

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
 (Attach copy of syllabus)

SUBMITTED BY:

Department	Alaska Native Studies & Rural Development	College/ School	CRCD
Prepared by	Charlene Stern & Jessica Black	Phone	(907) 474-5293
Email Contact	cbstern@alaska.edu / jblack@alaska.edu	Faculty Contact	Charlene Stern

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

2. COURSE IDENTIFICATION: Dept Course # No. of Credits

Justify upper/lower division status & number of credits:	This course is designed as an upper division 3 credit course that will build upon concepts introduced in RD 200 & 300 level classes but in greater depth. It meets the contact hours required for a three credit course.
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3. PROPOSED COURSE TITLE

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

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

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

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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:
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)

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)	<input type="checkbox"/>	<input type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/> 3	<input type="checkbox"/>	<input type="checkbox"/> 4	<input type="checkbox"/>	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)											
Mode of delivery (specify lecture, field trips, labs, etc)	Classroom & Distance Delivery (Audio)										

9. CONTACT HOURS PER WEEK	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours/week	<input type="text"/>	PRACTICUM hours/week	<input type="text"/>
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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)	<input type="text"/>
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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:

FSH 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)

RD 468 Human Development and Social Justice

3 Credits

Offered Spring Even-numbered years

This course looks beyond the built (or physical) environment to explore community development as a basic human activity. For many communities in the circumpolar north, the ultimate aim of development is to improve the overall quality of life for present and future generations. This course explores how rural communities can, and are, creating positive change in the areas of governance, natural resource management, cultural revitalization, education and health. This course approaches community development as an evolving practice that responds to human, environmental and political changes.

Prerequisites: RD 300, RD 325, senior standing or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

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

H = Humanities	<input type="text"/>	S = Social Sciences	<input type="text"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES	<input type="text"/>	NO:	<input type="text"/>	X	<input type="text"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="text"/>	W = Writing Intensive, Format 7	<input type="text"/>	X = Baccalaureate Core	<input type="text"/>
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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	<input checked="" type="checkbox"/>	NO	<input type="checkbox"/>
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	<input type="text"/>
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How many times may the course be repeated for credit?	<input type="text"/>	TIMES
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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
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If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?	<input type="text"/>	CREDITS
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13. GRADING SYSTEM: Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER:	<input checked="" type="checkbox"/>	PASS/FAIL:	<input type="checkbox"/>
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RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES	Prerequisites: RD 300, RD 325, senior standing or permission of instructor.
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These will be *required* before the student is allowed to enroll in the course.

15. SPECIAL RESTRICTIONS, CONDITIONS	none
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16. PROPOSED COURSE FEES	\$ none
Has a memo been submitted through your dean to the Provost for fee approval?	<input type="checkbox"/>
	Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?	No
Yes/No	

If yes, give semester, year, course #, etc.:

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18. ESTIMATED IMPACT

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

The department has the resources and faculty to teach this class.
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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	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	Library collections are adequate for this class.
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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)

No departments are affected other than Rural Development and Alaska Native Studies

21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

DANSRD will gain a new undergraduate core course that will cover a topic area that is currently lacking in the existing curriculum and in demand by students.
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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.

RD 468 Human Development and Social Justice is an essential topic in Community and Rural Development which is not currently represented in either the core undergraduate or graduate curriculum. This course will provide students with an opportunity to explore how theories of human development inform approaches to community development with specific emphasis on the Arctic. This course will also expose students to a social justice paradigm that will empower and equip them to analyze issues of power and privilege within community development.
The course will be a required course within the new Human and Social Development concentration in the RD BA (format 5 submitted).

APPROVALS: Add additional signature lines as needed.

RD 468 format 1

[Signature]
Signature, Chair, Program/Department of: ANSRD Date 10/17/16

[Signature]
Signature, Chair, College/School Curriculum Council for: Rural Community Development Date 10/14/16

[Signature]
Signature, Dean, College/School of: CRCD Date 10/17/16

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 _____

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

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

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

Signature, Chair, Program/Department of: _____ Date _____

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

Signature, Dean, College/School of: _____ Date _____

ATTACH COMPLETE SYLLABUS (as part of this application). This list is online at:

<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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

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**. <http://www.uaf.edu/disability/> 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.

5/21/2013

RD 468 Human Development & Social Justice
Fall – 3 credits

Co-Instructor: Charlene Stern
Telephone: 907-474-5293
Email: cbstern@alaska.edu
Office Hours:

Co-Instructor: Jessica Black
Telephone: 907-474-7434
Email: jcblack@alaska.edu
Office Hours:

COURSE DESCRIPTION

This course looks beyond the built (or physical) environment to explore community development as a basic human activity. For many communities in the circumpolar north, the ultimate aim of development is to improve the overall quality of life for present and future generations. This course explores how rural communities can, and are, creating positive change in the areas of governance, natural resource management, cultural revitalization, education and health. This course approaches community development as an evolving practice that responds to human, environmental and political changes.

Prerequisites: RD 300, RD 325, senior standing or permission of instructor.

COURSE OBJECTIVES

In this course, students will learn:

- Different cultural and social constructions of human development theory and their implications on community development
- Indicators for measuring changes in human well-being and development in the Arctic
- Key drivers of social change and transformative approaches to community-based development
- To critically assess and offer constructive feedback to these constructions, indicators and approaches, resulting in improvements in overall human development and social justice.

STUDENT LEARNING OUTCOMES

By the end of the semester, students should be able to:

- Demonstrate a working knowledge of contemporary theories, key concepts, terms and principles of human development and social justice.
- Critically evaluate dominant theories of human development and their relevance to Arctic communities.
- Compare and contrast different approaches to Arctic human development policy with specific emphasis on issues of power, privilege, social justices, human rights and ethics.
- Develop methods for continuing this life long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society.

REQUIRED READING

The required readings for this course include three textbooks, three reports, and three supplemental articles (see below).

Texts:

- *Development as Freedom* (Sen, 2000)
- *Pedagogy of the Oppressed* (Friere, 2014)
- *White Like Me* (Wise, 2011)

Reports:

- *Arctic Human Development Report* (Larsen & Fondahl, 2014)
- *Arctic Resilience Interim Report* (Stockholm Environment Institute and Stockholm Resilience Centre, 2013)
- Selected reports from the *Native Nations Institute*.

Articles:

Cooke, M. Mitrou, F., Lawrence, D., Guimond, E., & Beavon, D. (2007). Indigenous well-being in four countries: An application of the UNDP'S Human Development Index to Indigenous Peoples in Australia, Canada, New Zealand, and the United States. *BMC International Health and Human Rights*, 7(9). DOI: 10.1186/1472-698X-7-9.

Briggs, J. & Sharp, J. (2006). Indigenous knowledge and development: a postcolonial caution. *Third World Quarterly*, 4.

Loomis, T.M. (2000). Indigenous populations and sustainable development: Building on Indigenous approaches to holistic, self-determined development. *World Development*, 28(5). Pp. 893-910.

A schedule of assigned readings is included on pages 5 of this syllabus. The assigned readings must be read *before* class since they will constitute much of the in-class discussions.

COURSE REQUIREMENTS

In order to receive full credit for this course, students are expected to read assigned material prior to class, actively contribute to class discussions, and submit assignments in a timely manner.

STUDENT EVALUATION AND GRADING

Grades for the course will be assigned on the basis of the following point/grade scale:

A + : 98-100%	A : 93-97%	A - : 90-92%
B + : 88-89%	B : 83-87%	B - : 80-82%
C + : 78-79%	C : 73-77 %	C - : 70-72%
D + : 68-69%	D : 63-67%	D - : 60-62%
F : below 60%		

“I” Incomplete - An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade.

Work for this course is weighted as follows:

● Class attendance & participation	15%
● Exercise 1: Comparing & Contrasting Human Development Theories	10%
● Exercise 2: A Critical Theory Approach to Human Development Studies	10%
● Exercise 3: Indigenous Perspectives on Human Development in the Arctic	10%
● Exercise 4: Resiliency & Adaptation from an Indigenous Framework	10%
● Exercise 5: Shifting to a Strengths-Based Paradigm	10%
● Final Presentation	5%
● Final Paper	30%
TOTAL	100%

ASSIGNMENTS

Students are highly encouraged to use this class as an opportunity to challenge their writing skills. Written papers are required to follow the APA style manual, be free of grammar and spelling mistakes and contractions (i.e. can't, won't, etc.), and include complete (and correct) citations for all sources referenced. Students are urged to utilize the UAF writing center to review their draft papers for clarity and technical editing. Please note that any title page(s), reference page(s), or images that take up more than a half a page will not be counted towards the minimum page requirements. Late assignments will not be accepted and students will receive a “0” for any assignments received by the instructor after the required due date. The only exception to this policy is in the case of emergencies in which case, students must notify the instructor immediately. It is at the discretion of the instructor whether or not the student will receive an extension.

Attendance and Participation (15% grade)

Please let the instructors know in advance if you expect to miss class. Missing more than three class will negatively affect a student's attendance and participation grade. During certain classes, students will be broken into small groups via multiple audio-conference lines at which time the instructors will ask students to take turns serving as moderators. The role of moderators is to pose relevant questions to spur group discussion, encourage participation from all group members, summarize group comments, and report back to the larger class. It is anticipated that each undergraduate student will be a moderator two times during the semester. However, this may vary based on the size of the class.

Reflection Exercises 1-5 (50% grade)

Students are expected to complete a series of five reflection exercises designed to help them process the information learned in the class and apply it to their own practice. The instructions and required templates for Exercises 1-5 will be available on Blackboard. For each exercise, students can expect to write a 4-page (1.5 spaced) response to a series of prompts provided by the instructors. Students will be required to reference particular course readings and follow the APA Publication Manual for both in-text and reference list citations for all written assignments. On dates that exercises are due, students will be asked to informally share their reflection on the exercise with the class.

Final Presentation (5% grade)

Each student will be expected to share a 15 minute presentation to the class summarizing their final paper. Students are encouraged to prepare a 5-6 slide Power Point presentation which must be posted to Blackboard prior to your presentation.

Final Paper (30% grade)

The final paper will consist of a 10 page case study focusing on a current human development and/or social justice issue that is relevant to the topics covered in class. Case studies are a distinct research method involving an up-close, in-depth, and detailed examination of a subject of study (the case). The general idea of a case study is to identify a set of practices or conditions that have educational value to similarly situated groups/organizations. Students are expected to include a minimum of 7 references (in addition to course readings) which may include peer reviewed articles, books, and other reputable sources. At a minimum, the paper should include an abstract, an introduction that summarizes the key points of your paper, an overview of the community development issue (including background, history, and key stakeholders), an analysis of the effectiveness of key policies and/or strategies implemented to-date, recommendations for future strategies to maximize desired outcomes (and mitigate undesirable outcomes), and a strong conclusion that restates the key points of your paper. All citations must be properly cited both within text and in reference list using the APA Publication Manual.

SUPPORT SERVICES

In addition to Fairbanks-based support services, each rural region provides different support services. If you are not sure where to get what you need you can talk to me or call your regional campus for information.

ACADEMIC SUPPORT

- Academic Advising Center: (907) 474-6396; <http://www.uaf.edu/advising>
- UAF Writing Center: (907) 474-5314; FAX 1-800-478-5348;
<http://www.uaf.edu/english/writingcenter>
- Rasmuson Library Off-campus Services: 1-800-478-5348;
<http://www.uaf.edu/library/offcampus>
- The UAF Speaking Center; 907-474-5470

DISABILITY SERVICES

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/disability/> on the web or contact a student affairs staff person at your nearest local campus. You can also contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907) 474-5655, or by TTY at (907) 474-1827.

PLAGIARISM

Plagiarism is quoting from, paraphrasing or using specific material contained in any published work without providing appropriate citations or recognitions. Plagiarism will not be tolerated and incidents will be handled in a manner consistent with UAF policy.

TITLE IX

University of Alaska Board of Regents (BOR) have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721

COURSE SCHEDULE

Week 1	Unit 1: Theories of Human Development & Social Justice Introductions; Review of Syllabus Readings: Sen - Chapter 1; Friere - Chapters 1 & 2	
Week 2	Unit 1: Theories of Human Development & Social Justice <i>Topic: Instrumental Freedoms & Critical Consciousness</i> Readings: Sen & Friere	
Week 3	Unit 1: Theories of Human Development & Social Justice <i>Topics: Compare and Contrast Sen & Friere to Mainstream Ideas of Development, Education and Justice</i> Readings: Sen & Freire	Exercise 1 Due _____
Week 4	Unit 2: Examining Power & Privilege <i>Topic: Power & Privilege in Everyday Life</i> Readings: Selected readings from Johnson (Forthcoming) and Wallerstein & Duran (2006)	
Week 5	Unit 2: Examining Power & Privilege <i>Topic: Examining Your Own Privilege</i> Readings: Wise (2007) & Johnson (Forthcoming)	Exercise 2 Due _____
Week 6	Unit 3: Indigenous People in the Arctic Today: Current & Historical Perspectives <i>Topic: Human Development in the Arctic</i> Readings: <i>Arctic Human Development Report</i> - Chapters 1, 2, 3 & 5	
Week 7	Unit 3: Indigenous People in the Arctic Today: Current & Historical Perspectives <i>Topic: Human Development in the Arctic</i> Readings: <i>Arctic Human Development Report</i> - Chapters 8, 9, & 12; <i>A Circumpolar Inuit Declaration on Resource Development in Inuit Nanaat</i> (Blackboard)	Exercise 3 Due _____
Week 8	Unit 4: Resilience & Adaptation <i>Topic: Resilience in the Arctic</i> Readings: <i>2013 Arctic Resilience Interim Report</i> - Chapters 1, 2, 3	
Week 9	Unit 4: Resilience & Adaptation <i>Topic: Adaptation in the Arctic</i> <i>2013 Arctic Resilience Interim Report</i> - Chapters 5, 6, 7, 8, 9, 10	Exercise 4 Due _____
Week 10	Unit 5: Approaching Community Development through a Strengths-Based Perspective <i>Topic: Innovation in Community Development</i> Readings: <i>Native Nations Institute</i> (Blackboard)	
Week 11	Unit 5: Approaching Community Development through a Strengths-Based Perspective <i>Topic: Innovation in Community Development</i> Readings: <i>Native Nations Institute</i> (Blackboard)	Exercise 5 Due _____
Week 12	Unit 5: Approaching Community Development through a Strengths-Based Perspective <i>Topic: Coming Full Circle: The Connection between Human Development, Social Justice, and Community Development</i> Readings: Review Sen & Freire	
Week 13	Pulling it All Together: Culture, History, Resilience, and Human Development <i>Topic: Round Table Discussions – current issues and the way forward</i> Readings: none	Final Paper Due _____
Week 14	<i>Student Final Presentations</i>	

Week 15	<i>Student Final Presentations</i>	
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