

12-13  
Carryover  
Item

158-UNC revised 12/9/13

FORMAT 1

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

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Northern Studies	College/School	CLA
Prepared by	Laura Schneider	Phone	7126
Email Contact	llugar@alaska.edu	Faculty Contact	Mary Ehrlander

1. ACTION DESIRED  
(CHECK ONE): Trial Course  New Course

2. COURSE IDENTIFICATION: Dept **NORS** Course # **201** No. of Credits **3**

Justify upper/lower division status & number of credits: **This is an introductory overview with no prerequisites. The amount of work and performance expectations coincide with lower division**

3. PROPOSED COURSE TITLE: **The Circumpolar North: An Introductory Overview**

4. To be CROSS LISTED? YES/NO **No** If yes, Dept:  Course #

(Requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.)

5. To be STACKED? YES/NO **No** If yes, Dept.  Course #

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

6. FREQUENCY OF OFFERING: **Every Fall**  
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY2013-14 if approved by 3/1/2013; otherwise AY2014-15) **Fall 2013**

**8. COURSE FORMAT:**

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

COURSE FORMAT: (check all that apply)  1  2  3  4  5  6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc) **Distance delivery through E-learning**

**9. CONTACT HOURS PER WEEK:**

*	LECTURE		LAB		PRACTICUM
	hours/weeks		hours /week		hours /week

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

OTHER HOURS (specify type)

\*This course is designed for online delivery. The instructor anticipates that students will spend at least 3 hours per week in contact activities: viewing Powerpoint slide lectures produced by the instructor, viewing Powerpoint slide lectures produced by all students, and contributing to the weekly BB discussion that all students participate in. In addition, there are 6 - 9 hours per week of outside work.

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

**Example of a complete description:**

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

**NORS F201 The Circumpolar North: An Introductory Overview**  
**3 Credits Offered Every Fall**

This course will introduce students to the human experience in the circumpolar north by exploring such themes in the social sciences and humanities as: a) the differences and commonalities between indigenous and non-indigenous visions, assumptions and experiences; b) the emphasis on nature and wilderness in popular culture and nature's inherent value to human physical and spiritual well being; c) political issues such as alienation from core political-economic and population centers and tension between pro-development and pro-conservationist forces; and d) how northern literature reflects these and other aspects of human experience in the north. Course is taught online. (3+0)

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

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? **If YES, attach form.** YES:  NO:  X

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive,  Format 6 W = Writing Intensive,  Format 7 Natural Science,  Format 8

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

YES  NO

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

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

How many times may the course be repeated for credit?	<input type="text"/>	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS

13. **GRADING SYSTEM:** *Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.*  
 LETTER:  **X** PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

These will be required before the student is allowed to enroll in the course.

Reference the registration implications below due to Banner coding of these terms:  
Prerequisite: Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.  
Concurrent: Course may be taken simultaneously (and allows for a course to have been previously completed).  
Co-requisite: Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

15. **SPECIAL RESTRICTIONS, CONDITIONS**

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

17. **PREVIOUS HISTORY**  
 Has the course been offered as special topics or trial course previously?   
 Yes/No  
 If yes, give semester, year, course #, etc.:

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

19. **LIBRARY COLLECTIONS**  
 Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.  
 No  **X** Yes

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

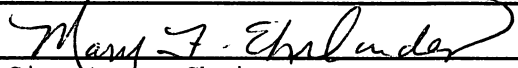
21. **POSITIVE AND NEGATIVE IMPACTS**  
 Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

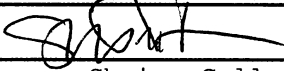
**JUSTIFICATION FOR ACTION REQUESTED**

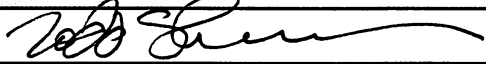
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory.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

I am piloting this course now in response to a push from CLA to offer more courses (and eventually whole degrees) online. It is also a response to a directive to grow the NORS BA. We've never had an introductory course (only a capstone) and we think this will strengthen the BA while attracting students from around the world. The variety of perspectives they bring to the class will enrich the learning environment. We hope that positive experiences with the class will grow interest in the NORS BA.

**APPROVALS: Add additional signature lines as needed.**

 Signature, Chair, Program/Department of:	Date <span style="border: 1px solid black; padding: 2px;">9-20-12</span>
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 Signature, Chair, College/School Curriculum Council for:	Date <span style="border: 1px solid black; padding: 2px;"><del>9</del> 12-7-2012</span>
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 Signature, Dean, College/School of:	Date <span style="border: 1px solid black; padding: 2px;">12/07/12</span> <span style="border: 1px solid black; padding: 2px; display: inline-block; margin-left: 20px;">CLA</span>
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**Offerings above the level of approved programs must be approved in advance by the Provost.**

Signature of Provost (if above level of approved programs)	Date
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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair Faculty Senate Review Committee:	Date
___ Curriculum Review      ___ GAAC ___ Core Review              ___ SADAC	

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

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

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	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**Offerings above the level of approved programs must be approved in advance by the Provost.**

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair Faculty Senate Review Committee:   __ Curriculum Review    __ GAAC __ Core Review        __ SADAC		

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

	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

**ATTACH COMPLETE SYLLABUS (as part of this application).** The guidelines are online:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and  any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but may be a convenient way to publicize this.) Faculty Senate Meeting #171:

<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

## NORS 293: The Circumpolar North: An Introductory Overview

Fall 2013  
Gruening 614E  
Office Hours: TR 2:15 – 4:00  
Office: 613B Gruening

Mary Ehrlander, Ph.D.  
474-6556 (UAF)  
[mfehrlander@alaska.edu](mailto:mfehrlander@alaska.edu)

This course will introduce students to the human experience in the circumpolar north by exploring such themes in the social sciences and humanities as: a) the differences and commonalities between indigenous and non-indigenous visions, assumptions and experiences; b) the emphasis on nature and wilderness in popular culture and nature's inherent value to human physical and spiritual well being; c) political issues such as alienation from core political-economic and population centers and tension between pro-development and pro-conservationist forces; and d) how northern literature reflects these and other aspects of human experience in the north.

The course is designed for online delivery and the instructor anticipates geographic, national and ethnic diversity amongst the students in the class, which will enrich the learning experience for all. Each week the instructor will post in Blackboard an introductory overview to the week's readings and discussions, to call the students' attention to central themes in the week's readings. Each week the instructor will introduce through a lecture that will be posted in Blackboard essential background (historical and current) information to contextualize the readings for the week. She will then engage the students in a discussion of questions that surface in the readings to encourage the students to analyze critically the information, arguments and themes presented in the readings.

The course is structured to begin on Thursday, the first day of instruction each fall semester. **Thus, the book for week 2 must be read and students' responses to the BB questions must be posted no later than midnight Alaska Standard Time on the Thursday of week 2.** Sometimes you have two weeks to read a book, in which case there will be BB discussion on the first part of the book the first week and the latter half of the book the following week. I encourage students to post their comments well before the deadline, so that students have time to read the responses of others and consider them before and after they write their own responses. *That is, the purpose of the BB discussion questions is to prompt a discussion, not simply to offer a venue for students to post responses and log out.*

**I anticipate that students will spend at least 3 hours per week in contact activities: viewing Powerpoint slide lectures produced by the instructor, viewing Powerpoint slide lectures produced by all students, and contributing to the weekly BB discussion. I expect the other work will require an average of 7 - 9 hours per week.**

**Required books for the class are:**

- *Rowing to Latitude* by Jill Fredston
- *Shadows on the Koyokuk* by Jim Reardon and Sidney Huntington
- *Saqiyuk: Stories from the Lives of Three Inuit Women* by Wachowich, Awa and Katsak
- *Growth of the Soil* by Knut Hamsun
- *Juha* by Juhani Aho
- *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn
- *Reeling in Russia* by Fen Montaigne

The readings for Weeks 5 and 11 are in Electronic Reserves, which can be accessed through the UAF website. The password is **north**. Instructions are at the end of the syllabus.

**Objective:**

The goal of the course is that students will develop an awareness and understanding of historic and current challenges facing the residents of the circumpolar north and how the human experience is shaped by the northern environment.

***Student Learning Outcomes:***

Students will be able to apply information garnered through readings and class discussion to expand their understanding of historical and current social, cultural, political, and economic issues of concern in the circumpolar north.

- Students will be able to respond, using critical analysis, in both informal and formal writing to the required reading materials and discussion questions posed by the instructor.
- Students will be able to analyze critically historical and current topics and challenges in the north, including their short and long-term implications.
- Students will be able to apply the knowledge and insight they have developed in the class to analyze how northern people's perceptions of their physical, cultural and social environments, as well as their experiences, shape their collective and individual identities.

*Note that the readings are to be completed in preparation for the day/week they are listed.*

<b>Week:</b>	<b>Topic:</b>	<b>Readings:</b>
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Week 1:	Introduction to the course You'll be required to introduce yourself in BB.	None
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**Part 1: North America**

Week 2 :	The North American Arctic	Jill Fredston: <i>Rowing to Latitude</i>
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Week 3:	Alaska Native Cultures	Sidney Huntington: <i>Shadows of the Koyukuk</i>
Week 4:	The Environment/Climate Change	Elizabeth Kolbert: <i>Field Notes from a Catastrophe: Man, Nature, and Climate Change</i> Chapters 1-3, 7, 10 (on ERes)
Week 5:	Canada's North	Daniel Francis. "The Ideology of the Canoe: the Myth of Wilderness" and "The Great White Hope: The Myth of the North," chapters in <i>National Dreams: Myth, Memory and Canadian History</i> ( Vancouver: Arsenal Pulp Press, 1997).
Weeks 6-7:	Canadian Inuit	Nancy Wachowich, Apphia Azalakti Awa, Rhoda Kaukiak Katsak : <i>Saqiyuk: Stories from the Lives of Three Inuit Women</i>

## Part 2: Scandinavia

Weeks 8-10:	The Nordic Countries	Knut Hamsun: <i>Growth of the Soil</i> (8-9) Juhani Aho: <i>Juha</i> (10)
Week 11:	The Saami /Sámi	Thomas Dubois: "Insider, Outsider: An Inari Saami Case"

## Part 3: Russia

Week 12-14:	Russia/Soviet Union	Solzhenitsyn: <i>One Day in the Life of Ivan Denisovich</i> (12) Fen Montaigne: <i>Reeling in Russia</i> (13-14)
Week 15:	Present essay summary online in Blackboard	

## Course Requirements and Assignment of Grades:

**There are a total of 1,000 points associated with the requirements in the class.**

**Reading and Participation in Blackboard Discussions:** Reading the assigned readings, viewing the assigned films and participating in Blackboard discussions are essential to learning and to contributing to the course experience. Each week questions for discussion based on my lecture notes and on the readings and films will be placed in Blackboard. Students are required to respond to the questions and are expected to engage with other students in the Blackboard Discussion Board, as well. **BB postings are due by midnight Thursday AST each week.** Each week is worth 10 points, including the first week, when you will introduce yourselves and the last week when you are expected to comment

(constructively!) on students' presentations of their final papers.

**Blackboard Discussion = 150 pts**

**Reading responses:** *Three times during the semester, one time during each unit (that is, one in the unit on North America, one in the unit on Scandinavia, and one in the unit on Russia), students will write a formal response to the book or article assigned. Students will identify and analyze 3 themes of their choice in the book, using examples from the text to illustrate their arguments. Each response must be 3-4 pages in length. Guidelines for the response are at the end of the syllabus. The paper will be due at midnight AST on the day the discussion is due in BB for that reading (if we're taking two weeks on the book, then it is due the second week).* You do not need to sign up ahead of time for the reading responses that you will do, as distribution doesn't matter, since I will be the only one reading these responses. You will send these to me. They will not be posted in BB.

**Reading responses – 150 pts X 3 = 450 pts**

**Paper on Northern Identity:** Based on class readings and lectures, students will write a ten page essay on the topic of northern identity following guidelines I provide. In the final week, students will post and present power point summaries of their northern identity essays using voice thread (free to you and you'll have instructions). **Both assignments are due by midnight AST on Thursday of week 15.** The paper is worth 350 points and the power point presentation of it is worth 40 points.

**Final essay 360 + 40 = 400 pts.**

**Total 1,000 points**

**Grade Scale:**

975 – 1,000 points = A+

925 – 974 points = A

895 – 924 points = A-

875 – 894 points = B+

825 – 874 points = B

795 – 824 points = B-

775-794 points = C+

725 – 774 points = C

695 – 724 points = C-

675 – 694 points = D+

625 – 674 points = D

595 – 624 points = D-

< 595 = F

**No extra credit will be allowed.**

**Academic Integrity/Plagiarism:** All submissions by students must be their own original writing. If direct quotations of others are used, they must be cited as such. If the ideas of others are paraphrased, then the source of the ideas must be cited. **Submitting anyone else's writing than the student's own will result in a zero on that assignment. A repeat offense will result in a grade of F in the course and the student will be reported to the Dean of Students at the University of Alaska Fairbanks.**

The **Center for Distance Education** provides student service support for this online course. See their website at: <http://distance.uaf.edu>.

**Disabilities Services:** UAF's Disability Services office operates in collaboration with the UAF Center for Distance Education (CDE). Disability Services arranges for academic accommodations to students who are identified as eligible for services. If you believe you are eligible, please see the Office of Disability Services' website at <http://www.uaf.edu/disability> or at (907)-474-5655, or contact a student affairs staff person at your nearest local campus. I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

**Support Services:** The Division of Student Services provides services designed to assist students in achieving their academic goals. Go to <http://www.uaf.edu/ses/> to learn more about Student Support Services.

**Writing support:** The Writing Center in 801 Gruening offers assistance with meeting writing requirements in classes. The Writing Center may also be contacted at (907) 474-5314 or online at: <http://www.alaska.edu/english/studentresources/writing/>.

The **OIT Support Center** at UAF provides technology support services to students. The OIT Support Center may be contacted at 450-8300 (Toll Free: 800-478-8226), online at: <http://www.alaska.edu/oit/sc/about/contact.xml> or by email at [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu).

**Instructions for accessing readings in ERes:**

Go to [www.uaf.edu](http://www.uaf.edu).

Choose Academics.

Choose Libraries.

Choose Electronic Reserves.

Choose Electronic Reserves and Course Materials.

Find readings by choosing instructor. Select Ehrlander

Choose NORS 293: The Circumpolar North

Type in the password: north

Select the appropriate readings and download and print them.

**Please go to following page for guidelines for Reading Responses**

## Guidelines for Formal Reading Responses in NORS 293

*Three* times during the semester you are required to respond formally to the book (or other readings) you're assigned to read that week. You must submit one response per unit; so you'll respond to one book or other reading on North America, one on Scandinavia, and one on Russia. Your response must be 3-4 pages in length.

You are to choose three (3) themes in the book (or other readings) and analyze them, using examples from the text. For instance, if you choose to respond to Sidney Huntington's life story, you might want to write about 1) how amazingly resourceful he was; even from a very young age, he was always figuring out solutions to problems or getting out of crises; 2) how much he appreciated both the western education he received and the traditional education he received; and 3) what a great role model he is. You could choose a theme that's not directly about him, but which the book addresses, such as Athabaskan hunting practices. There are many possible themes in the books (and other readings) that you could develop. You should choose what you find most interesting, useful or otherwise noteworthy.

Once you've chosen your themes, write an introductory paragraph that presents the book (or article) and the three themes you will address. Then develop each of the themes you've named, in order, using examples from the text to back up your points. Complete the paper with a concluding paragraph that sums up your points and concludes your discussion.

**Form and length:** Your paper should 3-4 (5 is o.k., too) pages type-written, double-spaced, using size 12 font. (This format is standard for all college paper work.)

**Plagiarism:** Copying someone else's work without citing properly is plagiarism. Plagiarizing all or part of a paper will result in a zero on that assignment. You may use a few quotations to illustrate your points. Be sure to cite them.

### Other tips:

- Use formal writing language, not the casual language we use for speaking.
- Never use harsh or profane language.
- Avoid slang or colloquial language.

1) Watch your verb tenses. Don't alternate between past and present.

2) Make sure you have agreement between subject and verb (both singular or both plural).

- Ex. Everyone had to do his or her (not their) part. (Everyone is singular.)
- They all had to do their part.

3) Do not use the first person (I, me, my) or the indefinite "you" ("if you were a slave, life was tough").

- Note: this means you will not start the paper by saying "The three themes that I have chosen (or that I will discuss) . . . ."

- After identifying the reading that you're analyzing, you should say something like: "A prominent theme in the book is \_\_\_\_\_. A second strong theme is \_\_\_\_\_. A third striking aspect of the book is \_\_\_\_\_. And then write an overarching statement about the book or reading.
  - I will understand what you think about the book, and the points you make will sound stronger if you don't make statements like "in my opinion" or "I believe," or "to me . . . ". Such statements weaken the points you are making.
- 4) Use quotations and / or paraphrase incidents to illustrate your points, and cite these passages.
- a. Use parentheticals (Stowe, 132) or footnotes to cite.
    - Even when you are not quoting a passage, you must cite the pages to which you are referring.
    - For instance, let's say that you describe an incident that occurs at school, but you use no quotations. After you've related the incident, you'll write (Huntington, 29-31) or whatever the pages were. You must not cite more than 3 pages at a time. So in relating one incident you may need to cite two or three times.
  - b. If you are quoting, use quotation marks.
- 5) Choose words that are as specific as possible, so that you will make your points clearly. Avoid words like "things." Say what things you mean (subjects, tasks, topics, challenges; the list is limitless).

### **Grading Criteria for Reading Responses:**

#### **A grade of A (135 – 150 points) will be assigned to a paper that:**

- Is at least the required length, has a clear thesis and demonstrates serious analysis of themes and topics addressed in the readings and some application of the topics to reality in the north.
- Uses clear and exacting word choice
- Demonstrates entirely appropriate use of standard writing conventions (proper grammar, spelling, syntax).

#### **A grade of B (120 – 134 points) will be assigned to a paper that:**

- Is at least the required length, has a focus and demonstrates some analysis while responding to themes and topics addressed in the readings
- Is not as concise as it could be, but is entirely comprehensible
- Demonstrates good use of standard writing conventions (proper grammar, spelling, syntax)

**A grade of C (105 – 119 points) will be assigned to a paper that:**

- Is the required length and addresses themes and topics in the readings
- Has some passages that are somewhat ambiguous or difficult to follow
- Demonstrates fairly good use of standard writing conventions (proper grammar, spelling, syntax)

**A grade of D (90 – 104 points) will be assigned to a paper that:**

- Is at least 2/3 as long as the required length and discusses the readings at hand
- May wander off topic somewhat or not have clear
- Has quite a few mistakes in writing conventions (proper grammar, spelling, syntax)

**A grade of F (less than 90 points will be assigned to a paper that:**

- Is less than 2/3 of the required length and does not address the readings in a meaningful way
- Is entirely unfocused
- Shows very poor use of writing conventions (proper grammar, spelling, syntax)

Note: Within reason, I will make allowances for students whose first language is not English.

### **Guidelines for the Northern Identity Paper**

You are to analyze the concept of identity as it applies to inhabitants of the north with respect to their residence in the north and sense of place. That is, you will consider the books and articles we have read, as well as our discussions online, and you will analyze how living in the north shapes the individual (and collective, if you choose) identities of those who live here/there.

- You should consider what characteristics are attributed to the north, such as: its being a frontier (what does that imply?); its climate and living conditions being harsh; long periods of darkness; distance from population centers / isolation; the supposed greater freedoms; the supposed greater emphasis on individualism; exceptionalism (the theory that northerners are a cut above people who live in other places)
- Then consider whether you think that people of the north actually identify with these characteristics and values that often are ascribed to the north.
  - That is, how does living in the north influence the way we think about ourselves?
  - Do the harsh conditions in the north make people feel that they are exceptional, that they are hardier, more resourceful, more independent than people who live elsewhere?

Essay Format:

- Write an introductory paragraph making a thesis statement about how living in the north affects people's identities (how they view themselves).
  - Lay out the main points you will be addressing.

- I suggest that you focus on no more than 3 or 4 aspects of identify that are shaped by northern conditions.
- State clearly what these are.
- Make a final statement (in your introductory paragraph) that declares whether and how people’s identities are shaped by where they live.
- Then . . .
  - Develop your themes, identifying specific conditions, identifying their impact on identity, referring to books and/or articles we have read.
  - For each characteristic of northern identity you address, you should refer to three or four readings.
    - For instance you might note that heroes Juha (in Juha) and Isak (in Growth of the Soil) clearly illustrate the resourcefulness and hardiness that is necessary for thriving in the north.
    - Not only are these qualities identified with northern living, they are especially admired in the north.
- Then, after you have developed your themes (aspects of northern identity), write a paragraph that summarizes the points that you have made.
  - Conclude with a final statement that reiterates the emphasis of your paper (your central point).

Your paper must be (at least) 10 full pages long.

**Grading Criteria for final paper on Northern Identity:**

**A grade of A (324-360 points) will be assigned to a paper that:**

- Is at least the required length, has a clear thesis, and complies with the other guidelines;
- Is easy to read and understand.
- Includes serious analysis of themes and topics addressed in the readings and some application of the topics to reality in the north.
- Uses clear and exacting word choice
- Demonstrates entirely appropriate use of standard writing conventions (proper grammar, spelling, syntax).

**A grade of B (288-323 points) will be assigned to a paper that:**

- Is at least the required length, has a focus and complies with most of the other guidelines;
- Is easy to read, but not as focused as it could be;
- Includes some analysis of themes and topics addressed in the readings and applies them to reality in the north
- Is not as concise as it could be, but is entirely comprehensible
- Demonstrates good use of standard writing conventions (proper grammar, spelling, syntax)

**A grade of C (252-288 points) will be assigned to a paper that:**

- Is the required length and complies with most of the other paper guidelines
- Addresses some themes and topics in the readings and their application in the north

- Has some passages that are somewhat ambiguous or difficult to follow
- Demonstrates fairly good use of standard writing conventions (proper grammar, spelling, syntax)

**A grade of D (216-251 points) will be assigned to a paper that:**

- Is at least 2/3 as long as the required length and makes some effort to follow the paper guidelines;
- Discusses some of the themes in the readings;
- Tends not to be very focused;
- Has quite a few mistakes in writing conventions (proper grammar, spelling, syntax).

**A grade of F (less than 216 points) will be assigned to a paper that:**

- Is less than 2/3 of the required length and does not address the readings in a meaningful way or follow the paper guidelines at all well;
- Is entirely unfocused and not easy to read or understand;
- Shows poor use of writing conventions with numerous mistakes (proper grammar, spelling, syntax).

**Note: Within reason, I will make allowances for students whose first language is not English.**