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INSTITUTE

CIRCUMPOLAR STUDIES CURRICULUM DEVELOPMENT

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UARctic

CIRCUMPOLAR STUDIES CURRICULUM DEVELOPMENT

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INTRODUCTION

CONTEXT AND PURPOSE

The UArctic Læra Institute for Circumpolar Education has prepared this guide for faculty at UArctic member institutions who are developing, re-developing, enhancing or reviewing an undergraduate curriculum focused on the study of the Circumpolar North. UArctic and many of its members call such a curriculum ‘Circumpolar Studies’, but it sometimes also goes by the name ‘Arctic Studies’ or ‘Northern Studies’. Our purpose is not to dictate a set of criteria for curriculum developers to follow. Rather, we offer a set of guiding principles to support them in developing curricula that address the Circumpolar North in all its diversity, and that facilitate meaningful learning outcomes.

We are therefore less concerned with identifying and enumerating specific topics of study in this guide, than we are with setting out a general approach to Circumpolar Studies curriculum development. Our starting points are the UArctic’s existing core Circumpolar Studies curriculum (Appendix A), which is designed to enable broad knowledge and understanding of the lands, peoples and critical issues of the Circumpolar North, as well as the UArctic’s core values as expressed in the UArctic’s academic endorsement principles:

- Circumpolar: operating across different regions of the North
- Inclusive: respecting multiple systems of knowledge
- Reciprocal: promoting multidisciplinary understanding

Circumpolar Studies is a very broad field (Appendix A). Not all curricula developed by UArctic member faculty will fit neatly within the UArctic’s existing core Circumpolar Studies curriculum. However, member faculty should ideally strive to develop curricula that reflect the concept of Circumpolar Studies envisioned in that curriculum, and which are in keeping with UArctic values above.

By supporting UArctic member faculty to achieve these goals, this guide aims to strengthen existing UArctic academic standards, and to reinvigorate the connections between a UArctic-wide academic community of educators and students. UArctic itself also offers various pathways through which members can collaborate on educational goals or pursue larger educational projects. These pathways include affiliation with the UArctic Læra Institute for Circumpolar Education, strategic partnerships with other members or member consortia already offering Circumpolar Studies curricula, and the UArctic academic endorsement process leading to inclusion in the UArctic Study Catalogue (Appendix A).

USING THIS GUIDE

We have organised this guide in four sections:

- **Curriculum principles:** A set of ten principles for developing a pedagogically high-quality undergraduate Circumpolar Studies curriculum
- **Curriculum themes:** A set of three themes that a comprehensive undergraduate Circumpolar Studies curriculum should cover, or into which a more limited curriculum should be situated
- **Learning outcomes:** Key learning outcomes for students organised according to the three curriculum themes
- **Curriculum development checklist:** A question-based checklist to support the curriculum developer who wishes to align with the principles, themes and learning outcomes above

Curriculum developers using this guide should first familiarise themselves with the suggested principles, themes and learning outcomes. They should then use the curriculum development checklist as a framework for organising their intended curriculum. Appendices A and B offer curriculum developers some further information on the nature of Circumpolar Studies, the core UArctic Circumpolar Studies curriculum, and the types of resources available within the field.

ABOUT THE LÆRA INSTITUTE

The UArctic Læra Institute for Circumpolar Education was established in 2020 to support and strengthen UArctic member capacity to deliver locally appropriate and pedagogically high-quality Circumpolar Studies programmes, without compromising their own academic flexibility.

The Læra Institute will renew and revitalise the UArctic Circumpolar Studies programme, not by updating centrally planned curricula, but by developing and maintaining best-practice educational resources for Circumpolar Studies. The Læra Institute will also help to knit UArctic together as a borderless academic community by hosting workshops for UArctic faculty on Circumpolar Studies teaching and pedagogical innovation, and by convening undergraduate symposia for UArctic students studying the Circumpolar world.

More information about the Læra Institute and our work is available from our website: laerainstitute.org.

CURRICULUM PRINCIPLES

A CAUTIONARY NOTE

Please note that the order in which these principles are presented does not suggest any priority. All of them are important to developing a pedagogically high-quality Circumpolar Studies curriculum.

PRINCIPLES

- 1. The Circumpolar North is a fast-changing region of the world, and any Circumpolar Studies curriculum, including themes and learning outcomes, is always subject to review and change.**

We do not present these principles, nor the themes, learning outcomes or curriculum development checklist below, as definitive. We shall keep all of them under review, and we shall modify them where necessary not only as the Circumpolar North changes, but also as our understanding of the region evolves. Curriculum developers should also be ready to review and modify their Circumpolar Studies curricula as necessary.

- 2. The Circumpolar North cannot be categorically defined, having various definitions suited to various purposes, and due consideration should be given to how the region is conceptualised and presented.**

Circumpolar Studies curricula should help students to learn of the multiple definitions of the Circumpolar North and its extent, as well as to understand why one or more of these definitions may be preferred for particular purposes. Curriculum developers should also ensure that their curricula help students to understand the ways in which Circumpolar North is conceptualised, and to interrogate such conceptions critically as appropriate.

- 3. Circumpolar Studies is comparative, and due effort should be made to address two if not all three of the major subregions of the Circumpolar North—North American, European and Russian.**

The Circumpolar North is a region of huge variation in all its aspects, physical and social. No Circumpolar Studies curriculum can fail to recognise and incorporate this variation. Curriculum developers should ensure that their curricula involve a variety of scales and case studies that include at least two of the

three major subregions of the Circumpolar North, and ideally all three. Variations within each subregion should also be addressed as appropriate.

- 4. Circumpolar Studies is interdisciplinary, and due effort should be made to interweave the natural sciences, social sciences, humanities and arts wherever possible.**

The Circumpolar North is region of great complexity, where lands, waters, environments, animals, peoples, societies, cultures, challenges and issues have long been deeply intertwined. There is a real risk of adopting overly reductive approaches, particularly in the context of difficult global issues such as climate change. No Circumpolar Studies curriculum can fail to take an interdisciplinary approach, and to help students understand the region through multiple lenses.

- 5. Circumpolar Studies is inter-epistemological, and due consideration should be given to other ways of knowing beyond traditional academic epistemology, particularly Indigenous ways.**

Circumpolar Studies curricula should recognise that Indigenous peoples have their own ways of knowing, and of evaluating and communicating knowledge. Curriculum developers should incorporate Indigenous epistemologies so far as possible, and at minimum acknowledge and respect Indigenous epistemological categories and judgements—such as what counts as knowledge, evidence, fact, etc—especially where they differ from non-Indigenous counterparts.

- 6. Circumpolar Studies is polyvocal, and due consideration should be given to differing perspectives, especially Indigenous perspectives, and to making students aware of the limits of their studies.**

Circumpolar Studies curricula should recognise that there have been, and continue to be, many perspectives on what the Circumpolar North is, and how it is to be understood and valued. Indigenous perspectives especially have tended to be ignored. Curriculum developers should respect and incorporate a variety of perspectives and voices, including those of Indigenous knowledge-holders, other Northerners, scholars, professional practitioners, artists, etc.

- 7. Circumpolar Studies is thematically diverse, and due effort should be made to include learning material about lands and environments, peoples and cultures, and contemporary issues.**

Circumpolar Studies seeks a holistic understanding of the Circumpolar North in all its aspects. A complete curriculum must help students to understand the region's lands, waters, environments, peoples, societies, cultures, political systems and challenges, as well as the relationships between them, as an

integrated yet diverse whole. A more limited curriculum must still address all these themes at least in relation to the principal theme or themes selected.

- 8. The Circumpolar North is a lived-in homeland made up of many different communities and peoples, and due consideration should be given to designing or adapting the curriculum to reflect the local context.**

Circumpolar Studies curricula should reflect local contexts and needs, especially at institutions located in the region. It is particularly important to reflect local Indigenous contexts, and to help all students develop the knowledge and skills needed to serve Northern communities. At the same time, curriculum developers should ensure that they do not sacrifice a broader understanding of other parts of the Circumpolar North, and of the whole region.

- 9. Circumpolar Studies lends itself to different pedagogical methods, and due effort should be made to include non-traditional ways of teaching and learning outside the classroom wherever possible.**

The breadth of themes, perspectives, voices, epistemologies and disciplinary lenses that Circumpolar Studies encompasses is not always best taught in the classroom. Curriculum developers should consider the benefits of other pedagogical methods, such as experiential learning, educational simulation, land-based learning, storytelling, Indigenous teaching, etc. Curricula should ideally be teachable online, and accessible to students across the Circumpolar North.

- 10. Circumpolar Studies rarely stands alone as a degree programme, and due consideration should be given to the credentials that could be awarded to students who complete the curriculum as designed.**

Many institutions teaching Circumpolar Studies do not offer stand-alone degree, diploma or certificate programmes in the field. However, students deserve recognition for studying the Circumpolar North, and support for pursuing related employment or further study, especially if they are from the region. Curriculum developers and their institutions should devise suitable credentials for students wherever possible, individually or in connection with UArctic.

CURRICULUM THEMES

TRIPARTITE FRAMEWORK

As indicated above in the list of curriculum principles, Circumpolar Studies is thematically diverse. The core UArctic Circumpolar Studies curriculum (Appendix A) is organised around three themes: land and environment, peoples and cultures, and contemporary issues.

A complete Circumpolar Studies curriculum should include all three of these themes, as well as the deep interconnections between them. It should also include an introductory module or course covering the fundamental aspects of all three themes. A more limited Circumpolar Studies curriculum should be situated within at least one of these themes, as appropriate to the local context and teaching objectives.

However, even a more limited Circumpolar Studies curriculum can still observe the full set of curriculum principles above, including principles related to the inter-epistemological, interdisciplinary, polyvocal and comparative nature of Circumpolar Studies. It is especially important to include Indigenous perspectives, voices and ways of knowing in the curriculum.

LAND AND ENVIRONMENT

Circumpolar Studies curricula should recognise that the lands, waters and environments of the Circumpolar North are distinctive. Global patterns of insolation, as well as of atmospheric and oceanic circulation, help to give the region its character. Many of its natural features are unique, including large-scale glacial and periglacial environments, vast zones of continuous and discontinuous permafrost, and special physical, chemical and biological processes. Its flora and fauna are well adapted to its extreme and finely balanced environments.

The major factors involved in the development of the lands and environments of the Circumpolar North include the large seasonal variations in solar energy throughout the year; the extreme climate, including cold temperatures and low precipitation; the presence or absence of water in its various phases, especially but not limited to ice; and the emergence of the region from the last Ice Age. Students should understand how these and other processes work to define the physical and biological geography of the region. They should also understand how they shape the human geography of the region, connecting with the ‘Peoples and Cultures’ theme below.

Integral to this understanding is the vulnerability of the Circumpolar North’s environment, not least to climate change. Students should become familiar with the work of polar scientists to define and predict how a warming Circumpolar North is

already emerging, and how it will continue to emerge in future. They should also become familiar with the significant impact that a warming Circumpolar North will have not only on the region itself, but also on the whole planet. Other threats to the region's environment—contaminants such as persistent organic pollutants, the risk of damage from increased resource exploitation and transportation activities, biodiversity loss, etc—should also feature prominently in the curriculum.

The Circumpolar North is physically vast, and it is important to undertake comparative analysis across the entire region. This analysis should include not only variations in natural features and processes, but also a variety of scales and case studies. It should also incorporate a variety of disciplinary and interdisciplinary perspectives, as well as Indigenous perspectives, in meaningful ways. Natural scientists are not the only holders of knowledge about the lands, waters and environments of the Circumpolar North, and especially about the relationships between people and the environment. Full appreciation of Indigenous epistemologies and voices is critical, as set out in the curriculum principles above.

PEOPLES AND CULTURES

Circumpolar Studies curricula should recognise the many different peoples and communities within the Circumpolar North, both Indigenous and non-Indigenous, and the particular significance of the region as an Indigenous homeland. The peoples and cultures of the Circumpolar North have been shaped by their physical environments, and by the resources available from the taiga, tundra and sea, connecting with the 'Land and Environment' theme above. There are also complex historical and socio-economic factors influencing their ways of life.

Not least, these factors include colonisation, decolonisation, industrialisation, and globalisation, which involved the dispossession and displacement of Indigenous peoples, and which subjected traditional societies and economies to extreme strain. Worldwide demand for the vast renewable and non-renewable resources of the Circumpolar North continues to play a significant role in the lives of all people in the region. Climate change is arguably enabling greater access to these resources, while simultaneously adding to social and economic stress. Students should become familiar with all these factors and their impacts.

Students should also understand that the Indigenous peoples of the Circumpolar North have demonstrated remarkable resilience to these factors. Across the region there many stories of cultural loss, but also stories of resistance and persistence. Students should especially understand that Indigenous culture is not inherently 'un-modern', and that Indigenous peoples have long adapted—and continue to adapt—their societies and cultures in response to the challenges they face.

Peoples, cultures and histories, as well as contemporary political, social and economic circumstances, vary greatly across the Circumpolar North. It is important to

undertake comparative analysis across the entire region. It is also important to undertake critical analysis of the various ways in which the Circumpolar North has been imagined or conceptualised. All such analyses must involve Indigenous voices telling their own stories—not only through written and oral accounts, but also through visual and performance art, and through educational resources developed by Indigenous peoples themselves. Curriculum developers should make every effort to co-create Indigenous-related content with Indigenous elders and knowledge-holders, in keeping with the curriculum principles above.

CONTEMPORARY ISSUES

Circumpolar Studies curricula should recognise the variety of interrelated physical, socio-economic and political processes central to shaping the contemporary Circumpolar North. Foremost among them are climate change and other environmental shifts, colonisation and decolonisation, industrialisation and globalisation, territorialisation, militarisation, migration, and Indigenous self-determination. They span and connect the ‘Land and Environment’ and ‘Peoples and Cultures’ themes above.

Such processes have given rise to new modes of governance; new geopolitical agendas; new economic opportunities and pressures; new ways of thinking about identity, gender and social relationships; and new ways of imagining or conceptualising the Circumpolar North as a region. They have also given rise to new cultural expressions across the full range of artistic and creative media, especially amongst Indigenous peoples. Students should become familiar with such responses and expressions, as well as with the processes that have stimulated them.

Circumpolar Studies curricula focused on the contemporary Circumpolar North should at minimum enable students to understand today’s socio-economic conditions, including the material and social inequalities between the Circumpolar North and other regions, as well as within the Circumpolar North itself. The question of sustainable economic and human development in the Circumpolar North is crucial. Curricula should also at minimum enable students to understand recent political developments and tensions, including domestic political relations between ‘North and South’, Indigenous self-determination, transnational science and activism, and the emergence of the Circumpolar North as an international region.

The Circumpolar North is one of the fastest-changing regions on the planet, but the changes taking place there—whether environmental, socio-economic or political—affect different parts of the region at different rates. As with all curriculum themes, it is important to undertake comparative analysis across the entire region. Moreover, the people most affected by these changes are often Indigenous people. Curriculum developers should take care to highlight their perspectives, voices and ways of knowing in line with the curriculum principles above, and ideally through co-creation of content with Indigenous elders and knowledge-holders.

LEARNING OUTCOMES

A CAUTIONARY NOTE

Please note that the learning outcomes below represent a selection of important outcomes that educators should seek to help their students to achieve. They are not meant to be exhaustive or fully specific. Educators should consider learning outcomes carefully in light of their teaching objectives, using the lists below as a springboard for further planning rather than as a fixed set of targets. Educators should also consider carefully what credentials their institutions might be able to grant to students who successfully complete a Circumpolar Studies curriculum, however limited it may be, as mentioned in the curriculum principles above.

LAND AND ENVIRONMENT

Any curriculum focusing on the lands, waters and environments of the Circumpolar North should aim to develop, at minimum, the following knowledge, understanding and skills in students who successfully complete it. Students should be able to:

- Compare and contrast present physical and biological conditions in different parts of the Circumpolar North, both terrestrial and marine
- Understand and explain the processes underlying the development of such conditions across the Circumpolar North
- Understand and explain the unique environmental conditions governing life and its development across the Circumpolar North
- Understand and explain the ways in which life adapts to changing environments across the Circumpolar North
- Understand and explain the place of the Circumpolar North in global biophysical systems, especially global climate systems
- Assess how climate change is impacting both the Circumpolar North and the whole planet, as well as human societies in the Circumpolar North

PEOPLES AND CULTURES

Any curriculum focusing on the peoples and cultures of the Circumpolar North should aim to develop, at minimum, the following knowledge, understanding and skills in students who successfully complete it. Students should be able to:

- Distinguish among the different peoples, ethnicities, languages and cultures across the Circumpolar North
- Understand the notion of Indigeneity, and gain an appreciation of the Circumpolar North as an Indigenous homeland
- Understand and explain the ways in which Indigenous cultures across the Circumpolar North have been shaped by their physical environments
- Understand and explain the circumstances surrounding the historical migration of non-Indigenous peoples into the Circumpolar North
- Portray non-Indigenous contemporary culture in the Circumpolar North, and the relationships between Indigenous and non-Indigenous peoples
- Gain exposure to, and appreciation of, artistic and creative expressions of the peoples of the Circumpolar North, especially Indigenous peoples

CONTEMPORARY ISSUES

Any curriculum focusing on contemporary issues in the Circumpolar North should aim to develop, at minimum, the following knowledge, understanding and skills in students who successfully complete it. Students should be able to:

- Compare and contrast present social, economic and political conditions in different parts of the Circumpolar North
- Understand and explain the processes underlying such conditions across the Circumpolar North, including colonisation, industrialisation and globalisation
- Understand and explain how Indigenous peoples across the Circumpolar North sustain traditional cultures and practices in contemporary contexts
- Assess the benefits and challenges of sustainable development in the Circumpolar North, as well as the impacts of climate change on such development
- Understand and explain governance systems in the Circumpolar North, as well as how governance has evolved from local to global levels
- Understand and explain the ways in which the Circumpolar North is imagined or conceptualised, and the implications for the region and its peoples

CURRICULUM DEVELOPMENT CHECKLIST

GETTING STARTED

Before using the checklist below, curriculum developers should familiarise themselves with the principles, themes and learning outcomes above. Curriculum developers should also consider what sort of curriculum they intend to develop. For instance, will it be a full Circumpolar Studies curriculum leading to a recognised qualification such as a certificate, diploma or degree, or a more limited curriculum designed as optional or elective content? Curriculum developers should also consider their pedagogical contexts and teaching objectives, including for instance the surrounding land and environment, local Indigenous cultures, characteristics of the student body, jobs market and employability, and so on.

QUESTION-BASED CHECKLIST

The following checklist is intended to help curriculum developers ensure that they have considered some of the most important, or most often overlooked, aspects of developing an undergraduate Circumpolar Studies curriculum. It is not intended to be prescriptive, nor to serve as an ‘algorithm’ for curriculum development. Rather, it is assumed that curriculum developers will have familiarised themselves with the principles, themes and learning outcomes above, and that they will already have a good sense of the type, content and objectives of their proposed curriculum.

- Is your curriculum interdisciplinary, using concepts and approaches from various fields? Have you situated it within the tripartite curriculum framework above, highlighting links between curriculum themes? Do you address all the major points noted above for each theme as appropriate?
- Is your curriculum comparative, ranging widely across the Circumpolar North? Have you included material relating to at least two major subregions of the Circumpolar North—North American, European, Russian—and ideally all three? Do you highlight regional variations within these parts?
- Does your curriculum make explicit the difficulties in defining the Circumpolar North? Do you address limitations with the definition or concept you use? Have you adopted a range of scales and case studies to illustrate regional variations and local contexts, including your own if in the Circumpolar North?
- Does your curriculum acknowledge, respect and include Indigenous Knowledge and ways of knowing? Have you consulted with Indigenous scholars, elders or knowledge-holders about curriculum content? Have you co-created curriculum content with them where appropriate?

- ☑ Does your curriculum make room for a plurality of voices from and on the Circumpolar North? Do you draw on a variety of sources, including articles, books, interviews, videos and artwork from Indigenous and non-Indigenous inhabitants, thematic experts, professional practitioners, etc (Appendix B)?
- ☑ Are all your curriculum materials accessible to students inside and outside the Circumpolar North, including students learning online or at a distance? Are they accessible to students with disabilities? Have you leveraged open educational resources?
- ☑ Does your curriculum incorporate ways in which students can participate meaningfully with, and learn from, each other? Have you considered how you might employ non-traditional teaching methods, such as experiential learning, educational simulations, storytelling, land-based learning, etc?
- ☑ Do your curriculum's learning outcomes include both academic and practical skills appropriate to student capacities and institutional learning competencies? Do you offer students a credential to include on their CVs, especially if your curriculum does not end in some other official qualification?
- ☑ Does your curriculum connect well to other educational offerings at your institution, and have you made such connections clear to students and faculty? Have you designed it in such a way that it can be expanded, if not already part of a complete Circumpolar Studies programme?
- ☑ Is your curriculum easy to update as the Circumpolar North changes? Have you designed it in such a way that you can update it without compromising its integrity? Have you considered how well another educator could teach or build upon your curriculum if necessary or desired?
- ☑ Have you engaged or collaborated with other educators concerned with the Circumpolar North as you developed your curriculum? Have you shared or reviewed best practices or innovations in developing Circumpolar Studies curriculum content, or in teaching Circumpolar Studies?
- ☑ Have you built upon the UArctic Circumpolar Studies core curriculum? Have you considered meeting UArctic academic endorsement principles and adding your curriculum to the UArctic Study Catalogue? Have you contacted the Læra Institute for support, or explored our other resources and events?

APPENDIX A: WHAT IS CIRCUMPOLAR STUDIES?

THE CIRCUMPOLAR NORTH

Circumpolar Studies focuses on the areas traditionally called the ‘Arctic’ and the ‘sub-Arctic’, which together are called the ‘Circumpolar North’. This region—or region of regions—includes the northernmost territories of seven countries: Canada, Finland, Denmark (Greenland and the Faroe Islands), Norway, Russia, Sweden, and the United States (Alaska). It also includes the country of Iceland in its entirety.

More than a climatic zone or a fixed geographical location, the Circumpolar North is a place of many peoples and environments. It also has a long and rich history. Indigenous peoples have called the Circumpolar North home since time immemorial, and in many parts of the Circumpolar North a process of decolonisation is now underway, giving rise to innovation in governance and land-use.

The Circumpolar North also faces some extremely significant challenges. Some of the principal challenges include climate change, which has already begun to reshape the region’s physical and human geographies; globalisation, which has reconfigured its traditional economies and trade patterns; and emerging geopolitical salience, which has intensified global interest in its strategic position and its resources, and in the assertion of state power over them.

ABOUT CIRCUMPOLAR STUDIES

Circumpolar Studies is, by definition, an interdisciplinary field that explores the global Arctic region from a number of different perspectives, including the social sciences, the humanities, the natural sciences and the arts. It brings together scholarly perspectives from educators, researchers, practitioners and Indigenous knowledge-holders who live and work throughout the Circumpolar North. The result is a comprehensive study of lands and environments, peoples and places, cultures and languages, and political and economic systems. This holistic approach permits us to understand how the Circumpolar North is connected by common environments, experiences and identities.

Contemporary research, teaching and learning in Circumpolar Studies does not promote abstract conceptions of the Circumpolar North, but rather strives to see the region from the perspective of its inhabitants. Its curriculum reflects a diversity of viewpoints and sensitivity to context. It develops an appreciation for the connections between people and place, the impacts of globalisation and colonialism, the challenges of climate change, and the interplay between Indigenous knowledge and Western science. This rich and situated knowledge breaks down disciplinary barriers, inviting students, educators and researchers to understand the Circumpolar North

as a unique place that is both a lived-in homeland and an emerging global region undergoing rapid change.

FACULTY WORKSHOP: ‘CIRCUMPOLAR STUDIES IS...’

In March 2021, the Læra Institute convened a workshop of UArctic faculty on the theme of ‘Circumpolar Studies Is...’ We asked prospective workshop participants to consider what it means to say—academically, pedagogically and practically—that Circumpolar Studies is interdisciplinary, comparative, polyvocal, pedagogically diverse and interconnected. The ensuing discussion informed the development of the principles offered in this guide, and it contained other interesting and helpful reflections in its own right.

A live recording of workshop proceedings, as well as a formatted transcript including pre-prepared written responses from some participants, are available from our website: laerainstitute.org/dialogue/faculty-workshops.

UARCTIC CIRCUMPOLAR STUDIES PROGRAMME

Circumpolar Studies has been a fundamental component of UArctic programming since the network was founded in 2001. UArctic promotes a multidisciplinary approach to teaching and learning about the Circumpolar North. The aim is to build knowledge and understanding of three broad aspects of the region: land and environment, peoples and cultures, and contemporary issues.

UArctic has devised a seven-part undergraduate core curriculum based upon this framework, which dozens of its worldwide member institutions currently use, and for which students can earn a UArctic certificate upon successful completion:

- Introduction to the Circumpolar World
- Land and Environment of the Circumpolar World I
- Land and Environment of the Circumpolar World II
- Peoples and Cultures of the Circumpolar World I
- Peoples and Cultures of the Circumpolar World II
- Contemporary Issues of the Circumpolar World I
- Contemporary Issues of the Circumpolar World II

In keeping with UArctic values, this undergraduate curriculum is regionally comprehensive, interdisciplinary, and open to students studying at any UArctic member.

In general, the UArctic Circumpolar Studies curriculum supports four general learning outcomes:

- Define the Circumpolar North from multiple perspectives, and understand its inherent complexity
- Demonstrate basic familiarity with the physical geography of the Circumpolar North, including the impact of climate change
- Demonstrate basic familiarity with the human geography of the Circumpolar North, including its cultures, peoples, communities and ways of life, as well as the idea of the Circumpolar North as a homeland
- Understand the drivers of international relations and domestic politics in the Circumpolar North, and appreciate its contemporary governance landscape

In some cases, UArctic members have updated the existing UArctic Circumpolar Studies curriculum to incorporate new themes, issues and information, or to adapt it to their local contexts. In other cases, members have developed their own complementary curricula.

Member-developed curricula cover a wide variety of specific and cross-cutting themes, such as Indigenous peoples, cultures, languages and political aspirations; climate change and its impacts; natural resources and extractive industry economies; international relations and geopolitics; and ecology, northern ecosystems and biology. Member-developed curricula meeting UArctic standards and receiving UArctic academic endorsement can be found in the UArctic Study Catalogue.

For more on the UArctic Circumpolar Studies curriculum, including the UArctic Study Catalogue and academic endorsement principles, see the relevant pages of the UArctic website: education.uarctic.org/studies.

APPENDIX B: CIRCUMPOLAR STUDIES RESOURCES

GENERAL REMARKS

There is a wide variety of learning resources available to faculty and students engaged in Circumpolar Studies. We strongly advise that educators developing Circumpolar Studies curricula use learning resources that are both scholarly and accessible, including open educational resources. We also strongly advise that they draw a variety of sources and voices, including articles, books, interviews, videos and artwork from Indigenous knowledge-holders, other Northerners, academic experts, professional practitioners, artists, etc.

It is especially important to consider that much Indigenous Knowledge is not found in traditional written form. It is also important to remember that not all writing on the Circumpolar North is in English, even if a large amount of it is. Curriculum developers able to help students to access oral or written sources in other languages, such as Russian, one of the Nordic languages or one or more Indigenous languages, should consider how they could incorporate such material into their curricula where appropriate.

The resource typology below is intended to direct curriculum developers to the major categories of Circumpolar Studies learning resources. It would be impossible to list individual materials except as broad examples, and such a list would become outdated quickly in any case. Rather, the resource typology is meant as a high-level starting point and source of ideas.

RESOURCE TYPOLOGY

- **Academic journals:** There are many academic journals focused on the Circumpolar North, often through a particular disciplinary lens. Some wide-ranging titles include *Arctic*, *Polar Geography*, *Polar Record*, *Polar Research*, *Polar Science* and *The Polar Journal*, and some are open access.
- **Books:** The universe of books on the Circumpolar North is very large. Surveys exist, particularly in the social sciences and humanities, such as the *Palgrave Handbook of Arctic Policy and Politics* (Coates & Holroyd, 2020) and *Routledge Handbook of Indigenous Peoples in the Arctic* (Koivurova *et al*, 2021).
- **Textbooks:** There are very few Circumpolar Studies textbooks for undergraduates, even in specific fields. Examples include *International Politics of the Arctic* (Hough, 2013) and *Arctic Ecology* (Thomas, 2021). Curriculum developers should expect to create more varied reading lists for students.

- **UArctic Thematic Networks and Institute publications:** Between them, UArctic Thematic Networks and Institutes cover virtually all aspects of Circumpolar Studies. Many publish their work, in some cases in their own open-access formats. See the UArctic website: uarctic.org.
- **Official reports:** The increasing global salience of the Circumpolar North has generated numerous official reports on many of its aspects. Important commissioning bodies include, for instance, the Arctic Council and its Working Groups, and the Intergovernmental Panel on Climate Change.
- **Other reports or publications:** The increasing global salience of the Circumpolar North has also generated numerous reports, discussion pieces, workshops, videos and so on from many other public and private bodies, including for instance GRID-Arendal, Nordregio and the Wilson Center Polar Institute.
- **Document archives:** Especially of interest for curricula in social sciences and humanities are the document archives of organisations such as the Arctic Council or United Nations, learned societies, etc, as well as legislative *corpora*. Some such primary materials may be suitable for reading lists in extract.
- **Online portals:** There are a small handful of websites that serve as general gateways to information about the Circumpolar North, and to their own and other online resources. Perhaps the most prominent current example is the Arctic Portal (arcticportal.org).
- **Journalism:** A lively journalistic community focused on the Circumpolar North exists, publishing not only news items on science, politics, economics, culture, etc, but also commentaries from professional practitioners. Outlets or aggregators include *ArcticToday*, *Eye on the Arctic* and *The Arctic This Week*.
- **Indigenous resources:** Curriculum developers are strongly advised to seek out resources from Indigenous organisations such as the Inuit Circumpolar Council and the Saami Council, or institutions such as Sámi allaskuvla, rather than rely entirely on non-Indigenous studies or reports of Indigenous views.
- **Art:** Curriculum developers even in the natural or social sciences should not forget art, design, film, etc—especially Indigenous creative output—as a medium through which to teach about the environment, society and culture of the Circumpolar North. Many creative practitioners focus on the region.

