

## University of Lapland

### SOC/YTK - Courses offered in English 2021-2022

Code	Name	Credits
YTKENG2021	<b>SOC/YTK - Courses offered in English 2021-2022</b>	<b>267,5-298,5</b>
	Management and Administrative Sciences and Leadership of Psychology	40-45
	<b>BA level</b>	<b>5</b>
YMAR1214	Brand Management	5
	<b>MA level</b>	<b>35-40</b>
JOHT1316	Strategy as Practice	5
TCIM0402	Corporate Social Responsibility and Ethics	5
JOHT1309	Organizing in the Anthropocene	5
JOHT1310	Gender and Global Economy	5
JOHT1312	Leadership and Organizations	5
JOHT1313	Competitive Strategy and Industrial Organization	5
JOHT1318	Current Issues in Management and Organization	5-10
	Political Sciences and Sociology	65
	<b>BA level</b>	<b>10</b>
SOPT0002	Introduction to International Relations	5
SOPT1210	International Relations of the Arctic	5
	<b>MA level</b>	<b>55</b>
KASU1304	The International Relations of the Anthropocene	15
KASU1307	International Relations of Resilience	10
SSOG1353A	Sociology of Nature Cultures	10
SSOG1353B	Power, Governmentality and Economy	10
SSOG1353C	Sociology of the Global	10
	Tourism	46-55
	<b>BA level</b>	<b>6-15</b>
MAT303	Cultural and Social Studies of Tourism	5
YMAT1220	Current Issues in Tourism	1-10
	<b>MA level</b>	<b>40</b>
TCIM0404	Human Capital in Tourism	5
YMAT0312	Revenue Management and Leadership	5
YMAT0313	Designing Tourism Futures	5
YMAT0317	Ethical Epistemologies of Tourism	5
TCIM0402	Corporate Social Responsibility and Ethics	5
TCIM0401	Managing Cultural Events	5
TCIM0403	China Business and State – Before- and After-Corona	5

YMAT0314	R&D Projects	5
	Social Work	30
	<b>BA level</b>	<b>15</b>
SSOSKV0001	Global Perspectives in Social Work	5
SSOSKV0003	Nordic Welfare State Models	5
SSOSKV0004	Introduction to Social Work in Finland	5
	<b>MA level</b>	<b>15</b>
SSOSKV0002	Social Work in Ecosocial Transition	5
SSOSKV0005	Multicultural Social Work	5
SSOSKV0006	Theories in Social Work Research	5
	Research Methodology	21,5-26,5
TUTA0111	<i>Introduction to Scientific Thinking and Research</i>	4
TUTA0211	<i>Basic Course on Qualitative Research Methods</i>	3-5
TUTA0212	<i>Computational Statistics</i>	3-5
TUTA0311	<i>Qualitative Analysis</i>	4-5
TUTA0312	<i>Quantitative Methods</i>	5
YMEN1807	<i>Basics of Library Skills</i>	0,5
YMEN1804	<i>Scientific Information Retrieval</i>	2
	Cultural History	5
UKUL1116	<i>Northern Cultural History</i>	5
YTKENG2021-CHIN1100	China: Domestic, Global and Arctic Trajectories; Before and After Corona Era	35-40
YMAT1107	<i>Chinese Culture and History</i>	5
OTMEVAL0014	<i>China's Political System and China as a Global Actor in Before and After Corona World</i>	5
TCIM0403	<i>China Business and State – Before- and After-Corona</i>	5
YMAT1106	<i>Chinese Society – China and Media</i>	5
ONEVAL0018	<i>Legal Culture and Legal system in Chinese Society</i>	5
	<b>Optional courses</b>	<b>10-15</b>
YMAT1108	Advanced Course in Chinese Philosophy and Politics	5
YMAT1109	Seminar on Chinese Philosophy	5-10
YTKENG2021- ASPB1100-1001	Arctic Studies Programme	25-32
ASPB1101	<i>Introduction to the Arctic</i>	5
ASPB1102	<i>Arctic Ecosystems and Adaptation of Species to Arctic Environment</i>	5
ASPB1103	<i>Arctic Governance and Law</i>	5
ASPB1104	<i>People and Cultures of the Arctic</i>	5
ASPB1105	<i>Human Rights and Security in the Arctic</i>	5
	<b>Optional courses</b>	<b>0-7</b>
ASPB1106(1)	Indigenous (Sámi) Spirituality and Religious Beliefs	5

ASPB1106(2)	Food Security and Sovereignty in the Arctic	1
ASPB1106(3)	Arctic: Home for People and Animals	1

## YTKENG2021 SOC/YTK - Courses offered in English 2021-2022: 267.5 - 298.5 op

### Management and Administrative Sciences and Leadership of Psychology: 40 - 45 op

#### BA level: 5 op

#### YMAR1214 Brand Management: 5 op

##### Objectives

- After completion of the course the student is able to
- summarize the concept of strategic brand management
  - describe how brands are built
  - analyze the meaning of brand identity and extensions
  - analyze the concept of brand portfolio
  - define factors influencing to the value of a brand
  - evaluate consumer-oriented brand marketing
  - interpret consumer–producer relationship.

##### Contents

Strategic brand management, brand building and meaning of brands as part of the everyday life of a consumer.

##### Accomplishment methods

Successful completion of the written assignment. For more details contact:  
vesa.markuksela@ulapland.fi

##### Study methods

Written assignment, independent work. The deadline of the assignment will be given by the teacher.

##### Learning material

Two of the following:

- Johansson, Johnny K. & Carlson, Kurt A. (2015) Contemporary Brand Management, 15th ed.  
Malone, Chris & Fiske, Susan T. (2013) The Human Brand: How We Relate to People, Products and Companies.  
Johansson, Johnny K. & Carlson, Kurt A. (2014) Contemporary Brand Management.  
Millman, Debbie (2011) Brand Thinking and Other Noble Pursuits.

or other given literature.

##### Evaluation scale

H-5

##### Assessment criteria

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **MA level: 35 - 40 op**

### **JOHT1316 Strategy as Practice: 5 op**

#### **Objectives**

After completion of the course the student is able to:

- understand practice-based theorization of strategy
- define new ways of strategy-making to create sustainable businesses.

#### **Contents**

Practice-based theorizing, sociomateriality, strategy as practice, subjectivity and participation in strategy, strategy-making for transforming businesses to sustainability and postcapitalist possibilities.

#### **Accomplishment methods**

Pre-readings.

Active participation to the lectures.

Group work.

Individual essay.

There is an option to accomplish the course via an individual assignment.

#### **Study methods**

Lectures (15 h). Group work. Individual work.

#### **Learning material**

Articles to be specified during the lectures.

#### **Evaluation scale**

H-5

#### **Assessment criteria**

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## **TCIM0402 Corporate Social Responsibility and Ethics: 5 op**

### **Objectives**

The course aims to explore the many perspectives of corporate social responsibility (CSR) and sustainable business. It gives an overview of the most important CSR concepts and theories, as well as analyse the connections of CSR to consumption practices, strategic thinking and business ethics.

After completion of the course the student is able to

- critically examine the way corporate social responsibility is theorized and practiced in a market context
- analyze the relationship between moral philosophy and the notion of responsible business
- critically evaluate the strategic nature of corporate social responsibility for achieving both business and societal goals
- explain how consumption practices relate to corporate responsibility and sustainability
- apply practical models and tools for the development of responsible business strategies.

### **Contents**

Corporate social responsibility, sustainable business, social/environmental management systems, sustainable marketing, sustainable consumption, stakeholder theory, business ethics, moral philosophy, ethical decision-making.

### **Accomplishment methods**

Active participation online and in class. Individual and group assignments.

### **Study methods**

Lectures, classroom discussions, workshops, and independent work.

### **Learning material**

Borglund et al. (2017). CSR and Sustainable Business. Sanoma utbildning.

Crane, A. & Matten, D. (2016 or older editions). Business Ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press.

García-Rosell, J.-C. (2013). A multi-stakeholder perspective on sustainable marketing: promoting sustainability through action and research. Lapland University Press.

Reading package.

### **Evaluation scale**

H-5

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## JOHT1309 Organizing in the Anthropocene: 5 op

### Objectives

After completion of the course the student is able to

- identify the debate around the Anthropocene
- identify the role of business and economy in the Anthropocene
- think about radically novel ways of organizing in the new era
- identify novel theoretical concepts and methodological perspectives needed for organizing in the new era.

### Contents

Planetary crisis, geological forces, multispecies life, new materialism, living-with, thinking-with, post anthropocentrism, radical ways of thinking.

### Accomplishment methods

Pre-readings and a reflective essay, active participation to the lectures and reading circle, an individually written final essay.

### Study methods

Lectures (15 h), group work during classes, individual work.

### Learning material

Article package to be specified before the course.

### Evaluation scale

H-5

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## JOHT1310 Gender and Global Economy: 5 op

### Objectives

After completion of the course the student is able to

- understand how management and leadership studies carry cultural images that reinforce gender, racial and ethnic inequalities in organizations
- analyze and critically evaluate the meaning of gender, race and ethnicity in the way power operates in different kinds of organizational processes and practices
- provide ideas how to promote equality and inclusion in organizations

### Contents

The course will engage participants in reflecting how management and leadership studies carry cultural assumptions concerning gender, race and ethnicity and how these assumptions are ingrained in organizational processes and practices. The course offers frameworks and tools for analyzing gendering and racializing organizational processes and practices and provides ideas on how such exclusionary practices could be challenged. The examples discussed during the course explore people and organizations in different societal and cultural contexts and multinational corporations.

### Accomplishment methods

Students are expected to do pre-assignments for each lecture (6). Pre-assignments will be available in Moodle.

Active participation in lectures, listening to and communicating respectfully with others of diverse backgrounds and perspectives.

Group work video.

### Study methods

Reading circle and group work presentations (24 h). Group work. Independent work.

### Further information

The course is organized every second year, next time in the academic year 2022–2023.

### Learning material

Article package to be specified before the course via Moodle.

### Prerequisites

JOMA0200 Management: Intermediate Module or HAJO1200 Administrative and Management Sciences: Intermediate Module

### Evaluation scale



H-5

**Assessment criteria****0-2**

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**JOHT1312 Leadership and Organizations: 5 op****Objectives**

After completion of the course the student is able to

- critically analyze the role of leadership in organizations
- recognize current trends in leadership studies
- distinguish different philosophical approaches to leadership.

**Contents**

This course focuses on exploring how and why different ideas about leadership have emerged over time and what are their impact on everyday organizational practices. The course will engage participants in reflecting what effects do leadership theories generate for our sense of self, how we relate to others and what we take to be good and true?

**Accomplishment methods**

Students are expected to do pre-assignments for each lecture (6). Pre-assignments will be available in Moodle.

Essay.

**Study methods**

Lectures and working in small groups (24 h). Independent work.

**Further information**

The course is organized every second year, next time in the academic year 2021–2022.

**Learning material**

Article package to be specified before the course via Moodle.

**Prerequisites**

JOMA0200 Management: Intermediate Module or HAJO1200 Administrative and Management Sciences: Intermediate Module



**Evaluation scale**

H-5

**Assessment criteria**

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**JOHT1313 Competitive Strategy and Industrial Organization: 5 op****Objectives**

After completion of the course the student is able to:

- describe different market structures
- understand the role of business model as the part of management discussions
- explain the effects of market structures and their changes on the business and business environment
- view location, market strategy and portfolio analysis as the part of firm's tools of competition strategy.

**Contents**

Basics of industrial organization and competitive strategies, and their similarities and differences. Competition and cooperation between firms (coo-petition) and their restrictions. Business model perspectives. Core competence and clusters, location decision of the firms, portfolio analysis, market strategy and customers as a part of competitive strategy of the firm, life cycle models of the firm, the effects of public sector and legislation on the tools of competitive strategy. The business environment of the information goods and competitive strategies. Statistical methods in business and management research.

**Accomplishment methods**

Team work, exercises and essays. Alternatively written examination containing lectures and other materials of the lectures and practices as well as literature.

**Study methods**

Lectures (16 h), ICT practices (10 h), familiarizing with literature.

**Learning material**

- Rusko, R. (2011). Coopetition in the Finnish Forest Industry: A Case Study. Lapland University Press.
- Juntunen, M. (2017). Business model change as a dynamic capability. Universitatis Ouluensis G94. University of Oulu. <http://jultika.oulu.fi/files/isbn9789526216621.pdf>
- Porter, M. (2008). The five competitive forces that shape strategy. Harvard Business Review, January 2008, 78–93.
- Porter, M. (2001). Strategy and the Internet, Harvard Business Review, March 2001, 62–78.
- Porter, M. & Kramer, M. (2011). Creating shared value. Harvard Business Review, January–February 2011, 62–77.
- Porter, M. & Kramer, M. (2006). Strategy & Society. The link between competitive advantage and Corporate Social Responsibility, December 2006, 78–92.
- Mooney, A. (2007). Core competence, distinctive competence, and competitive advantage: What is the difference? Journal of Education for Business, November/December 2007, 110–115.
- Begg, D. (2005) Economics, 8th Edition, Parts 1–3. McGraw-Hill.

**Prerequisites**

JOMA0200 Management: Intermediate Module or HAJO1200 Administrative and Management Sciences: Intermediate Module

**Evaluation scale**

H-5

**Assessment criteria**

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**JOHT1318 Current Issues in Management and Organization: 5 - 10 op**

**Political Sciences and Sociology: 65 op**

**BA level: 10 op**

**SOPT0002 Introduction to International Relations: 5 op**

**Objectives**

After completion of the course the student is able to

- demonstrate an understanding of the nature of International Relations as a scientific discipline
- identify key theoretical differences within the discipline of International Relations
- explain the utilities of International Relations for the interpretation of the root causes and consequences of contemporary political problems and phenomena.

**Contents**

The course focuses on the historical origins and development of the discipline of International Relations. The lectures will give historical context to that development and explain the limits and potentials of International Relations for addressing the major problems of international politics today.

**Accomplishment methods**

Lecture attendance and a written assignment.

**Study methods**

Lectures (16 hours). Independent work.

**Learning material**

Stephen McGinchley (ed.) (2017) International Relations.

Stephen McGinchley, Rosie Walters, Christian Scheinpflug (eds) (2017) International Relations Theory.

Both available and free to download at <https://www.e-ir.info/publications/>.

**Evaluation scale**

H-5

**Assessment criteria**

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**SOPT1210 International Relations of the Arctic: 5 op****Objectives**

After completion of the course the student is able to

- explore the role and importance of the Arctic in international relations
- identify the key political issues and policy problematics associated with the Arctic
- think critically about the limits of existing approaches to the Arctic and its roles in it.

**Contents**

The course starts by introducing students to the various ways in which the Arctic is conceptualised in international relations. It then examines the ways in which Arctic states seek to govern the Arctic, its peoples and its resources, and the conflicts within and between states which ensue. The Arctic will also be approached as a space of attempted innovation and change in international relations, as the course focuses on the origins and development of the Arctic Council, a still fairly unique experiment in the integration of indigenous peoples in international governance structures.

**Accomplishment methods**

Participation in all classes including a seminar presentation (2 op) and a written assignment (3 op).

**Study methods**

Lectures and seminars (16 hours). Independent work.

**Learning material**

To be distributed at the beginning of the course.

**Prerequisites**

SOPT1101 Introduction to Sociology, SOPT0001 Introduction to Political Science and SOPT0002 Introduction to International Relations

**Evaluation scale**

H-5

**Assessment criteria**

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**MA level: 55 op**

**KASU1304 The International Relations of the Anthropocene: 15 op**

**Objectives**

After completion of the course the student is able to

- engage in critical analysis of conceptual, theoretical and debates concerning the Anthropocene
- recognize ontological and epistemological premises of the theory of the Anthropocene and to reflect on its implications for theories and debates concerning the state of international relations today
- demonstrate independent judgment and communication at a level commensurate with advanced level studies.

**Contents**

International Relations today confronts the Anthropocene. The Anthropocene describes the geological epoch in which the human became the main influence on the climate and environment of the planet. It also denotes human responsibility for the degradation of the planet, and the reality of the fact that the world as we know it is ending, as well as human culpability for that end. Humanity, we are told, is culpable for its own demise amid the creation of catastrophic climate change and global ecological disaster. Yet this is not tragic we are told. It is an opportunity for the human to grasp its historical errors and learn how to change its ways, so as to adapt to the new reality of ecological disaster. How does the Anthropocene change how we think about international relations? What does the discipline of International Relations have to say about it? This course will investigate the implications of the Anthropocene for how International Relations understands itself, the limits of the human, the relation of the human to the non-human world, the politics of time, of futures, pasts, and the failed promises of the modern, and possibly the extinction of the species itself.

**Accomplishment methods**

Seminar participation and presentation (5 op). Written essay (10 op).

**Study methods**

Lectures and seminars (15–20 hours). Independent work with the literature.

**Learning material**

Mark Maslin & Simon Lewis (2018) The Human Planet: How We Created the Anthropocene.

**Prerequisites**

BA studies

**Evaluation scale**

H-5

**Assessment criteria**

0-2

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## **KASU1307 International Relations of Resilience: 10 op**

### **Objectives**

After completion of the course the student is able to

- engage in critical analysis of conceptual, theoretical and debates concerning resilience
- recognize ontological and epistemological premises of the theory of resilience and reflect on its implications for theories and debates concerning the state of international relations today
- demonstrate independent judgment and communication at a level commensurate with master's degree studies.

### **Contents**

International Relations are saturated today by demands for 'resilience'; of states, of societies, of groups and individuals. Likewise non-human systems, especially the environment, are increasingly understood as inherently resilient yet also vulnerable. Scholars of International Relations argue that this represents a dramatic shift in the building blocks of international order and that resilience has effectively replaced security as its guiding principle. This course will investigate the significance of this development in the world of international relations. What is resilience and why has it become so central to policies and practices internationally? Does it represent progress in international relations or a setback? What help can different theories of international relations provide in enabling our understanding of it? How does the emergence of this discourse of resilience change our understandings of the limits of international relations theory?

### **Accomplishment methods**

Participation in lectures and seminars, including a seminar presentation (5 op), and a written assignment (5 op).

### **Study methods**

Lectures and seminars (14 h). Independent work.

### **Learning material**

To be distributed at the beginning of the course.

### **Prerequisites**

BA Studies

### **Evaluation scale**

H-5

### **Assessment criteria**

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### **SSOG1353A Sociology of Nature Cultures: 10 op**

#### **Evaluation scale**

H-5

### **SSOG1353B Power, Governmentality and Economy: 10 op**

#### **Evaluation scale**

H-5

### **SSOG1353C Sociology of the Global: 10 op**

#### **Evaluation scale**

H-5

### **Tourism: 46 - 55 op**

### **BA level: 6 - 15 op**

### **MAT303 Cultural and Social Studies of Tourism: 5 op**

#### **Objectives**

After completion of the course the student is able to

- use the perspectives of sociology and cultural studies for understanding the cultural, social, socio-ecological and socioeconomic meanings and impacts related to tourism, travelling and other mobilities and hospitalities both locally and globally
- enhance ethical tourism and visitation sustainability for tourism
- use speculative imagination, embodied knowledges, social and cultural theories and responsible tourism planning in enhancing creative tourism, traveling and hospitality
- collaborate during the course in cross-cultural, live and virtual settings.

#### **Contents**

- Ethical mobilities
- Sporting bodies
- Hospitality work
- Exploitative tourism
- Multidimensional Tourist Experience
- Measurements of sustainability



- Responsible planning

**Accomplishment methods**

Active participation on a weekly basis both on-line and in class, on both individual assignment and one group assignment, attendance and performance in the concluding seminar.

**Study methods**

Multiform teaching and learning in class and online in Teams and Moodle: lectures and contact teaching (17 h); weekly on-line pre-assignments (usually flipped classroom); a field work assignment; a concluding assignment; attendance in and preparation for a closing seminar (115 h). A distant learners' version is available in summer period.

**Further information**

Timing 4th period (distant learner's option is available in the fifth period in the summer).

The course is organised by the University of Lapland but can also be selected by the students from the Lapland University of Applied Sciences.

**Learning material**

The list of readings is given on a weekly basis during the course and is available in Moodle or online. It includes films, research articles, lectures, and texts produced during the course.

**Prerequisites**

Preferably at least two prior years of university studies (in whatever discipline)

**Evaluation scale**

H-5

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Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**YMAT1220 Current Issues in Tourism: 1 - 10 op****Objectives**

Students will get acquainted with a selected current issue in tourism.

**Accomplishment methods**

Requirements will be confirmed prior to each course.

**Study methods**

A lecture course (a visiting lecturer) or other (case-specific) method.

The study unit can be completed by attending a special course organized by the Multidimensional Tourism Institute (MTI). Course information (time, ECTS, contents, methods, etc.) will be available before the start of the courses.

**Further information**

5 ECTS are compulsory for the TourCIM master's degree students.

**Evaluation scale**

Approved/Rejected

**Assessment criteria**

**0-2**

In case of 1–5 grading:

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

**3-4**

In case of 1–5 grading:

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

**5**

In case of 1–5 grading:

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**Pass / fail**

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Pass: Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify.

**MA level: 40 op**

## **TCIM0404 Human Capital in Tourism: 5 op**

### **Objectives**

The course aims to examine individuals within the tourism organization, discussing the topics of values, personality, moods, emotions and attitudes. Drawing upon a psychological perspective, it further analyses concepts such as competency, job satisfaction, motivation and performance. The course also aims to explore the role of teamwork, group dynamics, decision-making, negotiation and conflict resolution within a tourism organizational context. Finally, it gives an overview of policies and practical tools for managing human resources and organizational change.

After completion of the course the student is able to

- evaluate and plan human resource management policies
- analyze and anticipate organizational changes
- motivate and manage employees through participative management practices
- identify workplace conflicts and develop ways of action to solve them.

### **Contents**

Human resource management, organizational behaviour, participative management, employee relations, conflict management, performance management, organizational change.

### **Accomplishment methods**

Active participation.

Essay writing during the course.

Final paper after the course.

### **Study methods**

Lectures and discussions in class. Independent work.

### **Learning material**

Wright, P. M., & McMahan, G. C. (2011). Exploring human capital: putting 'human' back into strategic human resource management. *Human Resource Management Journal*, 21(2), 93–104.

Baum, T. (2007). Human resources in tourism: Still waiting for change. *Tourism Management*, 28(6), 1383–1399.

Baum, T. (2015). Human resources in tourism: Still waiting for change? – A 2015 reprise. *Tourism Management*, 50, 204–212.

Further reading material will become available at the beginning of the study unit.

### **Evaluation scale**

H-5

### **Assessment criteria**

**0-2**

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

**3-4**

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **YMAT0312 Revenue Management and Leadership: 5 op**

### **Objectives**

The course enables students to expand their thinking of the possibilities on how revenue management (RM) practices can be implemented in various tourism-related businesses in responsible ways. The student will learn how to use data for better performance and customer-driven decisions. Understanding of what leadership is and how it may be practised in RM context forms the second part of the course. A contemporaneous view of leadership as contextual and interpretative is introduced.

After completion of the course the student is able to

- identify the principles and main components behind RM and pricing in tourism businesses
- discuss how RM can be responsibly applied to airlines, hotels, restaurants, events and for better pricing decisions
- outline revenue manager function, its expectations and workflow
- recognize and interpret key performance metrics in RM
- analyse customer-based information
- identify and independently analyse leadership issues related to the implementation of managerial practices, such as RM
- identify research topics to contribute RM and leadership practices.

### **Contents**

Review of basic RM-concepts and pricing issues, market segmentation and demand forecasting, dynamic and innovative pricing, financial and non-financial performance ratios, RM practices, leadership and management of tourism organizations, futures insights.

### **Accomplishment methods**

Written exam (3 ECTS).

Team works and writing team report (2 ECTS).

### **Study methods**

Learning based on lectures (24 h). Independent work, group work, presentations and comments (130 h).

### **Further information**

Timing: 2nd period Can also be completed individually during the summer term.

### **Learning material**

Supplementary literature:

Legoh  rel, P., Poutier, E. & Fyall, A. (eds) (2013). Revenue management for hospitality and tourism. Goodfellow Publishers.

Article collection.

Lecture materials.

### **Prerequisites**

Intermediate Studies in Tourism Research

Financial Management and Control in Tourism Business or Asiakkuuksien johtaminen matkailussa

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**YMAT0313 Designing Tourism Futures: 5 op****Objectives**

After completion of the course the student is able to

- recognize central theoretical discussions on foresight and service design in general and within the field of tourism in particular
- critically evaluate the role of foresight and service design in developing service concepts that are better informed for facing future challenges
- critically appraise the combination of foresight and service design methods for the development of tourism service concepts that are economically, socially, culturally and environmentally responsible
- conceptualize, plan, coordinate, implement and assess a tourism service design process that takes into account different stakeholder groups as well as broader foresight issues.

**Contents**

Service design, service design methods, socially responsible design, value co-creation, human-centered design, stakeholder-centered design, co-design, service interface, customer journey, service development, innovation, future thinking, strategic foresight, foresight methods.

**Accomplishment methods**

Active participation in lectures and workshops.

Individual work.

Group work, report, and presentation.

**Study methods**

Lectures, workshops, independent work.

**Further information**

Max 25 students.

**Learning material**

Reading package including peer-reviewed articles will become available at the beginning of the study unit.

Hiltunen, E. (2013). Foresight and innovation: How companies are coping with the future. New York: Palgrave Macmillan.

Stickdorn, M. & Schneider, J. (2012). This is service design thinking: Basics – tools – cases. Wiley.

Stickdorn, M., Edgar Hormess, M., Lawrence, A. & Schneider, J. (2018). This is service design doing: Applying service design thinking in the real world. O'Reilly Media.

**Prerequisites**

Intermediate Studies in Tourism Research, especially Producing and Consuming Tourism Experiences or Experience Design

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**YMAT0317 Ethical Epistemologies of Tourism: 5 op****Objectives**

After completion of the course the student is able to

- describe and analyse the ontology, epistemology and methodology of a research project
- explain what 'knowledge' means as an epistemological concept
- analyze what ethics mean as a philosophical subject of study
- conclude what an ethical epistemology means
- differentiate the role of 'theory' from other aspects and activities of research
- compare and evaluate the ontological and epistemological similarities and differences between qualitative and quantitative methodologies
- comprehend and critically analyse the roles of data, statistics and algorithms in tourism planning in data-driven societies

- draw meaningful connections between one's own professional identity and academic knowledge
- evaluate the ethical and academic sustainability of tourism research
- think about tourism critically, ethically, and creatively in response to scholarly literature, and to present one's arguments in reader-friendly and convincing ways.

**Contents**

Ontology, epistemology, theory, methodology, philosophical studies of ethics, qualitative and quantitative epistemologies, situating the researcher, indigenous epistemologies and methodologies, ethical tourism, scientific objectivities, poetics and politics of academic writing.

**Accomplishment methods**

Participation in lectures and in weekly Reading & Debate Clubs (3 ECTS) and assignments related to these, and writing a Learning Diary at the end of the course (2 ECTS). Alternatively, one can take the course as an independently executed, yet structured essay project based on given course readings during the summer period.

**Study methods**

Opening lectures (9 h), Reading & Debate Clubs (4 x 3 h), short assignments for the Reading & Debate Clubs, a Learning Diary. Amount of independent work 110 h.

**Further information**

Target Group: 4th or 5th year master's students during the summer preceding thesis seminar, or during the thesis seminar in the fall; for doctoral students preferably during the early stage of their project, and with some supplementary requirements.

**Learning material**

Book chapters and articles to be given in the beginning and during the course.

**Prerequisites**

Intermediate Studies in Tourism Research, especially Advanced Course in Tourism Research, and one year of Master's studies

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.



## **TCIM0402 Corporate Social Responsibility and Ethics: 5 op**

### **Objectives**

The course aims to explore the many perspectives of corporate social responsibility (CSR) and sustainable business. It gives an overview of the most important CSR concepts and theories, as well as analyse the connections of CSR to consumption practices, strategic thinking and business ethics.

After completion of the course the student is able to

- critically examine the way corporate social responsibility is theorized and practiced in a market context
- analyze the relationship between moral philosophy and the notion of responsible business
- critically evaluate the strategic nature of corporate social responsibility for achieving both business and societal goals
- explain how consumption practices relate to corporate responsibility and sustainability
- apply practical models and tools for the development of responsible business strategies.

### **Contents**

Corporate social responsibility, sustainable business, social/environmental management systems, sustainable marketing, sustainable consumption, stakeholder theory, business ethics, moral philosophy, ethical decision-making.

### **Accomplishment methods**

Active participation online and in class. Individual and group assignments.

### **Study methods**

Lectures, classroom discussions, workshops, and independent work.

### **Learning material**

Borglund et al. (2017). CSR and Sustainable Business. Sanoma utbildning.

Crane, A. & Matten, D. (2016 or older editions). Business Ethics: Managing corporate citizenship and sustainability in the age of globalization. Oxford University Press.

García-Rosell, J.-C. (2013). A multi-stakeholder perspective on sustainable marketing: promoting sustainability through action and research. Lapland University Press.  
Reading package.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **TCIM0401 Managing Cultural Events: 5 op**

### **Objectives**

The course aims to evaluate and analyze the multi-faceted managing challenges of cultural events. It covers the phenomenon of cultural events on different levels. The special focus of the course is in events as nexus of culture and tourism and policy implications resulting from this, event impacts, managing of networks and creating holistic event experiences.

After completion of the course the student is able to

- evaluate and plan event-based tourism and cultural policies
- analyze and anticipate economic, social, cultural, and environmental impacts of events
- identify and manage networks associated with cultural events
- design holistic event experiences.

### **Contents**

Cultural events, events as a part of tourism, event policy, event impacts, network-based event management, event experience design.

### **Accomplishment methods**

Independent preparation for the classes (1 ECTS).

Active classroom participation (75 % participation required) (1 ECTS).

Case study (3 ECTS).

### **Study methods**

The course uses flipped classroom method where students familiarize themselves independently with the topic before the class through the assigned material and the classroom time is used for deepening the understanding on the topic by discussions and group work.

Independent preparation for classes (20 h), classroom discussions and workshops (20 h), independent case study (100 h).

### **Further information**

Attention!

Because of the method used, independent preparation for the classes is mandatory. It is not possible to complete the classwork without familiarizing with the preparatory material. The course accommodates a maximum of 25 students. TourCIM students and other students of tourism research have priority.

### **Learning material**

To be given by the lecturer.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

### 3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

### 5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **TCIM0403 China Business and State – Before- and After-Corona: 5 op**

### **Objectives**

After completion of the course the student is able to

- describe the main economic development policies before and after the economic reforms
- explain the rising role of the Party in the economy under Xi Jinping era
- discern main economic and developmental potential and challenges of the unfolding corona era China
- depict economic policies and practices on different layers; central and regional levels Before and After Corona eras
- outline the drastic consequences of the “going-out” of Chinese companies, investments and even tourism globally and in the Arctic regions in Before and After Corona eras.

### **Contents**

China has contributed more than 25 % of global economic growth, is the key production house of most products that we consume or utilize and is the second largest foreign/over-seas investor of the world. This all has been challenged by the tiny corona virus. The course aims to explore a broad range of issues that explain the miraculous success story (in Before-Corona era) and the tremendous economic, finance, consumer trust, production and logistics capacity challenges China is and will face during the After-Corona era.

The analysis of the “Before” and “After Corona” eras expose macro-level institutional texture that condition and binds the hands of policy makers together. At the micro-level, the course will also touch managerial, networking (guanxi), strategic thinking, and cross-cultural communication challenges and negotiation cultures in increasingly heterogenic China.

### **Accomplishment methods**

It is required to attend and pass all parts of the course to receive a final course grade. The lecturer(s) will inform the evaluation method of the course.

### **Study methods**

In this course teaching will rely on combining “flipped-classroom” and contact teaching methods. It means that during the studies students are required to attend the contact teaching classes and then carry out active outside class learning, conduct online lectures and online quiz-exams.

Self-learning (including exercises) time is about 45–50 hours and in addition we will have seven times contact teaching /meetings in classroom. The method and evaluation will be explained in detail during the first lecture.

**Further information**

Compulsory for TourCIM master's students.

For other students voluntary or as a part of China Minor.

**Learning material**

The study material of the course consists of online videos, journal articles, book chapters and documentaries that will be delivered to students during the course.

**Prerequisites**

No previous studies required.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The student is unable to illustrate that he/she has studied the material or/and merely lists things out of context or addresses them one-sidedly. The work contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance is excellent and the students illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and / or illustrates justified thinking or critical contemplation. The work is well written and implemented.

**YMAT0314 R&D Projects: 5 op****Objectives**

After completing the course the student is able to

- explain the general principles of project work and the stages of project planning
- specify the themes and objectives of projects in their field
- evaluate the use of different ICT tools in project work
- apply project planning tools to initial project planning
- apply the core competence of one's own field in the preparation of a project application
- identify key industry-related practices related to projects
- evaluate the relationship between project objectives, measures and results
- make a project or grant plan for applying for funding
- locate one's skills in the project field in relation to career planning.

**Contents**

Project preparation and step-by-step planning for a project, self-management in project work, information and communication technology and creativity in practical project work. Getting acquainted with the sources of funding and its selection, ideation and adaptation of the project to the source of funding, preparation and continuation of the project idea paper as a project application.

**Accomplishment methods**

Participation in teaching, independent and group assignments, idea paper for a project, presentation / pitching of an idea paper.

**Study methods**

(Web-based) teaching (approx. 15 h) and supervision (1–2 h). Independent work and/or group work (approx. 115 h).

**Learning material**

Available in Moodle.

**Evaluation scale**

Approved/Rejected

Pass / fail

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Pass: Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify.

**Social Work: 30 op****BA level: 15 op****SSOSKV0001 Global Perspectives in Social Work: 5 op****Objectives**

The aim of the course is providing students with an in depth understanding of social work practice in a global context.

On completion of the course students will gain

- knowledge of the theoretical concepts essential for the analysis of the local global context of social work practice
- a critical understanding of a shared profession and the structures and standards of international social work
- knowledge of sustainable development goals and opportunities for transnational practice
- knowledge of human rights, inequality, and power relations as the basis of structural social work
- understanding of mass migration and superdiversity and the implications of critical multicultural practice and policy
- recognition of indigenous realities and the decolonisation of social work practice, education, and research
- knowledge of conducting comparative and practice research and the implications for theory, policy, and practice.

**Contents**

- Analysis of the local global dialectice and global perspectives

- The global context of social work profession
- The global and local connectedness of social phenomena, structures, problems and interventions
- Consequences of global issues, such as migration, growing inequality, sustainability, natural disasters, indigenous rights, and transnationalism on professional practice.

**Accomplishment methods**

Active participation in online course in Moodle. The course includes video presentations, recommended readings and assessments addressing the specific learning outcomes. Teaching and learning will be facilitated using critical questioning, reflective thinking, case studies, blogs, and involvement of experts by experience. To complete the course students will be required to complete and pass learning tasks and submit an essay.

**Study methods**

Online course in Moodle.

**Learning material**

Essential Readings.

Web links are provided to all essential readings for each weekly session in Moodle.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**SSOSKV0003 Nordic Welfare State Models: 5 op****Objectives**

The aim of the course is providing students with an in-depth understanding of the Nordic Welfare State Models (NWSMs), its history and future challenges in a national and European context.

The course

- provides students with basic theoretical knowledge about the Nordic welfare state models (NWSMs)
- introduces core principles of the NWSMs

- describes what is (claimed to be) distinctive about the NWSMs in comparison to European welfare states/welfare systems of European countries
- briefly introduces historical development of the NWSMs, as well as similarities and differences between the NWMS
- discusses some contemporary struggles and future challenges of/for NWSs.

**Contents**

The history, development and contemporary challenges of the Nordic Welfare model. Welfare state models in a comparative context including the general characteristics of the NWSM from both national and European perspectives. Topics of labour policy & precarity, disability policy, welfare sustainability and migration policy as well future challenges for Nordic Welfare States and the NWSM are highlighted.

Part A will focus on basics of NWSM development, and Part B will focus on contemporary struggles and future challenges of/for NWSM.

**Accomplishment methods**

This is an 8-week Moodle-based course of video presentations of international experts in the field of Nordic Welfare State development, as well as recommended readings and a two-part written assessment. Teaching and learning will be facilitated using critical questioning and reflective thinking.

The learning assignment for this course will consist of two related and interconnected parts, both of which students are required to pass:

- Learning task 1: Learning diary based on the four constituent lectures
- Learning Task 2: Short essay.

**Study methods**

Online course in Moodle.

**Learning material**

The course provides the students with web links of open access books, chapters, and articles.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it



is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **SSOSKV0004 Introduction to Social Work in Finland: 5 op**

### **Objectives**

After finishing the course, the student is able to understand the development of social work as a discipline, profession, and practice in Finland. Additionally, students gain an understanding of the main actors and sectors of social work in Finland, get an overview of how the present social work is managed, what are the main topics of social work research, and what does the structural social work means.

### **Contents**

An overview of the history and the main sectors of social work in Finland. Social work within the Finnish society system, Child welfare, Social work with adults, Gerontological social work, Structural social work, Managerialism in social work, and Social work discipline, education and research.

### **Accomplishment methods**

The module is planned to take approximately 7 weeks. Active participation in the course requires completing the weekly learning tasks and submitting a learning diary.

### **Study methods**

Online course in Moodle.

### **Learning material**

Essential reading, video lectures and other material are provided in Moodle.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**MA level: 15 op**

## **SSOSKV0002 Social Work in Ecosocial Transition: 5 op**

### **Objectives**

The aim of the course is providing students with an in-depth understanding of social work in ecosocial transition. On completion of the course the student

- understands the links between sustainable development and environmental and economic issues in social work, and that ecological sustainability is crucial for transgenerational, local and global responsibility in social work
- understands the importance of ecosocial transition in social work and the role and opportunities of social work in the transition
- recognizes different ways of implementing ecosocial work in social work environments.

### **Contents**

The course introduces the concepts of ecosocial transition and ecosocial approach, and their historical development and current discussions in social work. In addition, the course provides concrete applications and tools on how to implement ecosocial work in different settings.

### **Accomplishment methods**

The course consists of online lectures and other material, on the basis of which the student makes three assignments.

### **Study methods**

E-learning course in Moodle.

### **Learning material**

Matthies & Närhi (eds): The ecosocial transition in society: The contribution of social work and social policy (2017).

McKinnon & Alston (eds): Ecological social work: Toward sustainability (2016).

Other material to be announced separately in the course.

### **Prerequisites**

Target group: Advanced studies of social work

### **Evaluation scale**

H-5

### **Assessment criteria**

**0-2**

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

**3-4**

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

**5**

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it

is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **SSOSKV0005 Multicultural Social Work: 5 op**

### **Objectives**

After completion of the course the student is able to

- identify key topics related to multicultural social work
- identify the meaning of culture in communication and interaction
- analyze migrant experiences, forced migration and family reunification
- analyze how intersectional perspectives could be applied in social work practices
- apply issues of multicultural social work into social work practice.

### **Contents**

Anti-racist social work, intersectionality, migration and forced migration, inter-cultural communication and family reunification.

### **Accomplishment methods**

Listening to pre-recorded lectures, reading literature, learning assignments and essay writing.

### **Study methods**

Learning tasks and a short essay based on video lectures and literature provided in Moodle.

### **Learning material**

Course materials are provided in Moodle.

Literature:

Hiitola & Turtiainen & Gruber & Tiilikainen (eds): Family life in transition: Borders, transnational mobility, and welfare society in Nordic countries (2020).

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **SSOSKV0006 Theories in Social Work Research: 5 op**

### **Objectives**

The course aims to examine social work research, social work theories and theoretical concepts applied in social work research.

After completion of the course the student is able to

- identify the historical background and current discussions in social work research
- identify different social work theories, theorists and theoretical concepts applied in social work research
- analyze social phenomena and social processes using theory and theoretical concepts
- apply theory and theoretical concepts in master's thesis research.

### **Contents**

Historical background and current discussion in social work research. Key meta theories and theorists in social scientific and social work research.

### **Accomplishment methods**

Listening to pre-recorded lectures, reading literature and essay writing.

### **Study methods**

Independent essay based on video lectures and literature provided in Moodle.

### **Learning material**

Garrett: Social Work and Social Theory: Making Connections (2013/2018).

Gray & Webb (toim.): Social Work Theories and Methods, 2nd Edition (2013).

Harikari & Rauhaluoma: Towards Glocal Social Work in the Era of Compressed Modernity (2019).

Other course material is provided in Moodle.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**Research Methodology: 21.5 - 26.5 op****TUTA0111 Introduction to Scientific Thinking and Research: 4 op****Objectives**

After completion of the course the student is able to

- think scientifically
- use the basic concepts: knowledge, theory, method, methodology, epistemology, concept, position, arguable
- formulate a research question
- dissect data as research material
- promote good scientific practices.

**Contents**

What is science? And what does it mean to think scientifically? The philosophy of science from Plato to Kuhn will be discussed regarding its relevance for contemporary research practices. Common procedures and frequent challenges in research will be identified and experienced through in-class exercises. Various methodological approaches, their application and evaluation will be examined.

**Accomplishment methods**

Successful completion of a task given in a course.

**Study methods**

Lectures (10 h) and exercises (14 h). Independent work.

**Learning material**

Topical literature will be announced in the beginning of the course.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **TUTA0211 Basic Course on Qualitative Research Methods: 3 - 5 op**

### **Objectives**

After completion of the course the student is able to

- acknowledge qualitative research tradition
- produce a qualitative research setting
- collect research material
- make basic analyses.

### **Contents**

This course familiarizes students with planning and making research, and formulating research questions in qualitative research tradition.

### **Accomplishment methods**

Successful completion of the tasks given in a course.

### **Study methods**

Participants should reserve enough time for this short-term intensive course. The course consists of lectures (12 h), group work and individual tasks. If most participants wish to gain 5 ECTS, we can agree on additional teaching hours. This question will be assessed at the beginning of the course.

### **Further information**

Target Group: The course is suitable especially for those students who are working on their bachelor's or master's thesis.

### **Prerequisites**

TUTA0111 Introduction to Scientific Thinking and Research

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **TUTA0212 Computational Statistics: 3 - 5 op**

**Objectives**

The course gives basic abilities in processing and analyzing data with a statistical computer program (SPSS).

After completion of the course the student is able to

- use questionnaire as a method to collect data
- type data as a matrix for a computer program (SPSS)
- explain the meaning of measurement levels of the variables
- calculate frequency distributions and suitable statistics to describe them
- cross tabulate variables or calculate correlation coefficients
- transform variables.

**Contents**

3 ECTS: basic concepts, statistical measurement and SPSS. The course can be extended to 5 ECTS; the possibility is planned for the students that aim to do their own questionnaires: aim of the research, rationale of the questionnaire and, operationalization.

**Accomplishment methods**

For 3 ECTS: active participation in lectures, successful completion of exercises.

For 5 ECTS: in addition to the 3 ECTS requirements, successful completion of 5 ECTS requires designing of one's own questionnaire and describing the aim of the research (what is the research problem) and what is the rationale of the questionnaire and its specific questions – operationalization.

**Study methods**

Lectures (6 h) and exercises (14 h). Independent work.

**Learning material**

Dillman, Don A. (2007) Mail and Internet Surveys: The Tailored Design Method.

Fowler, Floyd J. Jr. (2002) Survey Research Methods. Applied Social Research Method Series vol. 1.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written



and implemented.

## **TUTA0311 Qualitative Analysis: 4 - 5 op**

### **Objectives**

After completion of the course the student is able to analyze qualitative research material, and to recognize the ethical questions concerning the research material and qualitative analysis.

### **Contents**

In this course on qualitative analysis, emphasis is laid on text analysis of students' own data: what kind of interpretations are possible.

### **Accomplishment methods**

To successfully complete the course, the student needs to participate in lessons and seminars and to write a learning diary following instructions given; this way, the student obtains 4 ECTS. The student can obtain up to 5 ECTS for the course, if the exercise is extensive in scope and the student studies some additional literature.

### **Study methods**

The course contains lessons (18 h) and practical work with research material.

### **Further information**

Target Group: Master students

### **Prerequisites**

TUTA0111 Introduction to Scientific Thinking and Research

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **TUTA0312 Quantitative Methods: 5 op**

**Objectives**

After completion of the course the student is able to

- describe quantitative research process
- design a questionnaire
- apply the statistical descriptive methods using statistical SPSS software
- apply multivariable methods and statistical tests using statistical SPSS software.

**Contents**

The quantitative research process step by step: data collection, questionnaire design, descriptive statistics, statistical tests, multivariable methods (cluster analysis, factor analysis, regression analysis, logistic regression analysis).

**Accomplishment methods**

Active participation in lectures and completing the exercises.  
Alternatively completing the self-study exercises.

**Study methods**

Lectures and exercises (40 hours).  
Alternatively self-study exercises.

**Learning material**

Engel, Rafael J. & Schutt, Russel K. (2005) The Practice of Research in Social Work.  
Gray, David E. (2004) Doing Research in the Real World.  
Denscombe, Martyn (2003) The Good Research Guide: For Small-Scale Social Research Projects.  
Bryman, Alan (1988) Quantity and Quality in Social Research.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**YMEN1807 Basics of Library Skills: 0.5 op****Objectives**

After completion of the course the student is able to

- use library
- carry out information searches in LUC-Finna
- find the e-materials provided by the library
- do references and bibliography by APA application.

**Contents**

The library skills, searching for information in LUC-Finna, finding e-materials and doing the list of references using the APA style.

**Accomplishment methods**

Assignments in Moodle.

**Study methods**

Online course.

**Evaluation scale**

Approved/Rejected

Pass / fail

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Pass: Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify.

**YMEN1804 Scientific Information Retrieval: 2 op****Objectives**

After completion of the course the student is able to

- define information need
- identify different information sources
- design an effective information search, find search terms and combine them into meaningful search profile
- carry out more systematic information searches for research purposes within their own discipline
- evaluate search results critically and incorporate selected information into his or her knowledge base and value system.

**Contents**

Use of several international scientific databases, finding search terms, how to design a search, systematic information searches for research purposes within their own discipline, use of reference management system for example Refworks.

**Accomplishment methods**

Assignments in Moodle, a passed final exercise.

**Study methods**

Online course, also the possibility to participate in contact teaching (3 h).

**Further information**

This course is for students other than native Finnish. It is recommended for native Finnish to take this course in Finnish "Tieteellinen tiedonhankinta".

**Prerequisites**

The course is most useful when starting the Master's Thesis.

**Evaluation scale**

Approved/Rejected

**Pass / fail**

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Pass: Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify.

## **Cultural History: 5 op**

### **UKUL1116 Northern Cultural History: 5 op**

#### **Objectives**

After completion of the course the student is able to

- distinguish disciplinary traditions of Finnish cultural history, with special emphasis on contemporary Finnish New Cultural History and Northern cultural history, and its methodological questions
- distinguish special features and challenges of Northern cultural history and cultural history of Sámi people as a part of larger context of cultural history.

#### **Contents**

Viewpoints on Northern history, people and society, culture, art and religion.

#### **Accomplishment methods**

Independent studying and a literature exam or an essay based on the required literature and supplementary reading. One of the following sets of books/articles are to be read for the exam. The exam literature also serves as subsidiary reading for the essay. Possible substituting lecture series will be announced in Peppi.

#### **Study methods**

Independent studying and a literature exam or an essay based on the required literature and supplementary reading.

#### **Learning material**

One of the following sets of books/articles are to be read for the exam.

1. Tuominen, Marja (28.2.2005). We call the past to support our present. Views on times and on the experience of times. See <http://www.ulapland.fi/loader.aspx?id=d6e4cac8-14d6-41b3-b2f6-527475f01e6e>.

Johnson, Bruce & Kiiskinen, Harri (eds) (2011). They Do Things Differently There. Essays on Cultural History. (Also available as an e-book.)

Tuominen, Marja, Ashplant, T. G. & Harjumaa, Tiina (eds) (2021). Reconstructing Minds and Landscapes. Silent Post-War Memory in the Margins of History. (Available both in print and as e-book.)

2. Tuominen, Marja (28.2.2005). We call the past to support our present. Views on times and on the experience of times. See <http://www.ulapland.fi/loader.aspx?id=d6e4cac8-14d6-41b3-b2f6-527475f01e6e>.

Lehtola, Veli-Pekka (2002). Sámi people. Traditions in transition.

Lehtola, Veli-Pekka (2015). Sámi Histories, Colonialism, and Finland. In Arctic Anthropology, Vol. 52, No. 2, 22–36. See [https://www.veli-pekkalehtola.fi/UserFiles/files/ArcticAnthropology%20Lehtola\(1\).pdf](https://www.veli-pekkalehtola.fi/UserFiles/files/ArcticAnthropology%20Lehtola(1).pdf).

Lehtola, Veli-Pekka (2018). Our histories in the photographs of the others. Sámi approaches to visual materials in archives. *Journal of Aesthetics & Culture*, VOL. 10, 1431501. See <https://doi.org/10.1080/20004214.2018.1431501>.

Ashplant, Timothy (2021). Post-War Cultural Reconstruction and the Nation. In Marja Tuominen, Timothy Ashplant & Tiina Harjuma (eds) *Reconstructing Minds and Landscapes. Silent Post-War memory in the Margins of History*, 17–40.

Lehtola, Veli-Pekka (2015). Second World War as a trigger for transcultural changes among Sámi people in Finland, *Acta Borealia*, 32:2, 125–147. See <https://doi.org/10.1080/08003831.2015.1089673>.

**Prerequisites**

No previous studies required.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**YTKENG2021-CHIN1100 China: Domestic, Global and Arctic Trajectories; Before and After Corona Era: 35 - 40 op****Objectives**

The completion of the minor studies program will provide students good skills, conceptual and theoretical tools of understanding domestic trajectories of globalizing China. After completion of the courses the student is able to analyze how the inherent political and economic system of “Before-Corona” China condition and guide various strategies and politics of “After-Corona” China and interact with Chinese institutions and individuals in global and regional (Arctic) context.

**YMAT1107 Chinese Culture and History: 5 op****Objectives**

After completion of the course the student is able to

- describe the birth and evolution of endogenous Chinese schools of thought: Confucianism, Legalism, Daoism, School of Military
- explain the key concepts in Confucian, Legalist and Daoist thinking
- depict the role and impact of Buddhism in Chinese thinking and society
- outline dynastic cycles
- explicate the impact of imperialist Western powers had on the last Chinese Qing-dynasty.

### **Contents**

This course is designed to introduce a critical and pluralist view on history and culture (idea history) of China. Students will gain an understanding of various forces of continuity and discontinuity of ideas and institutions, religious values and culture in China, role of trade and warfare in Chinese dynastic history, and eventual radicalization of late Imperial and early Republican Chinese society. The course provides a good understanding of forces that have shaped Chinese history and culture over two millennia and the eventual collapse and continuous struggle for modernize China.

### **Accomplishment methods**

It is required to attend and pass all online quiz-exams and written paper.

### **Study methods**

In this course we will utilize “flipped classroom” teaching method. We will meet 4 times (first time introduction to the course and teaching/learning method) in roughly two weeks intervals. It means that during the studies students are required to carry out active outside class learning (reading book chapters, articles, and documentaries) and to conduct one online exam / quiz-exams every two weeks (totally three). The method and evaluation will be explained in detail during the first lecture.

Self-learning (including exercises) time is about 135 hours, classroom teaching and teacher tutoring groups or individual students varies between 10 to 15 hours. Teacher tutoring process provides continuous support for independent self-learning and will be booked and arranged during contact teaching time slots for individuals and groups.

### **Learning material**

Study material of the course will be delivered to registered students. The material consists of book chapters and academic articles.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the students illustrates deep

knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and/or illustrates justified thinking or critical contemplation. The work is well written and implemented.

## **OTMEVAL0014 China's Political System and China as a Global Actor in Before and After Corona World: 5 op**

### **Objectives**

After completion of the course the student is able to

- outline key political institutions
- explicate the central and complex role of politics in Chinese society
- describe the "dual structure" of governance of China (i.e. roles of the Communist Party and Government)
- describe main shifts of Chinese domestic and foreign policies during Xi Jinping era
- explicate how corona pandemic has affected Chinese foreign policy and its global trajectories
- discern political motivations and consequences of China's growing role in world politics and its impact on the Arctic regions.

### **Contents**

The course consists of two overlapping sections:

1. An introduction to the political system of China.
2. A discussion on China's recent "Before-Corona" era developments as a global actor, i.e. how Beijing became a "great power". During the last decade, China has become increasingly active in seeking resources, markets, talents and political influence in all corners of the world. Understanding the politics and political system of China is the essential tool to understanding both China's domestic development as well as its rise into one of the most central players both in regional and global politics.

This course will provide an analytical view of the role of the Party and other institutional actors in this process. During the course, we will study the political motivation of the "going-out" strategy of Chinese companies and how Beijing is consequently reshaping the global order, which will influence also the Arctic regions as a new focus of Chinese foreign policy.

This all was challenged by the corona virus. Beijing is on the one hand, struggling with domestic political issues while it is in increasing need to polish and strengthen its' footing in the unfolding "After-Corona" era global political system. The corona virus has proven to become a game changer in the global system. And China as a central player in the system attempts at the same time to survive and to gain more voice in the After-Corona global system.

### **Accomplishment methods**

It is required to attend and pass all parts of the course to receive a final course grade.

### **Study methods**

Short pre-course assignment; Lectures and exercises (20 h); Final essay with required readings.

### **Further information**

Lecturer: Matti Puranen (Ph.D), University of Jyväskylä

### **Learning material**

Articles, Book Chapters.

Course material is provided in Moodle.



**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The student is unable to illustrate that he/she has studied the material or/and merely lists things out of context or addresses them one-sidedly. The work contains errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance is excellent and the student illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and/or illustrates justified thinking or critical contemplation. The work is well written and implemented.

**TCIM0403 China Business and State – Before- and After-Corona: 5 op****Objectives**

After completion of the course the student is able to

- describe the main economic development policies before and after the economic reforms
- explain the rising role of the Party in the economy under Xi Jinping era
- discern main economic and developmental potential and challenges of the unfolding corona era China
- depict economic policies and practices on different layers; central and regional levels Before and After Corona eras
- outline the drastic consequences of the “going-out” of Chinese companies, investments and even tourism globally and in the Arctic regions in Before and After Corona eras.

**Contents**

China has contributed more than 25 % of global economic growth, is the key production house of most products that we consume or utilize and is the second largest foreign/over-seas investor of the world. This all has been challenged by the tiny corona virus. The course aims to explore a broad range of issues that explain the miraculous success story (in Before-Corona era) and the tremendous economic, finance, consumer trust, production and logistics capacity challenges China is and will face during the After-Corona era.

The analysis of the “Before” and “After Corona” eras expose macro-level institutional texture that condition and binds the hands of policy makers together. At the micro-level, the course will also touch managerial, networking (guanxi), strategic thinking, and cross-cultural communication challenges and negotiation cultures in increasingly heterogenic China.

**Accomplishment methods**

It is required to attend and pass all parts of the course to receive a final course grade. The lecturer(s) will inform the evaluation method of the course.

**Study methods**

In this course teaching will rely on combining “flipped-classroom” and contact teaching methods. It means that during the studies students are required to attend the contact teaching classes and then carry out active outside class learning, conduct online lectures and online quiz-exams.

Self-learning (including exercises) time is about 45–50 hours and in addition we will have seven times contact teaching /meetings in classroom. The method and evaluation will be explained in detail during the first lecture.

**Further information**

Compulsory for TourCIM master's students.

For other students voluntary or as a part of China Minor.

**Learning material**

The study material of the course consists of online videos, journal articles, book chapters and documentaries that will be delivered to students during the course.

**Prerequisites**

No previous studies required.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The student is unable to illustrate that he/she has studied the material or/and merely lists things out of context or addresses them one-sidedly. The work contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance is excellent and the students illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and / or illustrates justified thinking or critical contemplation. The work is well written and implemented.

**YMAT1106 Chinese Society – China and Media: 5 op****Objectives**

After completion of the course the student is able to

- describe the central role of media in Chinese politics, economy and society
- explain how media-control machine of the Party function

- explicate culturally subtle tactics how netizens attempt to voice their sarcasm and even politically dissent voices within the most efficient online control machine of the world
- dissect means and content of the ongoing “Corona-virus media-war” (propaganda) both within China and globally
- identify how China is conducting global corona disinformation campaign / war.

### **Contents**

The Chinese Society – China and Media course offers students insight into the important role of media, social media, emerging new ways of interacting in daily life and the role of censorship in the Chinese society. The course illustrates how media and social media in particular are changing society, reflect social and popular issues, and how the partisan voices are circumventing the censorship machine, and how innovative interplay of language and expressions are utilized in this cat and mouse game with netizens’ desire to express sensitive issues. We will also focus on the world-shaking Corona virus media discussion and how Beijing is carrying out both domestic and global media and information war on the virus.

The internet, online wholesaling, games and social media in general have become an inseparable part of Chinese people’s daily life. This revolutionary development has been paralleled with the rise of global media giants; companies such as Baidu, Tencent and Alibaba and number of other Chinese high-tech companies and restricting Western internet companies, such as Google and YouTube, to operate in China. The course also introduces these global leading companies, their role, strategies and intriguing relationship with the Party and its censorship machine in China.

### **Accomplishment methods**

Course evaluation is based on online exercises / online quiz-questionnaires.

### **Study methods**

This course is mainly a self-study course, that combines weekly short online lectures, online quiz-exams. The method and evaluation will be explained in detail during the first lecture.

### **Learning material**

The study material of the course consists of lecture teaching, online videos, articles, book chapters and documentaries that will be delivered to students during the course.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The student is unable to illustrate that he/she has studied the material or/and merely lists things out of context or addresses them one-sidedly. The work contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance is excellent and the students illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and / or illustrates justified thinking or critical contemplation. The work is well written and implemented.

## **ONEVAL0018 Legal Culture and Legal system in Chinese Society: 5 op**

### **Objectives**

After completion of the course the student is able to

- describe main ideational and institutional sources of Chinese the legal traditions and culture
- explain key concepts of traditional and contemporary Chinese legal thinking
- explicate the evolution of legal system in contemporary China
- elucidate the dual structure and practices of Chinese legal system
- clarify the role and relationship between the Constitution of China and the Constitution of the Communist Party
- explain modern Chinese legal institutions, court structure, personnel and their relationship with the Party structure
- describe how the Constitutional rights of citizens are juxtaposed to the measures of corona virus control in society and media.

### **Contents**

The course consists of three overlapping sections:

1. A short introduction to the political system of China. The most crucial aspect of successful dealing with China or Chinese actors is to understand the role of the Communist Party and its developmental policies (both legal and economic).

2. Exploration on the Constitution, constitutional discussion and role of Constitution in China's legal system, society and politics. We will explore both the official Party line narrative of the Constitution, the recent Constitutional amendment in analyzing the underlying political and cultural argumentations for the amendments. In addition, we will explore the domestic Chinese critique of the Constitutional amendments and explore the reasoning of the critique. In addition, students need to read and analyze the Constitution of the Communist Party and to understand the role of the Party Constitution within Chinese judicial system and legal practices.

Hence, we analyze law and legal practices in China from a dualistic perspective. On the one hand, we analyze the Constitution as a normative structure that dictates the state structure, roles, responsibilities and function of key political institutions of China (including individual rights and responsibilities). On the other hand, we study how the Party utilizes its actual power in shaping and determining the practices of the key institutions and individual people in China – in particular to the world shaking case of Corona virus.

3. We also study how the actual holistic systemic imperatives are reflected in actual daily judicial work at the regional level. In this section we will on the hand, explore how the court system function both as a bureaucratic and legal organization, how it is closely entangled with local level development policies and political system. On the other hand, we will gain an insight how the regional level judicial and regulative environment condition differently foreign actors within China and what role the personal networks (guanxi) have in this process. Hence, this section will shed some light on contracting and negotiation cultures of China providing some hands-in clues on how to make sense of the central and local level regulative concepts and how to tackle the Chinese negotiation practices.

**Accomplishment methods**

Course evaluation is based on online exercises. It is required to attend and pass all parts of the course to receive a final course grade.

**Study methods**

In this course we will adopt a teaching method of “flipped classroom”. Our studies include active outside class learning, online lectures and on regular basis gathering together in classrooms. The flipped classroom refers to a process where students can decide themselves the time when they engage in outside classroom studies (within a given timeframe of the course). Classroom time is utilized for discussing and engaging in various forms of group learning processes. The method and evaluation will be explained in detail during the first lecture.

Self-learning (including exercises) time is about 130 hours, classroom teaching and teacher tutoring groups or individual students varies between 10 to 15 hours. Teacher tutoring process provides continuous support for independent self-learning and will be booked and arranged during contact teaching time slots for individuals and groups.

**Further information**

Grades 1-5/fail

The lecturer(s) will inform the evaluation method of the course.

**Learning material**

The study material of the course consists of online videos, journal articles, book chapters and documentaries that will be delivered to students during the course.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The student is unable to illustrate that he/she has studied the material or/and merely lists things out of context or addresses them one-sidedly. The work contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**Optional courses: 10 - 15 op**

## YMAT1108 Advanced Course in Chinese Philosophy and Politics: 5 op

### Objectives

After completion of the course the student is able to

- explicate the evolution of main endogenic schools of thought in Imperial China
- describe the complexities of conceptual thinking in traditional Chinese thinking
- illustrate and point out how the Communist Party is utilizing endogenic traditional concepts and conceptual structures in building a new base for their political legitimacy.

### Contents

This course is designed to introduce a critical and pluralist view on the Chinese idea history by reading original texts (in English). Students will gain an understanding of various forces of continuity and discontinuity of ideas and concepts, religious values and culture in traditional Imperial China. Eventually, students will study how the Party is utilising and interpreting their own tradition and concepts in not only building domestic legitimacy, but how the party is carefully choosing certain concepts and idea structures on global stage under the umbrella of "Chinese wisdom".

### Accomplishment methods

Seminar presentations (30 h) and written exams.

### Study methods

Combination of self-learning, lectures and seminar-work.

### Learning material

Study material will be consist of articles, book chapters and intercepts of original works (in English).

### Prerequisites

Completion of YMAT1107 Chinese Culture and History and/or OTMEVAL0014 China's Political System and China as a Global Actor in Before and After Corona World courses. Also available for students that have accomplished majority of international politics courses or minor in philosophy.

### Evaluation scale

H-5

### Assessment criteria

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the students illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or completely flawless and/or illustrates justified thinking or critical contemplation. The work is well written and implemented.



## YMAT1109 Seminar on Chinese Philosophy: 5 - 10 op

### Objectives

After completion of the course the student is able to

- scrutinize critically on different trends of Chinese thought, role of traditional idea structures and concepts in Chinese Philosophy during Imperial, modern and contemporary China.

### Contents

Seminar on Chinese Philosophy is an advanced level course on Chinese thought and political philosophy. The content of the course will be provided by Nordic Network on Chinese Thought (NNCT) that is a network for Nordic scholars on Chinese thought. The purpose of the NNCT is to promote and facilitate discussion on Chinese philosophy and history of ideas within the Sinosphere and to provide a platform for open and critical dialogue, as well as for sharing topical research ideas and papers. The NNCT will also advance collaboration and dialogue with Asian scholars on related topics.

### Accomplishment methods

Writing study diaries, essays and seminar papers.

### Study methods

Both online and contact seminars (ca 20 h).

### Further information

The course is arranged by the Nordic Network on Chinese Thought and is primarily aimed for researchers or students who possess solid knowledge of Chinese thought or Western political-philosophy.

### Learning material

Study material will consist of presented research papers and supporting articles or book chapters.

### Prerequisites

Master level studies in philosophy, political science theories, law studies or completion of following China courses: YMAT1108 Advanced Course in Chinese Philosophy and Politics or YMAT1107 Chinese Culture and History.

### Evaluation scale

H-5

### Assessment criteria

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill of the study material. The author addresses mostly correctly to the assignments and, but the work/tasks may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the students illustrates deep knowledge of the study material / topic. The answers/analysis of the assignments are mostly or



completely flawless and/or illustrates justified thinking or critical contemplation. The work is well written and implemented.

## **YTKENG2021-ASPB1100-1001 Arctic Studies Programme: 25 - 32 op**

### **Objectives**

After completion of the programme the student is able to

- describe the environmental, political, cultural, social, juridical and economic features of the Arctic
- apply and use the knowledge of the Arctic provided by natural, social and political sciences, economics and law
- locate the Arctic and Arctic issues in the context of broader discussions on environmental, socio-economic, political, cultural and legal questions
- demonstrate improved knowledge in different approaches and multidisciplinary character in Arctic research
- judge the viability of information given, e.g. in media, and write an academic paper.

## **ASPB1101 Introduction to the Arctic: 5 op**

### **Objectives**

The aim of the introductory course is to establish a common ground for further Arctic studies.

After completion of the course the student is able to

- discuss the features of circumpolar Arctic regions, Arctic nature and society
- recognize different approaches and multidisciplinary character of the Arctic research
- discuss some geophysical phenomena, which occur only in northern areas or do have special consequences there
- judge the viability of information given, e.g. in media regarding the Arctic areas.

### **Contents**

The course contains the following themes:

- 1) Introduction to the circumpolar Arctic and its complexities in the fields of natural sciences, law and politics, people, cultures and identities, as well as society and economy
- 2) Definition of the Arctic from different ecological viewpoints
- 3) Definition of the Arctic/North as space and place from representational viewpoint – concepts, images, discourses
- 4) Introduction to the nature and natural resources of Arctic and Boreal Regions
- 5) Threats to the Arctic environment
- 6) Introduction to the Arctic governance, human rights and security
- 7) Introduction to the Arctic and Antarctic information sources (TBC)
- 8) One day excursion in Rovaniemi area and visit of the exhibition at the Arktikum-house.

### **Accomplishment methods**

Active participation in the lectures, reading requested course material, successful completion of a written exam.

### **Study methods**

Lectures and exercises (14 h), excursion (8 h), independent work (110h).

### **Further information**

Principle tutor:

University Researcher Jukka Jokimäki, PhD, Arctic Centre.

**Lecturers:**

University Researcher Jukka Jokimäki, PhD; University Researcher Anna Stammeler-Gossmann, PhD; Researcher Marja-Liisa Kaisanlahti-Jokimäki; Information Specialist Liisa Hallikainen; Researcher, PhD candidate Adam Stepien; Research professor Stefan Kirchner; Library Information Expert Kati Vuontisjärvi.

**Learning material****Literature (compulsory):**

CAFF (2013). Arctic biodiversity assessment: Status and trends in arctic biodiversity. Available at: <https://www.caff.is/assessment-series/233-arctic-biodiversity-assessment-2013> (Please read: Introduction, Indigenous peoples and biodiversity, and chapters: 1, 2, 3, 4, 6, 18, 19).

Larsen, J. N. & Fondahl, G. (Eds) (2014). Arctic Human Development Report: Regional Processes and Global Linkages. TemaNord. Copenhagen: Nordic council of Ministers. Available at: <http://norden.diva-portal.org/smash/record.jsf?pid=diva2%3A788965&dswid=-3234> (Chapters: 2, 3, 4, 8, 10, 11, 12).

**Literature (suggested):**

Armstrong, T., Rogers, G. & Rowley, G. (1978). The circumpolar North: A political and economic geography of the Arctic and sub-Arctic. London: Methuen&Co.

Hamelin, L. E. (1979). Canadian Nordicity: It's your North, too. Montreal: Harvest House.

**Prerequisites**

No previous studies required.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**ASPB1102 Arctic Ecosystems and Adaptation of Species to Arctic Environment: 5**

**op****Objectives**

After completion of the course the student is able to

- identify the main features and functions of circumpolar tundra, boreal forest and marine ecosystems
- recognize interactions and relationships between the Arctic ecosystems and other parts of the globe
- examine evolution and adaptation mechanisms of plants and animals into Arctic environment.

**Contents**

The course contains the following themes:

- 1) The evolution and distribution of tundra and boreal forest ecosystems, emphasizing vegetation, plant–animal interactions and natural and anthropogenic disturbance patterns and processes
- 2) Processes and global interactions affecting to marine productivity and biodiversity, interactions between marine and terrestrial ecosystems and threats to Arctic marine life
- 3) Morphological, physiological and behavioural adaptations of plants and/or animals to the northern environment with basic information on evolution, natural selection and challenges of the climate change.

**Accomplishment methods**

Active participation in the lectures, successful completion of a written essay or an exam.

**Study methods**

Lectures (30 h), independent work (100 h).

**Further information**

Principle tutor:

University Researcher Sari Stark, PhD, Arctic Centre.

Lecturers:

University Researcher Osmo Rätti, PhD; University Researcher Päivi Soppela, PhD; University Researcher Minna Turunen, PhD; University Researcher Sari Stark, PhD; Senior Researcher Mari Kuoppamaa, PhD.

**Learning material**

Literature (suggested):

ACIA (2005). Arctic Climate Impact Assessment. Scientific report. Available <http://www.acia.uaf.edu/pages/scientific.html> (Chapters 7 & 14).

Arctic Marine Biodiversity Monitoring Plan (2011), pp. 108–125. Available at [www.caff.is](http://www.caff.is).

Barboza, P. S., Parker, K. L. & Hume, I. D. (2010). Integrative Wildlife Nutrition. Heidelberg: Springer Verlag.

Bardgett, R. (2005). The Biology of Soil: A community and ecosystem approach. Oxford: University Press. Chapter 5: Above-ground trophic interactions and soil biological communities (pp. 119–139).

Bigras F. J., Colombo S. J. (2001). Conifer Cold Hardiness. Dordrecht Boston London: Kluwer Academic Publishers.

Blix, A. S. (2005). Arctic Animals and Their Adaptations to Life on the Edge. Trondheim: Tapir Academic Press.

Blix, A. S. (2016). Adaptations to polar life in mammals and birds. *J. Exp. Biol.* 219:1093–1105. doi: 10.1242/jeb.120477.

CAFF (Conservation of Arctic Flora and Fauna) (2001). *Arctic Flora and Fauna: Status and Conservation*. Edita.

CAFF Assessment Series No. 10. *Conservation of Arctic Flora and Fauna, Iceland*. Available at: <http://www.caff.is/sea-ice-associated-biodiversity/sea-ice-publications>.

Cockburn, A. (1991). *An Introduction to Evolutionary Ecology*. Oxford: Blackwell.

Crawford R. M. M. (1989). *Studies in Plant Survival*. Oxford: Blackwell Scientific Publications.

Crawford R. M. M. (2008). *Plants at the Margin: Ecological Limits and Climate Change*. Cambridge: University Press.

Crawford, R. M. M. (2014). *Tundra-taiga biology: Human, Plant and Animal Survival in the Arctic*. Oxford: University Press.

Davenport, J. (1992). *Animal life at low temperature*. London: Chapman & Hall.

Eamer, J., et al. (2013). *Life linked to Ice: A guide to sea-ice associated biodiversity in this time of rapid change*. CAFF.

Glossary of terms for thermal physiology (2001). Third edition. *The Japanese Journal of Physiology*. 51:2. Available at: <http://www.or.org/pdf/ThermalPhysiologyGlossary.pdf>.

IPCC (2014). *Polar Regions. Observed changes, Terrestrial ecosystems, Chapter 28. Arctic 28.2.3.1* (pp. 1577–1581), *Projected Impacts, Terrestrial ecosystems, Arctic 28.3.3.1* (pp. 1589–1590).

Marchand P. J. (1991). *Life in the Cold: An Introduction to Winter Ecology*. Hanover and London: University Press of New England.

Pond, C. (1998). *Fats of life*. Cambridge: University Press.

Sakai A. & Larcher W. (1987). *Frost Survival of Plants: Responses and Adaptation to freezing stress*. *Ecological Studies* 62. Berlin: Springer-Verlag.

Skelton, P. (ed.) (1992). *Evolution: A biological and palaeontological approach (Book 1)*. The Open University.

### **Prerequisites**

Course ASPB1101 Introduction to the Arctic (5 ECTS cr.) has to be passed before attending this course.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

### 3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

### 5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **ASPB1103 Arctic Governance and Law: 5 op**

### **Objectives**

After completion of the course the student is able to apply the knowledge learnt in the course to other regions and circumstances, and to past, current and future events and developments. The student is able to discuss, analyze, put into a global and regional context, and formulate own opinions on

- International Law, in particular, International Environmental Law that applies to the Arctic (students will learn about historical perspectives concerning the development of international environmental law and law-making process with specific reference to the Arctic)
- Foundations of International climate change law; including the evolution of United Nations Climate Regime, including UN Framework Convention on Climate Change, Kyoto Protocol and Paris Agreement and how they apply to the Arctic (students will learn about the basic principles of climate change law, impacts of climate change on the Arctic and the application of international climate change law within the Arctic)
- The development of the international law of the sea; the rights and duties of states in the different maritime zones and areas in the Arctic
- The multiple layers of Arctic governance and politics; the historical development of Arctic cooperation forums and institutions, their structures, formats and role in Arctic governance, their capabilities and limitations to make a difference.

### **Contents**

- Significance of Environmental Law in the Arctic
- International Law and Environment
- International Environmental Law: Law making process
- Basic Principles of International Environmental Law
- Reference to international regulations (and cases) applicable to the Arctic
- Objectives, Methods and Principles of International Climate Change Law
- Phases of the UN Climate Regime, Compliance and Enforcement in the Climate Change Regime
- Kyoto Protocol and Paris Agreement and the obligations of Arctic states towards them
- Arctic Indigenous peoples' participation in shaping International Climate Change Law
- The history of the international law of the sea and its codification. The contemporary legal regime governing maritime areas in the Arctic, in particular the 1982 United Nations Convention on the Law of the Sea (LOSC); maritime boundary delimitation, the rules governing different maritime zones,

navigational rights and freedoms, protection and preservation of marine environment and IMO Conventions.

- The multilevel governance of the extraction of Arctic living and non-living resources
- Overview of the post-Cold War history and of the current status of Arctic politics and the regionalisation process
- The institutions of Arctic cooperation and their modes of functioning

**Accomplishment methods**

Active participation in the lectures (and group works), successful completion of a written exam for the whole course.

**Study methods**

Contact teaching and possible group works. Lectures (26 h) and independent work (104 h).

**Further information**

Principal tutor:

PhD candidate Noor Punam.

Lecturers:

PhD candidate Noor Punam; Researcher, PhD candidate Adam Stepien; Post-Doc Researcher Pirjo Kleemola-Juntunen (TBC).

**Learning material**

Suggested literature:

Bodansky, D., Brunnee, J. & Rajamani, L. (2017). International Climate Change Law. Oxford: OUP. Chapters 2, 5 and 7.

Durfee, M. & Johnstone, R. L. (2019). Arctic Governance in a Changing World. Lanham: Rowman and Littlefield. Chapters 3 (Arctic Players) and 5 (Arctic Economies and Resources).

Gavrilov, V. (2015). Legal Status of the Northern Sea Route and Legislation of the Russian Federation: A Note. *Ocean Development and International Law*, 46 (3): 256–263.

Loukacheva, N. (ed.) (2010). Polar Law Textbook. TemaNord. Copenhagen: Nordic Council of Ministers. Available at: <http://norden.diva-portal.org/smash/get/diva2:701555/FULLTEXT01.pdf>.

Loukacheva, N. (ed.) (2013). Polar Law Textbook II. TemaNord. Copenhagen: Nordic Council of Ministers. Available at: <http://norden.diva-portal.org/smash/get/diva2:701016/FULLTEXT01.pdf>.

Maguire, R. (2013). Foundations of International Climate Law. In E. J. Hollo, K. Kulovesi & M. Mehling (eds) *Climate Change and the Law*. Dordrecht: Springer.

Poelzer G. & Wilson, G. N. (2014). Governance in the Arctic: Political Systems and Geopolitics. In J. Nymand Larsen and G. Fondahl (eds) *Arctic Human Development Report: Regional Process and Global Linkages*. TemaNord 2014:567. Copenhagen: Nordic Council of Ministers, pp. 183–220. Available at: <http://norden.diva-portal.org/smash/get/diva2:788965/fulltext03.pdf>.

Roach, J. A. (2009). International Law and the Arctic: A Guide to Understanding the Issues. *Southwestern Journal of International Law*, 15 (2): 301–326.

Sands, P. et al (2018). *Principles of International Environmental Law*. Cambridge University Press.

Steinberg, P. E. (2014). *Steering between Scylla and Charybdis: The Northwest Passage as*



Territorial Sea. Ocean Development and International Law, 45 (1): 84–106.

**Prerequisites**

No prerequisites. Students benefit from participation in the ASPB1101 Introduction to the Arctic.

**Evaluation scale**

H-5

**Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

**ASPB1104 People and Cultures of the Arctic: 5 op****Objectives**

The aim of this course is to give students comprehensive knowledge and understanding of the lives and cultures of the people living in the Arctic regions from a multidisciplinary perspective.

After completion of the course the students is be able to

- distinguish the varieties of cultural approaches existing among the Arctic inhabitants
- compare their different ways of interacting with their environment and the ways of expressing it
- analyse the dynamics of how local communities as a whole and their constitutive social and ethnic groups interact among themselves and engage in politics of recognition at the national/international levels
- name the basic research methods and specifics of conducting research in small Northern communities
- describe existing theoretical approaches in understanding the concepts of 'tradition', 'indigeneity', 'traditional ecological knowledge', and 'adaptation'
- discuss about the different traditions of northern cultural history.

**Contents**

The focus of the course is to outline the history, culture and social life of people in the Arctic by bringing in approaches developed in social anthropology, sociology, art, history and education. The study module also deals with how people of the Arctic are adapting to contemporary issues such as globalisation, industrial development and environmental changes. The course covers a broad range



of aspects on northern societies and cultures in the Arctic region, including:

- 1) Discourses of construction of indigeneity
- 2) Discursive understanding of the concept of “tradition” and issues of traditional ecological knowledge
- 3) Relations between development projects and community’s social viability (forestry, oil and gas, tourism) and resource governing
- 4) Local adaptations to environmental climate changes and urbanization
- 5) Various ethnographic accounts of local communities’ cultural and ethnic identities.

### **Accomplishment methods**

Attendance and active participation in the lectures and in the seminar. Reading the course literature and writing four (4) short reviews (500 words each) of the articles from the reading list or as agreed with the lecturers.

### **Study methods**

Lectures (24 h), seminars (4 h), documentaries or visual material (included in the lectures).  
Independent work (102 h).

### **Further information**

Principle tutor:

Senior Researcher Nuccio Mazzullo, PhD, Arctic Centre.

Lecturers:

Senior Researcher Nuccio Mazzullo, PhD; Research Professor Florian Stammler, PhD; Senior Researcher Stephan Dudeck, PhD (remote lecturing); Researcher Francis Joy, PhD; Researcher Panu Itkonen, PhD; PhD Candidate Ayonghe Nebasifu.

### **Learning material**

Anderson, D. G. (2004). Nationality and ‘Aboriginal Rights’ in Post-Soviet Siberia. In T. Irimoto & T. Yamada (eds) *Circumpolar Ethnicity and Identity*. *Senri Ethnological Studies* 66: 247–267.

Donahoe, B., Habeck, J. O., Halemba, A. & Sántha, I. (2008). Size and Place in the Construction of Indigeneity in the Russian Federation. *Current Anthropology*, 49 (6): 993–1020.

Dudeck, S. (2012). From the reindeer path to the highway and back: understanding the movements of Khanty reindeer herders in Western Siberia. *Journal of ethnology and folkloristics*, 6 (1): 89–105

Helander-Renvall, E. (2010). Globalization and Traditional Livelihoods. In L. Heininen & C. Southcott (eds) *Globalization and the Circumpolar North*. Fairbanks: University of Alaska Press, pp. 179–219.

Joy, F. (2014). What influence do the old Sámi noaidi drums from Lapland play in the construction of new Shaman drums by Sámi persons today? In M. Kõiva & A. Kuperjanov (eds) *The Estonian Journal of Folklore*, Volume 56, pp. 117–158. FB and Media Group of Estonian Literary Museum. Available at: <http://www.folklore.ee/folklore/vol56/joy.pdf>.

Joy, F. (2011). The History of Lapland and the case of the Sami Noaidi drum figures reversed. In M. Kõiva & A. Kuperjanov (eds) *The Estonian Journal of Folklore*, Volume 47, pp. 113–144. FB and Media Group of Estonian Literary Museum. Available at: <http://www.folklore.ee/folklore/vol47>.

Mazzullo, N. (2005). Environmental Conservation and Local Interests in Finnish Lapland. *Conservation and Society*, vol.3 (2): 388–406.

Mazzullo, N. (2010). More than meat on the hoof? Social significance of reindeer among Finnish Saami in a rationalized pastoralist economy. In F. Stammler & H. Takakura (eds) *Good to Eat, Good*

to Live with: Nomads and Animals in Northern Eurasia and Africa. Northeast Asian Study Series 11: 101–119. Sendai: Center for Northeast Asia Studies (CNEAS), Tohoku University.

Mazzullo, N. & Ingold, T. (2008). Being Along: Place, Time and Movement among Sámi People. In J. O. Bærenholdt & B. Granås (eds) *Mobility and Place: Enacting European Peripheries*. Aldershot: Ashgate Publishing Ltd.

Stammler-Gossmann, A. (2009). Who Is Indigenous? Construction of 'Indigenosity' in Russian Legislation. *International Community Law Review*, 11 (1): 69–102.

Stammler, F. (2010). Animal diversity and its social significance among Arctic pastoralists. In F. Stammler & H. Takakura (eds) *Good to Eat, Good to Live with: Nomads and Animals in Northern Eurasia and Africa*. Northeast Asian Study Series 11. Sendai: Center for Northeast Asia Studies (CNEAS), Tohoku University.

Stammler, F. & Saxinger, G. E. (2009). Introduction: The Northern Industrial City as a Place of Life and of Research. In F. Stammler & G. Eilmsteiner-Saxinger (eds) *Biography, Shift-labour and Socialisation in a Northern Industrial City*, pp.9–16. Tyumen State University; Arctic Centre, online volume.

Stammler, F. (2005). Reindeer nomads meet the market: culture, property and globalisation at the end of the land. Muenster: Litverlag.

### **Prerequisites**

No previous studies required.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **ASPB1105 Human Rights and Security in the Arctic: 5 op**

**Objectives**

After completion of the course the student is able to

- discuss, analyze, put into the global and regional con-texts, and formulate own opinions on international human rights law and different dimensions of human security in the Arctic, the role of digitalization in the Arctic and selected problems of cybersecurity, in particular those with relevance for Arctic communities, the concepts of cultural heritage, in particular cultural heritage and cultural rights of Russian Arctic communities
- explain why the food system needs to change
- analyze the relationship between climate change, agriculture and food security
- describe how food sovereignty is expressed in different spatial contexts
- explain what food sovereignty entails in the Arctic context
- have an insight on food system transformation and analyze the common language between policymakers, academics, and grassroots activists towards resilience and food security.

**Contents**

The content of the course will comprise:

- 1) Introduction to Human Rights and Human Security in the Arctic (Kirchner) (6 h)
- 2) Food Resilience and Sovereignty in the Arctic (Raheem) (6 h)
- 3) Digitalization and Cybersecurity in the Arctic (Salminen) (6 h)
- 4) Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities (Sikora) (6 h).

**Accomplishment methods**

Active participation in the lectures and completing a written assignment. Attendance: 80 %.

**Study methods**

Lectures (24 h), group work, independent work (106 h).

**Further information**

Principle tutor:

Research professor Stefan Kirchner.

Lecturers:

Research professor Stefan Kirchner, PhD; Researcher Bamidele Raheem, PhD; Researcher Mirva Salminen; PhD Candidate Karolina Sikora.

**Learning material**

Literature (suggested):

Human Rights and Security in the Arctic:

Durfee, M. H. & Johnstone, R. L. (2019). Arctic governance in a changing world. Lanham: Rowman & Littlefield.

Food resilience and Sovereignty in the Arctic:

Hossain, K., Raheem, D. & Cormier, S. (2018). Food security Governance in the Arctic-Barents region. New York: Springer Nature. Available at:

<http://www.springer.com/us/book/9783319757551#aboutBook>.

Cormier, S & Raheem, D. (2018). Food security in the Barents region. Routledge.

<https://www.routledge.com/Society-Environment-and-Human-Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841> (e-book)

FAO (2016). The State of Food and Agriculture: Climate change, agriculture and food security. Available at: <http://www.fao.org/3/a-i6030e.pdf>.

Hossain, K., Hermann, T. & Raheem, D. (2018). Food (in)Security across the Circumpolar Arctic. Book Chapter 38 in Handbook on Arctic Security. Routledge.

Raheem, D. (2018). Food and nutrition as a measure of resilience in the Barents region. *Urban Science*, 2018, 2, 72. Available at: <https://doi.org/10.3390/urbansci2030072>. Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L. M. & Evengård B. (2015). Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In B. Evengård, J. Nyman Larsen & Ø. Paasche (eds) *The New Arctic*. Cham: Springer.

Digitalization and Cybersecurity in the Arctic:

Hudson, H. E. (2015). *Connecting the Alaskans: Telecommunications in Alaska from Telegraph to Broadband*. Fairbanks: University of Alaska Press.

Salminen, M. & Hossain, K. (2018). Digitalisation and human security dimensions in cybersecurity: an appraisal for the European High North. *Polar Record*, 54(2): 108–118.

Salminen, M., Zojer, G. & Hossain, K. (2020). *Digitalisation and Human Security: A Multi-Disciplinary Approach to Cybersecurity in the European High North*. Cham: Palgrave Macmillan

Introduction to Cultural Heritage Law and Heritage rights and Russian Arctic communities:

Blake, J. (2015). Cultural Heritage and Human Rights. In J. Blake, *International Cultural Heritage Law*. Oxford University Press, pp. 271–311.

Waterton, E. & Smith, L. (2009). There is no such thing as heritage. In E. Waterton & L. Smith (eds) *Taking Archaeology out of heritage*. Cambridge Scholars Press.

### **Prerequisites**

No prerequisites; participation in the course Arctic Eco-systems and Adaptation of Species to Arctic Environment will be an advantage.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **Optional courses: 0 - 7 op**

### **Optionality description**

These courses provide an opportunity to focus on specific aspects of life in the Arctic and gain insight into multidirectional nature of the regional studies.

## **ASPB1106(1) Indigenous (Sámi) Spirituality and Religious Beliefs: 5 op**

### **Objectives**

The focus for the course is to provide participants with a broad and comprehensive understanding and series of insights into Sámi religion and spiritual traditions, both past and present. Moreover, the critical function religions and spirituality plays within Sámi society.

After completion of the course the student is able to understand, comprehend and discuss

- how Sámi religion, sacrifice and drum use is characterized through the relationship with the landscape and natural world
- in what ways the continuity of practices related to sacrifice is still evident in some areas in Finnish Lapland
- the roles and functions art plays as a mediator and bridge in Sámi culture, and between the human world and nature in general
- how the drum and its painted landscapes are a representation of Sámi identity
- why traditions matter and the importance of cultural heritage in Sámi society and impacts of cultural appropriation in relation to tourism.

### **Contents**

The content of the course will cover the following subjects:

- 1) The historical background; important sources discussing drum use, sacrifice and Sámi pre-Christian religion
- 2) The sacred Sámi drum as an instrument of divination, trance and ecstasy from the missionary sources
- 3) Why Sámi drums, their use and symbolism were seen as such a threat by the authorities
- 4) Sámi religion and drum use going underground
- 5) The outlawing of sacrificial practices – how and why
- 6) The re-emergence of drums in contemporary Sámi society
- 7) The types of evidence available for the practices of sacrifice and Sámi religion in contemporary culture
- 8) Sámi cultural heritage and tourism in Finland.

### **Accomplishment methods**

Active participation in the lectures, reading requested course materials, group work, fieldwork diary and a successful completion of a written essay.

### **Study methods**

Lectures (15 h) field-work (tbc)/group work (8h), fieldwork diary, individual work (107 h).

### **Further information**

Lecturer: Francis Joy, Researcher, PhD.

### **Learning material**

Literature recommended:

Lehtola, V.-P. (2003). From Heritage to Modern Art – Spiritual Heritage – the Starting Point of Today's Art. In J. Pennanen & K. Näkkäläjärvi (eds) SIIDDASTALLAN: From Lapp Communities to Modern Sámi Life. Jyväskylä: Gummerus Kirjapaino Oy, pp. 162–164.

Porsanger, J. (2003). A Close Relationship to Nature – the Basis of Religion. In J. Pennanen & K.

Näkkäläjärvi (eds) SIIDASTALLAN: From Lapp Communities to Modern Sámi Life. Jyväskylä: Gummerus Kirjapaino Oy, pp. 151–155.

Joy, F. (2020). Sámi Cultural Heritage and Tourism in Finland. In M. Tennberg, H. Lempinen & S. Pirnes (eds) Resources, Social and Cultural Sustainabilities in the Arctic. Oxon: Routledge, pp. 144–162.

Joy, F. (2018). Sámi Shamanism, Cosmology and Art as Systems of Embedded Knowledge. Doctoral Dissertation. Acta Universitatis Lapponiensis 367. The University of Lapland. Available at: <http://lauda.ulapland.fi/handle/10024/63178>.

Joy, F. (2017). Noaidi Drums from Sápmi, Rock Paintings in Finland and Sámi Cultural Heritage: an Investigation. First View Article / Polar Record: A Journal of Arctic and Antarctic Research, pp. 1–20. Available at: <http://dx.doi.org/10.1017/S0032247416000917>.

Nunez, M. (1995). Reflections of Finnish Rock Art and Ethnohistorical Data. In Fennoscandia Archaeologica XXI: 123–135. Available at: [http://www.sarks.fi/fa/PDF/FA12\\_123.pdf](http://www.sarks.fi/fa/PDF/FA12_123.pdf).

Äikäs, T. & Salmi, A.-K. (2013). The Sieidi is a Better Altar / the Noaidi Drum's a Purer Church Bell: Long Term Changes and Syncretism at Sámi Offering Sites. World Archaeology, 45 (1): 64–82.

Äikäs, T. (2019). Religion of the past or living heritage? Dissemination of Knowledge on Sámi Religion in Museums in Northern Finland. The Journal Nordic Museology, 27 (3). Available at: [https://www.academia.edu/41852109/Religion\\_of\\_the\\_past\\_or\\_living\\_heritage\\_Dissemination\\_of\\_kno](https://www.academia.edu/41852109/Religion_of_the_past_or_living_heritage_Dissemination_of_kno)

Pulkkinen, R., Kulonen, U.-M. & Seurujärvi-Kari, I. (eds) (2005). The Saami: A Cultural Encyclopedia. Helsinki: Finnish Literature Society-SKS.

### **Prerequisites**

There are no previous studies required.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

Good and very good (3-4): Performance corresponds to the assignment, manifesting comprehension and a skill to analyse and justify. The author has addressed the issue comprehensively. The work may contain some deficiencies.

5

Excellent (5): Performance delineates an extensive whole and the author can apply knowledge in a multifaceted way or place it in various contexts. The work manifests independency and insight, and it



is a flawless entity that involves justified thinking or critical contemplation. The work is well written and implemented.

## **ASPB1106(2) Food Security and Sovereignty in the Arctic: 1 op**

### **Objectives**

After completion of the course the student is able to understand, discuss and analyze

- why the food system need to change
- the relationship between climate change, agriculture and food security
- how food sovereignty is expressed in different spatial contexts
- what food sovereignty entail in the Arctic context
- the common language between policy makers, academics, and grassroots activists towards resilience, food security and sovereignty.

### **Contents**

- Global Food security (1996 Food and Agriculture Organisation's food security definition)
- Resilience and coping mechanisms to ensure food security for individuals and households in the Arctic
- Food system and its complexity
- Transforming the food system
- The role of local movements in driving the future food system
- Food system and the UN SDGs
- What it means to be food sovereign?
- How can food sovereignty be used as a trans-regional framing device in the debate of eco-cultural issues and other dialogues?
- The Arctic food industry
- Special topics (Group work)

### **Accomplishment methods**

Active participation in the lectures, reading requested course materials, group work and a successful completion of a learning diary

### **Study methods**

Lectures and exercises (6h), group work, independent work.

### **Further information**

Lecturer: Dele Raheem, Senior Researcher, PhD.

### **Learning material**

Hossain, K., Raheem, D. & Cormier, S. (2018). Food security Governance in the Arctic-Barents region. New York: Springer Nature. Available at:  
<http://www.springer.com/us/book/9783319757551#aboutBook>.

Cormier, S & Raheem, D. (2018). Food security in the Barents region. Routledge. Available at:  
<https://www.routledge.com/Society-Environment-and-Human-Security-in-the-Arctic-Barents-Region/Hossain-Cambou/p/book/9780815399841> (e-book).

FAO (2016). The State of Food and Agriculture: Climate change, agriculture and food security. Available at: <http://www.fao.org/3/a-i6030e.pdf>.

Hossain, K., Hermann, T. & Raheem, D. (2018). Food (in)Security across the Circumpolar Arctic. Book Chapter 38 in Handbook on Arctic Security. Routledge.



Raheem, D. (2018). Food and nutrition as a measure of resilience in the Barents region. *Urban Science*, 2018, 2, 72. Available at: <https://doi.org/10.3390/urbansci2030072>. Multidisciplinary Digital Publishing Institute (MDPI), Switzerland (open access).

Nilsson L. M. & Evengård B. (2015). Food Security or Food Sovereignty: What Is the Main Issue in the Arctic? In B. Evengård, J. Nymand Larsen & Ø. Paasche (eds) *The New Arctic*. Cham: Springer.

### **Prerequisites**

No previous studies required. However, participation in the Arctic Ecosystems and Adaptation of Species to Arctic Environment course will be an advantage.

### **Evaluation scale**

H-5

### **Assessment criteria**

0-2

Fail: Performance is highly deficient or erroneous. The work may be based on serious misunderstandings.

Sufficient and satisfactory (1-2): Performance is lacking in scope, superficial, or corresponds poorly to the assignment. The author merely lists things out of context or addresses them one-sidedly. The work may contain errors or obscurities.

3-4

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## **ASPB1106(3) Arctic: Home for People and Animals: 1 op**

### **Objectives**

Lectures based on the case studies materials from Finnish Lapland give an opportunity to get different perspectives on animal behaviour in wildness, within their own herd/group, and with the other species or/and human.

The students will gain a deeper understanding about the complexity of human-animal relations in the Arctic

### **Contents**

The course is focused on the relation between people in the northern communities of Lapland and semi-domesticated/domesticated animals. Human approaches towards animals will be compared with animals' life in human proximity as well as in wilderness.

The lecturer, a social anthropologist, who lives and works in a small remote village, has been active in the reindeer herding since 1997. Case studies conducted by her will present the observations

made in the last five years on 5–20 male reindeer, 5 female and their calves, individual reindeer, one dog, three cats and three lambs and sheep (one summer). Most of the animals move freely on their pasture and natural environment, can interact with each other and the female reindeer are in enclosure.

Following themes will be discussed:

- Animal learning processes
- Seasonal behaviour
- Competition within animal groups
- Human-animal cooperation
- Predator-prey relationship/slaughtering
- Empathy.

Case studies cover following themes:

- Reindeer: Reindeer behaviour according to sex, age and season
- Dog: The forest, hunting and herding dog behaviour in her natural environment, woods and wilderness home
- Cat: behaviour according to season
- Sheep: natural behaviour in wilderness
- Animal interaction: interaction between each other and seasonal changes in interaction
- Human–animal interaction and cooperation.

### **Accomplishment methods**

Active participation in the lectures. A short essay on one of the case studies.

### **Study methods**

Lectures (6 h) are based on unique video material on the animal behaviour and interactions. Each of the six lectures is connected to the related case study. Presentation of the case studies will follow by the group discussion.

### **Further information**

Lecturer: Terhi Vuojala-Magga, PhD candidate.

### **Learning material**

Will be given at the beginning of term.

### **Evaluation scale**

H-5

### **Assessment criteria**

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