (CNEAS), Tohoku University, Sendai, Japan: 101–119.

Mazzullo, Nuccio and Ingold, Tim (2008). Being Along: Place, Time and Movement among Sámi People. In: Jørgen Ole Bærenholdt and Brynhild Granås (eds). *Mobility and Place: Enacting European Peripheries*, Aldershot: Ashgate Publishing Ltd

Stammer-Gossmann, Anna (2009). Who Is Indigenous? Construction of 'Indigenes' in Russian Legislation. *International Community Law Review* 11 (1): 69–102.

Stammler, Florian (2010). Animal diversity and its social significance among Arctic pastoralists. In: Florian Stammler and Hiroki Takakura (eds). *Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa*, Northeast Asian Study Series 11, Center for Northeast Asia Studies (CNEAS), Tohoku University, Sendai, Japan.

Stammler, Florian & Gertrude Eilmsteiner Saxinger (2009). Introduction: The Northern Industrial City as a Place of Life and of Research. In: Stammler & Eilmsteiner-Saxinger (eds). *Biography, Shift-labour and Socialisation in a Northern Industrial City*. Tyumen State University; Arctic Centre: 9–16, online volume.

Stammler, Florian (2005). *Reindeer nomads meet the market: culture, property and globalisation at the end of the land*. Muenster: Litverlag.

Evaluation

Grades 1–5/fail

Timing

Autumn / 2nd period

Principle tutor

Senior Researcher Nuccio Mazzullo, PhD, Arctic Centre

Lecturers

Senior Researcher Nuccio Mazzullo, PhD; Research Professor Florian Stammler, PhD; Senior Researcher, Stephan Dudeck, PhD (remote lecturing); Researcher Francis Joy, PhD; Researcher Panu Itkonen, PhD; PhD Candidate Ayonghe Nebasifu.

ASPB1105 Human Rights and Security in the Arctic 5 op

Aims

After completion of the course the student is able to discuss, analyze, put into the global and regional contexts, and formulate own opinions on international human rights law and different dimensions of human security in the Arctic, the role of digitalization in the Arctic and selected problems of cybersecurity, in particular those with relevance for Arctic communities, the concepts of cultural heritage, in particular cultural heritage and cultural rights of Russian Arctic communities. Students will be able to gain a better understanding

on why the food system needs to change, understand the relationship between climate change, agriculture and food security, know-how food sovereignty is expressed in different spatial contexts, be able to explain what food sovereignty entail in the Arctic context and gain an insight into the common language between policymakers, academics, and grassroots activists towards resilience and food security.

Content

The content of the course will comprise:

- Introduction to Human Rights and Human Security in the Arctic (Kirchner) (6 h)
- Food Resilience and Sovereignty in the Arctic (Raheem) (6 h)
- Digitalization and Cybersecurity in the Arctic (Salminen) (6 h)
- Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities (Sikora) (6 h)

Prerequisites

No prerequisites; participation in the course “Arctic Ecosystems and Adaptation of Species to Arctic Environment” will be an advantage.

Methods

Lectures (24 hours), group work, independent work.

Requirements

Active participation in the lectures and completing a written assignment. Attendance: 80 %. This course is compulsory for the students of the Arctic Studies Programme and optional for others.

Literature (suggested)

Human Rights and Security in the Arctic:

Durfee & Johnstone (2019). *Arctic governance in a changing world*. Rowman & Littlefield.

Food resilience and Sovereignty in the Arctic

Hossain, K., Raheem, D. and Cormier, S. 2018. *Food security Governance in the Arctic-Barents region*. Springer Nature.

<http://www.springer.com/us/book/9783319757551#aboutBook>

Cormier, S and Raheem, D. 2018. Food security in the Barents region. Book chapter published by Routledge. <https://www.routledge.com/Society-Environment-and-Human->

Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841 (e-book).

The 2016 State of Food and Agriculture: Climate change, agriculture and food security
<http://www.fao.org/3/a-i6030e.pdf>

Hossain, K., Hermann, T. and Raheem, D. 2018. Food (in)Security across the Circumpolar Arctic. Book Chapter 38. In *Handbook on Arctic Security*. Routledge.

Raheem, D. 2018. Food and nutrition as a measure of resilience in the Barents region. *Urban Science* 2, 72. <https://doi.org/10.3390/urbansci2030072> Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L.M., Evengård B. 2015. Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In: Evengård B., Nyman Larsen J., Paasche Ø. (eds) *The New Arctic*. Springer, Cham.

Digitalization and Cybersecurity in the Arctic

Hudson (2015). *Connecting the Alaskans: Telecommunications in Alaska from Telegraph to Broadband*.

Salminen & Hossain (2018) “Digitalisation and human security dimensions in cybersecurity: an appraisal for the European High North” . In *Polar Record* 54(2), 108–118.

Salminen, Zojer & Hossain (2020). *Digitalisation and Human Security: A Multi-Disciplinary Approach to Cybersecurity in the European High North*.

Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities

Blake, J. (2015). Cultural Heritage and Human Rights. In: J. Blake “*International Cultural Heritage Law*”. Oxford University Press: 271-311

Waterton, E. and L. Smith (2009). There is no such thing as heritage. In: Waterton, E. and L. Smith (eds) “*Taking Archaeology out of heritage*”. Cambridge Scholars Press.

Evaluation:

Grades 1-5/fail

Timing:

Autumn / 1st period

Principle tutor

Research Prof. Dr. Stefan Kirchner, Arctic Centre

Lecturers

Research Professor Stefan Kirchner, PhD; Researcher Bamidele Raheem, PhD; Researcher Mirva Salminen; PhD Candidate Karolina Sikora.

ASPB1106 (1,2,3) *Optional Courses*

These courses provide an opportunity to enhance and focus expertise of the Arctic and northern areas according to individual interests. By participating e.g. individual public or guest lectures, seminars, conferences or cultural occasions and completing a written assignment, students can obtain credits for the events they participate in. Student may also choose suitable course/courses from the international programmes offered at the University of Lapland or attend a field school course.

ASPB1106 (1) Indigenous (Sámi) spirituality and religious beliefs 5 op

Aim

The focus for the course is to provide participants with a broad and comprehensive understanding and series of insights into Sámi religion and spiritual traditions, both past and present. Moreover, the critical function religions and spirituality plays within Sámi society. After completion of the course, the student is able to understand, comprehend and discuss:

- how Sámi religion, sacrifice and drum use is characterized through the relationship with the landscape and natural world;
- in what ways the continuity of practices related to sacrifice is still evident in some areas in Finnish Lapland
- the roles and functions art plays as a mediator and bridge in Sámi culture, and between the human world and nature in general
- how the drum and its painted landscapes are a representation of Sámi identity
- why traditions matter and the importance of cultural heritage in Sámi society and impacts of cultural appropriation in relation to tourism

Content

The content of the course will cover the following subjects:

- The historical background. Important sources discussing drum use, sacrifice and Sámi pre-Christian religion
- The sacred Sámi drum as an instrument of divination, trance and ecstasy from the missionary sources

- Why Sámi drums their use and symbolism were seen as such a threat by the authorities
- Sámi religion and drum use going underground
- The outlawing of sacrificial practices – how and why
- The re-emergence of drums in contemporary Sámi society
- The types of evidence available for the practices of sacrifice and Sámi religion in contemporary culture
- Sámi cultural heritage and tourism in Finland

Prerequisites

There are no previous studies required. However, attendance and active participation in seminars and lectures is necessary and reading the required materials below in order to become familiar with Sámi culture, history and religion.

Methods

Lectures (15 h) including documentaries, field-work (tbc) (8h), group work, fieldwork diary, individual work

Requirements

Active participation in the lectures, reading requested course materials, group work and a successful completion of a written essay.

Course lecturer

Francis Joy, Researcher, PhD, Arctic Centre

Literature recommended

Lehtola, Veli-Pekka. (2003). From Heritage to Modern Art – Spiritual Heritage – the Starting Point of Today's Art. In: Pennanen, Jukka & Näkkäläjärvi, Klemetti (eds.); *SIIDDASTALLAN: From Lapp Communities to Modern Sámi Life*. Gummerus Kirjapaino Oy, Jyväskylä, 162-164.

Porsanger, Jelena. (2003). A Close Relationship to Nature – the Basis of Religion. In: Pennanen, Jukka & Näkkäläjärvi, Klemetti (eds.); *SIIDDASTALLAN: From Lapp Communities to Modern Sámi Life*. Gummerus Kirjapaino Oy, Jyväskylä: 151-155.

Joy, Francis. (2020). Sámi Cultural Heritage and Tourism in Finland. In: Tennberg, Monica., Lempinen, Hanna. & Pirnes, Susanna. (eds.). *Resources, Social and Cultural Sustainable in the Arctic*. Oxon: Routledge. (Routledge Research in Polar Regions): 144-162.

Joy, Francis. (2018). *Sámi Shamanism, Cosmology and Art as Systems of Embedded Knowledge*. Doctoral Dissertation. Acta Universitatis Lapponiensis 367. The University of Lapland. URL: <http://lauda.ulapland.fi/handle/10024/63178>

Joy, Francis. (2017). Noaidi Drums from Sápmi, Rock Paintings in Finland and Sámi Cultural Heritage: an Investigation. First View Article / Polar Record: A Journal of Arctic and Antarctic Research: 1-20. <http://dx.doi.org/10.1017/S0032247416000917>

Nunez, Milton. (1995). Reflections of Finnish Rock Art and Ethnohistorical Data. In: *Fennoscandia Archaeologica XXI*: 123-135. URL: http://www.sarks.fi/fa/PDF/FA12_123.pdf

Äikäs, Tiina; Salmi, Anna-Kaisa (2013). The Sieidi is a Better Altar / the Noaidi Drum's a Purer Church Bell: Long Term Changes and Syncretism at Sámi Offering Sites. *World Archaeology* 45 (1): 64-82.

Äikäs, Tiina (2019). Religion of the past or living heritage? Dissemination of Knowledge on Sámi Religion in Museums in Northern Finland. *The Journal Nordic Museology* 27(3). https://www.academia.edu/41852109/Religion_of_the_past_or_living_heritage_Dissemination_of_knowledge_on_S%C3%A1mi_religion_in_museums_in_Northern_Finland

Pulkkinen, Risto. Kulonen, Ulla-Maija, Seurujärvi-Kari, Irja (eds.). 2005. *The Saami. A Cultural Encyclopedia*. Helsinki: Finnish Literature Society-SKS. Vammalan kirjapaino Oy.

ASPBI106 (2) Food security and sovereignty in the Arctic 1 op

Aim

Students will be able to gain a better understanding on

- why does the food system need a change
- the relationship between climate change, agriculture and food security
- how food sovereignty is expressed in different spatial contexts
- what food sovereignty entail in the Arctic context
- the common language between policy makers, academics, and grassroots activists towards resilience, food security and sovereignty.

Content

- Global Food security (1996 Food and Agriculture Organisation's food security definition)
- Resilience and coping mechanisms to ensure food security for individuals and households in the Arctic
- Food system and its complexity
- Transforming the food system
- The role of local movements in driving the future food system

- Food system and the UN SDGs
- What it means to be food sovereign?
- How can food sovereignty be used as a trans-regional framing device in the debate of eco-cultural issues and other dialogues?
- The Arctic food industry
- Special topics (Group work)

Prerequisites

No previous studies required. However, participation in the *Arctic Ecosystems and Adaptation of Species to Arctic Environment* course will be an advantage.

Methods

Lectures and exercises (6h), group work, independent work.

Requirements

Active participation in the lectures, reading requested course materials, group work and a successful completion of a learning diary.

Language of instruction

English; some written materials in Finnish may also be provided.

Literature

Hossain, K., Raheem, D. and Cormier, S. 2018. *Food security Governance in the Arctic-Barents region*. Springer Nature.

<http://www.springer.com/us/book/9783319757551#aboutBook>

Cormier, S and Raheem, D. 2018. Food security in the Barents region. Book chapter published by Routledge. <https://www.routledge.com/Society-Environment-and-Human-Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841> (e-book).

The State of Food and Agriculture: Climate change, agriculture and food security 2016
<http://www.fao.org/3/a-i6030e.pdf>

Hossain, K., Hermann, T. and Raheem, D. 2018. Food (in)Security across the Circumpolar Arctic. Book Chapter 38 in *Handbook on Arctic Security*. Routledge.

Raheem, D. 2018. Food and nutrition as a measure of resilience in the Barents region. *Urban Science* 2, 72. <https://doi.org/10.3390/urbansci2030072>. Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L.M., Evengård B. 2015. Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In: Evengård B., Nymand Larsen J., Paasche Ø. (eds) *The New Arctic*. Springer, Cham.

Lecturer:

Dele Raheem, Senior Researcher, PhD, Arctic Centre

ASPBI106 (3) Arctic: Home for people and animals. 1 op

Aim

Lectures based on the case studies materials from Finnish Lapland and give an opportunity to get different perspectives on animal behaviour in wildness, within their own herd/group, and with the other species or/and human.

The students will gain a deeper understanding about the complexity of human-animal relations in the Arctic,

Content

The course is focused on the relation between people in the northern communities of Lapland and semi-domesticated/domesticated animals. Human approaches towards animals will be compared with animals' life in human proximity as well as in wilderness.

The lecturer, a social anthropologist, who lives and works in a small remote village, has been active in the reindeer herding since 1997. Case studies conducted by her will present the observations made in the last five years on reindeer, dogs, cats and sheep.

Following themes will be discussed:

animal learning processes, seasonal behaviour, interaction within animal groups, human-animal cooperation, predator-prey relationship/slaughtering, empathy.

Methods

Lectures (6 h) are based on unique video material on the animal behaviour and interactions. Each of the six lectures is connected to the related case study. Presentation of the case studies will follow by the group discussion.

Requirements

active participation in the lectures. A short essay on one of the case studies

Literature (suggested)

•Vuojala-Magga, Turunen 2015. Sámi reindeer herders' perspective on herbivory of subarctic mountain birch forests by geometrid moths and reindeer: a case study from northernmost Finland

https://www.researchgate.net/publication/273767182_Smi_reindeer_herders_perspective_on_herbivory_of_subarctic_mountain_birch_forests_by_geometrid_moths_and_reindeer_a_case_study_from_northernmost_Finland

•Vuojala-Magga 2010: Knowing, training, learning: the importance of reindeer character and

temperament for individuals and communities of humans and animals. In: Florian Stammler, Hiroki Takakura (eds). Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa. Northeast Asian Study.

Lecturer

Terhi Vuojala-Magga, PhD candidate