Court Description:

For hundreds of years Canada’s Far North has held a unique place in world history and the Inuit culture has captured the imaginations of many non-Inuit. Outsiders have been drawn to the North for two reasons—by imperialism or to find the Northwest Passage and therefore a shorter and more economic route to Asia (Frobisher, Davis, Bylot and Baffin, Parry, Ross, Franklin, etc.) and by a seemingly basic human instinct to prove one’s ability to survive in a harsh and challenging geography/climate. Exploration and its discovery of natural resources (cod, bowhead whales, Arctic fox, etc.) originally brought outsiders into contact with the North followed by the curious “visitors” who took a keen interest in the indigenous people.

The Inuit held a place of tremendous intrigue for the early explorers and for those who later (in the 20th century) sought to live with the Inuit, understand the culture and bring it to worldwide attention (Flaherty, Stefánsson, Jenness, Mowat, Harrington, Houston, etc.). Aboriginal culture has always had an exotic draw for non-aboriginal people but the Inuit culture had (has) its own specific appeal based more on the fascination for how this culture could survive and thrive in such a desolate land as well as for their unique cultural forms (the igloo, dogsled, kayak, inukshuk, hunting practices, consumption of raw meat, carving, etc.). Part of this intrigue with the Far North and Inuit has to do with the fact that this was the world’s last frontier and that regardless that the North occupies about 40% of Canada’s landmass, the region will always remain a wilderness—significant settlement is neither possible nor desirable.

But the Inuit as an object of external curiosity and colonization and the North as the last pristine frontier have both been seriously challenged in the last 50 years. In the 1960s and 70s the Inuit joined other global de-colonization movements and formed politically on the international level (Inuit Circumpolar Conference), national level (Inuit Tapiriit Kanatami) and regional levels (Innuvialuit, Nunavik, Nunavut and Nunatsiavut) taking back control over their own governance and negotiating land claims agreements. Increasingly the Inuit are representing themselves culturally and politically challenging colonization and breaking down former stereotypes (including in filmmaking, literature and music).

At the same time, the Far North has become the “canary in the landmine” for the rest of the world (in the words of Sheila Watt-Cloutier, President of the Inuit Circumpolar Conference) as toxins from industrialized countries and global warming impact the sensitive northern
ecosystem more dramatically than anywhere else on earth. The world’s only surviving pristine wilderness, is no longer. And, the Northwest Passage has once again become the focus of international attention. It is predicted that by mid-century the Passage will remain open in summer creating sovereignty issues for Canada and economic interests for the rest of the world.

Just recently all northern countries have implemented their own northern foreign policies to address both economic and security interests in the North (the U.S. implemented “North of 60” or virtual U.S. consulates in Canada’s North in 2005 as part of its new Arctic foreign policy). The North and the Inuit may no longer be part of a romantic “dream,” but both have become essential in any dialogue about the environmental future of the planet, international security and the role of vital indigenous states within larger nations.

This course is meant to be a survey or introductory course to provide students with a broad background in the history of the North and current issues. We will cover the history of the search for the Northwest Passage and early contact between the Inuit and “outsiders” (Qallunaat); the impact of “visitors” to the North on the world’s perception of the Inuit; the Inuit self-determination movements in the 1960s and 70s and the subsequent land claims agreements including the creation of Nunavut and other “territories”; the state of Inuit culture today including music, film, writing and the arts; and the impact of global warming and international security interests in the North and on Inuit culture/language.

Over the three weeks students should consider the following questions:

1) Why have the Inuit and Far North held such a prominent place in the minds and imaginations of non-Inuit/non-Northerners? How would you explain this including your own interest?

2) How is Inuit self-governance, environmental management, cultural values, educational models, cultural forms impacting mainstream Canadian culture or international policies/values?

3) How should our foreign policies, environmental policies and aboriginal policies be adapted to responsibly respond to Inuit concerns?

REQUIRED TEXTS:


Optional Texts:
Order information: Canadian Museum of Civilization, 100 Laurier Street, P.O. Box 3100, Station B, Gatineau, Quebec J8X 4H2
Fax your order to: (819) 776-8535
Phone orders: 1 800 555-5621 (North America only)
E-mail: publications@civilization.ca
Website: cyberboutique.civilization.ca


**COURSE OUTLINE:**

**Monday 31 July—Overview of the North and the Inuit**

Class:
- Introductory Quiz
- Introductions
- Course Outline/Expectations/Requirements
- Presentation, “Inuit Homelands in Canada”

Readings:
- Read through packet provided by instructor, familiarize yourself with the maps
- Assignment—load web address in bibliography to favorites list including Wikipedia, what will become your #1 reference source, [http://www.wikipedia.org](http://www.wikipedia.org)

Journal Entry Focus—What did you learn about the North/Inuit from today’s lecture, the packet of information and even the maps that was a surprise to you or that you didn’t formerly know and what are you looking forward to learning from this course?

**Tuesday 1 August—Search for the Northwest Passage**

Class:
- Presentation, “Search for the Northwest Passage and the Voyages of Sir Martin Frobisher”
- Screening, *Prisoners of Ice*

Readings:
- *When the Whalers Were Up North*, select/read two chapters

Journal Entry Focus—From today’s lecture/film, how would you describe the relationship between the search for the Northwest Passage and early contact between the Inuit and non-Inuit?

**Wednesday 2 August—Whaling**

Class:
- Presentation, “Whaling in the Eastern Arctic in the 19th and Early 20th Centuries”
• Screening, Arviq! (Bowhead)

Readings:
• *When the Whalers Were Up North*, select/read two additional chapters
• scan the International Whaling Commission web site, http://www.iwcoffice.org/
• scan the World Council of Whalers web site, http://www.worldcouncilofwhalers.com/

Journal Entry Focus—Describe how the whaling industry impacted Inuit/non-Inuit relations.

**Thursday 3 August—Early 20th Century Interest in the North—Fox Fur Trade, Distance Early Warning Line, Government Intervention**

Class:
• Presentation, “Canada Moves North”
• Screening, *People of the Ice: A Unique Perspective on the Culture of the Inuit and Their Concerns Regarding Climate Change*

Readings:
• Familiarize yourself with the Arctic Council website, http://www.arctic-council.org/

Journal Entry Focus—How would you describe the impact of outsider/industrial culture on the North/Inuit? Attempt to combine the class lecture with the film.

**Friday 4 August—Nanook of the North**

Class:
• Presentation, “Nanook of the North, Robert Flaherty and Other “Visitors” to the North”
• Screening, *Nanook of the North*

Readings:
• International Polar Year web site—read carefully in preparation for Tuesday’s guests, http://www.ipy-api.ca/

Journal Entry Focus—Discuss what you think is the relevance of *Nanook of the North* both at the time of filming and today.

**Monday 7 August—HOLIDAY**

**Tuesday 8 August—Self-Determination Efforts—Inuit Tapiriit Kanatami and the Inuit Circumpolar Conference**

Class:
• Presentation, “National and International Inuit Political Movements”
• Presentation by representatives from International Polar Year

Readings:
• Familiarize yourself with the Inuit Tapiriit Kanatami web site, http://www.itk.ca/, select out two documents to read
• Familiarize yourself with the Inuit Circumpolar Conference web site, http://www.inuitcircumpolar.com/, select two documents to read
Journal Entry Focus—Is there a way that you can see yourself becoming involved with International Polar Year and if so, how? Or, how are the national and international Inuit associations meeting the political and contemporary issues of the Inuit today?

**Wednesday 9 August—Nunavik and Innuvialuit**

Class:
- Presentation, “First Inuit Land Claims: Nunavik and Innuvialuit”
- Screening, *Climate on Edge: Understanding the complex issue of climate change and its impact on our culture and society*

Readings:
- Makivik Corporation Annual Report (handout)
- Makivik magazine (handout)
- Nunavik Project magazines, select one and read through (handout)
- scan Makivik web site, http://www.makivik.org/

Journal Entry Focus—What did you learn about Nunavik that you were previously unaware of and what do you feel is important knowledge for you to bring from this course and regarding Nunavik?

**Thursday 10 August—Nunavut**

Class:
- Presentation, “Nunavut—A Canadian Inuit Territory”
- Screening, *Lords of the Arctic: Through the Inuit’s six seasons, an exploration of Arctic wildlife, showing animals as the first victims of climate change*

Readings:
- *A Plain Language Guide to the Nunavut Land Claims Agreement* (handout)
- familiarize yourself with Nunavut Tunngavik Incorporated web site, http://www.tunngavik.com/

Journal Entry Focus—Describe a couple of land claims issues that were entirely new to you and that you believe are very relevant for your comprehension of Inuit governance issues?

**Friday 11 August—Nunatsiavut**

Class:
- Presentation, “Canada’s Last Inuit Land Claim and First Inuit Ethnic Government”
- Screening, *The Last Days of Okak*

Readings:
- *The Diary of Abraham Ulrikab*
- familiarize yourself with Nunatsiavut web site http://www.nunatsiavut.com/
• Journal Entry Focus—How do you see Nunatsiavut as distinct from the three other Inuit regions? Or, compare the issues in *Give Me My Father's Body* with *A Diary of Abraham Ulrikab*.

**Monday 14 August—Qimmiit**

Class:
- Presentation, “Qimmiit”
- Screening, *Echo of the Last Howl*

Readings:
- Nunavik Qimmiit report (in packet)
- RCMP preliminary report (in packet)

Journal Entry Focus—Summarize the issue of the Qimmiit in Nunavik and argue for either the RCMP or Inuit perspective.

**Tuesday 15 August—The Inuksuk and the 2010 Winter Olympics**

Class:
- Presentation, “The Inuksuk and the 2010 Olympic Logo”
- Screening, “Unveiling of the 2010 Olympic Logo”

Readings:
- *Naniliapita*, read entire publication, special attention to “The Ancestral Inukshuk” by Irniq
- *Above and Beyond: Canada’s Arctic Journal*, read entire publication, special attention to “Inuktut: A Remarkable Heritage, an Uncertain Future”

Journal Entry Focus—Argue for whether or not you believe the inuksuk ought to be protected as a cultural symbol.

**Wednesday 16 August—Inuktut**

Class:
- Presentation, “Inuktut and the History of the Language”
- Presentation, review of course
- Screening, *CBC News in Review*, “Inuktut”
- Screening, “The Owl Who Married a Goose” and “The Owl and the Raven”

Journal Entry Focus—How would you describe the major issues facing the survival of Inuktut today?

**Thursday 17 August—Exam**

**Friday 18 August—Power Point Project Due**

**EVALUATION:**

**Requirements/Grading:**
The course will be primarily a lecture course with time for class participation and dialogue. Course requirements include:
1) daily course readings (approx. 50 pages per day) ................................................................. 30 %
2) 10 journal entries (3 pts. per assignment) .............................................................................. 30 %
3) class participation .................................................................................................................. 10 %
4) power point/research assignment ....................................................................................... 30 %
5) final exam based on the 3-weeks of lectures and other course materials and including
   Northern news sources ............................................................................................................ 30 %

Readings:
The readings are extensive however they are not difficult. The point of the course is to build
your understanding and each set of readings should increase your ability to address
North/Inuit with a sophisticated knowledge base and increased intelligence.

Journal Entries:
Journal entries are based on the day’s readings—select 10 day’s readings of the 12 for your
journal entry. Entries should be ¾ to one page in length (no more than one page), single-
spaced and typed.

ACADEMIC INTEGRITY:
“The University of Alberta is committed to the highest standards of academic integrity and
honesty. Students are expected to be familiar with these standards regarding academic
honesty and uphold the policies of the University in this respect. Students are particularly
urged to familiarize themselves with the provisions of the Code of Student Behaviour
(online at www.ualberta.ca/~unisecr/appeals.htm) and avoid any behaviour which could
potentially result in suspicions of cheating, plagiarism, misrepresentation or aiding and
abetting any of these offences. Academic dishonesty is a serious offence and can result in
the suspension or expulsion from the University.

GRADING SYSTEM:

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Grading system approved at May 2006 School Council

PAPER DISTRIBUTION POLICY:
Should Instructors be unable to return student assignments by the final exam, all papers and assignments should be given to the receptionist for distribution. Assignments will be held at the front desk for a period of two months and then shredded.

**LATE POLICY**
Only one journal entry may be handed in per day and after August 18th, no more journal entries may be submitted. Students may not receive credit for late or missing journal entries. The power point presentation must be submitted to the instructor via email and by midnight on the 18th. No late power point presentations will be accepted.

If a medical or family emergency does not allow a student to submit journal entries or the power point presentation on time, proof must be provided for that emergency.

**RESEARCH ETHICS BOARD REQUIREMENTS:**
If you wish to interview any person (s) in connection with this assignment or to conduct any other form of research with human subjects, you are required to prepare and submit a proposal explaining how you will conduct the research in an ethical fashion. Your proposal must be approved by the SNS Research Ethics Board before you conduct any such research. Papers that contain such information but lack formal REB approval (or that did not obtain formal approval before conducting the research) will not be accepted.
Native Studies 380 Lec B1

Essay Assignment(s)

Length:
20 power point slides and at least one paragraph of text per slide forming a coherent presentation.

Composition:
You will produce one powerpoint/research assignment on something that truly “sparks” your interest but that does not duplicate the presentations I have provided. The power point presentation must contain at least 20 slides that are professionally laid out. The point of this exercise is to expand on the knowledge from the course. Some guidelines:

• include an introductory slide with the title of the presentation, your name and course information
• the text section of the introductory slide should provide a solid overview of the presentation
• the final slide should provide text that summarizes the topic of focus
• 20 slides total in length including introductory and final slide (you are welcome to go over this amount, but 20 is plenty and provides a good guideline and limitation for your to work within)
• each slide should include a paragraph of text followed by the direct source and acknowledgement of slide sources
• you may use your own camera images, images from texts or web site images—but images should be clear, not blurry (many web images do not have adequate resolution for a powerpoint presentation), please scan an images or photos a no more than 100 dpi
• the topic should not replicate any of the presentations or documentary films we have viewed but add to the depth and breath of what we have covered
• take time to be sure that the information you are presenting is 100% accurate and quote any sources you use even if not quoted directly, avoid personal commentary other than brief/concise observations

Referencing System and Citations:
Each slide must be referenced at the end of the text section including the page number of the illustration or photo or exact location and date of photo if it is your own.

Bibliography:
Include a bibliography of readings or web sites with all information included—title, date of publication, author, photographer, page number, etc. Any direct quotes or arguments of a particular author must be referenced.

Due Date: 18 August 2006, by the end of the day. Due on a cd or emailed to me directly.