



**Kenai Peninsula College**  
UNIVERSITY *of* ALASKA ANCHORAGE

**ANTHROPOLOGY 325  
COOK INLET ANTHROPOLOGY  
COURSE SYLLABUS  
Kenai Peninsula College**

---

**COURSE IDENTIFICATION**

Anth A325, Cook Inlet Anthropology  
3 credits, Offered On-line via Blackboard distance delivery

**INSTRUCTOR**

Alan Boraas, Ph.D.  
Professor of Anthropology  
Office: Room 212 Anthropology Lab,  
Kenai River Campus  
Kenai Peninsula College  
Office Phone: 907-262-0360  
Faculty Secretary Phone: 907-262-0359  
e-mail: [asboraas@uaa.alaska.edu](mailto:asboraas@uaa.alaska.edu)

**COURSE DESCRIPTION**

Study of the peoples and cultures of the Native, Russian and American periods of the Cook Inlet region. Includes original archaeological studies and ethnohistoric documents.

**PREREQUISITES:**

Anth A202, Cultural Anthropology preferred  
Students with no anthropology background are encouraged to access a resource for unfamiliar terms and concept. Either:

- Access a website with anthropology definitions such as <http://anthro.palomar.edu/tutorials/cglossary.htm> and click on the “Cultural Anthropology Topics”
- Purchase or borrow a used Cultural Anthropology text

**AVAILABILITY**

The lectures and readings as pdf files are available on UAA/KPC’s Blackboard site and on the website <http://wp.kpc.alaska.edu/boraas/> The PowerPoint lectures at the website will play on I-phone, I-pad, android devices and regular laptops and desktop computers and may be more convenient for viewing. This is also a site for a KPC Open Learning (i.e. free) course.

## GOALS

1. Goal: Develop knowledge and understanding of Cook Inlet prehistory, history, and ethnography.
2. Goal: Develop an understanding of the cultural history of the Cook Inlet area from which you can develop a sense of personal values related to the land, its history, and its traditions.
3. Goal: Develop critical thinking through reading and writing of upper division college material of original anthropological material.
4. Goal: Develop the skill of organizing and assimilating complex information.
5. Goal: Demonstrate enthusiasm for the scholarly process of examining and evaluating complex ideas.

## OUTCOMES:

### Content

- a. Understand the difference between a “paper” map and a cognitive/experiential map in comprehending a sense of place.
- b. Outline the important events of Cook Inlet prehistory and the significant artifacts, features, and adaptations associated with each event.
- c. Understand the role of Dena’ina *sukdu* (stories) in transmitting cultural information.
- d. Understand the historical relationships of the Dena’ina language and its recent history as an endangered indigenous language.
- e. Understand the basic structural characteristics of the Dena’ina language particularly as related to cognitive thought.
- f. Understand and describe the kinship system of the traditional Dena’ina, types of social roles within that system, and how the system reflected an adaptation to utilization of Cook Inlet resources.
- g. Be able to describe the Dena’ina-style traditional potlatch and its role in communicating with ancestor spirits.
- h. Understand the characteristics of traditional Dena’ina technology (housing, clothing, food-getting technology) as an adaptation to Cook Inlet.
- i. Understand traditional Dena’ina subsistence and its interplay with social organization and spiritual beliefs.
- j. Understand traditional Dena’ina cosmology, the role of good and bad spirits, the role of ritual, and the role of human agency in traditional Dena’ina spirituality.
- k. Understand traditional Dena’ina culture as a sustainable culture.
- l. Be able to outline events of Euro-American exploration of Cook Inlet and the impact on the Dena’ina
- m. Understand the significant events of Russian occupation of Cook Inlet particularly regarding the Battle of Kenai.
- n. Understand the impact of commercial salmon canning industry on Cook Inlet particularly in regard to the affect on traditional Dena’ina social organization.

### **GRADING SCALE:**

- A-F letter grade
- If you decide to withdraw from the class you must fill out an official withdrawal form by the semester deadline. Note, a withdrawal from a course may jeopardize future student load or other funding eligibility. Know the consequences before you withdraw.
- Incompletes will be given in the case of personal emergencies. You must make arrangements with your instructor before you will be given an incomplete. Make yourself aware of UAA policies regarding completion of incompletes.

### **EVALUATION**

Test 1	100 points	400-360 points = A
Test 2	100 points	320-360 points = B
Term Paper	100 points	280-320 points = C
Assignments	<u>100 points</u>	240-280 points= D
	400 points	<240 points = F

### **TESTS: Two tests, 100 points eac**

First Test (mid-term): The first will consist of short essay, and objective type questions (definition, fill-in-the-blank, etc) and will include knowledge, analysis, synthesis, and evaluation questions based on Topics 1-4. It will be “open book” based on your notes on PowerPoint lectures. The first test will be made available October 11-19.

Second Test (final): The second will consist of several take-home essays based on topics 5-8. It is posted in the Exams section of Blackboard. You can access it anytime, however, I will not grade it until after December 8.

### **TERM PAPER, TEACHING LESSON, PROJECT, OR CREATIVE WORK: 100 Points**

- Feel free to e-mail me concerning your topic before committing to your paper, unit, project or creative work. I have a good sense of what is "doable" and what is not.
- NOTE: your subject matter is Cook Inlet cultures and history. Papers/projects etc. outside of this geographic area are not acceptable.
- Written work must conform to the standards described in "Guide to Writing Anthropology Papers at Kenai Peninsula College" available on Blackboard.
- A complete bibliography of all publications and gray literature concerning Dena'ina is available at: <http://www.kpc.alaska.edu/kpc/specialprograms/> or Google “Dena’ina bibliography.” This will be helpful in finding sources for your project.

Option 1, Term Paper: If you select this option, you are to write an approximately 1200 to 2000 word (5 to 8 page) term paper about any topic covered in Cook Inlet

Anthropology. Your term paper must have a thesis or make a point. You may not do a paper involving the collection of an oral history unless you have instructor permission. You may do a non-standard term paper such as a power point or web site style presentation; if you do it will be evaluated as a standard written term paper.

Option 2, Teaching Lesson: If you select this option you are to design a lesson or set of lessons (unit) applicable for elementary, secondary school, or adult students on any topic covered in the class. As with the term paper, you should narrow your topic to cover an appropriate amount of material. Your teaching lesson should be researched in the manner of a term paper and presented as a lesson plan. I suggest your teaching lesson plan include the following sections:

- Introduction (includes a thesis stating the point of your lesson, target age appropriate ethnographic information etc. )
- Methods of presentation
- Materials and resources
- Student evaluation procedures
- Your Evaluation of a trial test if possible
- References Cited Note: The teaching unit you present for a grade must include internal citations (or footnotes) of the sources of your information with a "References Cited" section at the end of your paper. Use the "Guide to Writing Anthropology Papers at Kenai Peninsula College" for citation and other formats.

A teaching unit will be graded on the following basis:

- accurate information with complete citations, 30%
- clearly defined goals (does the lesson make a point), 20%
- appropriate for grade level, 10%
- clear, well-written presentation, 20%
- evaluation of trial testing in a classroom, 20%

Option 3, Project: If you select this option you are to make a model or reconstruct a material item from a Cook Inlet culture such as a hunting tool, item of dress, and so on and write a written report about the object and what you learned in making it. After selecting the item to reconstruct, you should first research sources keeping notes much like researching a term paper. Second, gather the materials and attempt construction, you may need several tries before completion. Keep notes about successes and failures. After you have finished the object, write your report. It should include the following sections:

- Goal of the project.
- A description of the object including the context in which it was used (cite all sources using the style manuals mentioned above);
- Your narrative about making the object. Include photos.

- Discussion of insights you gained in making the object. The report must be written according to the same standards as the term paper and the teaching unit described above.

**Option 4, Creative Work:** If you choose this option you will do a piece of visual art, poetry, dance, video, or music which depicts or explores some theme or topic in Cook Inlet Anthropology. You will be asked to research your topic as you would a term paper, keep notes on what you learn and present a journal of your creative process, and develop a theme which you should be able to describe in a sentence or two. In some cases an instructor with expertise in the area of your creative work may be asked to assess your work and suggest a grade. As with the project, your creative work should include a written report with the following suggested sections:

- An introduction including the purpose of the project
- A short ethnographic description of the theme of the project
- A journal of your creative process and/or discussion of the insights you gained in producing the creative work

#### **ASSIGNED PROJECTS: 100 point**

- a. 20 points, Map Project (in course materials)
- b. 20 points, Placename Reaction Paper (included in “Map Project”)
- c. 20 points, two page reaction paper to “Virtual Kalifornsky Village Visit” video in course materials,
- d. 40 points, Discussion board commentary, see Blackboard “Discussion Board”
- e.

#### **TEXT AND READINGS**

- There is no single textbook-style text for Cook Inlet anthropology. Readings have been compiled from published and unpublished articles and academic papers.
- Reading assignments are outlined in the Class Schedule and Reading List below.
- All Anth 325 readings are available on Blackboard
- These readings, outlines, and notes are for class use and are copyright protected by Alan Boraas or the publishing agent. If you use them for publication they must be appropriately cited.

#### **CLASS PARTICIPATION**

Students are expected to: view PowerPoint lectures and takes notes on pertinent information, read assigned readings, turn in assignments (if no date is specified on Blackboard you can turn them in anytime), participate in Discussion Boards, study for and take tests.

#### **PLAGIARISM AND CHEATING POLICY:**

Plagiarism

- Definition: Plagiarism is the intentional or unintentional lack of appropriate citation of written material making it appear as if it is your own thought or idea.
- Plagiarism will result in an F on the assignment, lowering by one letter grade your course grade for each instance, and a final grade of no higher than a C.

#### Cheating

- Definition: Cheating is copying someone's answer or graded assignment, turning in assignments done by someone else under your name, or otherwise passing an assignment, test, or answer on a test off as your own work when it is not. Cheating is having someone else write your term paper. Cheating is not having someone review and edit your term paper.
- Cheating will result in an F on the assignment or test, lowering by one letter grade your course grade for each instance, and a final grade of no higher than a C. Admittedly, I will likely not know if you cheat. You will.

## CHRONOLOGICAL TOPICAL OUTLINE and READING LIST

Assigned readings are identified with an (A) on the list below. Supplemental readings are optional and identified with (S). Refer to the Annotated Bibliography section of this syllabus for the full citation of each publication with an annotated description. Readings are available under Blackboard's "Course Materials"

<u>Reading</u>	<u>Complete description found in Annotated Bibliography</u>
Kalifornsky 1991	is Peter Kalifornsky 1991 <i>A Dena'ina Legacy: K'tl'egh'i Sukdu</i> , edited by James Kari and Alan Boraas, Alaska Native Language Center: Fairbanks.
Osgood 1976	is Cornelius Osgood 1976 <i>The Ethnography of the Tanaina</i> . Yale University Publications in Anthropology Number 16 reprinted from 1933 edition, Human Relations Area Files Press: New Haven.

### 1. Territory and Culture Areas

Blackboard Powerpoints: Territory and Culture Areas

NiBena: Knowing Where You Are

Assignment: Dena'ina Territory Map project (course materials, Blackboard)  
Place name reaction paper  
Scan your finished map and e-mail it to me  
Send your reaction paper to me via e-mail

Assigned Readings:

- Kalifornsky 1991 pp. 328-329, 330-337, 338-353 (review placenames)
- Review "Territory and Place names" maps: Athabaskan/Dené Map, Alaska Native Language Center Map, Dena'ina Territory Map available on class cd and on Kahtnuht'ana Qenaga website  
[http://chinook.kpc.alaska.edu/~ifasb/pages/territory\\_pages/territory\\_and\\_placenames.html](http://chinook.kpc.alaska.edu/~ifasb/pages/territory_pages/territory_and_placenames.html)
- Watch the following YouTube
  - <http://www.youtube.com/watch?v=g36oIvod2-k>

Supplemental Reading

- Townsend 1981 pp. 624-625

### 2. Cook Inlet Prehistory

Blackboard Powerpoints

**Early Cook Inlet Prehistory  
Marine Kachemak Tradition  
Riverine Kachemak Tradition  
Pre-Contact Dena'ina**

Assigned Readings:

- Boraas, 2002
- Reger and Boraas 1996, pp. 155 to 172
- Boraas and Peter 2007

Supplemental Readings

- Reger, 1998
- Workman, 1998

**3. Dena'ina Language and Oral Tradition**

Blackboard Powerpoints:  
Dena'ina language

Assigned Readings

Review the following Websites

Dena'ina Qenaga <http://qenaga.org/dtd.html>

Kahtnuht'ana Qenaga: The Kenai Peoples Language

<http://chinook.kpc.alaska.edu/~ifasb/>

Search the internet for "Dena'ina Language" and review the several language YouTube postings

Watch the following YouTube postings

<http://www.youtube.com/watch?v=vYLpcpN4ZE8>

<http://www.youtube.com/watch?v=CQsNqzBoED8>

<http://www.youtube.com/watch?v=moVZ94hNsK8>

[http://www.youtube.com/watch?v=ukMiDgoA2\\_0](http://www.youtube.com/watch?v=ukMiDgoA2_0)

<http://www.youtube.com/watch?v=6aImeQWh4EI>

[http://www.youtube.com/watch?v=VpjaPB\\_4pO0](http://www.youtube.com/watch?v=VpjaPB_4pO0)

<http://www.youtube.com/watch?v=jQolMwzoYqM>

others you can find

- Kari 1996 pp. 49-64
- Kalifornsky p. 154-159, 164-167

**4. Dena'ina Social and Political Structure**



Blackboard Powerpoint:  
Dena'ina Social and Political Structure

Assigned Readings:

- Osgood 1976 pp. 128-165
- Kalifornsky 1991 p. 204-205, 206-207

Supplemental Readings:

- Townsend 1981, pp. 630-634
- Fall 1987 pp. 38-67
- Ellanna and Balluta 1992 pp. 99-123

**First Test posted October 11 to 20.**

## **5. Dena'ina Technology and Subsistence**

Blackboard Powerpoint  
Dena'ina Technology and Subsistence

Assigned Readings:

- Osgood 1976 pp. 26-107
- Kalifornsky 1991, pp. 202-203, 208-211, 212-213, 214-215, 216-217, 226-227, 228-231, and 232-233
- Russell 1987 pp. 11-21

Supplemental Readings

- Townsend 1981 pp. 626-630

**6. Dena'ina Spirituality**

**BlackBoard Powerpoints:**

**Dena'ina Religion**

Assigned Readings:

- Boraas and Peter 1996 pp. 181-196
- Osgood 1976 pp. 169-183
- Kalifornsky 1991 pp. 9-150

**7. European Explorers; and Russian and American Occupation**

**Blackboard Powerpoints: Early Historic Period**

**Later Historic Period**

Assigned Readings:

- Boraas and Leggett 2013
- Kalifornsky 1991 pp. 248-251, 252-253, 287-307
- Boraas 1991, p.470-481 (in Kalifornsky 1991)
- Summary Timeline of Central Kenai Peninsula History available at <http://www.kpc.alaska.edu/kpc/specialprograms/> and click on "Kenai Peninsula Historical Photo Archive and click on "Kenai Peninsula Timeline" under Documents

**8. Final Test due December 7. Projects or Papers due December 7**

**ANNOTATED BIBLIOGRAPHY**  
**Anth 325, Cook Inlet Anthropology**

- **Bold** entries below indicate the reading is available on Blackboard.
- Other sources are for your information and available through normal library sources.
- A complete bibliography of all publications and gray literature concerning Dena'ina is available at: <http://www.kpc.alaska.edu/kpc/specialprograms/>  
Or Google "Dena'ina bibliography"

Websites

Dena'ina Qenaga <http://qenaga.org/dtd.html>  
Kahtnuht'ana Qenaga: The Kenai Peoples Language  
<http://chinook.kpc.alaska.edu/~ifasb/>

Arndt, Katherine

1996 "Founding of a Russian-American Company Retirement Settlement at Ninilchik, Alaska." pp. 235-250, in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.

**Boraas, Alan**

**2002 "One Hundred Centuries of Native Life on the Kenai Peninsula" pp 5-18 in *Alaska's Kenai Peninsula: The Road We've Traveled* edited by Diane Olthuis. Hope, Alaska: Kenai Peninsula Historical Association**

**2011** Summary Timeline of Central Kenai Peninsula History available at <http://www.kpc.alaska.edu/kpc/specialprograms/> and click on "Kenai Peninsula Historical Photo Archive and click on "Kenai Peninsula Timeline" under Documents

**1991a "Peter Kalifornsky, A Biography" pp. 470-481 in *A Dena'ina Legacy: K'tl'egh'i Sukdu*, by Peter Kalifornsky, edited by James Kari and Alan Boraas. Fairbanks: Alaska Native Language Center.**  
**[I wrote this short biography of Peter Kalifornsky's life to attempt to place in context the meaning and significance of his work.]**

Boraas, Alan and Peter Kalifornsky

1991 "Symbolic Fire and Water Transformations Among the Cook Inlet, Alaska Dena'ina," Paper presented at the 18th Annual Meeting of the Alaska Anthropological Association, March 22, 1991, Anchorage, Alaska.

[Peter and I presented this paper at the 1991 Alaska Anthropological Association meeting. We tried to explain archaeological phenomena (or lack of them) using concepts from Dena'ina cosmology.]

Boraas, Alan and Janet Klein

1992 "Archaeology of the Point West of Halibut Cove." in *Anthropological Papers of the University of Alaska*, Vol. 24, No. 1-2, pp. 183-204

[This paper was actually completed in 1989 and, though the date is 1992, was not available until 1995. This is a site report meaning it is a summary of work and findings at SEL-010 an archaeological site known as the Point West of Halibut Cove.]

**Boraas, Alan and Donita Peter**

**2008 "The Role of *Beggesh* and Beggesha in Pre-Contact Dena'ina Culture" with Donita Peter. *Alaska Journal of Anthropology* 6(1&2):211-224**

**1996 "The True Believer Among the Kenai Peninsula Dena'ina" pp. 181-196 in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.**

**[Donita and I tried to explain Dena'ina cosmological concepts combining her Native perspective and my anthropological perspective. Note that Peter Kalifornsky read and sanctioned earlier drafts of this work.]**

Brooks, Alice M. and Willietta E. Kuppler

1948 *The Clenched Fist*. Philadelphia: Dorrance and Co.

[Brooks and Kuppler taught school in Kenai and other places in Alaska in the early part of the twentieth century. This book is their account of their experiences written from what today would be an ethnocentric point-of-view.]

Cook, James

1784 The Journals of Captain Cook: The Voyage of the Resolution and Discovery, 1776-1780. 3 volumes. London: Strahan, Nicol and Cadell. Reproduced in, *The Cook Inlet Collection*. edited by Morgan Sherwood, Alaska Northwest Publ. Co.: Anchorage, 1974.

[This excerpt describes Cook's ten days in Cook Inlet. The writing is dated, but its significance is that it is the first literary account of this place.]

**Ellanna, Linda J. and Andrew Balluta**

**1992 *Nuvendaltin Quht'ana: The People of Nondalton*. Washington D.C.: Smithsonian Institution Press.**

**[Ellanna and Balluta conducted ethnographic research around Nondalton in the 1980s. This section describes the complex social relations characteristic of that area.]**

**Fall, James**

**1987 The Upper Tanaina: Patterns of Leadership Among an Alaskan Athabaskan People, 1741-1918. *Anthropological Papers of the University of Alaska* Vol. 21, Nos. 1-2, pp. 1-80.**

**[This article is the most complete discussion of the role of the Qeshqa and changes that occurred in this social/political position as a consequence of the fur trade.]**

1988 "Yubugh Tayqan: An Upper Inlet Tanaina Culture Hero Cycle." Paper presented at the 15th Annual Meeting of the Alaska Anthropological Association, Fairbanks, Alaska, March 25, 1988.

[One of the common themes of many people's mythology is "traveler stories." In this manuscript, Fall presents the Dena'ina version of "traveler stories."]

**Kalifornsky, Peter**

**1991 *K'it'egh'i Sukdu, A Dena'ina Legacy; The Collected Writings of Peter Kalifornsky.* edited by James Kari and Alan Boraas. Fairbanks: Alaska Native Language Center Publications.**

**[A year after it was published, Peter's book won a "Book of the Year" award from the Before Columbus Foundation.]**

**Kari, James**

2007 Dena'ina Topical Dictionary. Fairbanks: Alaska Native Language Center.

1996 Linguistic Traces of Dena'ina Strategy at the Archaic Periphery, pp. 49 64 in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.

**Kari, James and James Fall**

2003 (1987) *Shem Pete's Alaska: The Territory of the Upper Cook Inlet Dena'ina*. Fairbanks: University of Alaska Press.  
[A classic of Upper Inlet ethnogeography.]

**Kari, James and Priscilla Kari**

1982 *Dena'ina Elnena: Tanaina Country*. Fairbanks: Alaska Native Language Center.

[This 1982 book presents an astounding amount of research into Dena'ina Placenames as well as geographical concepts]

Kizzia, Tom

1991 "The Invisible People" seven part series in *The Anchorage Daily News*, December 16-22, 1991.

[Kizzia writes the "Peninsula beat" for the Anchorage Daily News and wrote these controversial articles during Kenai's bicentennial celebration in 1991. They represent an extensive amount of original research.]

Lindgren, Alexandra "Sasha"

1996 *The Presence of the Past: Raven's People Today*, pp. 197-206 in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.

McClanahan, A.J.

1986 *Our Stories, Our Lives*. The CIRI Foundation: Anchorage, Alaska.  
[Cook Inlet Region interviewed many of the elders of the area in the early 1980s and this book is a fascinating summary of their lives]

Osgood, Cornelius

**1976 *The Ethnography of the Tanaina*. Yale University Publications in Anthropology, No. 16 (originally published 1937, reprinted 1966), Human Relations Area Files Press: New Haven, Conn.**

**[One of the classics of Alaskan anthropology. Osgood spent less than a year here in the early 1930s interviewing elders. While not perfect, this book represents the most complete account of Dena'ina ethnography ever done.]**

Reger, Douglas

**1998 Archaeology of the Northern Kenai Peninsula and Upper Cook Inlet. in *Arctic Anthropology* 35(1):160-171.**

**[The best summary of upper Kenai Peninsula archaeology.]**

Reger, Douglas and Alan Boraas

**1996 "An Overview of the Radiocarbon Chronology in Cook Inlet Prehistory" pp. 155-172 in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.**

**[Reger and I summarize all of the radiocarbon dates obtained in Cook Inlet and from them deduce the structure of Cook Inlet prehistory.]**

Reger, Richard and DeAnne Pinney

1996 Late Wisconsin Glaciation of the Cook Inlet Region with Emphasis on Kenai Lowland and implications for Early Peopling pp. 13-36. in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.

**Russell, Priscilla**

**1987 *Tanaina Plantlore, Dena'ina K'et'una: An Ethnobotany of the Dena'ina Indians of Southcentral Alaska*. Alaska Native Language Center: Fairbanks.**

**[Priscilla Russell (nee Priscilla Kari) has done and continues to do ethnobotany in the Cook Inlet region. This book is a masterpiece of information.]**

Steinbright, Jan, editor

and From Skins, Trees, Quills and Beads: The Work of Nine Athabaskans, Institute of Alaskan Native Arts

[This book is not about the Dena'ina, but includes skin, wood, and beading technique that almost certainly would have been familiar to them.]

Tenenbaum, Joan M.

1984 *Dena'ina Sukdu'a: Traditional Stories of the Tanaina Athabaskans*. Fairbanks: Alaska Native Language Center.

[Joan Tenenbaum did linguistic and ethnographic research in the Nondalton area in the late 1970s and early 1980s. This book is a collection of stories transcribed from taped telling by elders during that time period.]

Townsend, Joan

1970 "Tanaina Ethnohistory: An Example of a Method for the Study of Culture Change." pp. 71-102 in *Ethnohistory in Southwestern Alaska and the Southern Yukon: Method and Context*. edited by Margaret Lantis, Studies in Anthropology Number 2, University of Kentucky Press: Lexington.

[In this article Townsend outlines the basic historic periods later refined by Fall (1987).]

1974 "Journals of Nineteenth Century Russian Priests to the Tanaina: Cook Inlet, Alaska." pp. 1-30 in *Arctic Anthropology*, Vol. 11, No. 1.

[These are but a few of the priest's diaries, most have remained untranslated. Note that these diaries were to be turned in to their archbishop's on a timely basis and should be read with that in mind.]

1981 "Tanaina." pp. 623-640. in *Handbook of North American Indians, Vol. 6, Subarctic*. Volume editor, June Helm. pp. 623-640. Smithsonian Institution: Washington.

[One of the best anthropological summaries of Dena'ina culture available.]

Vancouver, George

1798 *A Voyage of Discovery to the North Pacific Ocean ...*: in Three Volumes. (Vol. 3), Robinson, Paternoster-Row & Edwards, Pall-Mall: London.  
[In 1795, George Vancouver re-explored Cook Inlet for the British again in hopes of finding the Northwest Passage that everyone knew was not here. Nevertheless, his description of Cook Inlet is the most thorough of any eighteenth century explorer. See also Menzies.]

Victoria, Sister

1974 "Russian Experience" pp. 45-82, in *The Native, Russian and American Experiences of the Kenai Area of Alaska*, edited by James C. Hornaday, Kenai, Alaska. (reprinted in *Orthodox Alaska*)  
[An article written by an Orthodox nun who lived here in the early 1970s. It includes much original research.]

Workman, Karen Wood

1996 An Archaeological Definition of Dena'ina pp. 207-220, in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.

**Workman, William**

**1998 "Archaeology of the Southern Kenai Peninsula" in *Arctic Anthropology* 35(1):146-159.**

**[The best summary of southern Kenai Peninsula prehistory.]**

1996 Human Colonization's of the Cook Inlet Basin Before 3000 Years Ago. pp. 37-48 in *Adventures Through Time: Readings in the Anthropology of Cook Inlet*. N.Y. Davis and W.E. Davis, eds. Anchorage: Cook Inlet Historical Society.