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OCT 08 2014

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
(Attach copy of syllabus)

SUBMITTED BY:

Department	Education	College/School	School of Education
Prepared by	C. Sean Topkok	Phone	474-5537
Email Contact	cstopkok@alaska.edu	Faculty Contact	C. Sean Topkok

1. ACTION DESIRED
(CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	ED	Course #	418/618	No. of Credits	3
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Justify upper/lower division status & number of credits:	The design and construction of cultural atlases can address topics with varying degrees of depth and complexity. The CCS/ED F418 course will introduce students to the software and multimedia tools necessary to apply the cultural atlas concept to entry-level projects. The CCS/ED F618 course will require students to develop and implement a full-scale cultural atlas project for use in an educational setting.
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3. PROPOSED COURSE TITLE: Cultural Atlases

4. To be CROSS LISTED? YES/NO

Yes	If yes, Dept:	CCS	Course #	418
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NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED?* YES/NO

YES	If yes, Dept:	CCS/ED	Course #	618
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:	Students enrolled in CCS/ED F618 will learn the same tools for developing a cultural atlas taught in CCS/ED F418, but the pedagogical strategy in CCS/ED F618 is to transfer, apply, and reteach the tools into a classroom and community.
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* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

6. FREQUENCY OF OFFERING:

Every Fall
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

Fall 2015

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)					
Mode of delivery (specify lecture, field trips, labs, etc)					

9. CONTACT HOURS PER WEEK:	3	LECTURE hours/weeks	0	LAB hours /week		PRACTICUM hours /week
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Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management

3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

CCS/ED F418 Cultural Atlases

3 Credits
Offered Fall

The content of the course provides an in-depth look at how teachers can integrate technology and academics with oral traditions and offers a vehicle for helping communities define themselves and their unique cultural identity. Teachers will have an opportunity to guide their students through a positive collaboration with local culture-bearers, community members and educational personnel. The multimedia resources for this course provide numerous examples of cultural atlases and guidance on ways in which the rich oral traditions of Native people can be drawn upon in support of the school curriculum. Prerequisites: ANTH F242 or permission of instructor. Stacked with CCS/ED F618. (3+0)

CCS/ED F618 Cultural Atlases as a Pedagogical Strategy

3 Credits
Offered Fall

The content of the course provides an in-depth look at how teachers can integrate technology and academics with oral traditions and offers a vehicle for helping communities define themselves and their unique cultural identity. Teachers will have an opportunity to guide their students through a positive collaboration with local culture-bearers, community members and educational personnel. The multimedia resources for this course provide numerous examples of cultural atlases and guidance on ways in which the rich oral traditions of Native people can be drawn upon in support of the school curriculum. Prerequisites: ANTH F242 or permission of instructor. Stacked with CCS/ED F418. (3+0)

11. COURSE CLASSIFICATIONS: Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES:	NO:	X
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, **Format 6** W = Writing Intensive, **Format 7** X = Baccalaureate Core

11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES **X** **NO**

12. COURSE REPEATABILITY:

Is this course repeatable for credit? YES NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit? TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES ANTH F242 or permission of instructor
These will be required before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS Must have access to computer and internet.

16. PROPOSED COURSE FEES \$0.00
Has a memo been submitted through your dean to the Provost for fee approval? Yes/No No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously? Yes/No Yes

If yes, give semester, year, course #, etc.: Fall 2006 CCS F693

18. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Instructor is currently on faculty of the School of Education. Since the instructor is currently teaching other courses, audio conference costs are factored into the SOE budget.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No Yes Contacted Tyson Rinio

20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

This course will broaden the course options for Curriculum and Instruction M.Ed. (SOE), Cross-Cultural Education M.Ed. (SOE), Online Innovation and Design M.Ed. (SOE), Elementary Education (SOE), Secondary Education (SOE), Cross-Cultural Studies M.A. (CLA), and Indigenous Studies Ph.D. students (CLA).

21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

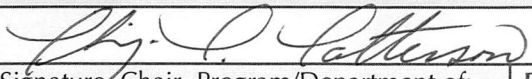
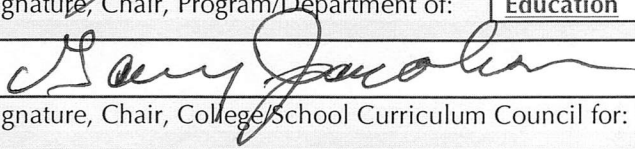
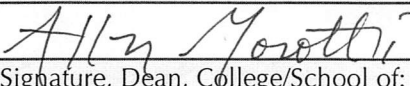
This course will offer another course option for other graduate programs within the University of Alaska system.

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

When this course was offered as a Special Topics course, student assessments reflected very positively. Many students inquired about the next time this course would be offered, and one of the solutions was to offer the class through Independent Study. Since the formation of the Indigenous Studies PhD Program at the University of Alaska Fairbanks, the Center for Cross-Cultural Studies has captured the attention of graduate students worldwide. Currently, there are over 40 students in the Indigenous Studies PhD program and 16 in the Cross-Cultural Studies MA program, and the enrollment continues to increase every semester. The School of Education has many graduate students in various degree programs offered. The Cultural Atlases as a Pedagogical Strategy would be able to provide students with another option as an elective course. Cultural Atlases is a growing field of interest, specifically for Indigenous students and scholars. There is also an opportunity to collaborate with Victoria University of Wellington in New Zealand, which offers a similar course based on the Special Topics course offered at UAF in Fall 2006. The course in New Zealand is open to undergraduate and graduate students and has proven to be successful, especially in regards to student retention. Therefore, having the Cultural Atlases as a Pedagogical Strategy as a stacked course would highly benefit undergraduate, graduate students, and UAF educational opportunities.

APPROVALS: Add additional signature lines as needed.

	Date	10/3/14
Signature, Chair, Program/Department of:	Education	
	Date	10/3/14
Signature, Chair, College/School Curriculum Council for:	School of Education	
	Date	10/3/14
Signature, Dean, College/School of:	School of Education	

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Attached

	Date	
Signature, Chair, Program/Department of:	Cross Cultural Studies	
	Date	
Signature, Chair, College/School Curriculum Council for:	College of Liberal Arts	
	Date	
Signature, Dean, College/School of:	College of Liberal Arts	

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

JUSTIFICATION FOR ACTION REQUESTED

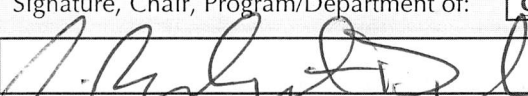
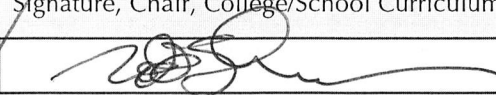
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APPROVALS: Add additional signature lines as needed.

	Date	
Signature, Chair, Program/Department of: Education		
	Date	
Signature, Chair, College/School Curriculum Council for: School of Education		
	Date	
Signature, Dean, College/School of: School of Education		

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

Beth Leonard	<small>Digitally signed by Beth Leonard DN: cn=Beth Leonard, o=University of Alaska Fairbanks, ou=Center for Cross Cultural Studies, email=bethleonard@alaska.edu, c=US Date: 2014.10.03 11:51:13 -0800</small>	Date	10/3/14
Signature, Chair, Program/Department of: Cross Cultural Studies			
		Date	10/3/14
Signature, Chair, College/School Curriculum Council for: College of Liberal Arts			
		Date	10/3/14
Signature, Dean, College/School of: College of Liberal Arts			

ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

	Date	
Signature, Chair		
Faculty Senate Review Committee: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> SADAC		

**ED/CCS 418 – Cultural Atlases (Revised)
(Stacked with ED/CCS 618)**

Place: TBD Time: Tues. 5:15 - 8:15pm
Fall 2015

Prerequisites: ANTH F242 or permission of instructor.
3 credits

School of Education
University of Alaska Fairbanks
Fairbanks, Alaska 99775

Instructor: Sean Asiqłuq Topkok, Assistant Professor

Office: Gruening 708C

Office Telephone: 474-5537

Office Hours: Mon. & Wed, 1:00-3:00; email; or by appointment

E-mail: cstopkok@alaska.edu

Audio Conference: Call-in: 1-800-570-3591 Participant PIN: 1926829

COURSE SYLLABUS

Course Description

The content of the course provides an in-depth look at how teachers can integrate technology and academics with oral traditions and offers a vehicle for helping communities define themselves and their unique cultural identity. Teachers will have an opportunity to guide their students through a positive collaboration with local culture-bearers, community members and educational personnel. The multimedia resources for this course provide numerous examples of cultural atlases and guidance on ways in which the rich oral traditions of Native people can be drawn upon in support of the school curriculum. Prerequisites: ANTH F242 or permission of instructor. Stacked with ED/CCS F618. (3+0)

Course Purposes

Based on successful pedagogical strategies developed through the Alaska Native Knowledge Network, this course will provide K-12 educators and community members with a comprehensive framework for developing an educational and community Cultural Atlas as a component of the school curriculum. "Cultural Atlases" represent a teaching and curricular strategy intended to provide a means by which teachers can integrate current technologies with cultural and academic elements of the K-12 school curriculum and other informal educational organizations. Students enrolled in this course will be interviewing Elders in their communities and researching available documents related to the local cultural environment, and then assembling the information they have gathered into a multimedia format for local publication as a "Cultural Atlas" on a computer and the Internet. The Cultural Atlases will focus on themes such as weather prediction, edible and medicinal plants, geographic place names, genealogies, flora and fauna, moon and tides,

fisheries, subsistence practices, outdoor survival, the aurora and other relevant phenomena.

Course Goals

Students who enroll in the course will be expected to:

1. Become familiar with and apply the “Alaska Standards for Culturally Responsive Schools” and the “Guidelines for Respecting Cultural Knowledge” in their work as a teacher.
2. Examine various curricular options for integrating academic and cultural knowledge in Alaska schools.
3. Explore ways in which Native cultures can provide the foundation for curriculum development in Alaska’s schools.
4. Review the role of Elders as knowledge bearers and repositories of expertise that can be utilized as an educational resource in Alaska schools.
5. Examine the role of technology as a tool for enhancing the educational opportunities available to students especially in rural and small schools.
6. Explore the ways in which Indigenous educational forms and pedagogical practices have been incorporated in education institutions by Native people around the world.
7. Review the policies, programs and practices by which a school may be judged to be responsive to the cultural needs of the students and communities it serves.
8. Examine the role of the community as an important contributor to the cultural and educational well being of its children.
9. Acquire and apply the technological and cultural skills to guide their students through the process of creating a cultural atlas and installing it on a computer or the web.
10. Prepare a comprehensive curriculum unit that demonstrates how cultural atlases can be used as a pedagogical strategy to integrate the academic, cultural and technology skills and standards in the school curriculum.

Course Design

The course is designed to be delivered by weekly audio-conferences and the use of Internet technology with exercises that engage teachers and their students in on-site data gathering, drawing upon their local culture and environment and integrating local knowledge and academic skills for each of the six modules around which the course is organized. If students find an assignment inappropriate to their particular situation, they may contact the instructor to explore a more suitable option. The design and construction of cultural atlases can address topics with varying degrees of depth and complexity. The

ED/CCS 418 course will introduce students to the software and multimedia tools necessary to apply the cultural atlas concept to entry-level projects. The ED/CCS 618 course will require students to develop and implement a full-scale cultural atlas project for use in an educational setting.

Following are the themes/topics around which the course modules are organized:

Module 1 – Creating a Story	Week 1-2
Module 2 – Family Tree Project	Week 3-4
Module 3 – Interviewing Elders	Week 5-7
Module 4 – Community History	Week 8-9
Module 5 – Place Names	Week 10-11
Module 6 – Bringing It All Together	Week 12-14

Course Administration

The course will be administered through readings, practical exercises, written assignments, email, weekly audio-conferences and phone calls as needed. **Must have access to computer and internet.** Students of the course will work independently, with academic assistance available from the instructor (474-5537). Course assignments should be sent directly to the instructor by e-mail cstopkok@alaska.edu, or if that is not possible, they can be sent by fax or regular mail to the following address:

Sean Asiqluq Topkok
P.O. Box 756480
University of Alaska Fairbanks
Fairbanks, AK 99775-6480
(907) 474-5537 • Fax: (907) 474-5451

Plagiarism Policy

High ethical standards are essential for maintaining credibility in this field. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered. The UAF Code of Conduct can be found online at:

http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

Disability Services

If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services in room 208 of the Whitaker Building and request a letter of accommodation.

Support Services

Academic Advising Center 907-474-6396 <http://www.uaf.edu/advising>

UAF Writing Center 907-474-5314, FAX: 1-800-478-5246

<http://www.uaf.edu/english/writingcenter>

Rasmuson Library Off-Campus Service 1-800-478-5348

<http://www.uaf.edu/library/offcampus>

Full text articles on-line:

<http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html>

Evaluation

Students will be evaluated on the basis of the written and electronic material turned in to the instructor. The material will be read, evaluated, and returned to the student as soon as possible after receipt. The assignments are worth a total of 100 points. The number of points for each assignment are as follows:

Module 1 - 15 points

Module 2 - 15 points

Module 3 - 20 points

Module 4 - 15 points

Module 5 - 15 points

Module 6 - 20 points

Grades for the course will be assigned on the basis of the following point/grade scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Reading Materials

The following books, articles and media are required for this course and will serve as the focus for audio-conference discussions:

Required text and video:

Luke, H. (1998). *My Own Trail* (e. b. J. S. Jackson, Trans.). Fairbanks, Alaska: Alaska Native Knowledge Network.

Martz, Michael (2000). *Passing On* [DVD]. Alaska: Alaska Federation of Natives/Alaska Rural Systemic Initiative.

Required readings available on Moodle:

Assembly of Alaska Native Educators. (1998). *Alaska Standards for Culturally Responsive Schools*. Fairbanks, Alaska: Alaska Native Knowledge Network.

Assembly of Alaska Native Educators. (2000). *Guidelines for Respecting Cultural Knowledge*. Anchorage, Alaska: Alaska Native Knowledge Network.

Alutiiq/Unangan Elders. (1996). Aleut/Alutiiq Cultural Atlas [Online Resource]. Alaska:

- Alaska Native Knowledge Network.
- Barnhardt, R. & A. O. Kawagley. (1999). *Education Indigenous to Place: Western Science Meets Native Reality*, Greg Smith, Ed. New York, NY: SUNY Press.
- Craig, Rachel. (1996, November/December 1996). What's in a Name? *Sharing Our Pathways Newsletter*, 1, 4-6.
- Craig, Rachel. (1998). Family Tree Project [<http://ankn.uaf.edu/NPE/Inupiaq/RachelTree.html>]. Kotzebue, Alaska: Alaska Native Knowledge Network.
- Craig, Rachel. (1998). Process of Interviewing [Online Resource]. Kotzebue, Alaska: Alaska Native Knowledge Network.
- Craig, Roby et al. (2002). Sitka Cultural Atlas [Online Resource]. Sitka, Alaska: Sitka Tribe of Alaska.
- Dziewieczynski, S. (2006). *Kalskag Virtual Museum*. [Online Resource] Fairbanks, Alaska: Alaska Native Knowledge Network.
- George, Lydia et al. (1999). Angoon Cultural Atlas [Online Resource]. Angoon, Alaska: Alaska Native Knowledge Network.
- John, P. (1980). *Peter John, Minto*. Fairbanks, AK: Yukon-Koyukuk School District.
- Kawagley, A. O. (2004, March/April 2004). Blowing in the Wind. *Sharing Our Pathways Newsletter*, 9, 1-3.
- Kasigluk Students. (1998). Akula Cultural Atlas [Online Resources]. Kasigluk, Alaska: Alaska Native Knowledge Network.
- Keim, Frank et al. (2001). Marshall Cultural Atlas [Online Resource]. Marshall, Alaska: Alaska Native Knowledge Network.
- Minto Students. (1999). Minto Mapping Project [Online Resource]. Minto, Alaska: Alaska Native Knowledge Network.
- Morrow, P. et al. (2000). *Communities of Memory*. Quebec City, Canada: International Arctic Social Science Association.
- Pratt-Silcox, Cheryl. (2006). Creating a Community Elder's Calendar [Online Resource]. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Tikigaq School. (1996). Plants of Point Hope Alaska [Online Resource]. Point Hope, Alaska: Alaska Native Knowledge Network.
- Village of Kake. (1999). Kake Cultural Atlas [Online Resource]. Kake, Alaska: Alaska Native Knowledge Network.
- Wilson, S. (1996). *Gwitch'in Native Elders*. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Wood, C. A. (2000). Plants of My People [Online Resource]. Golovin Bay, Alaska: Alaska Native Knowledge Network.

Course Requirements

Module # 1 – Creating a Story - 15 points (Week 1-2)

Required reading:

ANKN – *Alaska Standards for Culturally Responsive Schools*

ANKN – *Guidelines for Respecting Cultural Knowledge*

Luke – *My Own Trail*

Each Cultural Atlas begins at the grass-roots level. In this module we will look at Howard Luke’s book/map and explore how he created and presented his own story about himself and the cultural community he represents. We will examine the process and steps he used to capture the events of significance in his life and prepare a cultural map to locate those events in the geographic region where he lives. Consideration will be given to the role the school can play in engaging students in capturing the stories embedded in the surrounding community, drawing upon the *Alaska Standards for Culturally Responsive Schools* and the *Guidelines for Respecting Cultural Knowledge* prepared by the Alaska Native Knowledge Network. Ethical considerations associated with “informed consent” requirements will also be addressed.

Your assignment for this module is to guide through a process in which you will develop a preliminary outline of what a story of your family might look like, and then develop an outline of what the story of your community might look like. This is your own creation so your family and community story should have its own unique quality. When the outline is complete, we will set up a web site where you will begin to upload the information you have gathered as the first installment toward your “Cultural Atlas.”

Module # 2 – Family Tree Project - 15 points (Week 3-4)

Required reading:

Craig – *Family Tree Project*

Craig – *What’s in a Name?*

Kawagley – *Blowing in the Wind* (SOP 9/2)

Kawagley/Barnhardt, R. - *Education Indigenous to Place*

In this module you will be developing an electronic form for preparing a family tree. You will be provided with a username and password for a secure online family tree program that will be used to gather and organize genealogical information.

When you are gathering and inputting your data, be sure to include Native names where applicable, along with the origins and/or translation, kinship terms, and pictures or any multimedia available, all of which will be examined and critiqued as it relates to issues raised in the readings. Please include all information available – you can decide later what can and cannot be shared. When completed, your family tree will be added to your Cultural Atlas web site, along with a journal in which you describe what you learned from the process.

Module # 3 - Interviewing Elders - 20 points (Week 5-7)

Required reading:

ANKN – *Aleut/Alutiiq Cultural Atlas*
Craig – *Process of Interviewing*
AKRSI – *Passing On* (DVD)
Pratt-Silcox – *Creating a Community Elders Calendar*
Wilson – *Gwich'in Native Elders*

Elders are our culture and tradition bearers. They hold deep-rooted knowledge about who we are and where we come from. A lot can be learned from listening to an Elder, though it requires respect and patience, as illustrated in the readings and DVD. It is important to pay attention not only to what Elders say, but also when, where and how they say it. When possible, interviews should take place in the Elders home or a natural setting in the community. Particular attention must be given to non-verbal communication, as well as to Native terms that may be difficult to translate. To allow ample time for the scheduling and conducting of the interviews, this module will extend over a three-week period.

Your task is twofold:

1. Using the Pratt-Silcox example of a community Elders calendar as a guide and template, interview and gather information from/about Elders in your community and prepare a comparable calendar document.
2. Work toward entering this information into an on-line Cultural Atlas format, which will be demonstrated during the audio-conferences. You may also digitize the information and publish it to share with your community if you have the proper permission from the Elders. Once again, keep a daily journal of your reflections on the educational benefits derived from this activity.

Module # 4 – Community History - 15 points (Week 8-9)

Required reading:

Wood – *Plants of My People*
Point Hope – *Plants of Point Hope Alaska*
ANKN – *Akula Cultural Atlas*
ANKN – *Marshall Cultural Atlas*
Dzieweczynski – *Kalskag Virtual Museum*

In this module we will be looking at various representations of community environments, including not only the people but also the non-human residents. Review all the examples of cultural atlas material reflected in the readings, including the “Educators Resource” section of the Kalskag Virtual Museum.

You should choose one of the examples from the readings (or develop a focus area of your own) and begin documenting information about the history of your community, including the contributions of plants and animals in the surrounding environment to the livelihood of the community. Your assignment is to prepare an initial compilation of community history information for a Cultural Atlas, keeping in mind that this can become more detailed and elaborated as an on-going project in your school. The information will be added to your Cultural Atlas. Make sure you are maintaining your journal reflecting on the process.

Module # 5 - Place Names - 15 points (Week 10-11)

Required reading:

ANKN – *Angoon Cultural Atlas*
ANKN – *Kake Cultural Atlas*
Sitka Tribes – *Sitka Cultural Atlas*
ANKN – *Minto Mapping Project*

Traditional place names in Alaska have been around for generations, long before most villages and towns have been mapped in a topographic form. These local place names often embody the physical and cultural history of the area and have deep meaning to the people who have lived there since time immemorial. The four examples provided in the readings illustrate this point very well, including demonstrating the integration of cultural knowledge with academic and technology skills.

Your task will be to develop an interactive multimedia map of your surroundings in which to document the place names of the local area. You should prepare a map and an initial compilation of place names for your area to be added to the local Cultural Atlas. Again, keep a journal.

Module # 6 – Bringing It All Together - 20 points (Week 12-14)

Required reading: Review all of the prior readings and multimedia material for insights.

The final project for the course to be completed over a period of three weeks is to consolidate your Cultural Atlas framework and refine your web site to up-load and organize the information you have assembled. You should then prepare a how-to guide that you will present to the rest of the class incorporating the Cultural Atlas content and strategies you have developed and describing how you would put the academic, cultural and technological skills you have learned to use in working with future students in your school.

**ED/CCS 618 – Cultural Atlases as a Pedagogical Strategy
(Stacked with ED/CCS 418)**

Place: TBD Time: Tues. 5:15 - 8:15pm
Spring 2015

Prerequisites: ANTH F242 or permission of instructor.
3 credits

School of Education
University of Alaska Fairbanks
Fairbanks, Alaska 99775

Instructor: Sean Asiqluq Topkok, Assistant Professor

Office: Gruening 708C

Office Telephone: 474-5537

Office Hours: Mon. & Wed, 1:00-3:00; email; or by appointment

E-mail: cstopkok@alaska.edu

Audio Conference: Call-in: 1-800-570-3591 Participant PIN: 1926829

COURSE SYLLABUS

Course Description

Based on successful pedagogical strategies developed through the Alaska Native Knowledge Network, this course will provide K-12 educators and community members with a comprehensive framework for developing an educational and community Cultural Atlas as a component of the school curriculum. The content of the course provides an in-depth look at how educators and community members can integrate technology and academics with oral traditions and offers a vehicle for helping communities define themselves and their unique cultural identity. Teachers and other educators will have an opportunity to guide their students through a positive collaboration with local culture-bearers, community members and educational personnel. The multimedia resources for this course provide numerous examples of cultural atlases and guidance on ways in which the rich oral traditions of Native people can be drawn upon in support of the school curriculum. Prerequisites: ANTH F242 or permission of instructor. Stacked with ED/CCS F418. (3+0)

Course Purposes

Students enrolled in ED/CCS F618 will learn the same tools for developing a cultural atlas taught in ED/CCS F418, but the pedagogical strategy is to transfer, apply, and reteach the tools into a classroom and community.

“Cultural Atlases” represent a teaching and curricular strategy intended to provide a means by which educators can integrate current technologies with cultural and academic elements of the K-12 school curriculum and other informal educational opportunities. Students and educators enrolled in this course will be interviewing Elders in their

communities and researching available documents related to the local cultural environment, and then assembling the information they have gathered into a multimedia format for local publication as a "Cultural Atlas" on a computer and the Internet. The Cultural Atlases will focus on themes such as weather prediction, edible and medicinal plants, geographic place names, genealogies, flora and fauna, moon and tides, fisheries, subsistence practices, outdoor survival, the aurora and other relevant phenomena.

Course Goals

Students who enroll in the course will be expected to work with community members to:

1. Become familiar with and apply the "Alaska Standards for Culturally Responsive Schools" and the "Guidelines for Respecting Cultural Knowledge" in their work as a teacher.
2. Examine various curricular options for integrating academic and cultural knowledge in Alaska schools.
3. Explore ways in which Native cultures can provide the foundation for curriculum development in Alaska's schools.
4. Review the role of Elders as knowledge bearers and repositories of expertise that can be utilized as an educational resource in Alaska schools.
5. Examine the role of technology as a tool for enhancing the educational opportunities available to students especially in rural and small schools.
6. Explore the ways in which Indigenous educational forms and pedagogical practices have been incorporated in education institutions by Native people around the world.
7. Review the policies, programs and practices by which a school may be judged to be responsive to the cultural needs of the students and communities it serves.
8. Examine the role of the community as an important contributor to the cultural and educational well being of its children.
9. Acquire and apply the technological and cultural skills to guide their students through the process of creating a cultural atlas and installing it on a computer or the web.
10. Prepare a comprehensive curriculum unit that demonstrates how cultural atlases can be used as a pedagogical strategy to integrate the academic, cultural and technology skills and standards in the school curriculum.

Course Design

The course is designed to be delivered by weekly audio-conferences and the use of Internet technology with exercises that engage teachers and their students in on-site data

gathering, drawing upon their local culture and environment and integrating local knowledge and academic skills for each of the six modules around which the course is organized. If students find an assignment inappropriate to their particular situation, they may contact the instructor to explore a more suitable option. The design and construction of cultural atlases can address topics with varying degrees of depth and complexity. The CCS 418 course will introduce students to the software and multimedia tools necessary to apply the cultural atlas concept to entry-level projects. The CCS 618 course will require students to develop and implement a full-scale cultural atlas project for use in an educational setting.

Following are the themes/topics around which the course modules are organized:

Module 1 – Creating a Story	Week 1-2
Module 2 – Family Tree Project	Week 3-4
Module 3 – Interviewing Elders	Week 5-7
Module 4 – Community History	Week 8-9
Module 5 – Place Names	Week 10-11
Module 6 – Bringing It All Together	Week 12-14

Course Administration

The course will be administered through readings, practical exercises, written assignments, email, weekly audio-conferences and phone calls as needed. **Must have access to computer and internet.** Students/teachers will work independently, with academic assistance available from the instructor (474-5537). Course assignments should be sent directly to the instructor by e-mail cstopkok@alaska.edu, or if that is not possible, they can be sent by fax or regular mail to the following address:

Sean Asiqluq Topkok
P.O. Box 756480
University of Alaska Fairbanks
Fairbanks, AK 99775-6480
(907) 474-5537 • Fax: (907) 474-5451

Plagiarism Policy

High ethical standards are essential for maintaining credibility in this field. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered. The UAF Code of Conduct can be found online at:

http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct

Disability Services

If you have specific physical, psychiatric or learning disabilities and require reasonable accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to Disability Services in room 208 of the Whitaker Building and request a letter of accommodation.

Support Services

Academic Advising Center 907-474-6396 <http://www.uaf.edu/advising>

UAF Writing Center 907-474-5314, FAX: 1-800-478-5246

<http://www.uaf.edu/english/writingcenter>

Rasmuson Library Off-Campus Service 1-800-478-5348

<http://www.uaf.edu/library/offcampus>

Full text articles on-line:

<http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html>

Evaluation

Students will be evaluated on the basis of the written and electronic material turned in to the instructor. The material will be read, evaluated, and returned to the student as soon as possible after receipt. The assignments are worth a total of 100 points. Graduate students are expected to implement the assignments with their students and communities. The number of points for each assignment are as follows:

Module 1 - 15 points

Module 2 - 15 points

Module 3 - 20 points

Module 4 - 15 points

Module 5 - 15 points

Module 6 - 20 points

Grades for the course will be assigned on the basis of the following point/grade scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

Reading Materials

The following books, articles and media are required for this course and will serve as the focus for audio-conference discussions:

Required text and video:

Luke, H. (1998). *My Own Trail* (e. b. J. S. Jackson, Trans.). Fairbanks, Alaska: Alaska Native Knowledge Network.

Martz, Michael (2000). *Passing On* [DVD]. Alaska: Alaska Federation of Natives/Alaska Rural Systemic Initiative.

Required readings available on Moodle:

- Assembly of Alaska Native Educators. (1998). *Alaska Standards for Culturally Responsive Schools*. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Assembly of Alaska Native Educators. (2000). *Guidelines for Respecting Cultural Knowledge*. Anchorage, Alaska: Alaska Native Knowledge Network.
- Alutiiq/Unangan Elders. (1996). Aleut/Alutiiq Cultural Atlas [Online Resource]. Alaska: Alaska Native Knowledge Network.
- Barnhardt, R. & A. O. Kawagley. (1999). *Education Indigenous to Place: Western Science Meets Native Reality*, Greg Smith, Ed. New York, NY: SUNY Press.
- Craig, Rachel. (1996, November/December 1996). What's in a Name? *Sharing Our Pathways Newsletter*, 1, 4-6.
- Craig, Rachel. (1998). Family Tree Project [<http://ankn.uaf.edu/NPE/Inupiaq/RachelTree.html>]. Kotzebue, Alaska: Alaska Native Knowledge Network.
- Craig, Rachel. (1998). Process of Interviewing [Online Resource]. Kotzebue, Alaska: Alaska Native Knowledge Network.
- Dzieweczynski, S. (2006). *Kalskag Virtual Museum*. [Online Resource] Fairbanks, Alaska: Alaska Native Knowledge Network.
- George, Lydia et al. (1999). Angoon Cultural Atlas [Online Resource]. Angoon, Alaska: Alaska Native Knowledge Network.
- John, P. (1980). *Peter John, Minto*. Fairbanks, AK: Yukon-Koyukuk School District.
- Kawagley, A. O. (2004, March/April 2004). Blowing in the Wind. *Sharing Our Pathways Newsletter*, 9, 1-3.
- Kasigluk Students. (1998). Akula Cultural Atlas [Online Resources]. Kasigluk, Alaska: Alaska Native Knowledge Network.
- Keim, Frank et al. (2001). Marshall Cultural Atlas [Online Resource]. Marshall, Alaska: Alaska Native Knowledge Network.
- Minto Students. (1999). Minto Mapping Project [Online Resource]. Minto, Alaska: Alaska Native Knowledge Network.
- Morrow, P. et al. (2000). *Communities of Memory*. Quebec City, Canada: International Arctic Social Science Association.
- Pratt-Silcox, Cheryl. (2006). Creating a Community Elder's Calendar [Online Resource]. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Tikigaaq School. (1996). Plants of Point Hope Alaska [Online Resource]. Point Hope, Alaska: Alaska Native Knowledge Network.
- Village of Kake. (1999). Kake Cultural Atlas [Online Resource]. Kake, Alaska: Alaska Native Knowledge Network.
- Wilson, S. (1996). *Gwitch'in Native Elders*. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Wood, C. A. (2000). Plants of My People [Online Resource]. Golovin Bay, Alaska: Alaska Native Knowledge Network.

Course Requirements

Module # 1 – Creating a Story - 15 points (Week 1-2)

Required reading:

ANKN – *Alaska Standards for Culturally Responsive Schools*

ANKN – *Guidelines for Respecting Cultural Knowledge*

Luke – *My Own Trail*

Each Cultural Atlas begins at the grass-roots level. In this module we will look at Howard Luke’s book/map and explore how he created and presented his own story about himself and the cultural community he represents. We will examine the process and steps he used to capture the events of significance in his life and prepare a cultural map to locate those events in the geographic region where he lives. Consideration will be given to the role the school can play in engaging students in capturing the stories embedded in the surrounding community, drawing upon the *Alaska Standards for Culturally Responsive Schools* and the *Guidelines for Respecting Cultural Knowledge* prepared by the Alaska Native Knowledge Network. Ethical considerations associated with “informed consent” requirements will also be addressed.

Your assignment for this module is to work with your students and community members to guide them through a process in which they each develop a preliminary outline of what the story of their family might look like, and then have them develop an outline of what the story of their community might look like. This is their own creation so each family and community story should have its own unique qualities. When the outlines are complete, we will set up a web site for each site where you will begin to upload the information you have gathered as the first installment toward your “Cultural Atlas.”

Module # 2 – Family Tree Project - 15 points (Week 3-4)

Required reading:

Craig – *Family Tree Project*

Craig – *What’s in a Name?*

Kawagley – *Blowing in the Wind* (SOP 9/2)

Kawagley/Barnhardt, R. - *Education Indigenous to Place*

In this module you, your students, and your community members will be developing an electronic form for preparing a family tree. You will be provided with a username and password for a secure online family tree program that will be used to gather and organize genealogical information pertaining to the families represented in your classroom.

When your students are gathering and inputting their data, be sure to have them include Native names where applicable, along with the origins and/or translation, kinship terms, and pictures or any multimedia available, all of which will be examined and critiqued as it relates to issues raised in the readings. Please have them include all information available – they can decide later what can and cannot be shared. When completed, the family trees will be added to the Cultural Atlas web site for your community, along with

a journal in which you describe what you and the students learned from the process as it pertains to the school curriculum or organization project.

Module # 3 - Interviewing Elders - 20 points (Week 5-7)

Required reading:

ANKN – *Aleut/Alutiiq Cultural Atlas*
Craig – *Process of Interviewing*
AKRSI – *Passing On* (DVD)
Pratt-Silcox – *Creating a Community Elders Calendar*
Wilson – *Gwich'in Native Elders*

Elders are our culture and tradition bearers. They hold deep-rooted knowledge about who we are and where we come from. A lot can be learned from listening to an Elder, though it requires respect and patience, as illustrated in the readings and DVD. It is important to pay attention not only to what Elders say, but also when, where and how they say it. When possible, interviews should take place in the Elders home or a natural setting in the community. Particular attention must be given to non-verbal communication, as well as to Native terms that may be difficult to translate. To allow ample time for the scheduling and conducting of the interviews, this module will extend over a three-week period.

Your task is twofold:

1. Using the Pratt-Silcox example of a community Elders calendar as a guide and template, arrange for your students to interview and gather information from/about Elders in your community and prepare a comparable calendar document.
2. Work with the students in preparation for entering this information into an on-line Cultural Atlas format, which will be demonstrated during the audio-conferences. They may also digitize the information and publish it to share with the community if they have the proper permission from the Elders. Once again, keep a daily journal of your reflections on the educational benefits derived from this activity.

Module # 4 – Community History - 15 points (Week 8-9)

Required reading:

Wood – *Plants of My People*
Point Hope – *Plants of Point Hope Alaska*
ANKN – *Akula Cultural Atlas*
ANKN – *Marshall Cultural Atlas*
Dzieweczynski – *Kalskag Virtual Museum*

In this module we will be looking at various representations of community environments, including not only the people but also the non-human residents. Review all the examples

of cultural atlas material reflected in the readings, including the “Educators Resource” section of the Kalskag Virtual Museum.

You and your students should chose one of the examples from the readings (or develop a focus area of your own) and begin documenting information about the history of your community, including the contributions of plants and animals in the surrounding environment to the livelihood of the community. Your assignment is to have your students prepare an initial compilation of community history information for a Cultural Atlas, keeping in mind that this can become more detailed and elaborated as an on-going project in your school. The information will be added to your local Cultural Atlas. Make sure you are maintaining your journal reflecting on the process.

Module # 5 - Place Names - 15 points (Week 10-11)

Required reading:

ANKN – *Angoon Cultural Atlas*
ANKN – *Kake Cultural Atlas*
Sitka Tribes – *Sitka Cultural Atlas*
ANKN – *Minto Mapping Project*

Traditional place names in Alaska have been around for generations, long before most villages and towns have been mapped in a topographic form. These local place names often embody the physical and cultural history of the area and have deep meaning to the people who have lived there since time immemorial. The four examples provided in the readings illustrate this point very well, including demonstrating the integration of cultural knowledge with academic and technology skills.

Your task will be to work with your students and local cultural bearers to develop an interactive multimedia map of your surroundings in which to document the place names of the local area. You and your students should prepare a map and an initial compilation of place names for your area to be added to the local Cultural Atlas. Again, keep a journal.

Module # 6 – Bringing It All Together - 20 points (Week 12-14)

Required reading: Review all of the prior readings and multimedia material for insights.

The final project for the course to be completed over a period of three weeks is to consolidate your Cultural Atlas framework and refine your web site to up-load and organize the information you and your students have assembled. You should then prepare a curriculum unit or project plan that you will present to the rest of the class incorporating the Cultural Atlas content and strategies you have developed and describing how you would put the academic, cultural and technological skills you have learned to use in working with future students in your school.