

# Peoples of the Arctic

ANT 4932/ANG 6314  
Spring 2016

T 5-6<sup>th</sup> Period, 2334 Turlington  
Th 6<sup>th</sup> Period, 2336 Turlington

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## Course Description and Objectives

"Arctic Peoples, among the most easily recognized ethnographic populations, remain a poorly understood group about whom easy generalizations are routine: they eat only raw meat, they give their wives as gifts to strangers, they rub noses instead of kissing, they send their elderly out on ice floes to die. We are prepared to believe almost anything about such an unfamiliar and peculiar group" (Martin 1986:420).

The purpose of this course is to demystify the peoples of the North American Arctic. This semester, we will pay particular attention to the origins of the peoples who inhabit the region, the history of contact with Europeans, the various economic and environmental adaptations that people have made to their environment, the specific cultural features that characterize foragers in the North American Arctic and Subarctic, and the ways in which these peoples are adapting to the challenges of their contemporary political and social environments.

The Arctic is a big place, and it is filled with many different cultures. We will focus on specific groups from different regions in the Arctic. The objectives of this modified case study approach are many but include (1) Becoming familiar with the ethnology of the Arctic; (2) Analysis of the similarities and differences of the peoples who inhabit the Arctic (3) Increasing knowledge of the history and nature of contact between Arctic Peoples and Europeans/Canadians/Americans and analyzing the consequences of contact; (4) Improving skills in working with ethnographic materials; and (5) Improving abilities in communication through written, oral, and visual methods.

## Textbooks and Reading Assignments

There are four textbooks for this course, which are as follows:

Jens Dahl. 2000. *Saqqaq*. Toronto: University of Toronto Press.

Jean Briggs. 1970. *Never In Anger*. Harvard University Press.

Paul Nadasdy. 2008. *Hunters and Bureaucrats*. UBC Press.

Ronald Nizen. 1998. *Defending the Land: Sovereignty and Forest Life in James Bay Cree Society*. Prentice-Hall.

In addition to the textbooks, there will be reading material placed on reserve. These readings are required and will provide the details and alternate perspectives that the text ethnographies cannot. Reserve materials (listed below, in the course schedule) are available through Canvas. Students are

expected to be prepared to discuss the readings in class.

## Exams and Grading

There are two exams for this course – a mid-term and a final. Both exams will be in essay format and will be comprised of short answers and longer essay questions. Typically, I allow some choice on the exams, and I will provide potential questions and a list of terms and concepts as a study guide before hand. Each exam will be worth 100 points.

Students are also required to write a term paper during the semester. The paper is expected to be between 14-16, typed and double-spaced, on a topic of your choice but approved ahead of time. Detailed directions and a list of suggested topics will be forthcoming next week. To facilitate your paper writing, students are expected to submit a brief proposal, outlining the paper topic and key sources. For graduate students in the course, you should plan on a paper of manuscript length, which is 20 pages, not including the bibliography. The term paper is worth 100 points.

Because of the discussion-oriented nature of the class, students will be graded on the quality of class participation. Participation is a constructive activity, which means that you must not only have interesting and useful things to contribute to the discussion but also remain sensitive to others in the classroom. Being disrespectful of other opinions or hogging the spotlight are just as bad as not saying anything. Your participation grade is worth 50 points. You should note that 50 points is more than enough to make for a whole letter grade in this class, so this is not a trivial component of the course.

Because real participation remains such an unusual component of most college classrooms, I should add here that “participation” and “discussion” are not unstructured activities. Rather, much of the discussion is guided either by discussion questions provided to accompany readings and periodic small-group, in-class discussions of particular topics.

In summary, the grade breakdown for the course looks like the following:

Mid Term Exam	100
Final Exam	100
Term Paper	100
Participation	50
<b>Totals</b>	<b>350</b>

As for letter grades, the numbers play out as follows:

A=315+, A-=308, B+=301, B=280, B-=273, C+=266, C=245, C-=238, D=210, E=<210

I will be using Canvas to manage the course. This means that all important materials can be viewed online using Canvas, including a copy of the syllabus, exams, assignments and any supplemental readings or links I might think to post. While Canvas is a useful tool for managing this course, it is important to remember that this is not an online course, and I am only using Canvas as an organizational tool.

## Classes, Readings, & Attendance Policy

Students are expected to complete the assigned readings before classes. I do not grade for attendance, though attendance is highly correlated with performance on exams, and thus the final grade in the course. I'm not inclined to do any favors for students who are borderline if they have shown a half-hearted commitment to being in class. And, of course, if you are not in class you are not participating, which means you are not earning those points. Finally: University policy is that students are expected to attend all class meetings.

## Academic Honesty

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same work for different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#).

## Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the [Disability Resource Center](#). The DRC will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make any requests by January 12.**

## UF Counseling Services.

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

1. [University Counseling and Wellness Center](#), 3190 Radio Road, 392-1575. Personal, career, and emergency counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, Career development assistance and counseling
3. [Writing Studio](#), 302 Tigert Hall, 846-1138. Writing assistance, study skills, test preparation

## Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last 2-3 weeks of the semester, but students will be notified of specific times when they are open. [Summary results](#) of these assessments are also available to students.

## Course Outline

### Important Dates:

Paper Proposals Due: **January 26**  
Mid-Term Exam: Due **Feb 25**

Papers Due: **April 5**  
Final Exam: Due **April 26**

There are three themes that I want to focus on in this course: (1) Environment, Culture, and Subsistence, (2) What are Inuit? What are Eskimos? What is Culture?, and (3) Culture Change and Cultural Survival. All of the readings focus on these three elements, but this is a pretty good place to break them up. We'll go through each as they come up. Dates for each topic are estimates. Class interest will dictate progress through the semester.

#### Environment and Subsistence (Jan 5-21)

Dahl (all)  
Burch 1971  
Freeman 1984  
Langdon 1991  
Wenzel 1995

#### Personhood and Identity (Jan 26-Feb 11)

Briggs (all)  
Annahatak 1994  
Dorais 1991  
Nadasdy (pp. 1-113)  
Searles 2002  
Stairs 1992

#### Health and Healing (Feb 16-March 10)

Niezen (all)  
Billson 2006  
Fortune 1971  
Guemple 1995  
Keenleyside 2003  
Kral et al. 2011

#### Self-Determination and Cultural Survival (March 15-31)

Nadasdy (pp. 114+)  
Feit 1982  
Fienup-Riordan 1999  
Fogel-Chance 1993  
Wenzel 1985

#### Climate Change and Adaptation (April 5-19)

Beaumier and Ford 2010  
Berkes and Jolly 2001  
Caulfield 1997  
Collings 2011  
Nuttall 2008  
Wenzel 2009

## Reserve Readings

- Annahatak, Betsy. 1994. Quality Education for Inuit Today? Cultural Strengths, New Things, and Working Out the Unknowns: A Story by an Inuk. *Peabody Journal of Education* 69: 12-18.
- Beaumier, M, and James Ford. 2010. Food insecurity among Inuit women exacerbated by socioeconomic stresses and climate change. *Canadian Journal of Public Health* 101: 196-201.
- Berkes, Fikret, and Dyana Jolly. 2001. Adapting to Climate Change: Social-Ecological Resilience in a Canadian Western Arctic Economy. *Conservation Ecology* 5: 18.
- Billson, J.M. 2006. Shifting gender regimes: The complexities of domestic violence among Canada's Inuit. *Etudes/Inuit/Studies* 30: 69-88.
- Burch, Ernest S. 1971. The Nonempirical Environment of the Arctic Alaskan Eskimos. *Southwestern Journal of Anthropology* 27: 148-165.
- Caulfield, R.A. 1997. Whaling and sustainability in Greenland, in M.G. Stevenson, Madsen A. & Maloney E. (ed.) *The anthropology of community based whaling in Greenland*: 261-277. Edmonton: Canadian Circumpolar Institute Occasional Publication No. 42.
- Dorais, Louis-Jacques. 1991. Language, Identity, and Integration in the Canadian Eastern Arctic. *North Atlantic Studies* 3: 18-24.
- Feit, H.A. 1982. The future of hunters within nation-states: anthropology and the James Bay Cree, in R.B. Lee & Leacock E. (ed.) *Politics and History in Band Societies*: 373-411. Cambridge: Cambridge University Press.
- Fienup-Riordan, Ann. 1999. Yaquqet Qaillun Pilartat (What the Birds Do): Yup'ik Eskimo Understanding of Geese and Those Who Study Them. *Arctic* 52: 1-22.
- Fogel-Chance, Nancy. 1993. Living in Both Worlds: Modernity and Tradition among North Slope Inupiaq Women in Anchorage. *Arctic Anthropology* 30(1): 94-108.
- Fortune, Robert. 1971. The Health of the Eskimos, as Portrayed in the Earliest Written Accounts. *Bulletin of the History of Medicine* 45: 98-114.
- Freeman, M.M.R. 1984. Arctic Ecosystems. In: David Damas (ed.), *Handbook of North American Indians*, Vol. 5, Arctic; pp. 36-48. Washington: Smithsonian Institution Press
- Guemple, D. Lee. 1995. Gender in Inuit Society. In: Laura F. Klein and Lillian A. Ackerman (eds.), *Women and Power in Native North America*; pp. 17-27. Norman, OK: University of Oklahoma Press
- Keenleyside, Anne. 2003. Changing Patterns of Health and Disease among the Aleuts. *Arctic Anthropology* 40: 48-69.
- Kral, M.J., L. Idout, J.B. Minore, R.J. Dyck, and L.J. Kirmayer. 2011. Unikkaartuit: Meanings of well-being, unhappiness, health, and community change among Inuit in Nunavut, Canada. *American Journal of Community Psychology* 48: 426-438.
- Langdon, Stephen J. 1991. The Integration of Cash and Subsistence in Southwest Alaskan Yup'ik Eskimo Traditions. In: Nicolas Peterson, and Toshio Matsuyama (ed.), *Cash, Commoditisation. and Changing Foragers*; pp. 269-291. Osaka: National Museum of Ethnology.
- Nuttall, M. 2008. Climate change and the warming politics of autonomy in Greenland. *Indigenous Affairs* 1/08: 44-51.
- Searles, Ned. 2002. Food and the Making of Modern Inuit Identities. *Food and Foodways* 10: 55-78.
- Stairs, Arlene. 1992. Self-Image, World-Image: Speculations on Identity from Experiences with Inuit. *Ethos* 20: 116-126.

- Wenzel, George. 1985. Marooned in a blizzard of contradictions: Inuit and the anti-sealing movement. *Etudes/Inuit/Studies* 9: 77-91.
- 1995. Ningiqtuq: resource sharing and generalized reciprocity in Clyde River, Nunavut. *Arctic Anthropology* 32: 43-60.
- 2009. Canadian Inuit subsistence and ecological instability -- if the climate changes, must the Inuit? *Polar Research* 28: 89-99.