

UNIVERSITY of ALASKA SOUTHEAST

WHALE SONG

October 11, 2017

The Official Student Newspaper of UAS



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ON THE COVER...

Claire Helgeson and Brianna Riley help cut ginger for deer stew that was enjoyed at the Food Sovereignty event on Oct. 9 for Indigenous Peoples' Day.

Photo by Managing Editor Erin Laughlin.

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UAS WHALESONG

THE UNIVERSITY OF ALASKA SOUTHEAST
STUDENT NEWSPAPER, THE WHALESONG:

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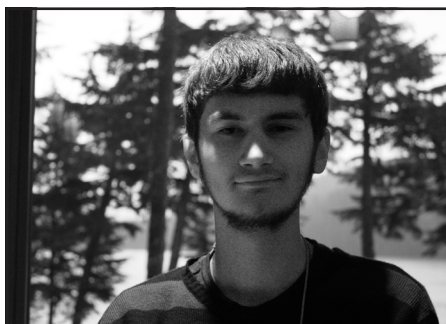
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Corrections

We here at the Whalesong strive for excellence in all areas, especially accuracy. If you read a statement that you believe is inaccurate or if you see a typo, please contact us at uas.whalesong@alaska.edu.

— UAS Answers — *everybody's got one ...*

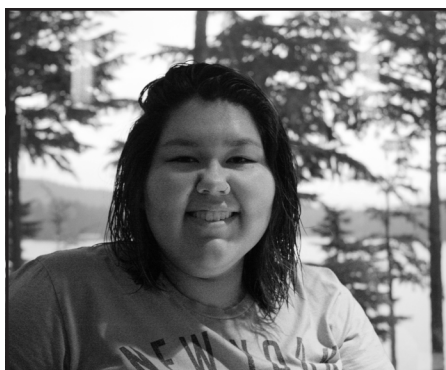
***What are you going to spend your PFD
check on?***



"Haven't thought about it, but probably my savings."
-Alex Ackerman, Undecided



"Food and gas for my car."
-Makai Probasco, Social Sciences



"Any supplies I need for school."
-Rhiannon Norton-Davis, Nursing



"Textbooks and school supplies."
-Nizhoni Franklin, Elementary
Education



"School tuition, but I wish I could spend it on a car."
-Ele Ruchti, Elementary Education

A Letter to the Editor

What Shall We Do With Our Heroes?

An essay excerpted from Professor Ernestine Hayes' presentation Stories of Deer on Indigenous Peoples' Day Oct. 9

By **ERNESTINE HAYES**
for the UAS Whalesong

What would we do if in the year 2020—only a couple years from now—this American culture was suddenly subdued by another culture that believed theirs was the superior way of living, their god was the one true god, their language the only worthwhile speech, their history the only history that mattered?

What would happen if this young American society—less than 250 years old—suddenly was rocked by cultural trauma?

It's unthinkable, but let's suspend our disbelief for a moment to consider what would happen to our grandchildren's children if in the span of the next fifty or sixty years a killing blow was delivered to the way of life we now know. What would happen?

What would we do? We could no longer speak the English language. Schools, businesses, stores, everything would be conducted in some new language we didn't understand.

Our laws would be swept away. No more regulations, acts of Congress, municipal codes, no more executive tweets, no more laws as we now know them. No more Doctrine of European Discovery. No more American Manifest Destiny. Everything would be done according to some new legal system that we didn't understand and that was created and enforced in someone else's favor under a doctrine brought with them from some faraway place, a doctrine that conferred upon themselves the right—the power, the authority, the privilege—to take what they pleased. To subdue. To dominate. To enslave. To teach.

Our religions would be abolished. Bible studies and communion and concepts like American Exceptionalism would be seen as prehistory. Evil. There would be no more “in God we trust” on our money.

In fact, there would be no more money. The new currency would be in the hands of others. Our bank accounts, our property, our belongings, would suddenly be of no value to us, and most of our remaining wealth would be taken.

Our standards of beauty would be ridiculed. Our art would be trivialized. Our literature would become folklore

and superstition. Our philosophers and great thinkers would be described as unsophisticated, quaint storytellers. All of our place names would be changed. Our own names would be changed. We would be forced to celebrate peculiar holidays. We would be taught the exploits of someone else's heroes.

Our children would be taken from us and sent far away, where they would be forced to forget English, forced to dress in someone else's fashions, and forced to learn trades that prepared them for servitude.

Taken from our influence, they would be given unpronounceable new names in a foreign language, they would not learn the history of their country, and they would receive the strong message that whatever they did, they would never be as good as those who were members of the newly dominant culture. Before long, no one would be learning English as a first language. Before long, our legal and educational and spiritual and social systems and beliefs would disappear.

The day-to-day lives of your grandchildren's children would be characterized by unequal rates of incarceration, unequal rates of educational dropout, unequal rates of parental termination, unequal rates of suicide, addiction, poverty, depression, anger, shame, and all the other inevitable effects of cultural trauma. There would be no lack of reports and meetings and task forces and training devoted to addressing the problems of their failed assimilation.

And 150 years after the sudden cultural trauma we can hardly imagine, a statue would be erected that celebrated the hero that brought about the obscene transaction that resulted in that trauma, a monument that effectively erased the occupation, the existence, the value of the American people who had lived in this place for almost 250 years.

Unthinkable.

Lingít x'einax Saankaláx' yóo xat du waa sáak'w. Ch'aak' naa ayá xát. Kaagwaantaan ayá xát. Gooch hít ayá xát. Gunáx teidí dach xan xát sitée. Yan wa sháa. Shéetka Kwáan.

Almost every source describes the long record of Native use and occupation that took place before European contact as “pre-history.” Indigenous groups, however, possess

histories of thousands of years of occupancy and exodus, relocation and settlement, exploration and discovery, embedded throughout the generations in legal process, artistic declarations, symbolic regalia, and oral tradition at least as accurately and in many cases more accurately than the European system of writing that has been used for so many years to remove rights and appropriate lands. We must always remember that before colonial contact, Native cultures possessed vigorous legal systems, effective educational systems, efficient health systems, elaborate social orders, elegant philosophical and intellectual insights, sophisticated kinship systems, complex languages, profitable trade systems—every social institution needed for a culture to flourish for thousands of years.

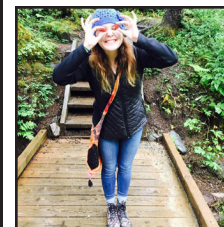
We do well to remind ourselves that had the colonial invasion not taken place, Indigenous people would still be living in the twenty-first century. Our lives would still be modern. Paved roads, airports, and electricity would still occur. Some things would be different. We would all be speaking our own languages. Our children would be receiving educations meant to lead to their success. We would not be so vulnerable to incarceration, alcoholism, poverty. We would be healthy.

This is the sesquicentennial of Alaska Native resistance.

Let us not erect monuments to colonialism but rather to equality. Let us not memorialize nineteenth century separatism but rather twenty-first century unity. Let us not look backward with admiration but forward with hope. Let us not glorify policies that advocate the destruction of other ways of life but let us embrace one another in our shared humanity. In this most perilous time, at this sesquicentennial, let our choice be to turn away from actions that erase the existence and values of other cultures. Let our choice be to acknowledge our equal humanity, to respect our equal humanity, to unite in our shared humanity.

When we make those good choices, when we walk forward together, when we admit our shared histories and embrace our shared futures, we are heroes. We are all one another's heroes.

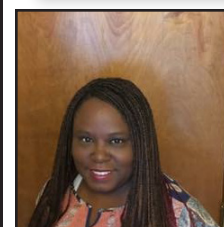
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UAS In Brief

A selection of press releases from the University of Alaska Southeast

UAS Launches At-Risk Training Module for Campus Community

JUNEAU—The University of Alaska Southeast has partnered with the Juneau Suicide Prevention Coalition to provide—Kognito At-Risk—a powerful training resource for UAS faculty, staff, and students. The training is designed to build awareness, knowledge, and skills about mental health and suicide prevention.

Over 350 colleges and universities use At-Risk, which has been listed in the National Registry of Evidence-Based Programs and Practices (NREPP).

The ultimate goal of the online program is to use simulated and interactive scenarios as guides for how to identify warning signs of psychological distress, how to respond to those who may be at risk, and how to offer encouragement.

At-Risk will help UAS faculty, staff, and students lead conversations with each other to discuss concerns, build resilience, and increase connectedness.

The program helps students build skills in how to approach a peer in a manner to motivate them to access support.

By providing users with hands-on experience, At-Risk goes beyond building awareness to building skills and confidence in users to lead similar conversations in real-life.

Margie Thomson, coordinator of UAS counseling, health, and disability services believes the At-Risk training program will help to create a campus culture of wellness and safety, as well as build skills in recognizing and responding to at-risk students.

“Faculty have expressed that they are seeing more and more students who disclose very difficult issues to them,” she said. “It is hoped that this training will provide the UAS community with more resources and tools to identify and address these issues. Student mental health

affects performance and productivity in school and can impact the success, retention, safety, and ability to function well.”

Not only can the training help to sharpen skills and tools for the immediate crisis or issue, it can also help to destigmatize mental illness, encourage using supports, and provide long term benefits to the campus when investing in a trauma informed culture of wellness.

According to Kognito, only 40 percent of U.S. college and university students who experience psychological distress seek help because of factors including stigma, underestimation of the severity of their condition, and lack of knowledge that help is available on campus.

By addressing these issues, Kognito’s simulations have been shown to significantly increase the number of at-risk students who are approached and referred to mental health services by individual students, faculty and staff.

Multiple studies have shown that anxiety and depression have a negative impact on grades and students’ perception of their quality of life, which in turn has a major influence on the decision to drop out of school.

“These trainings help our UAS community better respond to those students in distress, supporting them, connecting them to resources, and possibly saving a life,” Thomson continued.

UAS faculty and staff, and students taking at least one class in Juneau, Ketchikan, or Sitka are encouraged to explore the At-Risk training module



About Kognito

Kognito is a developer of role-play simulations designed to prepare people to lead conversations in real life that result in measurable improvements in social, emotional and physical health.

Kognito’s suite of mental health simulations for PK-12, higher education, primary care and acute care settings has been utilized by over 500 organizations. Its higher education programs are also listed in the National Registry of Evidence-Based Programs and Practices. Learn more at www.kognito.com

For more about counseling services at the University of Alaska Southeast, visit the UAS Counseling Website.

University of Alaska launches climate survey to measure sexual violence on campuses

ANCHORAGE – Beginning Oct. 10, students across the University of Alaska system will be asked to take part in a climate survey intended to measure how often sexual violence or harassment occurs on campuses and how students perceive such violence.

The voluntary survey will be conducted by Dr. Lindsey Blumenstein of the UAA Justice Center.

The goal is to better understand how often incidents are occurring, to create more awareness about sexual harassment and violence, and to make students aware of what to do if an incident does occur.

Approximately 10,000 degree-seeking undergraduate students will receive an email asking them to complete the survey. Results are expected to be published in January 2018.

The climate survey is part of the university’s Voluntary Resolution Agreement (VRA) signed in February with the U.S. shortcomings,” said UA President Jim Johnsen.

Department of Education’s Office for Civil Rights (OCR).

Even before entering into the agreement, the university had made significant progress in meeting the terms of OCR’s “Dear Colleague” letter.

University of Alaska became the only university in the country to publicly admit its shortcomings,” said UA President Jim Johnsen.

“Since then, we have been, and continue to be, committed to being a part of the solution. While we recognize that more work is needed, we are absolutely committed to making our campuses safer.”

Since signing the VRA, the university has met all of OCR’s required deadlines for improved policies, revising the language in its Notice of Nondiscrimination, providing the agency all case documentation and meeting new mandatory training requirements.

“It’s no coincidence that the climate survey will reach our students in October, which is Domestic Violence Awareness Month,” Johnsen said.

“We want students to understand that domestic violence and sexual assault remain real problems that we are committed to addressing on our campuses.”

“During October, the university re-commits itself to providing effective and balanced measures for due process as well as fair and thorough investigations when incidents occur; and, to impose fair and effective sanctions when warranted,” Johnsen said.

“I remain vigilant about improving campus safety, and training our staff, faculty and students about preventing sexual harassment.”

Johnsen has said that even as Education Secretary Betsy DeVoss considers revisions to how OCR will implement changes to the Title IX program, the university will continue to abide by its Voluntary Resolution Agreement as well as policies established by the Board of Regents.

For information about the climate survey, contact Dr. Lindsey Blumenstein, assistant professor UAA Justice Center, 813-416-2550 (cell) or 907-786-1856

These releases were given to the Whalesong by the Office of the Chancellor or copied from UA News emails from the UA Office of Public Affairs. For more information, contact Keni Campbell, Executive Assistant to the Chancellor / Public Information Officer.

Study Away:

Rennes, France

Sharing “Ze Doorz”, “Ze Policeuh”, and Thanksgiving with students from all over the world

By GRIFFIN PLUSH
For the UAS Whalesong

Feeling like my personal growth had been stagnating, and partly on a whim, I went on exchange.

I applied and was accepted to Sciences Po Rennes in Brittany, France for the last academic year as part of the ISEP program. I hadn't really set my mind on one country or the other, I just wanted to see something new, so I decided to go to France.

The people, cultures, and language I discovered in Brittany were more impactful for me than I could have possibly imagined before I went on exchange.

Sciences Po is a small political science school with approximately the same number of students as UAS; however, there were a lot more exchange students - over one hundred

from different countries around the world. I loved that beyond just learning about French culture and lifestyle, I got to know people from Hong Kong, Argentina, Germany, Israel, Palestine, and so many other countries.

The adage that “there are more things that bring us together than things that set us apart” was so clearly set out before me as all of my fellow exchange students became friends and took care of each other despite their nations of origin.

I distinctly remember once when a group of French and Turkish students and I were discussing the sudden and tumultuous rise of the far right in our respective countries. At the

same time that our presidential election was happening the president of Turkey Recep Erdoğan was seizing dictatorial power in a manipulated constitutional referendum.

Additionally, Marine Le Pen, whose National Front party had long discriminated against Muslims and Jews, passed into the second round of the elections. We were coming from such different cultures and worlds, but these crises helped us relate to each other because we cared about so many of the same things - our families, our societies, our future, our planet.

Two things that also helped me realize my closeness to the other students at Sciences Po was music and food. Music, no matter what language it's in, can be enjoyed by everybody. Especially with modern technology, we can so efficiently share music from back home, and a lot of music, especially American music, is so universally known. The only challenge to connecting was understanding the French pronunciation of

English-speaking bands like “Ze Doorz” or “Ze Policeuh”.

We tend to rush through mealtimes in the United States, something that I appreciated in France was that we tended to eat slower. While Thanksgiving is not at all common outside of North America, my friends and I had a little Thanksgiving with turkey, cranberry sauce, and the works. Everybody, despite not having it before, loved it!

I learned so much more during my exchange than I can express in an essay, or even a whole book. Of course it expanded my worldview, helped me grow as a person, and let me see a lot of cool things - but the most valuable thing I gained from my exchange was the feeling of being a global citizen. With friends in countries around the world I now feel like I could travel so many places without feeling out of place. I would encourage any student at UAS to go on exchange, especially for a year and especially to Sciences Po Rennes in France.



Plush was able to travel to other countries while abroad including Zaandam in the Netherlands, a country known for windmills.



Plush reads a city map at the Amsterdam Central Station, he took every opportunity to explore Europe while in his year abroad.

Breathe in... breathe out...

UAS student group teaches anxiety reducing skills

By **SHEVONDA BURKHART**

Staff Writer, UAS Whalesong

A sense of impending doom.

If you are one of the many students who experience this unwelcome feeling, UAS has a group that can help.

Mindfulness-Based Stress Reduction Group, which meets every Monday 4 p.m. to 5 p.m., is available for any students who feel that they may benefit from reducing their anxiety and increasing their capacity for acceptance.

UAS Counselors Becky Iverson and Margie Thomson lead the group and teach students in the group about anxiety, how it functions for the student, and strategies to help. Strategies include meditation, relaxation, breathing, guided imagery, and other activities focused on altering anxious thoughts.

According to 2015 National College Health Assessment, 30 percent of college students reported that stress had negatively affected their academic performance. Additionally, the assessment found 85 percent of college students feel overwhelmed by everything they had to do at some point within the past year.

The weekly meeting was able to give UAS student and group member Korbyn Powers a fresh perspective on day to day life. "The group gave me the opportunity to reflect on small things throughout my day that I usually overlooked," she said.



Meditation and breathing exercises help reduce anxiety. PHOTO FROM WIKIMEDIA COMMONS. CROPPED.

"This (anxiety) can impact student performance and overall adjustment to college life. We wanted to recognize this trend and give students tools to learn weekly and do it in a student group so that they can see they are not alone," Iverson said.

For more information about the Mindfulness-Based Stress Reduction Group contact the UAS Counseling Services at . The group meets at the Student Resource Center, Lower Mourant.

JOIN US FOR AN EVENING of
Career Advice & Networking

YOU'RE INVITED



BUSINESS ETIQUETTE
Dinner

Friday,
OCT. 13

Your hosts
UNIVERSITY of ALASKA SOUTHEAST
Student Alumni
ASSOCIATION

Glacier View Room
EGAN BUILDING
RM 221-222

At

5:30 - 7:30 PM

Space is Limited! Please RSVP to
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or 796-6320

Whalesong Reporters needed!

The opportunity to be a published writer, get involved with the community, and make some money



Whalesong Reporter – 987104 (5 hours/week at \$9.50/hour) – four positions open.

In addition to the assignments given to the reporter by the editor, reporters are expected to scope out events on campus or cover spontaneous events when possible. Reporters may also be expected to take photographs for assignments. Applicants for this position must demonstrate their ability to write by submitting two writing samples. Samples may include any virtually any kind of writing including articles, written assignments, reports, or creative pieces.

In addition to written language skills, the job also requires good interpersonal skills. Reporters are required to interact with their sources and must ask questions. Reporters must be comfortable talking to strangers and carrying on conversation. Reporters work closely with fellow reporters as well as the editor and photographer, so being able to work in a group dynamic is imperative. Applicants must also be able to work under deadlines and stress.

Must be registered for a minimum of 6 credits at UAS. Unusual hours based on Whalesong production schedule.

Applications will be screened using criteria from this announcement.

When preparing your application packet, be sure to address the qualifications and major duties as described. Submit the following

information along with the UA online application form:

- a) Current resume
- b) Names, email addresses, and telephone numbers of three professional references who are prepared to comment on your employment ability.
- c) Two writing samples including any of the following: articles, written assignments, reports, professional writing, or creative pieces (attach as Supplemental Documents #1 and #2)

NOTICE: Students must maintain enrollment and regular attendance for a minimum of at least 6 undergraduate credit hours or 6 graduate credit hours to be exempt from FICA (Social Security and Medicare) tax.

A credit hour load below the minimum required for full-time student status will require the withholding of FICA tax (non-resident aliens on an appropriate visa who meet student employment criteria will continue to be exempt from FICA regardless of credit hour load). While in a student position, a student cannot hold any other type of simultaneous employment with the university.

For more information contact Whalesong Managing Editor Erin by email at uas.whalesong@alaska.edu.



An exclusive interview with UAS Title IX Coordinator Lori Klein and Peer Prevention Advisor Hannal Cassell

By RADIO UAS

Transcribed for the UAS Whalesong

Radio UAS: What is the most important thing for students, and all of UAS, to know about Title IX?

Lori Klein: I think a point to make right off the bat is that Title IX applies to students and employees.

It applies to anyone working or studying within a educational program or activity. So this applies to our K-12 partners in our community, as well. Students in elementary, middle, and high school there is a Title IX component for those students.

So when they come to us from high school they have had and been apart of an educational activity and program where Title IX was a thing. Though, it is generally not talked about very much at the high school level.

We heard from our incoming students this Fall that when I stood in front of them at the safety and conduct session, and talked about sex and gender based discrimination, it kind of caught their attention.

It was not something generally apart of conversations at the high school level. But, it applies to all levels of education.

And it applies to employees as well. So I serve employees and students.

If you are on the receiving end of sex or gender based discrimination, that is a tough place to be.

It is a vulnerable place to be.

And we talk about that it is everything from sexual harassment online or in person, dating and domestic violence, stalking, those are all parts of what we consider gender or sex based discrimination.

That is a vulnerable place to be, and it is hard to know what your options are.

The reason why colleges and universities pay so much attention to Title IX right now is that lots of students left [school]. Especially, female students. But lots of students left because they didn't

feel like they had any support.

So the most important thing to know whether you're an employee or a student is that the Title IX office serves as a resource to you to help stop the behavior from happening remedy it's effects and prevent it's reoccurrence.

Radio UAS: Any upcoming Title IX changes here at the university, that people should know about?

Hannah Cassell: At the local level as far as changes one thing that is really important in this new changing atmosphere of Title IX is cohesion of all campuses across the state of Alaska. So now Fairbanks, Anchorage, and UAS all have one rule.

Especially because the University of Alaska Southeast is so unique. In the sense that we have three campuses, very far away from each other, not drivable to each other.

But we are all under one group or umbrella. So we are really focussing on this year the safety of online students as well as safety of students on campus.

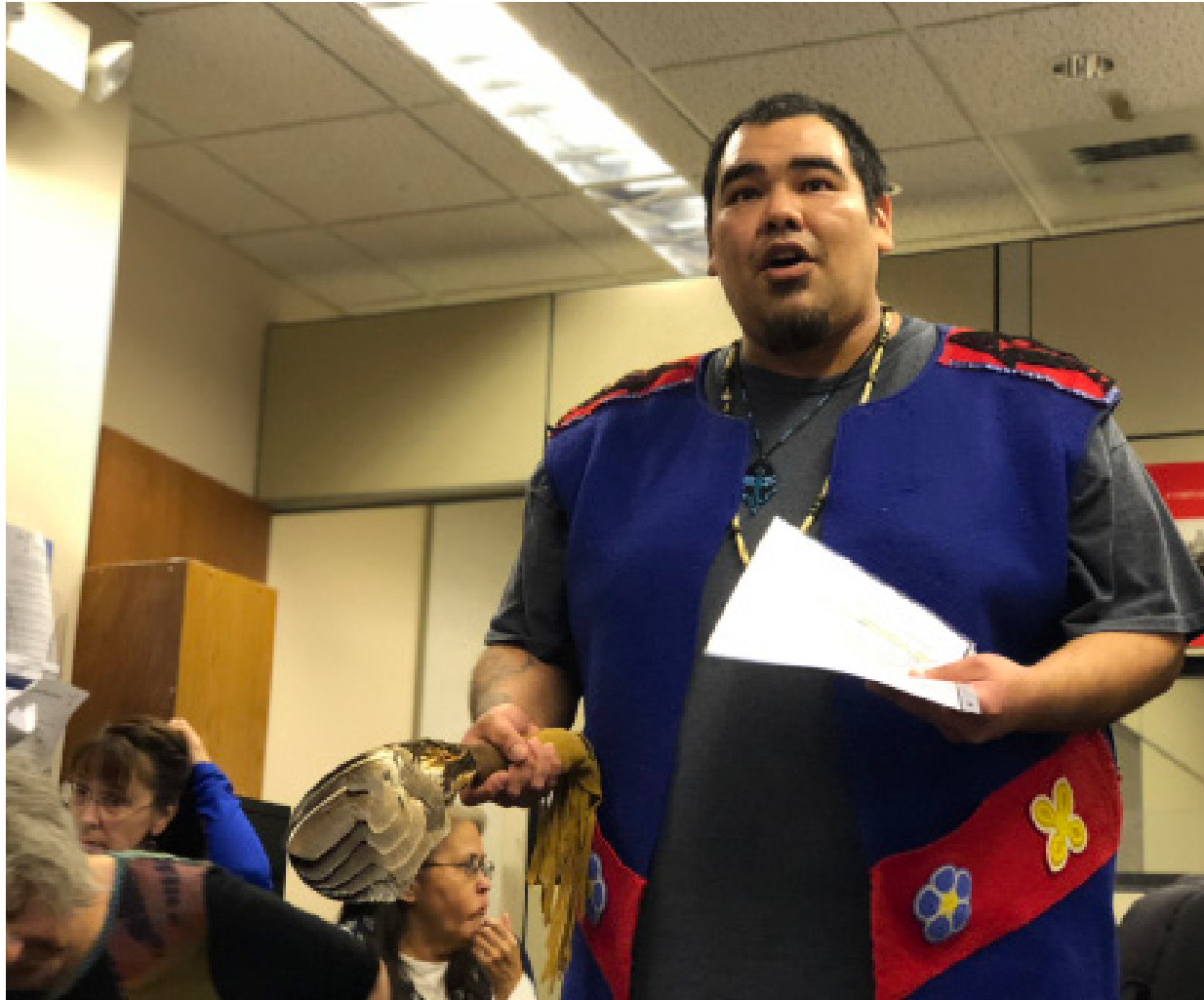
I think that some online student, who may even be up north taking classes, feel like they fall through the cracks if something happens.

It is important to know all students have a right to Title IX support from the university, and from their peers and everyone around them.

Whether you are in online classes being harassed by a classmate, on a student trip, or an internship you have access to Title IX. All the time. We will help you. No matter where you are, or where you may be taking classes.

For more on this interview go to <https://soundcloud.com/user-82604250/spotlight-title-ix-and-uas>.

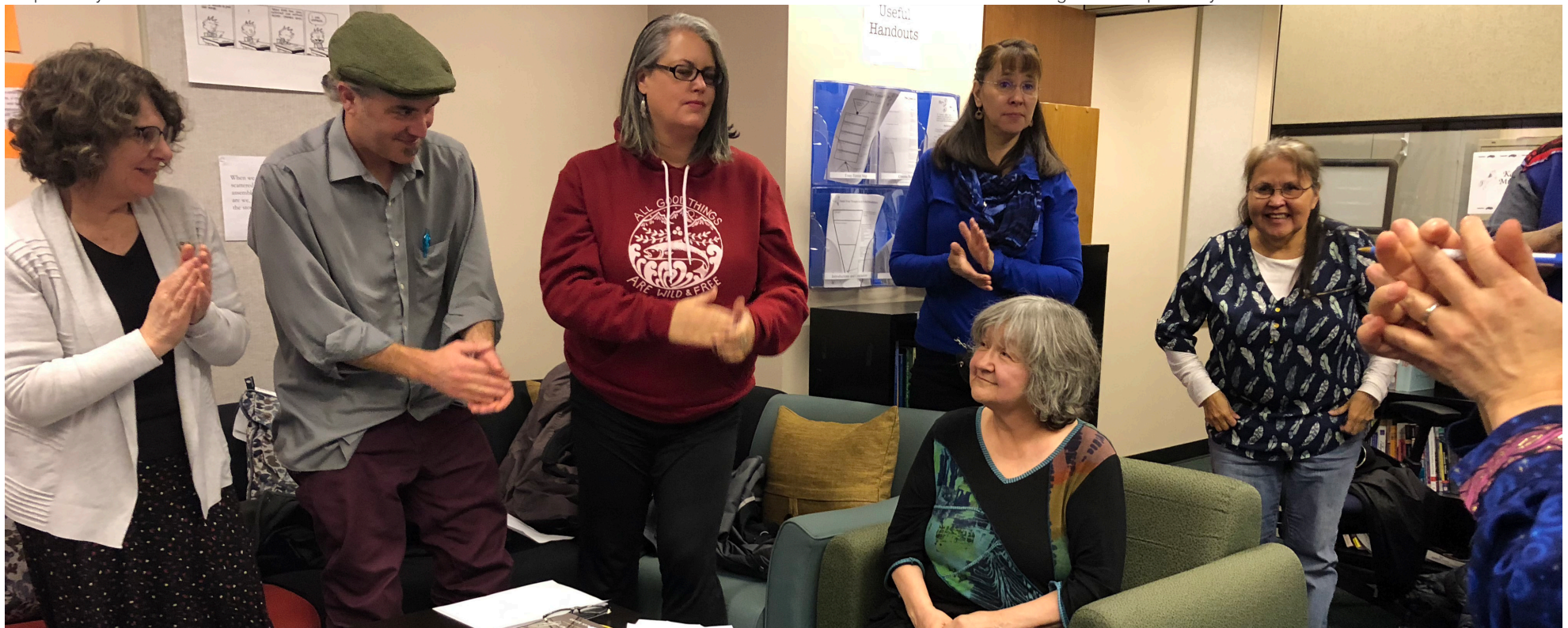
For more information on Title IX at UAS email Title IX Coordinator Lori Klein at laklein@alaska.edu.



UAS sophomore from Yakutat, Brandon Johnson, introduces Ernestine Hayes for the Stories of Deer event on Indigenous Peoples' Day Oct. 9.



Wooch.een club members show support for the state holiday by wearing UAS Indigenous Peoples' Day shirts.



After giving a moving read from her essay What Shall We Do With Our Heroes? UAS Professor Ernestine Hayes receives a round of applause on Indigenous Peoples' Day Oct. 9.

Frustration: a common side effect from reading

Student who feel frustration from reading should approach the task like a sport with faculty as the coach

By **RICHARD MCGRAIL**
Staff Writer, UAS Whalesong

There are many reasons why reading can be frustrating, but a big one is focus, namely, being able to understand what a text is saying, instead of just recognizing words on a page.

Maria Romfoe, an exchange student from the University of Wisconsin said “It’s hard to focus on hefty articles, or articles on topics that I don’t really enjoy, or articles that have small print. If I look at an article and it has really small print, I feel intimidated because I know it’s going to take a long time, and then it feels like a chore. I have to drink a crap-ton of coffee to even be able to focus on stuff like that.”

The scenario Romfoe describes then leads to a lot of re-reading.

“I’ll be reading something and will maybe get through three paragraphs but then realize that I saw the words and know what the words are, but my mind was thinking of something completely different—my mind just wandered off. Then I have to go back and back and back and reread, which is exhausting and takes forever,” she said.

But it’s not just long articles with small print that are tough.

Even short and interesting ones can be challenging if there’s a lot of jargon, if the point is unclear, or if a student has ADHD.

Amy Spencer, a first-year student at UAS said “Academic reading can be really difficult. I recently had to read a two-page, double-spaced article that was fairly interesting, but even then, it took me like 45 minutes because I had to just keep reading paragraphs over and over again.”

Faculty’s role

Spencer said that it’s helpful when faculty tell students, ahead of time, to focus on certain key ideas or issues so students know what to look for when then sit down to read.

Lisa Richardson, a professor in the School of Education at UAS, would agree with Spencer. Richardson’s research focuses on reading pedagogy and said that it’s quite possible that both college professors and the culture as a whole tend to take reading skills for granted.

“Some teachers might make the assumption that reading is a skill you learn in the third grade and therefore don’t have to develop or practice as you get older. It’s a ‘one-and-done’ way of thinking about reading: once you learn to do it, we [teachers] don’t need to keep working with you to improve,” said Richardson.

But those assumptions about reading aren’t always productive—or accurate. Richardson said that it would be helpful if teachers would take a few moments discuss

reading assignments before sending students off to the library on their own.

“Teachers could outline the purpose of an article beforehand, they could also frame what’s at stake in an article and model how to critically unpack a text. Above all, they should create a space for students to be able to engage with a text during class,” Richardson said.

What’s more, teachers should not presume that students don’t read because they are lazy or because they have a learning deficit.

Instead, students need to be coached in specific skills that take time and practice to develop.

The effects on writing

Richardson’s comments were echoed by UAS Writing Center employee, Allison Neeland.

Many students who come to the writing center often don’t have a writing problem, but often a reading problem.

“Often times, students struggle writing essays because they didn’t fully comprehend the readings assignments on which their essay is based, so they aren’t sure what to write about,” Neeland said.

Students can easily feel overwhelmed by reading. The amount of reading, the vocabulary, the style of academic writing.

When asked what students can do when

faced with this situation, Neeland said that students could try to “think about reading in a different way—a bit like a math problem. They should think ‘I can do this’ if I use certain strategies.”

Strategies include approaching faculty with specific questions about a text, rather than broad “I don’t get it” statements.

She went on to say that students should work to develop more stamina with respect to reading.

Reading is a physically engaging task and should be practiced the way one might practice a sport.

Just as a student would practice reading, faculty should model for students how to critically engage with a text just like a coach.

“Teachers can select a passage, read it aloud, and explain what they are thinking of as they read the passage—whether it’s making connections between other texts, expressing honest confusion about why the author wrote what they did, or questioning why the text matters: what’s at stake in the text,” Neeland said.

Above all, students should try not to despair over reading and remember that it’s a skill which takes practice and which requires patience.

For information on the Writing Center go to <http://www.uas.alaska.edu/juneau/writing-center/index.html>

Depression Screening Day

Thursday, Oct. 19

11 a.m. to 1 p.m.

Lakeside Grill

Test your Mood



Feeling sad, anxious, or irritable?

Get a free anonymous mood screening!

SALMON SOCIAL

Students share personal connections to salmon at Sustainability Club event

By JORDAN LEWIS

For the UAS Whalesong

On Friday evening, Sept. 30, the UAS Sustainability Club in partnership with the Alaska Humanities Forum hosted the Salmon Social.

The event, which to some may have appeared to just be a potluck with a wide variety of salmon and salmon-flavored foods, had an overall more meaningful purpose that stems into a topic that affects not only students at UAS, but the culture of living in Alaska. The social had community members, in addition to UAS students eating various salmon related foods, including smoked salmon flavored ice cream.

UAS Associate Professor of English and event organizer Kevin Maier said the social was meant to address salmon sustainability in two different ways, economically and culturally.

According to the Alaska Seafood Marketing Institute, in 2015 the national economic impact of Alaska's seafood industry included \$6.2 billion in direct output associated with fishing, processing, distribution, and retail. Commercial salmon fishing

one of the biggest industries in the state next to the oil industry.

During the social, guests were asked to share salmon stories.

At first, this seemed slightly odd, however when considering the cultural connection to salmon, it made sense. Griffin Plush a coleader for the UAS Sustainability Club said, "Whether you're a commercial fisherman, subsistence fisherman or you just fish for fun, the connection runs deep. Everyone here has a great story about how salmon connects to our family and our community."

Students and faculty at UAS come from all across the state, meaning that for the most part, many experienced different cultures before attending the university. Something many Alaskans have in common, however, is salmon. In Alaska salmon functions as a cultural connector for members of our community.

No matter a person's point of origin, salmon is an integral part of what makes person an Alaskan.



Haley Shervey helps herself to some home smoked coho salmon Sept. 30.



UAS Associate Professor of English and event organizer Kevin Maier welcomes students to the Sept. 30 event and shares his connection with salmon.

We are here to help

A reminder from the Provost to students to take a moment for themselves

By DR. KAREN CAREY

For the UAS Whalesong

As we begin our sixth week of classes for the semester the weather is beginning to change, the sun is dimming, and many of us are looking forward to the first snow of the season.

Midterms exams will be upon you if they have not been already and the semester will be over before you know it.

This time of year can be stressful for all of us, but especially when you are going to the University.

The pressures can build up and you may feel overwhelmed at times. I remember as a student I often did. How you cope with the stress can be important for your mental health as well as physical health.

To help you cope with school pressures I have a few suggestions. First, remember we want you to be successful and complete your education.

All of the faculty are here for YOU. They have office hours and are willing to work with you so that you can attain your goals. The Learning and Writing Centers are also available to help you if you need help with any of your classes. We all want you to do well

Second, if the stress is really getting to you, talking with friends and family can help but you should check out the Counseling Center on campus. We all need someone to help us through the tough times. Margie Thompson and her staff are there for you. Kolene James and the staff at the Native and Rural Student Center can also provide you with special support.

Most importantly, if you are feeling pressure or stress don't hesitate to reach out to any of us. We all want you to be successful.

Third, get some exercise. The Rec Center has great equipment for a good workout and for outdoor activities. Don't let the dark or weather get you down. We all feel better getting outdoors. Take a hike or a walk in the rain.

Breathe the clean Juneau air and take in the beauty of this place.

As the Provost and having oversight of the Academic Programs I am always available to assist you in any way I can. My office is in the Hendrickson Building and you can always send me an email at ktcarey@alaska.edu.

I hope to see you Oct. 18 for Coffee with the Chancellor and Provost which is coming up soon!



UAS Chancellor Rick Caulfield and UAS Provost Karen Carey visit with students during a Coffee with the Chancellor and Provost last February.

PHOTOS BY ERIN LAUGHLIN | UAS WHALESONG

Google resources and you

UAS IT Helpdesk offers some online tips to efficiently communicate

By MELISSA ARNOLD

For the UAS Whalesong

Are you a member of a UA department, student organization, or club that would like more options for collaboration and to share information? We have cool Google resources that you can use!!

Group email

Getting in contact with an organization can be difficult. This can be especially challenging if the leadership is frequently changing hands and email addresses. We have a solution for you! As a member of this university you have the ability to request a group email. Instead of sending an email to an individual you can send it to the organization!

Fileshare

With a Google Fileshare you will be able to work on documents, powerpoints, spreadsheets and many other Google Apps as a group or department. The benefit to using a Google fileshare is that no single individual "owns" the fileshare. When group members graduate or leave the university, the fileshare will still be intact and accessible.

Resource calendar

In addition to a group email or Google Fileshare, your

group can have a shared calendar. Similar to the group email and fileshare, the entire group would have one central location to see a calendar. There anyone with access can add events or reminders for the entire group to see. This is perfect for organizing events and planning club meetings.

If you are a student club or organization your club advisor can have administrator access to grant other club members access at will. If you're a department, let us know who should have administrative access.

As a department or club, you will get to pick the email account's name (within reason and availability).

All three of these resources can be combined and managed together or individually depending on your need.

Do you think this is a tool that would be handy for your UA group? For more information on these features or if your club or organization wants any or all of these Google resources please contact the Helpdesk at helpdesk@alaska.edu and we will start the process to get this done!

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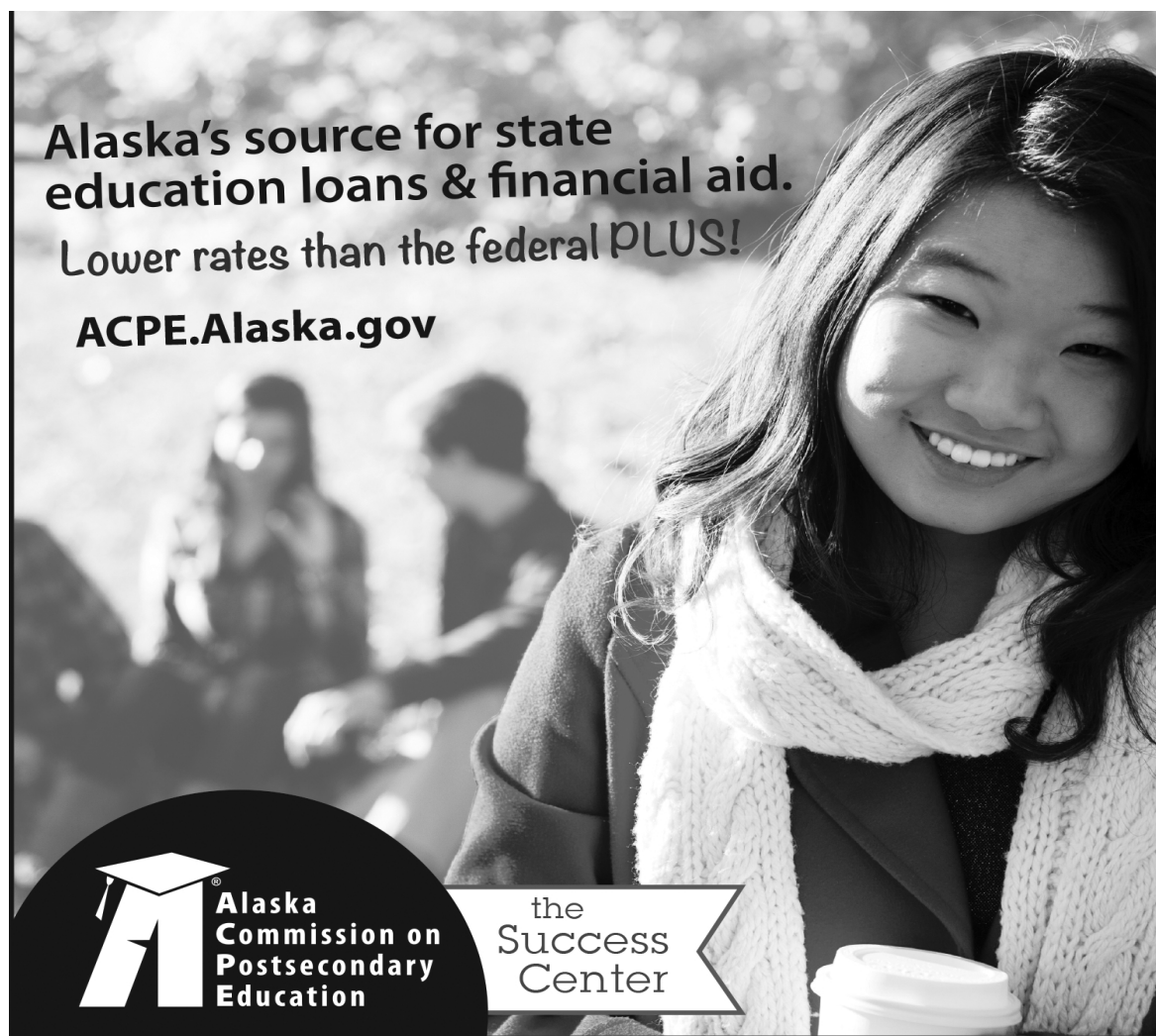
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Commission on
Postsecondary
Education**

the
**Success
Center**



Addressing the elephant in the room

Second annual Power and Privilege Symposium proposals due Oct. 17

BY NATHAN BODENSTADT
For the UAS Whalesong

On November 7, 2017, UAS will hold the second annual Power and Privilege Symposium on the Juneau Campus.

This one day conference-style teach-in is designed to give members of the UAS and Southeast Alaska communities an opportunity to come together and engage in difficult, thoughtful, and honest conversation about the ways social hierarchies and identities manifest themselves in our communities.

Discussions may include those about race, ethnicity, gender, sexuality, age, religion, body size, mental illness, class, and their intersectionality's.

This is a non-teaching day on the UAS campus – so you will not have class and will instead have the opportunity to attend, present, or volunteer.

Last year at the first annual symposium, over 400 students, staff, faculty, and community members came together to discuss and learn about a broad array of topics related to power and privilege, including feminism, decolonization, advocacy, mental health, and even the intersections between climate change and privilege.

The event gave individuals from across the spectrum of identities to come together, share, and learn about how power and privilege affect our everyday lives.

This year, we will hold the Symposium from 8:15 a.m. to 7:00 p.m., and you should think about how you'd like to be involved!

Some faculty may ask that you attend sessions, but you can also leave your mark on the conversation by submitting a presentation proposal or by volunteering on the day of.

Student voices make up a powerful component of the symposium, and we encourage you to engage and contribute.



If you are interested in presenting, sessions are 50 minutes in length, and can be targeted towards introductory up to advanced learners. You can choose to present alone, in a group, or even facilitate a discussion or panel.

To submit a proposal, you will need a 150 word abstract or summary, a title for your presentation, and if you are a student, a faculty or a staff sponsor who can help you prepare.

Be sure to submit your proposal prior to October 17th!

If you're interested in volunteering, we will soon be looking for individuals who can help as presenter's assistants, check-in table workers, and more.

When you register for the symposium, be sure to check out all our volunteer opportunities!

If you have questions about the symposium or you'd like to become involved in the planning process, please contact either Tara Olson or Nathan Bodenstadt at tmolson4@alaska.edu and nbodenstadt@alaska.edu, respectively.

If you're interested in learning more about the Symposium or you would like to submit a proposal, visit the UAS Power and Privilege Symposium website at uas.alaska.edu/privilege.

INTERESTED IN ADVERTISING IN THE WHALESONG?

Have your eye on Fall 2017 advertising slots? E-mail Holly at hfisher12@alaska.edu for more information about advertising before room runs out!

Black and White	Color
¼ page (5"x5") for \$30	¼ page (5"x5") for \$50
½ page (5"x10.5") for \$45	½ page (5"x10.5") for \$75
¾ page (10.5"x 7.75") for \$65	¾ page (10.5"x 7.75") for \$100
Full page (10.25"x10.5") for \$90	Full page (10.25"x10.5") for \$120

Note: The Whalesong does not construct advertisements. All ads must be in .pdf or .psd format.

WHALESONG PUBLICATION SCHEDULE (FALL 2017)

SUBMISSION DEADLINE	ISSUE #	PUBLICATION DATE
SEPT. 06, 2017	1	SEPT. 13, 2017
SEPT. 20, 2017	2	SEPT. 27, 2017
OCT. 04, 2017	3	OCT. 11, 2017
OCT. 18, 2017	4	OCT. 25, 2017
NOV. 01, 2017	5	NOV. 08, 2017
NOV. 15, 2017	6	NOV. 22, 2017
NOV. 29, 2017	7	DEC. 06, 2017

Subject to change. Advertising and Article Submissions are due by noon on the deadline. Submit to uas.whalesong@alaska.edu

OFF CAMPUS CALENDAR

THURSDAY, OCT. 12

Southeast Population and Economic Data Conference, 8:45 a.m., Alaska State Museum, 395 Whittier St. Andrew P. Kashevaroff Building, Lecture Hall The Alaska Department of Labor and Workforce Development and the U.S. Census Bureau's sixth annual population and economic data conference will be held at the Andrew P. Kashevaroff (APK) Building in Juneau. Participants will hear from speakers from the U.S. Census Bureau, the Alaska Department of Labor and Workforce Development, the Alaska Department of Education and Early Development, and the Alaska Department of Health and Social Services. Free.

SATURDAY, OCT. 14

Painting pARTy "Birch Trees", 6 p.m., Louise Miller Fine Art Studio, 8355 River Pl. Enjoy a fun evening with some of your favorite friends, or come meet some new ones. As we paint this grove of birch trees in either the spring or fall colors. All painting supplies, brushes, paints, smocks and a canvas will be provided. Adult classes are BYO. Feel free to bring a snack to enjoy or share during all pARTies. Classes are taught in acrylics with your choice of canvas so you will go home with a fun, finished piece of art. Skill Level: Beginner Pre-registration required <https://louisemillerfineart.com/collections/fall-images/products/birch-trees-party>.

AKTOBERFEST, 8 p.m., Twisted Fish Company Alaskan Grill, 550 S Franklin St. Come celebrate the limited release of Aktoberfest Helles Bier and honor the winners of the 2017 Home Brew Contest General Admission \$10 Admission with Stein & Beer \$20. Cash Only. Proceeds go to Hospice & Home Care. Costume Contest, Live Music, German Pub Food, Games.

TUESDAY, OCT. 17

S.E.E. 2017 STEM, 5 p.m., Juneau Arts

& Humanities Council, 350 Whittier St. An event for teachers and community members who are immersed in STEM (Science, Technology, Engineering and Mathematics) and would like to share that expertise in our schools. Two hours to eat, share ideas, network, play "Meet and Geek Bingo," and brainstorm ways to connect those STEM "subjects" to the real world here in Juneau. Free.

Dance Fitness, 7:30 p.m., Juneau Dance Theatre, 8420 Airport Blvd. Ste. 202. Dance Fitness is a fun, hop, calorie-burning workout inspired by urban street jazz and hip-hop. Keegan Carroll will break down the moves of the professionally choreographed dance routines, step-by-step so everyone can bust a move. You will burn serious calories, while having fun. Classes are designed for all fitness levels, from beginner to advanced. Punch cards are available at the Juneau Dance Theatre Office.

WEDNESDAY, OCT. 18

Juneau Senior Center Pancake Breakfast, 9 a.m., Juneau Senior Center, 895 W 12th St. Annual Alaska Day Pancake Breakfast. All proceeds go to support the Juneau Senior Nutrition Program. Advance tickets can be purchased or they can be bought at the door.

100 Years of General Relativity, 7 p.m., Marie Drake Planetarium, 1415 Glacier Ave. 100 years of General Relativity - Einstein published in 1915. From gravity waves to time dilation every prediction has been verified. The large scale structure of the Universe is emergent from the equations. The presentation will illuminate this scientific revolution. Followed by "The Sky Tonight" on the Spitz projector. Free.

THURSDAY, OCT. 19

A Tribe Called Red, 7:30 p.m., Centennial Hall Convention Center, 101 Egan Dr. A Tribe Called Red is a Canadian electronic music

group, who blend instrumental hip hop, reggae, moombahton and dubstep-influenced dance music with elements of First Nations music, particularly vocal chanting and drumming. Collaboration between Arts Council and Sealaska with support from KTOO.

Complete Works of William Shakespeare Abridged, 7:30 p.m., Perseverance Theatre, 914 3rd St. All of Shakespeare's plays condensed to a 90 minute fun-filled rollicking romp. Performs in the Perseverance's black box stage. Weekly on Thursday, Friday, Saturday.

FRIDAY, OCT. 20

AK Beatdown 29, 8 p.m., Elizabeth Peratovich Hall 320 W Willoughby. Beatdown is back after a summer break! You won't want to miss the amazing line up of amazing fighters! Carney, Duckworth, Willard, White, Elles, Leisholm, Enriquez, Waters, just to name a few!

SATURDAY, OCT. 21

The Heels Have Eyes: Halloween Drag Show!, 7 p.m., Rendezvous, 184 S Franklin St. Gigi Monroe presents... a Halloween Drag Spectacular! The Heels Have Eyes will feature Juneau's spookiest, hair-raising drag queens and kings in their tribute to our favorite howliday! Scream Queen Contest - win CA\$H prizes for the most blood-curdling scream! Doors at 7 pm, Showtimes 8 & 10 pm. Cover \$8 at the door. Cash/card accepted.

SUNDAY, OCT. 22

Artists of All Nations, 1 p.m., Juneau Arts & Humanities Council, 350 Whittier St. Artists of All Nations gathering What's YOUR medium? What's YOUR craft? Do you bead? weave? paint? draw? knit? crochet? carve? Bring your art projects to a roundtable of artists of all nations. Work on your projects, start a new project - meet other artists - get inspired! share inspiration! Join other creative folks in a communal studio setting on the last Sunday of each month, 1:00 to 5:00 pm at the Juneau Arts and Humanities Center (old Armory) Many artists, many nations, one big room!

Garlic Lovers' Fest, 4 p.m., Canvas Community Art Studio, 223 Seward St. Sponsored by the Juneau Garden Club: annual potluck with the opportunity to sample different garlic varieties free to the public.

Post Modern Juke Box, 7 p.m., Centennial Hall Convention Center, 101 Egan Dr. Scott Bradlee's Postmodern Jukebox has staked a unique place in today's music scene by reworking popular

modern music into different vintage musical styles, especially early 20th century forms such as swing and jazz. His '50s-style reimagining of Miley Cyrus' "We Can't Stop," racked up over four million views in less than two months and topped 14 million two years later. By 2015, Bradlee had over 130 Postmodern Jukebox clips online and took his show on the road, touring in North America, Europe, and the United Kingdom. Adweek honored Bradlee last year as one of twenty "Who Are Setting the Bar for Creativity in 2016."



MAKE SURE TO TUNE IN TUESDAYS AT 12 PM ON KXLL JUNEAU

LIKE US ON FACEBOOK AND SOUNDCLLOUD AT RADIO UAS



By: L. A. Bonté



For more comics visit FilbertCartoons.com

ON CAMPUS CALENDAR

CLUB CORNER

Gaming Club with Walter Czopek

Where and when does Gaming Club meet?

Gaming Club meets every Saturday except during winter break from 5 p.m. to midnight in Upstairs Egan Classroom Wing.

How do students join?

Students can join by simply showing up to club meeting.

How many are in your club?

Currently, we have roughly 40 regularly attending members.

Describe your club. Why should students join?

The gaming club is a group where people can come and join in the gaming community. Whether board games, tabletop rpg, Magic the Gathering, Smash Bros., or computer gaming is your thing, you will likely find people to play with at club. The Gaming Club is always open to new games, systems, and faces.

What events do you host/sponsor?

Our big event that we host every year is a 24 hour gaming marathon. People come and game from noon Saturday to noon Sunday during the designated weekend.

What is your favorite part of the club?

My favorite part of the club is the sense of community and belonging that it fosters.

To contact Czopek by email at czowal12@live.com.

Checkout the Gaming Club's Facebook at <https://www.facebook.com/UASgamingclub/>

THURSDAY, OCT. 12

Annual Exchange & Study Abroad Fair, 10:30 a.m., near Spike's Cafe. Find out where UAS can take YOU during the annual Study Abroad and Exchange Fair! Representatives from Global Education Oregon (GEO), Semester at Sea, and Academic Programs International (API) will be here to pique your curiosity and answer questions. The UAS Coordinator will represent exchange options, and past UAS student participants will offer testimonials and insight to the application processes and program procedures.

Films from the Future: The Circle, 7 p.m., REC. The Circle is a gripping modern thriller, set in the not-too-distant future, starring Emma Watson, Tom Hanks and John Boyega. When Mae (Emma Watson) is hired to work for the world's largest and most powerful tech & social media company, she sees it as an opportunity of a lifetime. As she rises through the ranks, she is encouraged by the company's founder, Eamon Bailey (Tom Hanks), to engage in a groundbreaking experiment that pushes the boundaries of privacy, ethics and ultimately her personal freedom. Her participation in the experiment, and every decision she makes begin to affect the lives and future of her friends, family and that of humanity. Based on Dave Eggers' dystopian novel of the same name.

Juneau Audubon Meetings, 7 p.m., REC Rm. 116. Tree Swallows Next Box project is the first public meeting this winter (Oct. 12). Presented by Brenda Wright and Theresa Svecara.

FRIDAY, OCT. 13

SAA Business Etiquette Dinner (RESERVATION REQUIRED), 5:30 p.m., Glacier View Room. Enjoy a multiple-course dinner while learning from alumni and local business professionals about: • best practices and skills for interviewing • networking • attending meetings or formal affairs over lunch or dinner • and how to impress future employers Business casual is encouraged and space is limited. To reserve your seat, contact the Alumni Office by Wednesday, Oct 11. RESERVATIONS REQUIRED - call the Alumni Office 796-6569 to reserve your spot! Seating Limited to 25 students (preference given to members who have not attended in the past)

Evening at Egan: Seafood Security in Southeast Alaska, 7 p.m., Egan Library. Anthropogenic climate disruption is a threat to US food security including seafood. Alaska leads

the US in seafood production and provides about half of all US commercial fishery harvests. Alaska's leadership is needed again. Many questions remain about whether seafood harvests are sustainable through environmental disruption. Dr. Navarro will introduce the issue of food security and discuss several environmental challenges to sustaining Southeast Alaskan fishery production, introducing tools used in his lab that track these changes. He will focus on solutions that our communities have built to meet the new needs created by these challenges as well as highlight growing opportunities.

WEDNESDAY, OCT. 18

Student Government Meeting, 8 a.m., Egan 221. Please join the United Students of the University of Alaska Southeast at our weekly meeting. All students, staff, and faculty are welcome. Please contact us with any questions or for a copy of this week's agenda. For more information email UAS Student Government at uas.studentgov@alaska.edu.

Coffee with the Chancellor & Provost, 10 a.m., near Spike's Cafe. Free coffee! Meet and chat with Chancellor Rick Caulfield and Provost Karen Carey in Spike's Cafe.

THURSDAY, OCT. 19

Test Your Mood, 11 a.m., Lakeside Grill. The Counseling Department will be hosting free mood screenings to help assess depression, anxiety and SAD for all students, faculty and staff. We will have handouts on how to keep yourself healthy and feeling good over the winter months along with treats, freebies and Vitamin D!

Station Eleven Brown Bag Book Discussion, 12 p.m., Egan Library. Come chat with fellow students, faculty and community members about Station Eleven, this year's One Campus, One Book selection. If you can't make this one there's a student group that meets in the Pugh Hall Commons on Wednesdays. Also there are discussions happening all over Juneau as part of the NEA Big Read celebration. Feel free to bring your lunch, there will be some snacks to share. Look for the "Discussion Spot" sign.

FRIDAY, OCT. 20

Pizza with President Johnsen - Open Forum on Strategic Pathways 3, 11:30 p.m., Lakeside Grill. President Johnsen will be back in Juneau for a second forum on Strategic Pathways-Phase 3 for

anyone who has questions or concerns to voice, with a focus on student input. Free pizza will be available during the event.

Student Tuition Listening Session with President Johnsen, 4:30 p.m., other 3rd floor commons. A proposal for increased tuition will be made at the BOR meeting on November 9-10, 2017. Between now and November, President Jim Johnsen is engaging students across the state through listening sessions and soliciting feedback on the proposed tuition increases.

Pizza and beverages will be provided courtesy of President Johnsen.

Evening at Egan: Zombies! Monstrous Allegory in a Time of Disaster, 7 p.m., Egan Library. The zombie persists in popular culture as an adaptable literary figure whose dramatic forms intend meanings as varied as they are grotesque. Just in time for Halloween, Dr. Sol Neely offers a reading of culture from the perspective of the monsters it produces. This fun, multimedia presentation offers a genealogy of the zombie from its origins in colonial Haiti through its articulation by George A. Romero and the exploitation genre that it helped spawn. The presentation draws from contemporary critical theory to examine allegory, abjection, and apocalypse in a time of disaster so that we might confront our monstrous economies in an effort to give them up.

SATURDAY, OCT. 21

Woosh Kinaadeiyí Grand Slam, 5 p.m., REC. Join us for the Woosh Kinaadeiyí Grand Slam, the annual largest poetry slam, featuring champions from the last year and select featured opening performances.

Community event, open to the public.

MONDAY, OCT. 23

Open Gym: Dodgeball, 7 p.m., Recreation Center. This isn't your grade school game of dodgeball! Never played Skatterball? Let us teach you. It's fast, it's fun, and it's at the REC. Prepare for the Spring Black Light Dodgeball Tournament on March 3, 2017. Mondays evenings at the REC this spring. Call 796-6544 or e-mail rec_center@uas.alaska.edu for more information.

To submit a calendar event or club, send the event/club name, meeting time, date, location, and contact information to whalesong@uas.alaska.edu.



UNIVERSITY
of ALASKA
SOUTHEAST

EVENING AT EGAN

UAS FRIDAY LECTURE SERIES IN THE FALL

OCTOBER 13 | SEAFOOD SECURITY IN SOUTHEAST ALASKA

Dr. Mike Navarro, UAS Assistant Professor of Marine Fisheries

Dr. Navarro will introduce the issue of food security and discuss several environmental challenges to sustaining Southeast Alaskan fishery production, introducing tools used in his lab that track these changes. He will focus on solutions that our communities have built to meet the new needs created by these challenges as well as highlight growing opportunities.

OCTOBER 20 | ZOMBIES! MONSTROUS ALLEGORY IN A TIME OF DISASTER

Dr. Sol Neely, UAS Associate Professor of English

Just in time for Halloween, Dr. Sol Neely offers a reading of culture from the perspective of the monsters it produces. This fun, multimedia presentation offers a genealogy of the zombie from its origins in colonial Haiti through its articulation by George A. Romero and the exploitation genre that it helped spawn.

OCTOBER 27 | NIC GALANIN

Nic Galanin, UAS Artist in Residence (Tentative)

Tentative: The first Artist in Residence at UAS, Galanin is a Northwest Coast artist who is inspired by generations of Tlingit & Unangan creativity. Themes that recur in his work are adaptation and resistance, lies and exaggeration, dreams, memories and poetic views of daily life.

NOVEMBER 3 | INDIGENOUS LANGUAGE & HEALTH

X'unei Lance Twitchell, UAS Assistant Professor of Alaska Native Languages & Dr. Alice Taff, UAS Affiliate Assistant Professor of Alaska Native Languages

This presentation focuses on the notion that there is a causative, beneficial link between ancestral Indigenous language use and the health of the user, and the need for indigenous wellness in order to foster language revitalization movements. It will feature eye-witness accounts of Indigenous language use fostering health, and look at studies linking indigenous language use to a variety of social issues and opportunities.

NOVEMBER 10 | POWER & PRIVILEGE

Following the 2nd Annual UAS Power & Privilege Symposium earlier in the week, this talk is about the ways social hierarchies and identities manifest themselves in our communities, focusing on race, ethnicity, gender, sexuality, age, religion, body size, ability, mental illness, class, and how they intersect.

NOVEMBER 17 | JUNEAU ICEFIELD RESEARCH PROJECT

Researchers from the Juneau Icefield Research Program (JIRP) will talk about their glaciology research outside of Juneau. JIRP has maintained the longest running study of any glacier in the Western Hemisphere, over 70 years of data. They will talk about their 8-week field school which trains future glaciologists and other climate activists.

DECEMBER 1 | RELATIVITY, QUANTUM MECHANICS, & RECENT ADVANCES IN ASTROPHYSICS

Marc Finkelstein, Expert on Space and Aerospace

Advances in astrophysics, particle physics and technology have given us a unique perspective on what the universe is made of, and of the limits nature imposes on us. Finkelstein discusses underlying concepts in relativity, quantum mechanics, the nature of matter and how these studies have led to things and ideas we take for granted daily. The reality may surprise you!

DECEMBER 8 | THE ORIGINS & PERSISTENCE OF THE AMERICAN CAMPUS

Dr. Richard Simpson, UAS Assistant Professor of Humanities

The term "campus" invokes the practice of harmonizing architecture and urban planning in order to create a specific setting in which to teach. Simpson examines the distinct American campus, and how these landscapes have sought to unify individual happiness with industrial productivity, offering insight into the politics of educational space as well as the emergence of today's "corporate campus," the signature feature of the global information technology landscape of the twenty-first century.

ALL LECTURES BEGIN AT 7 PM

UAS Juneau Campus, Egan Library | Full details: uas.alaska.edu/eganlecture

Alaskans celebrate first official Indigenous People's Day



UAS students, faculty, and community members gather in the NRSC for deer stew.

Alaska takes a step towards acknowledging Alaska's first people with bill authorizing holiday Oct. 9

By **JOE NELSON**
for the UAS Whalesong

On Oct. 9, Alaska celebrated the first official Indigenous People's Day as authorized by the State Legislature when it approved House Bill 78 during the last legislative session.

I believe that this law was a long time in coming.

It is about time that our political establishment acknowledge Alaska's first people.

The prime sponsor of the bill was Representative Dean Westlake from Kotzebue. In his sponsor statement Representative Westlake said, "Federally, the second Monday in October is Columbus Day. In our Alaskan context it is fitting that this day should also honor the first people of our state and of the Americas"

Westlake acknowledged a number of Alaska Native leaders by name and reminded us that "Alaska Native people have ... worked within the legal system to establish a better and more just state for all Alaskans." He also recognized a number of culture bearers, philosophers, teachers, and scholars, including Nora Marks Dauenhauer.

Representative Westlake said that he considers Indigenous People's Day as, "A great day of reclamation for us Natives as a whole. We are the old world, combined with the new. Welcome to our Indigenous celebration."

According to the National Congress of American Indians, there are 562 federally recognized tribes in the United States, 229 of those are in Alaska. The idea that a European sailor 'discovered America' is patently offensive. The Christopher Columbus story line is fake news.

Juneau Representative and UAS Alumni Justin Parish and co-sponsor of Bill 78 believes the holiday offers an equilibrium since the story of the Americas is often told from 1492 to the present.

"It is often told to minimize the experiences and contributions of Native Americans. Indigenous People's Day helps balance our history and celebrates our heritage," he said.

Speaker of the House Representative Bryce Edgemond from Dillingham, who also supported the bill, has always known a culturally diverse environment growing up in an Alaskan Native household.

"I am proud of my heritage and equally welcoming of all others who choose to make the great state of Alaska their home. The legislation creating Indigenous Day in Alaska was a long time in coming and I'm very pleased it is now officially in law," Edgemond said.

As an Alaska Native lawyer-educator who was born and raised in rural Alaska, I have a responsibility to help shed a little light on our reality. The fact is, the Russians never set foot in the entirety of the state, much less owned it. On October 18, some will celebrate Alaska Day and the 150th anniversary of the Alaska Purchase.

As we take note of these markers in time, some of us will also be taking stock in our future. As a parent of three, I am hopeful that my kids will grow up not just comfortable in their Native skin, but empowered by their history and culture.



Brianna Riley a freshman from Kianna, AK cuts potatoes for deer stew in the NRSC for the Food Sovereignty event Oct. 9