

**ARCTIC ENCOUNTERS:
HUMANS AND OTHER SENTIENT BEINGS IN THE NORTH AND SIBERIA
АРКТИЧЕСКИЕ СТОЛКНОВЕНИЯ:
ЛЮДИ И ДРУГИЕ ЖИВЫЕ СУЩЕСТВА НА СЕВЕРЕ И В СИБИРИ
School of Advanced Studies
Quarter 4, April 29 to June 11, 2020**

Instructor: Anna Varfolomeeva (a.varfolomeeva@utmn.ru). Available for consultation via email or pre-scheduled Zoom appointment.

Contact Hours: 48

Type of Course: Elective

Meeting Times: Wednesday 12:30-14:00 (synchronous Zoom seminar), Thursday 14:20-15:50, Friday 14:20-15:50 (asynchronous Canvas assignments). NB: the course is planned to start from Week 2.

Related Minors

This course counts toward the minors in Anthropology & Sociology, Cultural Studies and Environmental Humanities.

Course Description

Over the last two decades, the Arctic, North and Siberia have collectively emerged as a region of dramatic environmental and socioeconomic change. This vast part of the planet, once seen as a wild, empty and remote area, is now understood and represented increasingly as a vulnerable and fragile place. This course aims to provide a general introduction to contemporary issues in the circumpolar North and Siberia with a focus on interactions between humans, non-human sentient beings (animals and spirits), and landscape. We will be examining some of the most critical issues facing the peoples and environments of the Arctic today, including: sustainable livelihoods; natural resource use; interactions between Arctic residents; human – animal relations; environmental, social, cultural and political changes in the region. The course will encourage students to relate anthropological ideas, perspectives and information to a range of contemporary social, cultural, political and environmental issues in the modern regions of the North and Siberia.

This course counts as an elective for the Environmental Humanities minor.

Course Structure

The course will consist of interactive lectures, reading-intensive seminars, group assignments, and student presentations. Each week will be devoted to a particular topic encompassing a certain aspect of human - landscape or human - state encounters in the North and Siberia.

The classes will be held three times a week. The first meeting of each week will be a ZOOM meeting: a short interactive lecture introducing the weekly topic followed by brief

reading-based presentations and general discussion. In addition, each week two asynchronous assignment will be posted on Canvas. **All assignment answers need to be submitted via Canvas weekly by 23:59 each Friday.** Most of the assignments will require individual work. However, we will also have two group work sessions (you can arrange group work discussions via Zoom, email or social networks).

Student Learning Goals

Students who successfully pass this course will be able to:

Learning goals	
Knowledge goal:	Acquire a range of information related to contemporary challenges facing the peoples and environments of the circumpolar North -- and to assess critically the value of such information
Knowledge goal:	Link academic works on the Arctic, North and Siberian regions to contemporary media publications and discussions on today's challenges, as well as to their own experience of living in Siberia
Knowledge goal:	Connect the issues discussed during the course (human - landscape and human - animal relations, the problem of sentient landscape, links between environmental and socioeconomic changes) with larger concepts explored in the Environmental Humanities minor.
Practical skill:	Prepare and present brief talks about contemporary issues
Practical skill:	Master the skill of connecting academic and media texts in discussing contemporary environmental and social problems.

Required Coursework and Evaluation Criteria

The final grade for this course will be calculated as follows:

Assignment or Task	Due date/s	Percent
Participation (incl. Quizzes and Group work)	Ongoing	15%
Presentation of a reading	Assigned in class	10%
Short written assignments	Week 2, 5, 7	15%
Online Midterm and Final Assignments	May 15; June 11	20% each (40% total)
Essay (on Canvas)	June 7	20%

This course employs 7-median (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) for all the assignments. Failing grades (0-3) are not included in the calculation of the 7-rule.

Participation (15%)

Students are expected to actively participate in online discussions via Zoom and Canvas. Any non-emergency absences from weekly Zoom meetings should be discussed in advance. Participation grade includes active listening to your peers, adding comments and posing questions to others (e.g. during online presentations). Short weekly quizzes and group work results are assessed as a part of participation grade.

Seminar Presentation (10%)

Each student is expected to deliver a short presentation of one of the seminar readings. Presentations will be either delivered via Zoom or posted on Canvas. Presentation slots will be arranged during the first week of the classes. During the presentation, you need to introduce your chosen text and note whether you found any part of the text especially interesting / especially difficult to comprehend / especially relevant for your own research interests. At the end of the presentation, you need to pose several questions for discussion. Zoom presentations should be 5-7 minutes long; PowerPoint is not mandatory. Canvas presentations should be around 500 words long; PowerPoint slides or illustrations may be included but are not required.

Midterm and Final Assignments (20+20%)

Midterm and Final Assignments will be held on Canvas. The Assignments will consist of three questions based on readings. You will need to answer each of the questions briefly (200-250 words for each answer). Evaluation criteria include:

- level of engagement with the required readings;
- knowledge of relevant concepts discussed during the course;
- being able to compare and contrast course readings when needed;
- overall structure and clarity of the answers.

Essay (20%)

For your essay (1000-1200 words, via Canvas) you will have several options:

1. To discuss your own Northern or Siberian heritage (e.g. family history, your experience of growing up in the North or Siberia, your current perception of the concepts);
2. To focus on the images of the North and Siberia in public discourse (e.g. films, books, songs, posters, advertisements about the Arctic/Siberia);
3. To analyze on one of the issues discussed during the course (e.g. environmental change in the North and Siberia, human - animal relations, resource extraction, indigenous communities of the Arctic etc.) focusing on a specific case study of your choice

For all the options, you are expected to use frameworks and concepts from at least one of the required readings. You are encouraged to use additional sources related to your chosen case study (e.g. academic publications, newspaper materials, videos, online discussions).

The essays will be evaluated based on the following criteria:

- clarity and coherence of the argument
- engagement with the course reading(s)
- depth of analysis of the chosen case study or personal / family experience
- following citation and bibliography guidelines (see Course Policies)

Canvas and Other Course Resources

This course has a website on Canvas (<https://canvas.instructure.com/courses/1848669>). You should have received an invitation to join the course on Canvas two weeks before the

start of classes. If you did not, double check your SAS email and then follow up with the instructor. All course readings, this syllabus, and any other course materials are available on Canvas.

Course Literature

Here is a bibliography of literature that will assist you in studying and writing assignments. See the course schedule below for specific reading assignments.

Anderson, D. G., Looovers, J. P. L., Schroer, S. A., & Wishart, R. P. (2017). Architectures of domestication: on emplacing human-animal relations in the North. *Journal of the Royal Anthropological Institute*, 23(2), 398-416.

Bolotova, A. (2011). Engaging with the environment in the industrialized Russian North. *Suomen antropologi*, 36 (2), pp.18-36.

Nuttall, M. 2013 'Zero-tolerance, uranium and Greenland's mining future' *The Polar Journal* 3(2): 368-383

Stammler, F. (2011). Oil without Conflict? The Anthropology of Industrialization in Northern Russia. In: A. Behrendts, S. Reyna and G. Schlee, ed., *Crude Domination: An Anthropology of Oil*, 1st ed. Berghahn Books, pp.243-269.

Vakhtin, Nikolai. 2017. "Mobility And Infrastructure In The Russian Arctic". *Sibirica* 16 (3)

Course Policies and Expectations

This course follows general SAS policies concerning attendance, lateness, and academic integrity. All written materials submitted within the course need to follow APA citation style (see

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guid_e/in_text_citations_the_basics.html for more information on APA style).

Examination Format

The examination consists of a 90-minute test that includes the identification of ten quotations from required course readings and a written essay. For full details on the format and grading, see the SAS policies section below.

Course Schedule

Week	Date	Activity	Topics & Readings	Assignment
1 20.04 -29.0 4	TBC*			
	TBC*			
	TBC*			
2	29.04	SYNC Zoom seminar	<u>Weekly Theme: How to Define the Arctic?</u> <u>Introduction, course structure</u> Schweitzer, P. <i>Can one see the Arctic from Vienna?</i>	

			https://culanth.org/fieldsights/can-one-see-the-arctic-from-vienna	
	30.04	ASync assignment	<p><u>Imagining the North</u></p> <p>Watching <i>Nanook of the North</i> (1922 -Part 1) - https://www.youtube.com/watch?v=z7DZ05IqJOk</p> <p>Quiz assignment via Canvas</p>	
	1.05	ASync assignment	<p><u>Imagining Siberia</u></p> <p>Gray, P., Vakhtin, N., & Schweitzer, P. (2003). Who owns Siberian ethnography?: A critical assessment of a re-internationalized field. <i>Sibirica</i>, 3(2), 194-216.</p> <p>Anisimova, A., Echevskaya, O. (2012). "Sibiriak": Community, Nationality, or State of Mind? <i>Laboratorium</i>, 4 (3): 157-161.</p> <p>Written assignment (200 words) via Canvas</p>	
3	6.05	SYNC Zoom seminar	<p><u>Weekly Theme: Arctic Residents</u></p> <p><u>Engaging with Arctic environment</u></p> <p>Nuttall, M. (1998). Indigenous peoples and the Arctic Environment. In: Nuttall, M. <i>Protecting the Arctic: Indigenous peoples and cultural survival</i> (Vol. 3). Taylor & Francis.</p> <p>Bolotova, A. (2011). Engaging with the environment in the industrialized Russian North. <i>Suomen antropologi</i>, 36 (2), pp.18-36.</p> <p>EUSPb cartoon: <i>A Day in the Arctic</i> - http://www.interarctic.ru/mult</p>	
	7.05	ASync assignment	<p><u>Indigeneity under change</u></p> <p>Short documentaries:</p> <p>"The Caribou People" (1992): https://www.youtube.com/watch?v=AEIqJYoZ46Y</p> <p>"I am Sami" (2017): https://www.youtube.com/watch?v=-c18xNxFUSY</p> <p>Quiz assignment via Canvas</p>	

	8.05	ASync assignment	<p><u>Contemporary challenges of Arctic communities.</u></p> <p>Group work assignment based on newspaper articles and podcasts posted on Canvas.</p> <p>The results of group discussion should be published in Canvas Discussions section</p>	
4	13.05	SYNC Zoom seminar	<p><u>Weekly Theme: Animals in the Arctic</u></p> <p><u>Domestication and Hunting</u></p> <p>Anderson, D. G., Loovers, J. P. L., Schroer, S. A., & Wishart, R. P. (2017). Architectures of domestication: on emplacing human-animal relations in the North. <i>Journal of the Royal Anthropological Institute</i>, 23(2), 398-416.</p> <p>Willerslev, R. (2004). Not Animal, Not Not-Animal: Hunting, Imitation and Empathetic Knowledge among the Siberian Yukaghirs. <i>Journal of the Royal Anthropological Institute</i>, 10(3), 629–652.</p>	Midterm quiz: May 15
	14.05	ASync assignment	<p><u>Indigenous whaling</u></p> <p>Nuttall, M. (1998). Hunting and the Right to Development: the Case of Aboriginal Subsistence Whaling. In: Nuttall, M. <i>Protecting the Arctic: Indigenous peoples and cultural survival</i> (Vol. 3). Taylor & Francis.</p> <p>Quiz assignment via Canvas</p>	
	15.05	ASync assignment	<p><u>MIDTERM ASSIGNMENT via Canvas</u></p>	
5	20.05	SYNC Zoom seminar	<p><u>Weekly Theme: Northern Landscapes</u></p> <p><u>Humans and sentient landscape</u></p> <p>Myrvoll, M. (2017). Gosa Bássi Várit Leat Jávkán? Where Have All The Sacred Mountains Gone? In: Heinamaki, L. & Herrmann, T.M. (Eds). <i>Experiencing and Protecting Sacred Natural Sites of Sámi and other Indigenous Peoples</i>. (pp. 101-116). Springer.</p> <p>Kucukustel, S. (2019). I can't leave my erens: living in a spirited geography with reindeer. In: Oehler, A. & Varfolomeeva, A. (Eds.) <i>Multispecies Household in the Saian Mountains:</i></p>	

			<i>Ecology at the Russia-Mongolia Border.</i> Lexington Books.	
	21.05	ASync assignment	<u>Attachment to place</u> Bolotova, A. and Stammler, F. (2009). How the North became home. Attachment to Place among Industrial Migrants in Murmansk region. In: C. Southcott and L. Huskey (Eds.), <i>Migration in the Circumpolar North: New Concepts and Patterns</i> . (pp.193-220). Edmonton: University of Alberta. Written assignment (200 words) via Canvas	
	22.05	ASync assignment	<u>Arctic landscapes in popular culture</u> Watching <i>Kak ya provel etim letom (How I Ended This Summer)</i> (2010) - https://www.youtube.com/watch?v=OFp2ypeojCl Quiz assignment via Canvas	
6	27.05	SYNC Zoom seminar	<u>Weekly Theme: Remoteness, Mobility, Transportation</u> <u>Mobility and remoteness in the Russian North and Siberia</u> Vakhtin, Nikolai. 2017. "Mobility And Infrastructure In The Russian Arctic". <i>Sibirica</i> 16 (3) Schweitzer, P., & Povoroznyuk, O. (2019). A right to remoteness? A missing bridge and articulations of indigeneity along an East Siberian railroad. <i>Social Anthropology</i> , 27(2), 236-252.	
	28.05	ASync assignment	<u>Settlements on the move</u> Nilsson, B. (2010). Ideology, environment and forced relocation: Kiruna - a town on the move. <i>European Urban and Regional Studies</i> , 17(4), 433–442. Bennett, M. (2019). Going underground in Kiruna. https://www.cryopolitics.com/2019/11/06/going-underground-in-kiruna/ Watching: <i>Climate Change Is Making This Alaskan Town Fall into The Ocean:</i> https://www.youtube.com/watch?v=G40ooKzl664 Quiz assignment via Canvas	
	29.05	ASync assignment	<u>Overcoming remoteness</u>	

			<p>Group work assignment (based on newspaper articles on remoteness in the North (distributed to groups via Canvas)</p> <p>The results of group discussion should be published in Canvas Discussions section</p>	
7	3.06	SYNC Zoom seminar	<p><u>Weekly Theme: The Power of Extraction</u></p> <p><u>Mining pasts and futures</u></p> <p>Nuttall, M. 2013 'Zero-tolerance, uranium and Greenland's mining future' <i>The Polar Journal</i> 3(2): 368-383</p> <p>Wilson, E., Hansen, A., & Rowe, E. (2017). Imagining the future: Local perceptions of Arctic extractive projects that didn't happen. In Kelman I. (Ed.), <i>Arcticness: Power and Voice from the North</i>(pp. 130-149).</p>	ESSAY deadline: June 7
	4.06	ASync assignment	<p>Industrialization of the Russian Arctic</p> <p>Stammler, F. (2011). Oil without Conflict? The Anthropology of Industrialization in Northern Russia. In: A. Behrendts, S. Reyna and G. Schlee, ed., <i>Crude Domination: An Anthropology of Oil</i>, 1st ed. Berghahn Books, pp.243-269.</p> <p>Quiz assignment via Canvas</p>	
	5.06	ASync assignment	<p><u>Extractive industries in the Arctic: case studies</u></p> <p>Watching short documentaries: <i>Mestorozhdenie</i> (I. Golovnev, 2015) https://www.youtube.com/watch?v=xGTvBIAQgqk</p> <p><i>The Gallok Rebellion</i> (2013) https://www.youtube.com/watch?v=1OS0433Zssk</p> <p>Written assignment (200 words) via Canvas</p>	
8	10.06	SYNC Zoom seminar	<p><u>Weekly theme: The Changing Arctic</u></p> <p><u>Environmental changes in the Arctic. Concluding discussion</u></p> <p>Wadhams, P. (2017). <i>A farewell to ice: A report from the Arctic</i>. Oxford University Press. Chapters 1 and 7</p>	FINAL QUIZ June 11
	11.06	ASync assignment	<p><u>Arctic futures</u></p> <p>Online lectures: <u>The Changing Arctic - Lecture 9 (People of the North)</u> and <u>Lecture 10</u></p>	

			(Conclusion): https://tinyurl.com/TheChangingArctic Quiz assignment via Canvas	
		ASync assignment	<u>FINAL ASSIGNMENT via Canvas (by June 11)</u>	

* the class shall be rescheduled due to external circumstances

SAS Policies for Online Courses

Please note the addition and updating of policies to reflect the realities of online teaching in Q4.

Technical Requirements and Responsibilities for Online Education

Professors and students are responsible for ensuring they have access to a computer and a stable Internet connection during all scheduled class meetings. This is to ensure that students get the most out of the online education format. If you have problems with your Internet, smartphones may be used as a backup option (as a wifi hotspot or to participate in class).

Course materials and all assignments will be made available on Canvas; all synchronous class meetings will be conducted over Zoom. All communication about the course and assignments must happen over Canvas or official email. The use of any supplementary platforms (discussion boards etc.) is at the discretion of the instructor.

Professors are required to post all resources for online teaching via Canvas before the start of each week. This includes: Any nonsynchronous lesson material, the invitations for individual Zoom meetings, and any other materials required to complete the course.

All synchronous classes will be recorded and made available via Canvas on the same day for a minimum of one week. These recordings are only for teaching purposes and should not be shared.

Etiquette for Online Classes

Professors and students should join Zoom a few minutes before class in order to have time to solve any technical problems. When you join a class, your microphone will be muted. Individual professors will decide how to run class discussions and whether to enable such features as chat. As a general rule of thumb, you should mute your microphone when you are not speaking.

In seminars, students are required to make themselves visible. If you have concerns about what is visible, then either take the time to “curate” your environment or consider using the background option in Zoom. During lectures, you are welcome to turn off your video.

Students should feel free to contact the professor or Head of Education (d.kontowski@utmn.ru) to discuss any concerns that may arise concerning online delivery of the course (i.e., technical issues, course material availability, access to apps, communication challenges, and changes to syllabus or schedule). Don't wait until course evaluations to draw attention to your concerns!

Technical Emergencies Protocols

Students who have difficulty getting online to attend a synchronous class or complete an assignment, should contact the professor immediately according to the specific instructions provided in the syllabus (i.e., via telephone, SMS, or email). Follow the below instructions concerning making up classes missed due to technical problems.

If your professor is not online for the start of a class session, keep Zoom open and check your email. If the professor does not come on-line or send a message to clarify the situation within 10 minutes after the official starting time, class is cancelled. Both the professor and a designated student should alert the Head of Education about the situation. Missed classes will be rescheduled; update class times to be shared via Canvas and Moodle.

Attendance and Absences

Zoom has an attendance feature that will be used to record attendance. Attendance is required for all synchronous classes or required online activities (i.e., designated asynchronous tasks, timed assignments, group work meetings, etc.) and will be recorded on a grading sheet. Students can miss up to two classes without an excuse; every further absence will see the final mark lowered by 1 point for each class missed (i.e., a student who misses 6 class meetings without prior approval or a valid excuse cannot pass a course). Missing more than 15 minutes of scheduled online class is considered an absence, unless the student has received prior approval from the Head of Education.

If you plan to miss a class due to a legitimate conflict (i.e. attendance of a student conference), you must apply to the instructor for an approved absence at least seven days in advance and CC Head of Education. Without advanced approval, it will count as a missed class.

If you are sick, email all your instructors and Alyona Bunkova (a.bunkova@utmn.ru) as soon as possible to notify them that you will be missing class. They will follow up with you with any necessary arrangements related to your illness.

If you need to miss a class due to something that arises at short notice (i.e., bureaucracy that needs to be dealt with, an emergency at home), email the instructor as soon as possible to notify them about your absence. Should a student have repeated problems with attendance, the instructor will notify the Head of Education.

Making Up Classes Missed for Legitimate Reasons

Students who miss a synchronous class session to a legitimate conflict, an emergency that arises at short notice, or a technical problem will be required to watch the recording of the class and submit a written summary of the key points of the class, including any questions that you have about the content. This should be sent to the instructor via email within 48 hours of the ending of the class in order to receive credit. If a technical problem emergency situation persists beyond 48 hours, an extension may be granted. Students who are sick should watch the videos of missed classes in order to keep up on courses, but they are not required to submit written summaries.

Extensions for Assignments

All assignments must be submitted by their due dates. Extensions will be granted only when ill health, death of a loved one, or personal difficulties of a serious nature near the due date prevent completion of an assignment. As the due dates for assignments are stated in the syllabus, the pressure of other university work or extracurricular activities will not be accepted as a reason for an extension.

If you require an extension, you must write to your instructor at least three working days in advance. Clearly explain your situation and provide any necessary documentation (such as a medical certificate) to Alyona Bunkova. Your instructor should reply to you within one day; you will be notified by email about whether an extension has been granted.

Late Assignments

Late assignments will be penalized by a full grade deduction for each day of lateness. For example, an essay submitted three days late that received a mark of 7 would be reduced to 4. Late assignments will not be accepted once graded assignments are returned or after June 11. The acceptance of late assignments for minor assessments (worth 10 percent or less of the final mark, including minor tasks completed during class hours) is left up to the discretion of individual instructors.

Rescheduling of Classes or Substitution of Instructor

Should a course be unable to meet at its regular time, the instructor will liaise with Alyona Bunkova to approve the change and to find a different time that suits both the instructor and students. Should this occur, all involved will receive an email notification from Alyona Bunkova about the changed schedule and any schedule changes will appear in Moodle. If the instructor requires a substitute to replace them, students will be notified by email.

Grading

SAS uses a ten-point grading system. Grades from 0 to 3 are failing grades. Grades from 4 to 10 are passing grades. 10 and 9 are excellent grades given in exceptional circumstances.

In most courses, SAS faculty are obliged to follow the 7-rule. This may be calculated either as a "median" (the number of grades above 7 and the number of grades below 7 do not differ by more than 1) or an average (the average final grade for all students should fall between 6.50 and 7.49). The 7-rule may be applied to each assignment OR only to the final course marks. Exceptions to this rule are only granted by the Teaching Council.

Examinations

The examination will consist of a 90-minute written test that includes the identification of ten quotations from required course readings and a written essay. The use of any electronic devices is prohibited. The student must: 1) Attribute the given quotations; identify the sections of the texts (such as a chapter) where the quotations are taken from as well as their authors, titles, and year of publication. 2) Based on the given quotations, write an essay in English (1000–1500 words) analyzing semantic relationships between the texts where these quotations are taken from.

Assessment Criteria:

Satisfactory (C, or 3):	Good (B, or 4):	Excellent (A, or 5):
1) All quotations are attributed correctly;	1) all quotations are attributed correctly;	1) all quotations are attributed correctly;
2) The essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates satisfactory knowledge and understanding of all texts analyzed; c) the essay contains at least five exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates good knowledge and understanding of all texts analyzed; c) the essay contains at least seven exact quotations, different from the attributed quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).	2) the essay is written in English (no less than 1000 words) in accordance with the following requirements: a) in the essay, there is a sequential logic structure (introduction, body, and conclusion); b) the essay demonstrates excellent knowledge and understanding of all texts analyzed; c) the essay contains at least nine exact quotations, different from the quotations in assignment 1, illustrating the main ideas of the essay and formatted in accordance with the GOST 2008 (State Standard 2008).

Course Evaluations

Toward the end of the quarter, students will be asked to complete an anonymous evaluation of the course. The results of the evaluations will be reviewed by the instructor, the Head of the Education Office, and the Teaching Council in order to improve education at SAS.

Academic Integrity

Students are expected to comply with the SAS Academic Integrity Document (see English version [HERE](#) or Russian version [HERE](#)). Cheating, plagiarism, and disrespectful behavior will not be tolerated and *must* be sanctioned by the instructor in accordance with the document. The use of any translation applications (Google Translate etc.) is highly discouraged. Students are required to cite any sources employed in written assignments using the citation style listed in the syllabus.

Online assignments will be “open book,” meaning that you can look at course reading materials and notes while answering the questions. However, the Academic Integrity still applies. That means: You must not communicate with anyone; your answers will be your own work; and you will not use Google Translate. You are discouraged from searching the Internet for answers, as you will run out of time, may risk violation of the Academic Integrity Policy, and will likely do worse than if you simply answer with the knowledge you already have.

Date Syllabus Last Updated: 23.04.2020