

REVISED 3/8/17 Google 3/10/17

MAR - 8 2017

FORMAT 2

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**
 See <http://www.uaa.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
 Attach a syllabus, except if dropping a course.

SUBMITTED BY:

Department	Arctic & Northern Studies	College/School	CLA
Prepared by	Laura Schneider	Phone	474-7126
Email Contact	llugar@alaska.edu	Faculty Contact	Mary Ehrlander

1. COURSE IDENTIFICATION: As the course now exists.

Dept	ACNS	Course #	484	No. of Credits	3
------	------	----------	-----	----------------	---

COURSE TITLE	Seminar in Arctic & Northern Studies
--------------	--------------------------------------

2. ACTION DESIRED: ☒ Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
---------------	-------------------------------------	---	-------------	--------------------------

NUMBER		TITLE		DESCRIPTION	
PREREQUISITES*				FREQUENCY OF OFFERING	

*Prerequisites will be required before a student is allowed to enroll in the course.

CREDITS (including credit distribution)	3	COURSE CLASSIFICATION	
ADD A STACKED LEVEL (400/600)	600	Dept.	ACNS
Include syllabi.		Course #	600

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

Graduate students do several additional readings. They must write longer reading responses (3-5 pages versus 2-3 pages), and they must write one more reading response (3 versus 2) than the undergraduates. The grads must write a 15-20 page research paper, whereas the undergrads write a 10-12 page research paper. I have higher expectations for the grads in their contributions to in-class and on-line discussions. On the other hand, because this is an oral-intensive class, the undergrads must lead discussion during one class.

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.

ADD NEW CROSS-LISTING		Dept. & No.		Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING		Dept. & No.		Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)				

3. 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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify)	In-class and online					

all that apply)

Mode of delivery
(specify lecture, field
trips, labs, etc.)

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities

S = Social Sciences

S

Will this course be used to fulfill a requirement
for the baccalaureate core?

YES

NO

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

O = Oral Intensive,

*Format 6 also submitted

O

W = Writing Intensive,

*Format 7 submitted

W

X = Baccalaureate

Core

- 4.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

X

NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for
credit?

YES

NO

X

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?

TIMES

If the course can be repeated with variable credit, what is the maximum
number of credit hours that may be earned for this course?

CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~ Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

NORS F484 Seminar in Northern Studies (O, W, s, a)

3 Credits

Offered Fall

An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions.

Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ACNS NOR S F484 Seminar in Northern Studies (O, W, s, a)
3 Credits

Offered Fall

This senior seminar in Arctic & Northern Studies explores topics of interest and concern throughout the circumpolar north. The course, like the degree program, addresses social, historical, environmental, cultural, economic, political, and geographic issues in Alaska, Canada, Scandinavia, and Russia.

~~An interdisciplinary seminar focusing on topics relating to the North with emphasis on the physical sciences, the peoples, and the socioeconomic and political aspects of the area. Specialists in the various fields will assign readings and conduct discussions.~~

Prerequisites: ENGL F111X; ENGL F211X or ENGL F213X; junior standing; or permission of instructor.

Lecture + Lab + Other: 3 + 0 + 0

8. **GRADING SYSTEM:** *Specify only one.*

LETTER: ☒ X

PASS/FAIL: ☐

9. **ESTIMATED IMPACT**

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

None

10. **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 ☒ Yes ☐

I'm not changing the course; I'm merely formalizing what we've been doing.

11. **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)

None

12. **POSITIVE AND NEGATIVE IMPACTS**

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

This brings us into compliance with UAF rules.

13. JUSTIFICATION FOR ACTION REQUESTED

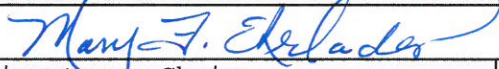

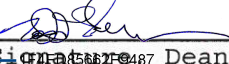
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

I have taught this class stacked for 16 years! I started doing so in my first year as UAF faculty. I was told that this was what "we have always done." Given that we have few BA students in Northern Studies (now Arctic & Northern Studies), it makes sense to combine the senior seminar for the BA students (a culminating class) with the introductory seminar class for the graduate students. The BA students' prior coursework and experience in Alaska (generally) allows them to participate comfortably with graduate students, many of whom are new to the north.

BA students are at this point synthesizing the knowledge they've acquired in previous classes and considering issues from multiple disciplinary lenses. I introduce the graduate students to a variety of salient historical and current topics in the north, many of which they will explore further in subsequent (or concurrent) classes and/or in their thesis research.

I have significantly more rigorous requirements for the graduate students than for the undergraduates, as can be seen on the syllabi.

APPROVALS: (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

		Date	3-8-17
Signature, Chair, Program/Department of:		Arctic & Northern Studies	
DocuSigned by:			
		Date	March 23, 2017
Signature, Chair, College/School Curriculum Council for:		CLA	
DocuSigned by:			
		Date	March 23, 2017
Signature, Dean, College/School of:		CLA	

Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

		Date	
Signature of Provost (if applicable)			

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; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.

**Fall 2016; W-2:15 – 5:15 p.m.
Gruening 409
Office Hours: TR 2:15 – 4:00
Office: 613B Gruening**

**Mary Ehrlander, Ph.D.
474-6556 (UAF)
451-8342 (h)
mfehrlander@alaska.edu**

Syllabus for NORS 484W/0 – Senior Seminar in Northern Studies

This senior seminar in Northern Studies explores topics of interest and concern throughout the circumpolar north. The course, like the degree program, addresses social, historical, environmental, cultural, economic, political, and geographic issues in Alaska, Canada, Scandinavia, and Russia. The required readings will provide us with the opportunity to consider as individuals and as a group an assortment of questions and themes common to the north. The research paper will allow you to examine in greater depth a topic of particular interest to you.

Course Objectives:

- Students will expand their understanding of historical and current social, cultural, political, and economic concerns in the circumpolar north.
- 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 consider collaborative and state or regional approaches to solutions to current challenges.
- Students will be able to respond, using critical analysis, orally and in writing to the required reading materials.
- Students will be able to apply research and critical writing skills in investigating a topic of interest in the north and will produce a research paper that adheres to high academic standards.
- Students will develop oral communication skills through preparing and presenting analysis on three topics on three occasions in class.

The required readings for the course are listed below and will be accessible on *Electronic Reserves*, except for the books, which are available at the bookstore. Introductory “lecture” notes will be available on Blackboard, and participation in the Blackboard discussion board is a required part of the course. It is possible that I will add an article or two to the readings later.

Week 1 – August 31

Introduction

Week 2 -- September 7

Conceptions and Aspects of the North

Hamelin, Louis-Edmond. “The North: Boundaries, Dimensions, and Variations.” Chap. in *Canadian Nordicity: It's Your North Too*. Montreal: Harvest House, 1978, 15-46.

Kleinfeld, Judith. *The Frontier Romance: Environment, culture and Alaska identity*. Fairbanks: University of Alaska Press, 2012. (available on ebooks through UAF Rasmuson library)

Simpson, Sherry. *The Accidental Explorer* (excerpts). Seattle: Sasquatch Books, 2008. (“Introduction” and “The Undiscovered Place”)

Week 3 – September 14

Northern Economic Geography and the Strategic Position of the North

- Ironside, R. G. "Canadian Northern Settlements: Top-Down and Bottom-Up Influences." *Geografiska Annaler* 82 B (2000) 2, 103-114.
- Round, John. "Rescaling Russia's Geography: the Challenges of Depopulating the Northern Periphery." *Europe-East Asia Studies* 57 (2005) 5: 705-727.
- Simpson, Sherry. *The Accidental Explorer* (excerpts). Seattle: Sasquatch Books, 2008. ("Hypothetical Geographies")
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 3-45.

Week 4 – September 21

Arctic Exploration

- Jeannette Mirsky. *To the Arctic! The Story of Northern Exploration from Earliest Times to the Present*. Chicago: The University of Chicago Press, 1934.
- Chapters VIII, X – XII, XV – XVIII, and XX only**
- You will need to order this from a used bookseller online.**

Week 5 – September 28

The Gold Rush Era and The Klondike

- Berton, Pierre. *The Klondike Fever: The Life and Death of the Last Great Gold Rush*. New York: Carroll & Graf Publishers, 1958.

Week 6 – October 5

Culture -- Mythology, Religion, Missionary Impact

- Dauenhauer, Richard. "Two Missions to Alaska." *The Pacific Historian*. (Spring 1982): 29-41.
(Read this before you read the Haycox article.)
- Ehrlander, Mary. "E.A. and Jenny Olson Rasmuson: Swedish Covenant Missionaries in Yakutat," *Alaska History* 28, no. 1 (Spring 2013): 40-61.
- Haycox, Stephen W., "Sheldon Jackson in Historical Perspective: Alaska Native Schools and Mission Contracts." *The Pacific Historian*. 28 (Spring 1984): 18-27.
- VanStone, James W. "Alaska Natives and the White Man's Religion: A Cultural Interface in Historical Perspective." In *Exploration in Alaska: Captain Cook Commemorative Lectures*, ed. Antoinette Shalkop and Robert L. Shalkop, 175-179. Anchorage: Cook Inlet Historical Society, 1980.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 49-91.

Week 7 -- October 12

Alaska Native Languages – Guest lecturer – Dr. Michael Krauss

- Krauss, Michael. *Alaska Native Languages: Past, Present and Future*. (in BB)

Week 8 – October 19

Social Problems/Pathologies in the North

- Ehrlander, Mary F. "The Historical Roots of a Frontier Alcohol Culture: Alaska and Northern Canada." *Northern Review* 32 (Spring 2010): 63-104.
- Whitehead, Paul C. and Michael J. Hayes, *The Insanity of Alcohol: Social Problems in Canadian First Nations Communities*. Chapters 1, 2, 4, 5, 7, 8 Toronto: Canadian Scholars' Press, Inc. 1998.
- October 19 – You must submit a statement of the topic of your research paper, with a bibliography of at least 8 sources (at least 15 are needed for the final paper) in proper works cited form.**

Week 9 – October 26

Images of the North – Guest lecturer UAF Professor Emeritus Kes Woodward

Readings TBA

Weeks 10 and 11 – November 2 and 9

Native Cultures and Relations between Native and Non Native Peoples

Blackman, Margaret B. *Sadie Brower Neakok: An Inupiaq Woman*. Seattle: The University of Washington Press, 1992.

OR (you choose)

Hensley, Willie. *Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People*. New York: Farrar, Straus and Giroux, 2008.

OR

Huntington, Sidney (as told to Jim Reardon). *Shadows on the Koyukuk: An Alaskan Native's Life Along the River*. Anchorage: Alaska Northwest Books, 1993.

These two weeks you will choose to read the story of the life of an Inupiaq woman, an Inupiaq man, or an Athabaskan man. You will make group presentations on your books to the class. See next page!

Also for Week 11 – November 9

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 231-303.

Week 12 -- November 16

The Imperiled Arctic

Cone, Marla. *Silent Snow: The Slow Poisoning of the Arctic*. New York: Grove Press, 2005.

Week 13 -- November 23

Native Land Claims

Berger, Thomas R. "Introduction." Chap. In *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill and Wang, 1985.

_____. "The Promise of the Land Claims Act." In *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill and Wang, 1985.

Goldsmith, Scott. "TAPS at 35: Accounting for the Oil Revenues." Web Note No. 12, July 2012. Institute of Social and Economic Research, University of Alaska Fairbanks.

Legare, Andre. "The Process Leading to a Land Claims Agreement and its Implementation: The Case of the Nunavut Land Claims Settlement." *The Canadian Journal of Native Studies* 16 (1996): 139-63.

Morehouse, Thomas. "Sovereignty, Tribal Government and the Alaska Native Claims Settlement Act Amendments of 1987." *Polar Record* 25 (1989): 197-206.

Research paper drafts due today. They must be full drafts and should be as polished as you can make them without guidance from me!

Week 14 – November 30

Native Sovereignty

Ehrlander, Mary. "Native Sovereignty in Alaska."

Russell, Dan. "The Self-Government Ideal: A Recent Concept" and "The Future of Self-Government: Building Trust and Confidence." Chaps. in *A People's Dream: Aboriginal Self-Government in Canada*. Vancouver: UBC Press, 2000.

Week 15 – December 7 -- Student presentations of papers
Research papers are due today

Week 16 – December 14 – Student presentations of papers

Course Requirements

Attendance and participation are essential to your doing well in the class. Each week we will discuss the readings, and in order to have a fruitful discussion that is mutually beneficial, everyone must participate. Therefore, **attendance and participation will account for 10%** of your grade. If you will not be able to attend a class or if you have a logistical problem that will cause you have to arrive late or leave early, please let me know in advance. **10%**

Blackboard – Each week you will participate in the discussion board within Blackboard, responding to questions I raise and to one another's responses. You are also encouraged to start your own threads. Responses to BB must be completed before class, preferably a couple days before class.
This accounts for 5% of the grade for the course. 5%

Weeks 7 and 8 – Native Cultures presentation – 15%
 You will present in groups your choice of biographies of Native Alaskans. (20 minutes)

Reading Responses

Twice you will write and submit a **2-3 page** (computer generated, double-spaced) critique or response to the readings for the week. Each paper must be submitted **in class** the day we discuss that topic. Do not respond to every selection for the week if there are several. You may compare and contrast 2 readings, for example. If you choose to respond to a book, please focus on a few themes (please, no "book reports"!) of that book. Feel free to bring in other literature for comparison. Please cite properly (parentheticals or footnotes) any quotes or specific reference points. **Together these papers will account for 40% of your grade. 30%**

Oral presentation on readings

Once during the semester, you will present to the class one of the reading responses you wrote. You may not simply read your paper. You will present your interpretation of the readings to which you responded in an engaging manner orally to the class. The presentation should be 5 minutes long.

This assignment accounts for 10% of your grade. 10%

Finally, for **30% of your grade**, you will research a topic of your choice (please discuss your topic with me in advance) and write a **12-page paper**, which you will present in class.

- You will submit your proposed paper topic to me by October 28, with 8 sources in hand and your research questions identified.
- **You will submit a draft of your papers to me by November 16 and schedule a conference that week for reviewing the paper with me and discussing revisions. Five percent of the class grade will be allotted to the draft and revision process.**
- The paper will be due on December 7 in class for all students. Presentations will be December 7 and 14. **Your presentation will account for 5 percent of your final grade.**

Thus, **the written paper = 25% (20 +5 for process) + presentation = 5% for a total of 30%.**

Thus, grades will be assigned according to the following formula:

In class participation	10%
Blackboard participation	5%
Native Cultures presentation	15%
Reading responses	30%
Oral presentation of reading response	10%
Research paper	<u>30%</u>
	100%

Instructions for Blackboard Use

For Blackboard:

Go to <http://classes.uaf.edu>

For user name, enter your UAF username (mine if MFHELANDER)

For your password, enter the same thing the first time (once you get in, you can change your password).

Choose the correct course if you're in more than one using BB.

All of you need to enter the course called Perspectives on the North (even undergrads, who technically are in Senior Seminar).

To access Introductory notes and Lecture notes or other course info, click on "course documents" under "content areas."

- Then choose the folder for introductory or lecture notes or other info.
- Then choose the appropriate week or the info you want.
- You can print the documents.

To access Discussion Board, click on "discussion board" under "course tools."

- Find correct lesson
- Click on each question and respond. (if you click on my name, rather than the question title, you will be forced to send me an email)
- You can add your own discussion questions, if you would like to, by starting a new thread.
- Please do read others' responses and respond to them, as you feel inclined.

Academic Integrity/Plagiarism: Cheating on a test will result in a zero on that test. Copying someone else's work for all or part of your book review or research paper is plagiarism and will result in a zero on that assignment.

Student Support Services in Gruening 508 is available for tutoring and other assistance.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT) to provide reasonable accommodation to students with disabilities.

Fall 2016; W-2:15 – 5:15 p.m.
Gruening 614E
Office Hours: TR 2:15 – 4:00 p.m.
Office: 613B Gruening

Mary Ehrlander, Ph.D.
474-6556 (UAF)
451-8342 (h)
mfehrlander@alaska.edu

Syllabus for *Perspectives on the North* -- NORS 600/HIST600

This introductory course to the Arctic & Northern Studies Program explores topics of interest and concern throughout the circumpolar north. The course, like the program, addresses social, historical, environmental, cultural, economic, political, and geographic issues in Alaska, Canada, Scandinavia, and Russia. This course exposes students to many of the topics that subsequent courses treat in depth. The required readings will provide us with the opportunity to consider as individuals and as a group an assortment of questions and themes common to the north. The research paper will allow you to examine in greater depth a topic of particular interest to you, one that may even provide the foundation for your masters thesis or project.

Course Objectives:

- Students will expand their understanding of historical and current social, cultural, political, and economic concerns in the circumpolar north.
- 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 consider collaborative and state or regional approaches to solutions to current challenges.
- Students will be able to respond, using critical analysis, orally and in writing to the required reading materials.
- Students will be to apply research and critical writing skills in investigating a topic of interest in the north and will produce a research paper that adheres to graduate level academic standards.

The required readings for the course are listed below and will be accessible through Blackboard, in file folders for each week in Course Materials, except for the books, most of which are available through the bookstore. It is possible that I will add an article or two to the readings later. Introductory “lecture” notes for each set of readings will be available on Blackboard in Course Documents. Participation in Blackboard discussion board, responding to questions I pose on the readings, is a required part of the course.

Week 1 – August 31, 2016

Introduction

Week 2 – September 7

Conceptions and Aspects of the North

Coates, Ken. Coates, Ken. “The Rediscovery of the North: Towards a Conceptual Framework for Study,” *Northern Review* 12/13 (Summer/winter 1994): 15-44.

Coates, Peter. “Frontier Image and Environmental Reality, 1867-1940.” Excerpt from chapter in *The Trans-Alaska Pipeline Controversy: Technology, Conservation, and the Frontier*. Fairbanks: University of Alaska Press, 1993, 27-36.

- Hamelin, Louis-Edmond. "The North: Boundaries, Dimensions, and Variations." Chap. in *Canadian Nordicity: It's Your North Too*. Montreal: Harvest House, 1978, 15-46.
- Keskitalo, E. Carina. "'The North' – Is There Such a Thing?: Deconstructing/Contesting Northern and Arctic Discourse," chap. in *Cold Matters: Cultural Perceptions of Snow, Ice and Cold*, eds. Heidi Hansson and Cathrine Norberg, Northern Studies Monograph no. 1 (Umeå: Umeå University and the Royal Skyttean Society, 2009), available at <http://umu.diva-portal.org/smash/get/diva2:231857/FULLTEXT01>.
- Kleinfeld, Judith. *The Frontier Romance: Environment, culture and Alaska identity*. Fairbanks: University of Alaska Press, 2012. (available on ebooks through UAF Rasmuson library)
- Simpson, Sherry. *The Accidental Explorer* (excerpts). Seattle: Sasquatch Books, 2008. ("Introduction" and "The Undiscovered Place")

Week 3 – September 14

Northern Economic Geography and the Strategic Position of the North

- Gorbachev, Mikhail. "Speech in Murmansk at the Ceremonial Meeting on the Occasion of the Presentation of the Order of Lenin and the Gold Star to the City of Murmansk."
- Hummel, Laurel J. "The U.S. Military as Geographical Agent: The Case of Cold War Alaska." *The Geographical Review* 95 (Jan. 2005) 1, 47-72.
- Ironside, R. G. "Canadian Northern Settlements: Top-Down and Bottom-Up Influences." *Geografiska Annaler* 82 B (2000) 2, 103-114.
- Round, John. "Rescaling Russia's Geography: the Challenges of Depopulating the Northern Periphery." *Europe-East Asia Studies* 57 (2005) 5: 705-727.
- Simpson, Sherry. *The Accidental Explorer* (excerpt). Seattle: Sasquatch Books, 2008. ("Hypothetical Geographies")
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 3-45.

Week 4 – September 21

Arctic Exploration

- Jeannette Mirsky. *To the Arctic! The Story of Northern Exploration from Earliest Times to the Present*. Chicago: The University of Chicago Press, 1934. **(You will have to order this book online, probably from a used bookseller.)**

Week 5 – September 28

The Gold Rush Era and The Klondike

- Berton, Pierre. *The Klondike Fever: The Life and Death of the Last Great Gold Rush*. New York: Carroll & Graf Publishers, 1958.

Week 6 – October 5

Religion, Missionary Impact

- Burch, Ernest. "The Inupiat and the Christianization of Arctic Alaska," *Etudes/Inuit/Studies*, 1994, 18(1-2), pp. 81-108. (in BB)
- Dauenhauer, Richard. "Two Missions to Alaska." *The Pacific Historian*. (Spring 1982): 29-41. *(Read this before you read the Haycox article.)*
- Ehrlander, Mary F. "Edward Anton and Jenny Olson Rasmuson: Swedish Covenant Missionaries at Yakutat," *Alaska History* 28, no. 1 (Spring 2013): 40-61.

- Haycox, Stephen W., "Sheldon Jackson in Historical Perspective: Alaska Native Schools and Mission Contracts." *The Pacific Historian*. 28 (Spring 1984): 18-27.
- VanStone, James W. "Alaska Natives and the White Man's Religion: A Cultural Interface in Historical Perspective." In *Exploration in Alaska: Captain Cook Commemorative Lectures*, ed. Antoinette Shalkop and Robert L. Shalkop, 175-179. Anchorage: Cook Inlet Historical Society, 1980.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 49-91.

Week 7 -- October 12

Alaska Native Languages – Guest lecturer – Dr. Michael Krauss

Krauss, Michael. *Alaska Native Languages: Past, Present and Future*. (in BB)

Week 8 – October 19

Social Problems/Pathologies in the North

- Berman, Matthew and Teresa Hull. "Alcohol Control by Referendum in Northern Native Communities: the Alaska Local Option Law." *Arctic* 54 (March 2001): 77-83.
- Ehrlander, Mary F. "The Historical Roots of a Frontier Alcohol Culture: Alaska and Northern Canada." *Northern Review* 32 (Spring 2010): 63-104.
- Pridemore, William. "Weekend effects on binge drinking and homicide: the social connection between alcohol and violence in Russia. *Addiction*, 99, no. 8 (2004): 1034-1041. Available from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1526487/pdf/nihms-11221.pdf>.
- Stickley, Andrew, Mall Leinsalu, Evgueni Andreev, Yury Razvodovsky, Denny Vågerö, Martin McKee. "Alcohol poisoning in Russia and the countries in the European part of the former Soviet Union, 1970-2002. *European Journal of Public Health*, 17, no 5 (2007): 444-449.
- Whitehead, Paul C. and Michael J. Hayes, *The Insanity of Alcohol: Social Problems in Canadian First Nations Communities*. Chapters 1, 2, 4, 5, 7, 8 Toronto: Canadian Scholars' Press, Inc. 1998.

October 19 – Topic for research paper is due, along with a bibliography of at least 8 sources in proper works cited format (you'll need at least 15 sources for the final paper).

Week 9 – October 26

Images of the North – Guest lecturer UAF Professor Emeritus Kes Woodward

Readings TBA

Weeks 10 and 11– November 2 and 9

Native Cultures and Relations between Native and Non Native Peoples

Blackman, Margaret B. *Sadie Brower Neakok: An Inupiaq Woman*. Seattle: The University of Washington Press, 1992.

OR (you choose)

Hensley, Willie. *Fifty Miles from Tomorrow: A Memoir of Alaska and the Real People*. New York: Farrar, Straus and Giroux, 2008.

OR

Huntington, Sidney (as told to Jim Reardon). *Shadows on the Koyukuk: An Alaskan Native's Life Along the River*. Anchorage: Alaska Northwest Books, 1993.

These two weeks (7 & 8) you will choose to read the story of the life of an Inupiaq woman, an Inupiat man, or an Athabaskan man. In-class students will make group presentations on your books to the class. Online students will make individual presentations, which I will post in BB. (Power point presentation required by all students)

Also for Week 11 – November 9

Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. New York: Collins, 2006, 231-303.

Week 12 -- November 16

The Imperiled Arctic

Cone, Marla. *Silent Snow: The Slow Poisoning of the Arctic*. New York: Grove Press, 2005.

Week 13 – November 23

Native Land Claims

Berger, Thomas R. "Introduction." Chap. In *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill and Wang, 1985.

_____. "The Promise of the Land Claims Act." In *Village Journey: The Report of the Alaska Native Review Commission*. New York: Hill and Wang, 1985.

Fondahl, Gail, et al. "Native 'land claims', Russian style." *The Canadian Geographer* 45 (2001) 4: 545-561.

Goldsmith, Scott. "TAPS at 35: Accounting for the Oil Revenues." Web Note No. 12, July 2012. Institute of Social and Economic Research, University of Alaska Fairbanks.

Legare, Andre. "The Process Leading to a Land Claims Agreement and its Implementation: The Case of the Nunavut Land Claims Settlement." *The Canadian Journal of Native Studies* 16 (1996): 139-63.

Morehouse, Thomas. "Sovereignty, Tribal Government and the Alaska Native Claims Settlement Act Amendments of 1987." *Polar Record* 25 (1989): 197-206.

Research paper drafts due today. They must be full drafts and should be as polished as you can make them without guidance from me!

Week 14 – November 30

Native Sovereignty

Ehrlander, Mary. "Native Sovereignty in Alaska."

Russell, Dan. "The Self-Government Ideal: A Recent Concept" and "The Future of Self-Government: Building Trust and Confidence." Chaps. in *A People's Dream: Aboriginal Self-Government in Canada*. Vancouver: UBC Press, 2000.

Zanthaki, Alexandra. "Indigenous Rights in the Russian Federation: The Case of Numerically Small Peoples of the Russian North, Siberia, and Far East." *Human Rights Quarterly* 26 (2004) 74-105.

Week 15 – December 7 -- Student presentations of papers

Papers are due today

Week 16 – December 14 – Student presentations of papers

NORS600 -- Perspectives on the North Course Requirements

Attendance and participation are essential to your doing well in the class. Each week we will discuss the readings, and in order to have a fruitful discussion that is mutually beneficial, everyone must participate. Therefore, **attendance and participation will account for 15% of your grade. (In class students only.)** **You are required to bring your readings to class so that I may ask you to refer to them during discussion.** If you will not be able to attend a class or if you have a logistical problem that will cause you have to arrive late or leave early, please let me know in advance.

Blackboard = 5% (20% for distance students)

Each week you will participate in the discussion board within Blackboard, responding to questions I pose and to one another's responses. You are also encouraged to start your own threads. Responses to pre-class BB questions must be completed before class, preferably a couple days before class. Distance students will have more pre-class questions, as well as lecture based questions that I will post in BB.

Weeks 7 and 8 – Native Cultures presentation – 15% (These will be Power Point presentations by students. Distance grads will post theirs on Blackboard.)

Three times you will write and submit a **3-5 page** (computer generated, double-spaced) critique or response to the readings for the week. Each paper must be submitted **in class** the day we discuss that topic (distance students on the day we discuss). Please don't respond to every selection for the week (if there are several). Comparing and contrasting 2-4 pieces is one option. If you choose to respond to a book, please analyze a few themes (please, no "book reports"!) of that book. Feel free to bring in other literature for comparison, but *doing so is not required*. Please cite properly (parentheticals or footnotes) any quotations or specific passages you reference.

Together these papers will account for 30% of your grade.

Finally, for **35% of your grade**, you will research a topic of your choice (you must clear the paper topic with me) and write a **15-20 page paper**, which you will present in class *in a power point presentation*.

- On October 19 you must submit your proposed research paper topic, along with your research questions and at least 8 resources (you'll need at least 15 for the final paper).
- A full, strong first draft is due on November 23. The draft and how you respond to my editing suggestions will account for 20 percent of the paper grade.
- The paper will be due on December 7 in class.
- Presentations will be December 7 and 14. (Distance grads will place their presentations in BB for others to view.)
- The paper must conform to standards for graduate level writing in the social sciences, with regard to analysis, writing conventions, organization and focus, and citation. I will give you written guidelines, and I will spend a few minutes during most classes on writing criteria.

Your presentation will account for 5%. (Written paper = 30% for a total of 35%)

Please go to next page for BB instructions and other information

Instructions for Blackboard Use

For Blackboard:

Go to <http://classes.uaf.edu>

For user name, enter your UAF username (mine is MFEHRLANDER)

For your password, enter the same thing the first time (once you get in, you can change your password).

Choose the correct course if you're in more than one using BB.

All of you need to enter the course called Perspectives on the North (even undergrads, who technically are in Senior Seminar).

To access Introductory notes and Lecture notes or other course info, click on "course documents" under "content areas."

- Then choose the folder for introductory or lecture notes or other info.
- Then choose the appropriate week or the info you want.
- You can print the documents.

To access Discussion Board, click on "discussion board" under "course tools."

- Find correct lesson
- Click on each question and respond. (if you click on my name, rather than the question title, you will be forced to send me an email)
- You can add your own discussion questions, if you would like to, by starting a new thread.
- Please do read others' responses and respond to them, as you feel inclined.

To Access Readings, click on Course Materials and you'll see the readings for each week when there are readings online.

Academic Integrity/Plagiarism: Copying someone else's work for all or part of your book review or research paper is plagiarism and will result in a zero on that assignment.

Student Support Services in Gruening 508 is available for tutoring and other assistance.

Disabilities Services: The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT) to provide reasonable accommodation to students with disabilities.