

**RD 466 Human Development & Social Justice**  
**Fall – 3 credits**

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**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 will also push students to think outside the box, in terms of thinking of community development not as static, but as an evolving practice that responds to human, environmental and political changes. Prerequisites: RD 300, RD 325, graduate 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.

**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	10%
● Class Participation	5%
● 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%

## REQUIRED READING

The required readings for this course include three textbooks, three reports, and three supplemental articles (see below). Texts include: *Development as Freedom* (Sen, 2000), *Pedagogy of the Oppressed* (Freire, 2014) and *White Like Me* (Wise, 2011) Reports include: *Arctic Human Development Report* (Larsen & Fondahl, 2014), *Arctic Resilience Interim Report* (Stockholm Environment Institute and Stockholm Resilience Centre, 2013), and selected reports from the *Native Nations Institute*. A schedule of assigned readings is included on pages 6.

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.

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.

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

## **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 conjugations (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 not 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 (10% grade)**

This course meets twice a week for 14 weeks. Please let the instructors know in advance if you expect to miss class. Missing more than three contact hours will negatively affect a student's attendance and participation grade. Each additional absence will bring your grade down one half grade (from an A to an A-, for example).

### **Participation (5%)**

This course is highly participator. In order to receive credit for participation, students must read assigned readings *before* class, contribute to class discussions and engage in hands-on exercises throughout the face-to-face intensive in the following ways:

- Discuss specific readings and make practical suggestions based on content
- Answer specific questions related to readings and presentations
- Comment constructively on guest speaker presentations

### **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 (1.5 spaced) case study focusing on a current community development 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](mailto: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

<b>Week 1</b>	<b>Unit 1: Theories of Human Development &amp; Social Justice</b> Introductions; Review of Syllabus Readings: Sen - Chapter 1; Friere - Chapters 1 & 2	
<b>Week 2</b>	<b>Unit 1: Theories of Human Development &amp; Social Justice</b> <i>Topic: Instrumental Freedoms &amp; Critical Consciousness</i> Readings: Sen & Friere	
<b>Week 3</b>	<b>Unit 1: Theories of Human Development &amp; Social Justice</b> <i>Topics: Compare and Contrast Sen &amp; Friere to Mainstream Ideas of Development, Education and Justice</i> Readings: Sen & Freire	<b>Exercise 1 Due _____</b>
<b>Week 4</b>	<b>Unit 2: Examining Power &amp; Privilege</b> <i>Topic: Power &amp; Privilege in Everyday Life</i> Readings: Selected readings from Johnson (Forthcoming) and Wallerstein & Duran (2006)	
<b>Week 5</b>	<b>Unit 2: Examining Power &amp; Privilege</b> <i>Topic: Examining Your Own Privilege</i> Readings: Wise (2007) & Johnson (Forthcoming)	<b>Exercise 2 Due _____</b>
<b>Week 6</b>	<b>Unit 3: Indigenous People in the Arctic Today: Current &amp; Historical Perspectives</b> <i>Topic: Human Development in the Arctic</i> Readings: <i>Arctic Human Development Report</i> - Chapters 1, 2, 3 & 5	
<b>Week 7</b>	<b>Unit 3: Indigenous People in the Arctic Today: Current &amp; Historical Perspectives</b> <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)	<b>Exercise 3 Due _____</b>
<b>Week 8</b>	<b>Unit 4: Resilience &amp; Adaptation</b> <i>Topic: Resilience in the Arctic</i> Readings: <i>2013 Arctic Resilience Interim Report</i> - Chapters 1, 2, 3	
<b>Week 9</b>	<b>Unit 4: Resilience &amp; Adaptation</b> <i>Topic: Adaptation in the Arctic</i> <i>2013 Arctic Resilience Interim Report</i> - Chapters 5, 6, 7, 8, 9, 10	<b>Exercise 4 Due _____</b>
<b>Week 10</b>	<b>Unit 5: Approaching Community Development through a Strengths-Based Perspective</b> <i>Topic: Innovation in Community Development</i> Readings: <i>Native Nations Institute</i> (Blackboard)	
<b>Week 11</b>	<b>Unit 5: Approaching Community Development through a Strengths-Based Perspective</b> <i>Topic: Innovation in Community Development</i> Readings: <i>Native Nations Institute</i> (Blackboard)	<b>Exercise 5 Due _____</b>
<b>Week 12</b>	<b>Unit 5: Approaching Community Development through a Strengths-Based Perspective</b> <i>Topic: Coming Full Circle: The Connection between Human Development, Social Justice, and Community Development</i> Readings: Sen & Freire	
<b>Week 13</b>	<i>Student Final Presentations</i>	<b>Final Paper Due _____</b>