

CCS 693 – CULTURAL ATLASES AS A PEDAGOGICAL STRATEGY

Fall, 2006

INSTRUCTOR:

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COURSE PROSPECTUS

Course Description

Based on successful pedagogical strategies developed over the past ten years through the Alaska Native Knowledge Network, this course will provide K-12 educators 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 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.

Course Purposes

“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. Students of the classroom teachers 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 CD-ROM 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. Teachers 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 CD 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. Completion of the course will lead to three semester hours of graduate credit which may be applied toward graduate programs at UAF.

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. Students/teachers will work independently, with academic assistance available from the instructor (907-474-5897) and administrative support offered through the Center for Cross-Cultural Studies in Fairbanks (907-474-1902). Course assignments should be sent directly to the instructor by e-mail <fncst@uaf.edu>, or if that is not possible, they can be sent by fax or regular mail to the following address:

Alaska Native Knowledge Network
156 University Park Bldg., 1000 University Ave.
Post Office Box 756730
University of Alaska Fairbanks
Fairbanks, AK 99775-6730
(907) 474-5897 • Fax: (907) 474-1957
fncst@uaf.edu

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, with an additional point available for the bonus assignment. 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 = contact the instructor

Reading Material

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

Contact the Center for Cross-Cultural Studies, 907-474-1902, fycxcs@uaf.edu, for information regarding a student discount on the following two books and DVD required for this course (not available online):

John, P. (1980). *Peter John, Minto*. Fairbanks, AK:
Yukon-Koyukuk School District.

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

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

The following books, articles and media required for this course are available online:

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, R. (1996, November/December 1996). What's in a Name? *Sharing Our Pathways Newsletter*, 1, 4-6.

Craig, Rachel. (1998). Family Tree Project
[<http://www.ankn.uaf.edu/NPE/Inupiaq/RachelTree.html>]. Kotzebue, Alaska: Alaska Native Knowledge Network.

Craig, Roby. (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.

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 [CD-ROM]. Fairbanks, Alaska: Alaska Native Knowledge Network.
- Tikiaq 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*
- IASSA – *Communities of Memory*
- 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 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 and your students 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.

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*

Y-K collection – *Biography of Peter John*

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, along with 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 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.