



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Sámi modern history, culture, and identity in the face of Green colonialism / Naujųjų laikų samių istorija, kultūra ir identitetas Žaliojo kolonializmo kontekste	

Academic staff	Core academic unit(s)
Coordinating: Lekt. Ida-Sofie Barkerud	Faculty of Philology Centre for Scandinavian Studies

Study cycle	Type of the course unit
BA	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Contact work (in class) independent work	Spring semester	English

Requisites	
Prerequisites: None	Co-requisites (if relevant): None

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Purpose of the course unit
This course aims to deepen the knowledge about Sámi culture, identity, and history throughout the Sápmi territory in the period from the 1800s to the present day. The students will learn about the only indigenous people of mainland Europe, and will deepen the understanding of the colonial violence these indigenous people have faced, and are still facing today, seen through the lens of the Sámi perspective through modern media.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
The students will be able to understand and reproduce analyses of Sámi identity, culture and modern history as given in texts and film.	Interactive lectures, discussions, group work, independent study of the course material.	The course follows an accumulative assessment approach, ensuring continuous engagement and knowledge development throughout the semester. The final grade is based on three components: <ol style="list-style-type: none"> 1. A third of the final grade will be given based on an evaluation of the final written exam paper. 2. A third of the final grade will be given based on active participation
The students will be able to compare and analyze the differences and similarities in sámi culture, history, and identity across	The students will have an oral presentation about a chosen topic within the course description.	<ol style="list-style-type: none"> 3. A third of the final grade will be given based on the

the different countries that the Sámi people live in.		evaluation of the presentation
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Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Introduction to the course. Who are the Sámi people, where do they live, what languages do they speak? The basics about Sámi culture across the four countries.	2						2	8	Reading of assigned texts, Discussions
2. Sámi history in the 1800s: The drawing of country borders, the christening of the Sámi people, and the beginning of the assimilation politics across the 4 countries. Skull measuring, human zoos, grave-robbing.	2						2	6	Reading of assigned texts, Discussions
11. Sámi history in the 1900s: The assimilation-politics intensifies across the borders. Boarding schools, and forced moving of children during WW2. We watch the Swedish movie “Sami blood”	2		2				4	6	Reading of assigned texts, Discussions
4. Sámi history in the latter half of the 1900s. The rise of Sámi resistance. The ILO-convention and recognition of the Sámi people as indigenous. We watch the Norwegian movie “Ellos Eatnu – Let the river flow”	2		2				4	6	Reading of assigned texts, Discussions
5. Sámi modern identity, rights, and revitalization of culture and language in the 2000s across the 4 countries			4				4	6	Reading of assigned texts, Discussions
6. Green Colonialism – what is it? How does it differ from “regular” colonialism?			2				2	6	Reading of assigned texts, Discussions
7. Modern Sámi fights across Sápmi. Including: The Fosen Windmill-Case, mines across Sápmi, The moving of Kiruna city, Russian Sámi rights activists being jailed.			4				4	6	Reading of assigned texts, Discussions
8. Modern Racism, hate, and exotification towards the Sámi people in present day society.			2				2	6	Reading of assigned texts, Discussions
9. Sámi solidarity with Palestine – what, how, and why. Seen through the social media of sámí activists			2				2	6	Reading of assigned texts, Discussions

10. Guest lecturer Anette Brikstal from University of Oslo talking about modern day revitalization of Sámi culture and language and the role that parenting has in this reclamation.			2				2	6	Reading of assigned texts, Discussions
11. Student presentations about a chosen subject within the course-description.			4				4	6	Student presentation
Total	8		26				34	98	

Assessment strategy	Weight %	Deadline	Assessment criteria
Active participation	1/3	During the course	A 1/3 of the grade is based on active participation in class discussions and reading of the assigned homework. To pass the class a minimum of 12/16 classes must be attended.
Written exam	1/3	End of the semester	A 1/3 of the grade is based on the students' ability to summarize the discussions we had in class in a written exam without access to the internet.
Oral presentation	1/3	End of the course	A 1/3 of the grade is based on the teacher's assessment of the oral student presentation about a chosen topic within the course description.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
Required reading				
Amanda Kernell	2016	Sami blood (film)		
Ole Giæver	2024	Ellos Eatnu – Let the river flow (film)		
Torill Nyseth Paul Pedersen	2014	Urban Sámi identities in Scandinavia: Hybridities, Ambivalences and Cultural Innovation		Acta Borelia, Volume 31, 2014. Issue 2. Doi: https://doi.org/10.1080/080003831.2014.967976
Gabriel Kuhn	2020	Liberating Sápmi: Indigenous Resistance in Europe's Far North		PM Press
Recommended reading				
Ann Helen Laestadius	2025	Punished		Simon & Schuster

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