The University of British Columbia
Department of Central, Eastern, and Northern European Studies

NORD 332A (3): Sámi Histories and Cultures

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, occupied, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people, and in this course we attempt to fulfill our cultural obligation to xʷməθkʷəy̓əm people by centering the social, cultural, and political realities of Sámi and other Indigenous peoples. This course will explore the diversities and commonalities of global Indigeneity, center the perspectives of Indigenous peoples, and look critically at power, place, and colonialism in different parts of the world.

Course Information

Course Title	Course Code Number	Credit Value
Sámi Histories and Cultures	NORD 332A	3 Credits

Meeting Times and Place			
NORD 332A/001	Monday, Wednesday	2:00 – 3:30	SWNG 207

Course Instructor	Contact Details	Office	Office Hours
Tim Frandy	tim.frandy@ubc.ca	Buchanan Tower 901	M/W 1:00 – 2:00 and by appointment

Calendar Description

Sámi cultural history, with focus on traditional culture, colonization, and decolonization.

Prerequisites and Co-requisites

No prerequisites or co-requisites

Learning Outcomes

Upon successful completion of this course, students will be able to:

LO1: Demonstrate a sound knowledge of Sámi history, culture, religion, colonization, and cultural resurgence.

LO2: Analyze Nordic and European history from a Sámi perspective, looking at structures and hierarchies of power built into settler colonial logics and practices.

LO3: Discuss the relationships between—and shared and different experiences of—Sámi people and other Indigenous peoples around the world, with particular emphasis on the Indigenous people of the Pacific Northwest.

LO4: Analyze the way colonization impacts Sámi culture, social structures, and identity formation through processes of disruption, negotiation, and resistance.
LO5: Craft effective and nuanced analysis and interpretation of Sámi cultural products from Sámi perspectives, using both scholarly and primary source materials.

Course Overview

NORD 332A explores the everyday life, artistic expressions, and the political realities of Sámi people—the Indigenous people in Norway, Sweden, Finland, and the Kola Peninsula of Russia—from Sámi perspectives. In particular, this course offers a counternarrative of settler colonial history that focuses on Nordic colonialisms and Sámi resilience, resistance, and revitalization. Further, the course integrates comparative Indigenous perspectives from the Pacific Northwest, in particular from the colonial entity currently known as British Columbia, in order to highlight comparative aspects of settler colonialism and Indigeneity in the Global North today.

The course is constructed in such a way that it highlights aspects of Sámi and Indigenous folklife, the ways that colonization has worked to disrupt and dispossess Indigneous social, political, and cultural autonomy, and the ways Indigenous people have creatively rekindled traditional culture to take on new meanings in new contexts to advance a decolonial agenda. The first third of the course builds up a base knowledge of cultural literacy, surveying languages, subsistence economy, religious practices, and traditional arts. The middle part details the impacts, logics, and strategies for colonization of Sápmi. The final third looks at the innovative ways Sámi people have sustained, rekindled, and reconnected with their own cultural practices, from village to city, from Norden to North America.

Course Format

NORD 332A is a lecture/discussion/readings-based course. Each week will involve a different thematic topic. Students will be primarily assessed through writing-based exams and papers, oral presentations, and a research project.

Learning Materials

No books are required for purchase. All required readings and materials (see Course Reading List below) are posted on our course Canvas site (canvas.ubc.ca).

Assessment of Learning

Class participation	10%
Sámi current events presentation	20%
Midterm exam	25%
Research project proposal	5%
Research project oral presentation	15%
Final research project	25%

90-100% = A+	76-79% = B+	64-67% = C+	50-54% = D
85-89% = A	72-75% = B	60-63% = C	00-49% = F
80-84% = A-	68-71% = B-	55-59% = C-	

Class Participation (10%)
Our in-class pedagogies depend on a mixture of lectures, and in-class discussion of readings. For that

reason, it's essential that all students come prepared to discuss the readings. Students will be assessed holistically on their presence, preparedness, and willingness to engage with course materials during in-class discussion and activities. In the event you cannot attend class, please send me an email *in advance of class* as a courtesy, so I can plan accordingly (some activities might not work if there are too few students attending class).

Sámi Current Events Presentation 15%

For this assignment, each student will research and present to the class on some aspect of Sámi current political, social, or cultural events. Students will also develop a comparative aspect to this event, looking in relation to issues First Nation peoples face more locally, within British Columbia or more generally within Canada or the Pacific Northwest.

Students will also produce a short 2 page (double spaced) paper (or about 500 words) that summarizes their research on the Sámi and First Nations news item of their choosing. And they will present their findings to the class informally (5-10 minutes), and plan to lead a short 5-10 minute discussion of the events with the class. We will be doing approximately one of these per week.

Students may wish to begin their research with searchable English-language sites like Google News or Euro News, turn to Indigenous media like the site of the Sámi Council, Native News Online, or use public media's Indigenous content like CBC Indigenous. Further, if you use Chrome as your browser, it has translation features that will allow you to read Sámi news direct from Norway, Sweden, and Finland at NRK Sápmi, SVT Sápmi, and YLE Sápmi. Unfortunately, Chrome cannot yet translate from Sámi, so you'll need to work within Norwegian, Swedish, or Finnish if you choose this path. This assignment has rolling deadlines.

Midterm Exam (25%)

The first midterm exam is an in-class essay exam that explores topics from the first two thirds of the course. The exam will be co-written with students, and questions will be provided for students approximately one week in advance of the exam on a Midterm Exam Study Guide. The exam will be held in class on *Wednesday, November 1.*

Research Project Proposal (5%)

Students will write a short, 150-200 word paper/project proposal (a summary of your general topic, the research questions you're interested in exploring, and overview of the sources you'll use in your project). A short bibliography of 4-5 sources should accompany your proposal. Students will briefly present their proposals in class for feedback. This assignment is due *Wednesday, October 18*.

Research Project Oral Presentations (15%)

In this 5-7 minute formal presentation, students will present on their final research projects. Presentations may include a short summary of research questions, findings and conclusions, a summary of background information, and a discussion of process and methodology. These presentations will be delivered in class on *November 27 and 29*.

Final Research Project (25%)

This project will be a researched project of your own design, on a topic of your choice, so long as it is connected to Sámi and/or Indigenous content or concepts we have critically explored in the course. This is a chance for you to dig deeper into a topic you're interested in.

This project may take multiple forms, and must be approved by the instructor prior to its submission. It may involve writing a research paper of 7-8 pages, creating a public facing media product (film, podcast,

online exhibit, website, etc.), doing a graphic adaptation, working on a translation, running an experimental archeology project (or folk arts practicum), creating a curriculum, or more. The project should be approximately the same amount of work as a 7-8 page researched paper. It must both involve research (whether library, ethnographic, or experiential), and present humanistic analysis of cultural products to appropriate academic or general audiences. This project is due Wednesday, December 6, 2023.

All assignments are assessed on 1) command of content, theory and concepts developed in the course; 2) the quality of humanistic analysis and argument presented in the assignment; 3) the efficacy of communication in the finished product.

Overview of Course Schedule

Week	Date	Topic	Assignments
1	9/6	Sámi Culture: Insiders and Outsiders	
2	9/11, 9/13	Sámi Languages	**Current Events (Week 2)**
3	9/18, 9/20	Land and Livelihoods	**Current Events (Week 3)**
4	9/25, 9/27	Sámi Mythology and Religion	**Current Events (Week 4)**
5	10/2, 10/4	No class 10/2; Legends	
6	10/9, 10/11, 10/12	No class 10/9; Legends (cont.)	**Current Events (Week 6)**
7	10/16, 10/18	Christianity	**Current Events (Week 7); Final Project Proposals**
8	10/23, 10/25	Colonization	**Current Events (Week 8)**
9	10/30, 11/1	Literature and Art	**Current Events (Week 9); Midterm Exam**
10	11/6, 11/8	Joik and Music	**Current Events (Week 10)**
11	11/13, 11/15	No class; midterm break	
12	11/20, 11/22	No class 11/20; Sámi Multimedia	**Current Events (Week 12)**
13	11/27, 11/29	Queering Sápmi & Indigenous Feminisms	**Project Presentations**
14	12/4, 12/6	Sámi in Diaspora	**Current Events (Week 14); Research Project due Dec. 6**

Course Reading List and Schedule

All the reading materials are available on the course Canvas site. You are expected to read the materials prior to class and come prepared to discuss them.

Week 1 (9/6-9/9*)*
Sámi Insiders and Outsiders

No Readings Due

Week 2 (9/10-9/16)
Sámi Languages

Monday

Jernsletten, Nils. "Sami Traditional Terminology: Professional Terms Concerning Salmon, Reindeer and Snow." In *Sami Culture in a New Era: The Norwegian Sami Experience.*, edited by Harald Gaski. Karasjok, Norway: Davvi Girji OS, 1997. 86-108.

Gaski, Harald. 1999. "A Language to Catch Birds With." *Weber Studies: Voices and Viewpoints of the Contemporary West* 16.2:18-26.

Wednesday

Pasanen, Annika.'It should be her language': New speakers of Sámi languages transmitting the language to the next generation." In Eds. Sanna Valkonen, Áile Aikio, Saara Alakorva, and Sigga-Marja Magga, *The Sámi World*. London: Routledge, 430-445.

Rosborough, T'łat'łaḵuł Patricia, and čuucqa Layla Rorick. 2017. "Following in the footsteps of the wolf: Connecting scholarly minds to ancestors in Indigenous language revitalization." *AlterNative: An International Journal of Indigenous Peoples* 13.1: 11-17.

Week 3 (9/17-9/23)
Land and Livelihoods

Monday

Turi, Johan. 2011 "About Hunting and Trapping." In *An Account of the Sámi*. Ed. Emilie Demant Hatt. Trans. Thomas A. DuBois. Chicago: Nordic Studies Press. 91-118.

Wednesday

Schreiber, Dorothee. 2002. "Our Wealth Sits on the Table: Food, Resistance, and Salmon Fishing in Two First Nations Communities." *American Indian Quarterly* 26: 360-377.

Somby, Niillas. 2003. *Gádde Gándát.* Film. https://www.youtube.com/watch?v=8L2HIsoz1Rs

Week 4 (9/24-9/30)
Sámi Mythology and Religion

Monday

Jensen, Ellen Marie. *What We Believe In: Sámi Religious Experience and Beliefs from 1593 to the Present.* Kárášjohka: ČálliidLágádus, 11-50.

Wednesday

Jensen, Ellen Marie. *What We Believe In: Sámi Religious Experience and Beliefs from 1593 to the Present.* Kárášjohka: ČálliidLágádus, 51-95.

Fjellner, Anders. 2003. *Beaivvi Bártni.* Ed. Harald Gaski. Karašjohka: Davvi Girji. 94-101.
South Sámi Creation Story. https://samicultures.com/Samistories/southernSamistory 2 pages.

Week 5 (10/1-10/7)
Legends

Monday—No Class (National Day for Truth and Reconciliation)
No Readings Due

Wednesday
Gaup, Nils. 1987. *Ofelaš.* Film. 83 minutes.
DuBois, Thomas A. 2000. "Folklore, Boundaries, and Audience in *The Pathfinder*." In Ed. Juha Pentikäinen, *Sami Folkloristics*. 255-274.

Week 6 (10/8-10/14)
Legends

Monday—No Class (Thanksgiving)
No Readings Due

Wednesday
Selected Noaidi Tale translations from Just Qvigstad, *Lapiske Eventyr og Sagn*.
Selected Čuđit and Stállu Tales from Johan Turi, Itkonen & Koskimies, Emilie Demant Hatt.

Thursday
No Readings Due

Week 7 (10/15-10/21)
Christianity

Monday
Rydving, Håkan. 1998. *End of the Drum Time*. Uppsala: Uppsala University Press. 54-68, 108-126.

Wednesday
Kristiansen, Roald E. Laestadianism. In Ed. Ellen Marie Jenson, *What We Believe In: Sámi Religious Experience from 1593 to the Present.* Karasjok, Norway: ČálliidLágádus, 2015. 96-136.

Week 8 (10/22-10/28)
Colonization

Monday
Gaup, Nils. 2016. *Kautokeino Rebellion.* 94 minutes.
Bastien, Betty, Jürgen W. Kremer, Rauna Kuokkanen, and Patricia Vickers. "Healing the impact of colonization, genocide, missionization, and racism on indigenous populations." *The psychological impact of war trauma on civilians* (2003): 25-38.

Wednesday
Kuokkanen, Rauna. Forthcoming "Is Reindeer the New Buffalo?: Climate Change, the Green Shift and Manifest Destiny in Sápmi." *Meridians: Feminism, Race, Transnationalism.*

Barman, Jean. 2012. "Schooled for Inequality: The Education of British Columbia Aboriginal Children." In *Schooling in Transition: Readings in Canadian History of Education.* Ed. Sara Burke, Patrice Milewski. 255-74.

Week 9 (10/29-11/4)
Duodji & Art

Monday
DuBois, Thomas A. 2018. "Lars Levi Sunna." *Sacred to the Touch: Nordic and Baltic Religious Wood Carving.* 103-128.
Museum of Vancouver. *Temíxw: Stories from the Land*. Online Exhibit. *https://museumofvancouver.ca/temixw-stories-from-the-land*
Sunna, Anders. Selected Works. http://anderssunna.com
Laiti, Jenni. Selected Works. https://www.jennilaiti.com

Wednesday
Midterm Exam

Week 10 (11/5-11/11)
Joik & Music

Monday
Gaski, Harald. "The Secretive Text: Yoik Lyrics as Literature and Tradition" In *Sámi Folkloristics.* Eds. Juha Pentikäinen et al. Turku: Nordic Network of Folklore, 2000. 191-214.

Wednesday
Sámi Grand Prix https://www.youtube.com/watch?v=C_EwbO7SULE
Indigifest. https://www.indigifest.ca

Week 11 (11/12-11/18)
Midterm Break

No class

Week 12 (11/19-11/25)
Sámi Multimedia

Monday
No class

Wednesday
Skábma: Snowfall (in-class)

Week 13 (11/26-12/2)
Queering Sápmi & Indigenous Feminisms

Monday

Dankertsen, Astri. 2021. "Indigenising Nordic Feminism—A Sámi Decolonial Critique." In S. Keskinen, ed., *Feminisms in the Nordic Region: Neoliberalism, Nationalism, and Decolonial Critique.* Springer, 135-154.

Barman, Jean. 2010. "Indigneous Women and Feminism on the Cusp of Contact." In Eds. Cherry Suzack, Shari M. Huhndorf, Jeanne Perreault, and Jean Barman, *Indigenous Women and Feminism: Politics, Activism, Culture.* Vancouver, University of British Columbia Press. 92-108.

Wednesday

Lindquist, Sara and Elfrida Bergman. 2014. *Queering Sápmi.* Excerpts.

Lang, Sabine. 1997. "Various Kinds of Two-Spirit People." In Jacobs, Sue-Ellen, Wesley Thomas, and Sabine Lang. *Two-Spirit People: Native American Gender Identity, Sexuality, and Spirituality.* Urbana: University of Illinois Press. 100-18.

Week 14 (12/3-12/9)
Sámi in Diaspora

Monday

Sallie Anna Steiner. 2022. "'A Growing Art': Traditional Arts and Heritage Rediscovery in Northern Minnesota Scandinavian Communities." In Eds. Tim Frandy and B. Marcus Cederström, *Culture Work: Folklore for the Public Good.* Madison: University of Wisconsin Press, 216-226.

Pacific Sámi Searvi. https://pacificsami.org

Wednesday

Baer, Anders. Diary. 27 pages.

Course Policies of Note

Late Work
It is important that you stay on task and meet weekly deadlines… students get into trouble when they fall behind. But sometimes life gets in the way of our ability to meet deadlines. If you are having problems meeting deadlines (particularly for major assignments), please communicate with me as soon as possible, and we can try to come up with a solution. Please let me know before you're going to miss a deadline, rather than afterwards, since that's really the much more polite thing to do.

Missing Class
Though I want you all in class, there are all kinds of reasons to miss class. If you're feeling sick, you should stay home. If you have personal situations arise (family situations, work commitments, other responsibilities, etc), then you should attend to those. If you really need a mental health day, maybe you should take one. The only thing I ask is that you send me an email and let me know before class, so I can adjust my plan for the day.

There's no direct penalty for missing class, although missing class will likely have some inevitable impact on your graded work. Regardless, I encourage you to be in touch if you're going to be missing class, and we can work together to make sure it's minimally impactful.

ChatGPT and AI Use
For the purposes of this course, students may use ChatGPT in ethical ways during their writing process. This includes using this tool to brainstorm, refine ideas, outline, and use its grammatical capacities to improve writing clarity. Students, however, cannot (and should not) use AI to create graded content for the course. This includes copying and pasting and rewriting ChatGPT-generated content.

Students who do choose to use ChatGPT for graded work to any degree beyond brainstorming must disclose to the instructor how exactly AI technologies have been involved in the process in a short written statement (~1 page) submitted with graded work. Students will be evaluated primarily on the portion of work they generated. Failure to appropriately disclose use of AI crosses the line into academic misconduct.

In the event that graded work appears to be AI-generated, the instructor reserves the right to conduct a short oral interview with students to assess learning and to assign appropriate grades based on the outcome of that interview.

Honestly, AI technology right now is not terribly effective in this course, since it mostly produces texts filled with some pretty basic factual errors and horrific stereotypes. While you should feel free to use it in early stage writing, it's not going to work to produce finished writing products.

University and Course Policies

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark

of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline.

Students might additionally consult the UBC Library Plagiarism Guide for general information on plagiarism, information on safe practices to avoid plagiarism and more
https://guides.library.ubc.ca/tutorial-lfs/citing/plagiarism

Academic Concessions

UBC's academic concession policy (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0) states that students seeking academic concession for any of three reasons: conflicting responsibilities; medical circumstances; and compassionate grounds, would take the following steps:

If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, please submit a Student Self-Declaration (https://www.arts.ubc.ca/wp-content/uploads/sites/24/2019/10/Student-Self-Declaration-Form-1.6-Arts.pdf) to the instructor as soon as possible so that your in-term concession case can be evaluated.

If this is not the first time that you have requested concession or if classes are over, you are required to fill out the Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. For additional information you can consult this site:
https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

Academic Accommodation

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Class Preparedness

For every class you are expected to have required reading and/or due assignments completed, and are ready to participate in discussions. If you require additional audio/visual equipment for a presentation or project in class, please notify me through email at least 3 business days before the class so that I can reserve the equipment.

Academic Freedom

The classroom is a place for the open discussion of ideas and issues. The points of view expressed by the instructor represent a professional perspective of matters related to Critical European Studies, and you and your peers are expected to contribute. However, if at any time you wish to further discuss an issue taken up from class, or do not feel comfortable to engage, please feel free to contact the instructor.

Early Alert

We participate in the Early Alert Program which helps me support students who are facing difficulties that are interfering with school. If you are feeling stressed, please notify the TA or the instructor and indicate that you would like assistance. While we are not trained to help with personal problems, we can get you help from people who are. Any information that they receive from you or us is strictly confidential and is in the interest of your academic success and wellbeing. For more information, please visit EarlyAlert.