

## *Institutional information*

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# IACSI

INTERNATIONAL ASSOCIATION OF  
CIRCUMPOLAR SOCIOCULTURAL ISSUES

### **What is the IACSI?**

IACSI is an international scientific association devoted to the study of different socio-cultural aspects related to the Arctic and Antarctic regions. The Association is integrated mainly by scholars from Social Sciences, Anthropology and Humanities, and also from individuals with different backgrounds but interested in these perspectives and themes. As a new association which looks for integration and cooperation, we are also looking for new members in both circumpolar regions.

### **What are we after?**

Assuming the importance that the socio-cultural approach has for a holistic understanding of the circumpolar phenomenon, we have also considered the need to study the "circumpolar theme" in its bi-polar dimension: the Arctic and the Antarctica, in order to look for convergences and divergences under the debates "local/global", "North/South", "development/sustainability", and also looking for the production and transference of knowledge. In this sense, we privilege scientific investigation with reference to:

- Local Communities in Extreme Environments
- Social Problems and Human Well-being

- Participation and Community Attachment
- Habitat and Identity
- Minorities and Native people
- Migration
- Environment and Sustainable Development

### **What do we do?**

- Generate scientific and academic projects bound up with circumpolar socio-cultural issues.
  - Organize once a year an international seminar on the circumpolar socio-cultural issues.
  - Organize cultural events, such as Films and Documentary Festivals related to these issues.
  - Support academically the "Arctic & Antarctic International Journal of Circumpolar Socio-cultural Issues", published annually.
  - Encourage relationships and academic collaboration between Universities and Research Centres sited in one or both circumpolar regions.
  - Promote international workshops, seminars, and conferences.
- Contribute and award prizes to investigations, and activities concerning to solve problems in one or both circumpolar regions.
- Establish nets with national and international institutions, associations and NGOs linked to the matters which are the interest of the IACSI.

According to the aims of the International Association, were organized different scientific meetings where papers from different countries and regions were submitted:

- a) In April 26th, 2005, was run the ***1st International Workshop on Circumpolar Socio-Cultural Issues***, at the University of Jyväskylä (Finland), organized by the Department of Social Sciences and Philosophy of this University and the IACSI.
- b) In April 7th, 2006, was run the ***2nd International Workshop on Circumpolar Socio-cultural Issues***, at the University of Iceland, organized by the Faculty of Social Sciences of this University, the Icelandic Sociological Association, and the IACSI.
- c) On November 30, 2007, was run the ***3rd International Workshop on Circumpolar Socio-cultural Issues***, at the University of Oulu (Finland), organized by the Thule Institute of this University and the IACSI.

- d) On November 16-18, 2010, was run the *I International Meeting on Northern and Southern Circumpolarities: Socio-economic and Socio-cultural Approaches*, under the auspices of the CICLOP, School of Economics, University of Buenos Aires and the International Center for the Patrimony and Heritage (CICOP).
- e) On September 25-26, 2014, was run the *4<sup>th</sup> International Workshop on Circumpolar Sociocultural Issues* at the University of Iceland, organized by the Faculty of Social and Human Sciences of the University of Iceland and the International Program on Circumpolarity, Antartica and Extreme Environments (PIECA, Faculty of Social Sciences, Universidad del Salvador), and under the auspices of the IACSI. During the 4<sup>th</sup> Int'l Workshop one session will include oral presentations while the other one will be devoted to the screening and discussion of documentary and experimental films from both northern and southern circumpolarities. This second session will receive collaboration from the Reykjavík International Film Festival (RIFF).
- f) For the last conferences organized from 2015 on, please see [www.iacsi.hi.is](http://www.iacsi.hi.is)

The IACSI has also organized several *Circumpolar Film Exhibitions*, such as: one devoted to the Icelandic cinema (Universidad del Salvador, Buenos Aires, 2005), another devoted to Argentine cinema (University of Iceland, Reykjavík, 2007), a third one devoted to Northern and Southern Circumpolarity (University of Buenos Aires, Buenos Aires, 2010), the fourth one -under the auspices of the RIFF (Reykjavík International Film Festival) devoted to fiction and documentary films related to circumpolar sociocultural and anthropological issues (University of Iceland, Reykjavík, 2014); and the fifth was also developed in Reykjavík organized by the Faculty of Human and Social Sciences of the University of Iceland, in parallel with the *ICO International Workshop on Circumpolar Sociocultural Issues*, April 1-3, 2019.

[For more information about audiovisual projects and workshops, please see [www.iacsi.hi.is](http://www.iacsi.hi.is)]

## Membership

The members can be individuals or institutions:

Individual membership: € 30 (thirty Euros), including one printed copy of the annual issue of "*Arctic & Antarctic...*".

Institutional membership: € 100 (one hundred Euros), including two (2) printed copies of the annual issue of "A&A-IJCSCI". To apply for membership (individual and/or institutional) please address to:

### **Contact**

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## **Universidad del Salvador (Argentina)**

Founded in 1956, is the first private university in Argentina, and one of the largest in the country. It has different locations, namely: headquarters in the city of Buenos Aires, in Pilar and Mercedes (province of Buenos Aires), and Virasoro (province of Corrientes).

The main objectives of the Universidad del Salvador are: a) to emphasize academic excellence, b) to value diversity and pluralism, c) to form competent professionals and researchers with a critical judgement, d) to promote the development of knowledge through teaching and research, e) to impact the society as a whole not only through the theoretical analysis of the problems but also providing the possible solutions, f) to foster the internationalization of the students and staff.

The Universidad del Salvador has international joint programs in both undergraduate and graduate levels. It has different Faculties, namely: Administration Sciences; Economic Sciences; Education and Social Communication Sciences; Law; Social Sciences; Philosophy, History and Literature; Medicine; Psychology and Psycho-pedagogy; Science and Technology. The University also includes the Graduate Schools of Agronomy, Veterinary Medicine, and Food Technology, and the Schools of Theatre & Arts and of Oriental Studies.

### **Vice-Rectorship of Research & Development**

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### **Vice-Rectorship of Academic Issues**

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### **Faculty of Social Sciences**

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The Faculty of Social Sciences includes graduate and postgraduate studies on Sociology, Political Science, International Relations and Social Service.

The *Institute of Research on Social Sciences (IDICSO)* is a unit of the Faculty that promotes interaction between different disciplines, carries out high quality research in the field of Social Sciences and publishes *Miriada*, a peer-reviewed journal on Social Sciences.

Under this University framework, the *International Program of Studies on Circumpolarity, Antarctica and Extreme Environments (PIECA)* –directed by Dr Enrique del Acebo Ibáñez- develops comparative studies and research between the Northern and Southern circumpolarities, some of them in collaboration with different researchers and scientists from Northern and Arctic universities (Iceland, Finland, Canada, France, etc.), and publishes the *Arctic & Antarctic – International Journal on Circumpolar Sociocultural Issues*, a peer-reviewed publication, together with the Foundation of High Studies on Antarctica & Extreme Environments (FAE) and the Faculty of Social Sciences of the University of Iceland.

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UNIVERSITY OF ICELAND

## University of Iceland (Reykjavík, Iceland)

The University of Iceland was established in 1911. The university is organized into 5 academic schools, and 25 faculties. The university offers diverse program on all levels. The University of Iceland is the only university in Iceland offering undergraduate and graduate studies in all the main disciplines. In addition, the University of Iceland is an internationally renowned research university and our academics have received a great deal of international recognition for their scientific work.

The University operates around 40 research institutes, and research-based graduate studies are also offered. The number of students is currently

around 15,000. Most academic disciplines are pursued, closely linked with the professional sector and Icelandic society in general. The university employs a group of well-educated and experienced teachers and scientists; it has a standing tradition for research and collaborates actively with universities and institutions abroad. The University is at once a national scientific and educational institution and a part of the international academic community. Year after year surveys have shown that the Icelandic people have more confidence in the University of Iceland than any other institution; the university enjoys the confidence of more than 90% of the Nation.

### **School of Social Sciences**

The School of Social Sciences at the University of Iceland is the largest and most robust institution of its kind in Iceland. The Faculty has been a leader in educating managers and experts in the field of social sciences and research in these fields in Iceland for over three decades. The Faculty's role is to increase and impart exemplary and internationally recognized knowledge in the field of social sciences through scientific research, teaching and services to the Icelandic labour market. The School has been a leader in this field from its establishment in 1976.

The School is divided into six departments: Faculty of Sociology, Anthropology and Ethnology, Faculty of Political Science, Faculty of Business Administration, Faculty of Economics, Law Department, and Department of Social Work.

### **School of Humanities**

The School of Humanities has a lot to offer both exchange and regular international students. One of the main attractions for international students is the studies that are unique to Iceland. Examples of those are Icelandic Studies for International students and Medieval Icelandic Studies.

#### *Department of Languages, Literatures and Linguistics*

The Faculty offers diverse academic programs in Asian studies, Nordic languages, the major European and American languages in addition to classical languages. Programs covering the following subjects are offered:

- Asian studies: Japanese and Chinese
- Nordic languages: Danish, Finnish, Norwegian and Swedish

- Major European and American languages: English, French, German, Italian, Russian and Spanish
- Classical languages: Greek and Latin (a key to European culture from the beginning)

### *Programa de Español*

Spanish and Hispanic Studies have been taught at the University of Iceland since the early nineteen-eighties. The instruction takes place in Spanish, the study program is demanding, and students are required to acquire excellence in academic work methods. Students are expected to have completed a matriculation exam from an Icelandic secondary school (or its equivalent), have completed two years of Spanish as a foreign language, and/or be near to fluent speakers of Spanish when entering the program.

First year students refresh their knowledge of the language and exercise writing and reading skills in Spanish. Simultaneously they survey the cultural and political history of Spain and Latin America and are introduced to the study of literature. During the second and third years, students enhance their fluency and knowledge of literary history and theory, literature and cinema, as well as linguistics, language history and translation.

The study of Spanish can be combined with other program within (and/or outside) the School of Humanities. After a B.A.-degree has been obtained, the postgraduate degrees of M.A. and M.Paed are now on offer in the Faculty of Foreign Languages. An M.Paed degree grants a qualification for the teaching of a foreign language within the Icelandic secondary school system, while an M.A. degree is aimed to further the student's knowledge within the field of language and literature, as well as in other fields of Hispanic and Latin American Studies.

The Department of Spanish at the University of Iceland collaborates with a number of Universities in different countries of Latin America and in Spain. Students are urged to complete a semester or a year of their study abroad, to further merge themselves into a Spanish-speaking cultural environment. A good knowledge of foreign languages has proven to serve many fruitful practical purposes and a proficiency in foreign languages becomes ever more valuable on the international scene. Knowledge of Spanish can serve as a passport into an ever more international job market in the field of tourism, business, mass media, politics, teaching and science, as well as for diplomatic posts.



Furthermore, an excellent knowledge of a foreign language opens many opportunities within the fields of translation, interpretation and cultural communication.

**Contact Information:**

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For comments and/or questions about the University of Iceland web site please contact: [webmaster@hi.is](mailto:webmaster@hi.is)

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**UQÀM**

*Imaginaire du Nord*

**The International Laboratory for the  
Comparative Multidisciplinary Study  
of Representations of the North.**

**University of Québec in Montréal (Canada)**

*The Laboratoire International d'étude multidisciplinaire comparée des représentations du Nord* is a centre for research, documentation, publication and expertise on

the Nordic and Winter imaginary in literature, film, the visual arts and popular culture. It is intended primarily to encourage comparison of the different Nordic cultures as exemplified by Québec, the Inuit community, Scandinavia (Iceland, Norway, Denmark and Sweden) and Finland. The Laboratory was founded by Daniel Chartier and is directed by him.

The Laboratoire has led to the creation of an open, multidisciplinary research network, based on a decentralized yet collective work plan and supported by advanced information technologies. The research objectives of the Laboratory are three-fold:

(a) To study Québec literature and culture from a northern perspective by examining the aesthetic use of the North as a component and the underlying issues, while bearing in mind a more general and dialectic objective, which is the establishing of the parameters for a definition of northern culture.

(b) To carry out a comparative study of the different literary and cultural forms produced by Québec, the Inuit community, Sweden, Norway, Iceland, Denmark, Greenland, English Canada and Finland.

(c) To determine how representations of the North operate and are received both diachronically and synchronically: how the North, from the myth of Thule to popular representations in the visual arts and film today, constitutes an aesthetic and discursive system that maintains constant tension between the representation of the real and the creation of an imaginary world.

## **Research and Projects**

Since it was set up in 2003, the Laboratory has brought together some 15 researchers from about 10 universities (in Québec, Sweden, Denmark, Iceland, France, Israel, Canada, Germany, England, and Spain) who have used the infrastructure developed at UQAM to study the Nordic imaginary. The Laboratory is a research infrastructure that brings together, in a free and open manner, researchers interested in studying the Nordic and Winter imaginary. In addition to projects directed by associated researchers and dissemination activities, a number of funded research projects are being carried out at the Laboratory on the theory of the imaginary and representations, cultural and literary history, comparative studies, as well as popular and media-based culture.

## Teaching

Students may enroll in a research group in the Laboratory. Research groups receive credit in the M.A. and Ph.D. programs of the Département d'études littéraires at the Université du Québec à Montréal. A B.A.-level seminar is offered periodically. Depending on the semester, individual and group work may involve establishing the corpus and analyzing literature and film; it may take the form of a student symposium.

About 10 students from different universities work at the Laboratory as paid research assistants. Graduate students are welcome to participate in the Laboratory's research activities. All activities are part of a universal framework in which students contribute as researchers.

Lecturers are invited by the Laboratory to come and speak. Postdoctoral researchers also participate in the Laboratory's activities.

## Documentary Collection

The Laboratory has one of the largest specialized libraries on the Nordic imaginary and the issues related to its study. Its documentary collection includes 6,000 literary works, essays, films and articles.

Its researchers have developed an innovative series of data banks (containing works, illustrations and quotations) which are continually updated. As of May 1st, 2007, these banks contained some 35,000 records, including:

- An annotated bibliography of more than 6,000 literary works with a Nordic component written by the Inuit community or in Québec, Finland and Scandinavia.

- An annotated bibliography of more than 8,000 studies on the Nordic imaginary and Nordic cultural issues

- An annotated filmography of more than 1,000 films

- A bank of more than 11,000 citations related to the Nordic imaginary, classified according to elements, figures, constructs and themes

- A bank of more than 8,000 illustrations of a Nordic nature, described and annotated.

Since the banks are interconnected, they can be queried by means of multiple criteria and key words; these criteria enable users to link thousands of representations of the North derived from literature, the visual arts, popular culture and film.

To perform its work, the Laboratory has premises equipped with 12 computers, 2 servers and a variety of video, photographic, digitization and viewing equipment. All researchers are welcome to use the Laboratory's

resources. Access to the collections and data banks is based on the principle of collective and reciprocal contribution.

### **Publications**

The Laboratory disseminates works on the Nordic imaginary through its own print series and other publications.

The “*Jardin de givre*” series reissues significant, out-of-print works on the Québec and circumpolar imaginary for research and education purposes.

The “*Droit au pôle*” series disseminates literary and cultural studies and analyses that enable readers to understand and interpret the Nordic imaginary.

The works published by the Laboratory are distributed by Presses Universitaires du Québec ([www.puq.ca](http://www.puq.ca)). To contact the Laboratory, please refer to its website: [www.imaginairedunord.uqam.ca](http://www.imaginairedunord.uqam.ca), or email: [imaginairedunord@uqam.ca](mailto:imaginairedunord@uqam.ca)

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LAPIN YLIOPISTO  
UNIVERSITY OF LAPLAND

## **Arctic Centre University of Lapland (Rovaniemi, Finland)**

The Arctic Centre is Finland’s national research institute and science centre for Arctic expertise. It is based at the University of Lapland, the northernmost University in Finland and the EU. The Arctic Centre is also an international, multidisciplinary and multicultural institute of top quality research, and it provides science centre exhibitions and science communication. The Arktis Graduate School of the Arctic Centre leads the

international Barents Arctic Network of Graduate Schools. The Arctic Centre provides an undergraduate multidisciplinary Arctic Studies Program (ASP) that includes Arctic Governance and Arctic Indigenous Studies programmes.

Multidisciplinary research is currently implemented by three research groups:

The *Sustainable Development* group draws on perspectives from the social sciences in order to address international environmental politics, human dimension of climate change, community adaptation and vulnerability to climatic and social changes, social impact assessment. The research focuses also on indigenous and local knowledge, indigenous and non-indigenous identities, concept of the North in politics, economics and culture, mobility and viability in industrial northern communities. The group participates in three IPY pan-Arctic research initiatives: DAMOCLES (Developing Arctic Modelling and Observing Capabilities for Long-term Environmental Studies), BOREAS – MOVE, and CAVIAR (Community Adaptation and Vulnerability in Arctic Regions).

The *Global Change* group encompasses the biological and physical sciences, with emphasis on applied socio-ecological and geographical studies. It addresses the impacts of land use, the use of renewable and non-renewable natural resources, tourism, long and short-term climate change, and UV radiation. Special emphasis is placed on the cumulative impacts of resource and industrial development and related infrastructure. An international glaciology group specialises in climate change and modelling its impacts on Arctic and Antarctic ice masses, extreme events and global sea level (IPY project KINNVIKA, Change and Variability of the Arctic Systems).

The *Environmental and Minority Law* group focuses on legal issues, such as international environmental treaties on Arctic conditions, regulations and the implementation of environmental, social and strategic impact assessments, the environmental rights of Arctic indigenous peoples and indigenous peoples' participation in environmental management. NIEM (The Northern Institute for Environmental and Minority Law) as a unit of the Arctic Centre has human rights and environmental law as its two focus areas of law from the Arctic perspective.



UNIVERSITÉ PARIS-SACLAY

## Université de Versailles Saint-Quentin-en-Yvelines (UVSQ), France

Founded in the early 1990s, the University of Versailles Saint-Quentin-en-Yvelines (UVSQ) is now the largest institution for higher education, research and technology in the administrative district of Yvelines, west of Paris.

UVSQ spans five campuses. It has a student body of approx. 17,000 enrolled in over 200 programs in all major scientific domains: Faculty of Science in Versailles, Faculty of Law and Political Science, Faculty of Medicine, Faculty of Social Science, Institute of Management, Institute of Cultural and International Studies, as well as the Observatory of Versailles Saint-Quentin, all located in the agglomeration of Saint-Quentin-en-Yvelines, just a few kilometres from Versailles + a school of engineering and two university institutes of technology in three other cities of the region, offering higher education programmes from bachelor to doctorate level.

UVSQ is the leading university in France in terms of student success at bachelor level and ranks third for the number of apprentices in the Île-de-France region, reflecting a strategy that prioritizes educational innovation and professionally-focused international programs.

In 2016, UVSQ entered the so-called ARWU or Shanghai ranking (401-500 group) and is currently 4th in the CRWU ranking as far as atmosphere science and meteorology are concerned.

UVSQ's excellence in research concerns notably space observation, climatology and the environment, heritage and Arctic studies, health (esp. handicap and ageing), innovative materials, sociology, public administration. UVSQ's laboratories foster innovative, cross-disciplinary research that anticipates societal concerns, informs citizens and supports decision-makers.

As one of the founding members of the excellence cluster Université Paris-Saclay, UVSQ is well positioned to meet the twin challenge

of economic and technological competition combined with the acceleration of scientific developments worldwide.

University website: [www.uvsq.fr](http://www.uvsq.fr)

## **Masters2 programme in Arctic Studies at UVSQ/ University of Paris-Saclay**

UVSQ initiated an original, interdisciplinary masters 2 programme in Arctic Studies entirely taught in English (French-language classes excepted) in 2010, now offered through the excellence cluster of the University of Paris-Saclay.

More than 50 French and international students coming notably from Greenland, the USA, Russia, Norway, Latvia, Macedonia, Armenia, India, Nepal, Ghana, Cameroun, etc. have successfully graduated from this programme dedicated to integrated approaches to problems facing the Arctic.

### **Pedagogical objectives:**

The aim of the Master is twofold: help future decision-makers and facilitators working in the Arctic or in relation to the Arctic to develop tools for integrated analyses thanks to in-depth knowledge of the fragile balance between ecosystems and the human ecology of the Arctic.

At the same time, the Master has been designed to provide students interested in research with the opportunity to develop a project that will be pursued in the form of a doctoral dissertation after the validation of the *Master*.

Such Phd work may be co-directed with one of our international partners.

The master covers three complimentary fields of competence: studies in all of the major areas essential for decision making:

- environmental and natural science as well as technology, economics and governance, geopolitical aspects and questions of law, Arctic societies and their culture
- scientific competence therefore reinforced by intercultural competence
- an international dimension with courses in English and colleagues of international reputation

## **Perspectives:**

The Arctic Studies programme trains decision makers capable of piloting the process of expertise, facilitation and governance by relying on a method of eco-efficiency and global performance (environmental, economic, social and societal), of identifying and erasing obstacles to a respectful development of ecosystems and human ecology in an Arctic context.

The year of Arctic Studies will allow a student to develop the following fields of competence:

- piloting of a project by using special tools and management techniques : research team, international cooperation
- management of organisational change relying on a pluri-disciplinary approach
- autonomous conduct of an Arctic project or enquiry
- reflect on and mediation of social, technical and technological aspects
- economic and environmental evaluation of technological, financial, commercial and organisational risk

## **Prerequisites and organisation of studies:**

Students from any academic field can apply provided they have validated four years of higher education (four-year B.A. programme or a three-year B.A.+ first year of a Masters programme), English language skills should be fluent (however, no special language test score is required).

Teaching starts in mid-September and ends in early February, followed by a three-month internship that the students choose themselves in France or abroad.

Students then write a detailed report on this experience and/or a long research paper/ dissertation. The report or dissertation is defended during a viva that can be organized by Skype in certain cases.

## **Applications**

Applications are submitted electronically via the Paris-Saclay website: <https://www.universite-paris-saclay.fr/en/apply-to-master-programs>

## **Contacts:**

Prof. Dr. Jan Borm, co-director of the programme: [Jan.Borm@uvsq.fr](mailto:Jan.Borm@uvsq.fr)

Dr. Alain Sarkissian, co-director of the programme:

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# **The University of Oulu (Finland)**

The University of Oulu in Finland was founded in 1958. It is one of the largest universities in Finland with an exceptionally wide scientific base. There are 17 000 students and 3 000 employees at the University and research is done in more than 70 fields of science in six faculties. The faculties are humanities, education, science, medicine, economics and business, and technology.

In 2008, 1932 Master's and Bachelor degrees and 123 Doctoral degrees were taken. Scientific publications numbered 2238. 84 invention disclosures and 3 patent applications were realized.

There are three research focus areas at the university:

- Information Technology and Wireless Communications
- Biotechnology and Molecular Medicine
- Northern and Environmental Issues

In addition, new initiatives are advanced steel research, international business, and geo- and mining engineering.

## **The Thule Institute**

The Thule Institute is a unit of the University of Oulu that promotes interaction between different disciplines and carries out high quality research in the field of Northern and Environmental Issues, one of the University's focus areas. Thule Institute's activities focus around research programmes, graduate schools and Master's programmes. The Institute also operates in national and international networks in the field of Northern and Environmental Issues.

The research programmes are titled Global Change in the North, Northern Land Use and Land Cover, and Circumpolar Health and Wellbeing. Research is also done in the fields of Environmental and Resource Economics, Environmental Technology and in the programme Human- Environment Relations in the North - resource development, climate change and resilience. The research programmes include academic education and research training. In 2008, the number of staff working at the

Institute was 38 and the number of researchers, PhD students and graduate students working on research projects supported by the Institute was approx. 210.

For more information:

<http://www oulu.fi/english/>

<http://thule oulu.fi/englanti/index.html>

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## **University of Jyväskylä (Finland) Master's and Doctoral Programme in Cultural Policy**

The Master's Degree Program in Cultural Policy is a social science based study program, connected to many disciplines via teaching and research both in Finland and abroad. The key areas of education are:

- Actors, instruments and impacts
- Access and participation
- Cultural economy and creative industries
- Cultural diversity and citizenship
- Relationship between art and technology
- Geaography and cultural policy

The multidisciplinary master's and doctoral programs in cultural policy develop students' preparedness to:

- analyze the historical development and future of cultural policy in various geographical and sectoral contexts
- compare and explore international and national systems of cultural policy and questions of cultural economy
- evaluate the position of culture and cultural policy in societal transformation processes in public, private and third sectors
- critically apply theoretical, methodological and empirical know-how in working creatively in internationalizing branches of culture

The program is aimed both at Finnish and international students with a bachelor's degree (majoring in social policy, political science, sociology, philosophy, art history, art education, literature, music science, ethnology or history), offering them the opportunity to complete a master's degree. It is possible to continue from the master's program into the Doctoral Program in Cultural Policy. As a unit, Cultural Policy collaborates with the Foundation for Cultural Policy Research CUPORE.

The Doctoral Program in Cultural Policy leads to a Doctorate (PhD) in Social Sciences. The program collaborates with the Finnish Doctoral Program in Social Sciences (SOVAKO). Research and teaching within the master's program are part of the multidisciplinary "Centre for Research on Multicultural Issues and Interaction", and the program participates in the U40 capacity building program 'Cultural Diversity 2030', organized by the German Commission for UNESCO. In addition, the unit of Cultural Policy coordinated the organization of the 6th International Conference on Cultural Policy Research (2010) and the 4th Nordic Conference on Cultural Policy Research (2009).

**For more information check our website:**

<http://www.jyu.fi/ytk/laitokset/yfi/oppiaineet/kup/en>

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## **Foundation for High Studies on Antarctica & Extreme Environments (FAE, Argentina)**

The Foundation for High Studies on Antarctica and Extreme Environments (FAE) is an NGO devoted to know and divulge everything about local community problems in extreme environments as well as Antarctic and circumpolar matters in a broad sense. This task is carried out through an holistic approach – a process of integration that includes a great variety of combined factors: social, cultural, territorial, psychological, economic and environmental ones.

The notion of extreme environment is considered from a point of view which tries to go beyond an ethnocentric notion of “extreme”, namely:

a) Environments with “determining geographic factors” which turn difficult the community life and human settlement, although these native populations develop significant socio-cultural adaptations.

b) Environments with “determining social economic factors” which in some cases lead big population sectors further the “resilience phenomena” (survival in spite of serious determining effects) that could happen responding to the demands of the moment or structurally.

Every environmental issue is considered inside “local/ global”, natural/ built-up” and “sustainable /non sustainable” dialectic. For this reason the Foundation attaches great importance to environmental assessment and socioeconomic impact of any human undertaking either local, national or regional.

Teamed up by a body of professionals and scientists from different areas with broad experience on sociological, psycho-sociological, educational, anthropological, and environmental issues, the Foundation tries

to find production and transference of knowledge with reference to Extreme Environments in general terms and Circumpolar Regions in particular ones, by means of:

a) Scientific Research and transference of the results to public and private institutions either national or international with reference to: Natural and Built-up Environment, Local communities, Social Problems, and Sustainable Development.

b) Drawing up educational & cultural programs for the different levels emphasizing the use of multimedia distance education modality.

### **Main activities**

a) Generate academic- scientific projects bound up with extreme environments, either natural or built-up as well as convergences and divergences between different circumpolar regions.

b) Publish books and Journals about issues bound to the subjects the Foundation deal with.

c) Design, develop and assess seminars, intensive academic programs, tertiary and university syllabus for presential and distant education modalities.

d) Design general policies in areas the Foundation is interested in, both in the academic/scientific and the cultural/artistic themes.

e) Carry out environmental impact assessment on socio-cultural and socio-economic undertakings.

f) Promote national and international workshops and/or scientific conferences.

g) Contribute and award prizes to investigations, and activities concerning to solve problems taken into account by the objectives of the Foundation.

h) Tend to establish nets with national, foreign and international institutions and NGOs linked to matters which are the interest and purpose of the Foundation.

### **Contact**

*Fundación de Altos Estudios Antárticos & Ambientes Extremos*

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## University of Greenland (*Ilisimatusarfik*)

*Ilisimatusarfik* is situated in the small but bustling capital city of Nuuk. *Ilisimatusarfik* educates for both the private and public labour market, and does research and programmes within humanities, social sciences and health science.

*Ilisimatusarfik* highly prioritises cooperation with the outside world, locally as well as internationally. *Ilisimatusarfik* wishes to bridge the university world with the business community and the public sector, because with collaboration between the sectors, everyone is contributing strong professionalism and combining new thinking and innovation in a fruitful system.

*Ilisimatusarfik* is an Arctic university that creates knowledge and innovation in a region developing rapidly. Broadly, deeply and across: *Ilisimatusarfik* is shaping the Arctic through research, education and cooperation.

*Ilisimatusarfik* has four institutes: *Institute of Culture, Language and History*, *Institute of Social Science, Economics and Journalism*; *Institute of Learning*; and *Institute of Nursing and Health Science*.

### **Institute of Culture, Language and History**

*Theology*: How did Christianity emerge and how has it developed through the ages, and what is its role in modern Greenlandic society? Those are some of the questions that the Theology degree programme engages in. As a theology student, you will learn about the origins of Christianity, its history and contemporary issues. Thereby you will be able to independently and qualitatively decide your attitude to, and work with, the Christian religious tradition in relation to the contemporary situation.

*Culture and Social History*: The Culture and Social History degree is available as a Master degree. The degree provides a broad and versatile historic understanding of cultural and social conditions focused on the arctic world.

*Language, Literature & Media:* Language, Literature & Media is a university graduate programme. Some of the initial telling things about a country's cultural peculiarities are the spoken language, news, debate and cultural media, and, finally, the literature that mirrors or challenges the national identity. You are at the centre of cultural life when you are studying Language, Literature & Media.

*Translation & Interpreting:* Professional Bachelor in translation and interpreting is a relatively new professionally targeted Bachelor degree at Ilisimatusarfik. Translators are not only necessary for Greenlandic language and culture to be able to survive in a globalised world, but also serve to improve the public service level.

### **Institute of Social Science, Economics and Journalism**

*Social Science:* The degree programme in Social Science provides thorough knowledge about Greenlandic and international social conditions. The programme is broadly based and covers important subject areas within social science, such as political science, sociology, economy and law. With knowledge about these subject areas, you will be able to form an overview of the tasks facing a public administration, for example.

*Business Economy:* The Bachelor degree in Business Economy is a three-year degree that is targeted towards making students ready to work as business economy specialists in a public or private company, or as generalists looking holistically at business operations and scope for development. The degree programme is developed in close cooperation with Greenland's business community.

*Social Work:* The Social Work degree is a broad, professionally targeted degree programme within social science. The programme comprises four subject areas: social work, social science, psychology and law. The aim of the degree is to educate social workers who are able to prevent and remedy social issues in today's society.

*Journalism:* The journalism degree is a professionally targeted degree in a profession that carries many privileges and a great responsibility. It takes courage, cooperative skills and discipline to be a journalism student. This is true both during the programme and work placement and as a fully qualified Bachelor in Journalism.

## **Institute of Learning**

*Teacher:* The Teacher degree is a professionally targeted Bachelor degree. The purpose is to train teachers for the Greenlandic “folkeskole” (public primary and lower secondary school) and as a basis for other teaching. At the same time, the degree is a qualification for further education at graduate and Master programme level.

## **Institute of Nursing and Health Science**

*Nurse:* A professional Bachelor degree as a nurse provides you with many opportunities. People’s perception of a nurse is typically someone working in a hospital, but that is a too narrow perception. Trained nurses also work with information about general health, teaching and many other things. What these many jobs available for trained nurses have in common is that, as a nurse, your main task is to secure the best possible health for the population. ’

## **Ilisimatusarfik: From Inuit Institute to Arctic University**

**1974:** GrønlandsLandsråd/The Greenlandic Council proposes the creation of a university-like institution - an Inuit Institute.

**1981** The decision is made at the local parliament, the “Landsting”, in autumn 1981.

**1983** Professor Robert Petersen is hired as head. Other staff is hired during summer.

**1984** The first students at Ilisimatusarfik are taken in for study start in the spring.

**1987** Master programmes are introduced. The three-year Theology programme is merged with Ilisimatusarfik/Inuit Institute. The name is changed to Ilisimatusarfik (University of Greenland). The celebration of the opening of own buildings in the newly restored mission station, NyHerrnhut, takes places 10 September 1987.

**1989** The statute for the university is passed. With this, Ilisimatusarfik has formal status as a university. The date for the foundation of Ilisimatusarfik as a university is 1 September 1989.

**1995** The Bachelor programme is introduced.

**1996** A new statute is passed in Parliament.

**1997** The Bachelor programme in Theology is introduced.

**2003-2005** A separate programme in Theology, ”exam theol”, followed by pastoral college, is introduced.



**2007** A new statute is passed in the parliament after which the university is merged with other institutions for further education, and a new structure with board and rector is introduced. The law comes into force 1 January 2008.

**2008** Ilisimatusarfik is moving to new premises in the newly built Ilimmarfik. Ilisimatusarfik now comprises nine institutes.

**2009** Tine Pars is hired as new rector, 1 January 2009.

**2010** A new institute structure with three institutes is introduced: The Ilimmarfik Institute Institute of Learning Institute of Nursing and Health Science.

**2015** A new institute structure with four institutes is introduced: Institute of Learning Institute of Nursing and Health Science Institute of Social Science, Economy and Journalism Institute of Culture, Institute of Nursing and Health Science.

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## **The University of the Faroe Islands**

The University of the Faroe Islands is an autonomous educational and research institution which overall purpose is to strengthen the scientific expertise at the University and in the Faroese community in general.

The University has two Faculties: Faculty of Humanities, Social Sciences and Education, and Faculty of Natural and Health Sciences, and six Departments: Language and Literature, History and Social Sciences, Science and Technology, Education, Nursing, Research Center for Social Development.

### **Contact:**

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## International Colour Association (AIC)

The International Colour Association (*Association Internationale de la Couleur* (AIC), or *Internationale Vereinigung für die Farbe*) is a learned society whose aims are to encourage research in all aspects of color, to disseminate the knowledge gained from this research, and to promote its application to the solution of problems in the fields of science, art, design, and industry on an international basis. AIC also aims for a close cooperation with existing international organizations, such as, for example, the International Commission on Illumination (CIE), the International Organization for Standardization (ISO), and the International Commission for Optics (ICO), regarding issues concerned with color.

AIC was founded June 21, 1967, in Washington DC, USA, during the 16th Session of the CIE (Commission Internationale de l'Éclairage). AIC Foundation Document was signed in by eight national colour associations. AIC's executive committee is comprised of eight members: President, Past president, Vice President, Secretary/Treasurer and four Ordinary members. Elections are held every two years. At present AIC is comprised of over twenty-eight color associations from around the world. Annual conferences and meetings have become the event of the year where the multidisciplinary color community meets to exchange knowledge and research. Book of Abstracts and Proceedings are freely available on the website. An Annual Review is published to showcase AIC members' colour events, activities, and outcomes. The *Journal of the International Colour Association* (JAIC) is a double-blind peer-reviewed journal and publishes multi-disciplinary work about colour. The current issue and also past issues dating back to 2007 are available online with free-access. AIC recognizes excellence in color with three awards: the Judd Award founded in 1973 with twenty-seven awardees

to date; the CADE Award celebrating outstanding color work in art, design, and the environment; and, the most recent Student Paper Awards encourage color research by students.

In 2009 the AIC agreed on the creation of an International Colour Day March 21, which is celebrated in many countries around the world.

Five study groups are active at AIC: Art and Design (AD); Colour and Vision and Psychophysics (CVP); Colour Education (CE); Language of Colour (LC); and, Environmental Colour Design (ECD).

<https://aic-color.org>



## **AIC Study Group on Environmental Colour Design (ECD)**

Chairs: Verena M. Schindler (Switzerland), Yulia A. Griber (Russia)

The SG ECD is an international group of colour designers, architects, urban designers, landscape architects, interior architects, artists, lighting designers, philosophers, historians, psychologists, sociologists, scientists, ecologists, educators, and other professionals with a specific interest in colour as a means of environmental design in interior and exterior space. It is a broad field of study that includes colour in the natural, built and sociocultural environments. The research in this field also includes the investigation of the effects of colour upon human behaviour, cognition, and emotion.

The aims of the SG ECD include: (1) dissemination of knowledge among its members; (2) exchange of experience gained in the process of integrating colour in planning, designing, and realizing the built

environment; (3) propagation of knowledge and evaluative experience through congresses, seminars, workshops, publications, and exhibitions; (4) and, stimulation of research and teaching. The goal is to promote a deeper understanding of the relevance of colour in the overall design process and to establish a theoretical and practical basis for a trans-national discussion concerning a cross-cultural appreciation of environmental colour design. A report on its activities is published in the AIC Annual Review. The SG ECD was consolidated in 1982. At present the Study Group on Environmental Colour Design (ECD) of the International Colour Association (AIC) includes 270 members from forty-three countries.

**Website:** [www.aicecd.org](http://www.aicecd.org)