**SÁPMI & SWEDEN FIELD SCHOOL**

**ISS 3400**

**Conversations with the Sámi on Revitalizing Indigenous Lands and Cultures**

**Course Credit: 1.0**

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**COURSE DESCRIPTION**

This course will give students an opportunity to learn about Indigenous peoples and lands in a settler colonial context other than Canada. We will visit and learn from Sámi in both southern urban and northern rural environments within Sweden. The intention is to engage in activities and conversations that will enrich our understanding of reconciliation and Indigenous revitalization in Canada while learning about the Sámi and Sápmi (Sámi lands). The course will address themes of gender, cultural resilience/revitalization and Indigenous identity within the context of: (1) land-based practices associated with reindeer herding; and (2) urbanization.

The itinerary and assignments are designed in the spirit of reciprocity. This means that we will share what we know about Indigenous peoples and reconciliation efforts in Canada through presentations and informal visiting, and according to their interests and requests of our hosts in Sápmi.

**COURSE INSTRUCTOR**

**Professor Kim Anderson** (Metis; she/her) is in the Department of Family Relations and Applied Nutrition, where she holds a Canada Research Chair in Indigenous Relationships. Most of Kim’s research is community based and covers subjects including gender and Indigeneity, Indigenous health and well-being and urban Indigenous peoples. Kim is the professor/instructor for this course. She designed the course and took the first group of students in S22.

**LEARNING OUTCOMES**

This course has four broad learning outcomes. By the end of this course, students will be able to:

* Describe the basics of Indigenous resilience/revitalization of lands and cultures among the Sámi;
* Reflect on Indigenous resilience/revitalization practices and reconciliation efforts in Canada;
* Identify how gender as factors into Indigenous resilience/revitalization.

One of our primary goals is to engage in Indigenous relationality - we will make new friends, exchange knowledge and have fun!

**COURSE REQUIREMENTS, EXPECTATIONS & ASSESSMENT**

While we are in Sápmi/Sweden we will do presentations about Indigenous revitalization and Indigenous research within Canada. We will talk about our work in Indigenous placemaking, gardening and food sovereignty in southern Indigenous communities in Canada.

All students in the course will be asked to share about experiences of revitalization of Indigenous lands and cultures in Canada and/or their experiences of reconciliation. While some of this information will be shared in formal presentations that we develop pre-departure, much of the learning will happen through visiting and conversations.

We will also do volunteer work that can give us a glance at land based and/or cultural activity and enhance the visiting and learning.

A detailed itinerary will be provided prior to the first seminar. The brief schedule of activities is as follows:

* fly from Toronto
* Meet with southern/urban Sámi and visit universities and researchers in Stockholm/Uppsala.
* Travel to Luleå and visit the university & local Sámi.
* Stay in Jokkmokk. Visit Sámi educational and cultural institutions, learn with cultural workers active in reindeer herding.
* Participate in land-based work with Henrik Anderson - reindeer herder in Tallberg.
* Fly home.

**Course Requirements:**

**Note: Course requirements will be revised to suit a 1.0 course weighting.**

1. **Journals (20%):** These reflective journals, approximately 1,000 words are to be submitted twice: one pre-departure (May 6) and one upon return (May 28). Students will be asked to reflect on expectations (pre-departure) and insights gained (post-trip). While the journals will not have the formality of a research paper, students will be expected to make some connections to the literature, discussions and/or experiential learning from the course.
2. **Presentations (25%):** Pre-departure, we will put together some short (10 minute) presentations that reflect their experiences and understandings of Indigenous revitalization in Canada, to be delivered in Sweden. Students will work in small groups that will be determined during pre-departure workshops, and that align with their interests and experiences. The professor will assignmarks to the whole group based on quality of presentation and delivery. (Marks assigned by May 28)
3. **Final term paper or Digital Story** **(35%):** In consultation with the instructor, students will write a final essay OR make a digital story that draws upon the background readings and field experiences. The paper should be no longer than 10-12 pages and should include 8-10 references. Digital stories should be under four minutes and be accompanied by a 600-word synopsis that details how the literature and experiential learning informed the story. (Due June 10, marks will be assigned by June 14).
4. **Participation (20 %):** Participation is expected in terms of attendance at three pre-departure seminars. **Come prepared to discuss the assigned literature**. Marks will be assigned according to engagement in pre-departure seminar discussions (which can mean active listening and/or asking one well-placed question v.s. talking), and, when we get to Sápmi, engagement with the Sámi hosts in terms of commitment to learning and volunteer work. Participation marks will also factor in the uptake and effort in Swedish and Sami languages. (Marks assigned by May 27).

\*Please note that the **background readings** (TBA) are suggested readings that will help you write your final term paper or inform your digital story. You are not expected to complete these readings when you are in the field. The **required readings** are the readings that you have to complete and be prepared to discuss at pre-departure seminars.

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**PRE-DEPARTURE PREPARATION**

There will be three seminars prior to departure – dates and times TBA.

**Pre-Seminar #1: Meet and Greet/Introductions to Peoples, Places and Themes.**

In this first meeting (2 hours), we will get to know each other, talk about our learning expectations and identify strengths and knowledge that each bring to our delegation to Sápmi. We will use the readings to introduce ourselves to the Sámi and some of the peoples, places and themes we are going to cover. We will also form groups to start thinking about the brief presentations the students will make in Sápmi.

**Required readings for Seminar #1:**

Dankertsen, Astri. (2019). "I Felt So White: Sami Racialization, Indigeneity, and Shades of Whiteness." *Journal of the Native American and Indigenous Studies Association* [NAIS], 6 (2): 110-137.

Öhman, M.-B. (2021). Subttsasa Biehtsevuomátjistema: Recalling the memories and stories from our little pine forest. In *The Routledge Companion to Global Indigenous History*, (1st ed.)

Sköld, Peter. (2015). “Perpetual Adaptation? Challenges for the Sámi and Reindeer Husbandry in Sweden” in Evengård, Birgitta; Larsen, Nymand Joan; Paasche, Øyvind, *The New Arctic,* Springer International Publishing: 39-55.

**Pre-Seminar #2: Land Based Practices, Gender**

In the second meeting (3 hours) we will gather to watch the film *Sameblod*. This film explores many of the themes and contexts we are covering in this course: identity, gender, cultural resilience/revitalization, colonization and decolonization, reindeer husbandry and urbanization. After watching the film, we will have a debriefing discussion, drawing on the literature we have read thus far to inform our responses.

**Required readings for Seminar #2:**

Buchanan, Astri, Maureen G. Reed & Fun Lidestav. (2016). “What’s counted as a reindeer herder? Gender and the adaptive capacity of Sámi reindeer herding in Sweden.” *Ambio*, 45 (Suppl. 3): S352-S362.

Kuokkannen, Rauna. (2009). “Indigenous Women in Traditional Economies: The Case of Sámi Reindeer Herding.” *Signs: Journal of Women in Culture and Society,* 34 (3): 499-504).

Personn, Sofia, David Harnesk & Mine Islar. (2017). “What local people? Examining the Gállok mining conflict and the rights of the Sámi population in terms of justice and power.” *Geoforum*. 86: 20-29.

**Pre-Seminar #3: Urbanization, Resilience, Revitalization**

In this third meeting (3 hours), we will discuss urban Sami and practices of cultural revitalization. We will use this meeting to go over any final preparations for the trip.

**Required readings for Seminar #3:**

Fuller, Kelsey A. (2018). “Voicing Sápmi, defending Sápmi: Environmental activism in Sámi popular music and music videos.” *Journal of Scandnavian Cinema*, 8 (2): 103-110.

Fjellgren, Patricia & Leena Huss. (2019). “Overcoming Silence and Sorrow: Sami Language Revitalization in Sweden.” *International Journal of Human Rights Education*, 3 (1): 31 pp.

Nyseth, Torill & Paul Pedersen. (2014). “Urban Sámi Identities in Scandinavia: Hybridities, Ambivalences and Cultural Innovation.” *Acta Borealia*, 31 (2): 131-151.

**BACKGROUND READINGS: TBA**