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(email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:

Department	Northern Studies	College/School	CLA
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See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:

Dept	NORS	Course #	484	No. of Credits	3
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COURSE TITLE Seminar in Northern Studies

Existing Course	X	New Course Pending Approval*	
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*Must be approved by appropriate Curriculum Council.)

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)

Group (medium or large class)	
Public (medium or large class)	
Public (small class)	X
Public (large class) "0/2"	

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

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. (3+0)**

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator 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 change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This class is oral intensive. Students are required to give a 20 minute presentation (w/ Q & A) on an Alaska Native Culture and a 20 minute oral presentation on the final paper. The first assignment is 15% of the grade. The 2nd is 5% of the grade.

The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. Please note them directly on the syllabus, using the corresponding letter. (See Guidelines in this manual.)

GROUP (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 1 ongoing, integrated group project with 5-8 students
- C 2 presentations (minimum of 5 minutes per member)
- D Question & Answer period for both presentations
- E Group and Individual grading
- F Instructor Evaluation/Feedback on all presentations

PUBLIC (medium or large class) (Regularly enrolling at least 12 students)

- A 15% of the final grade based on oral communication
- B 3 presentations (minimum of 5 minutes each)
- C Question & Answer period for both presentations
- D Instructor Evaluation/Feedback on all presentations

~~**PUBLIC (small class)**~~ (Regularly enrolling less than 12 students)

- A 15% of the final grade based on oral communication
- B 2 presentations of 20 minutes with Question & Answer or
3 presentations of 10 minutes with Question & Answer
- C Instructor Evaluation/Feedback on all presentations

PUBLIC (large class) (Regularly enrolling 20 or more students)
"O/2"

- A 7.5% of the final grade based on oral communication
- B 1 presentation (minimum of 5 minutes), and
- C 1 presentation of 8-10 minutes with Question & Answer
- D Instructor Evaluation/Feedback on all presentations

APPROVALS:

<i>Mary F. Eklund</i> Signature, Chair, Program/Department of:	Date 5-20-10
Northern Studies	
<i>Karl T. ...</i> Signature, Chair, College/School Curriculum Council for:	Date 7/15/10
Curriculum CLA	
<i>Ulma Harmann</i> Signature, Dean, College/School of:	Date 09-20-10
CLA	

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

_____ Signature, Chair, Senate Core Review Committee	Date _____
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Fall 2009; W-2:00 – 5:00 p.m.
Gruening 614E
Office Hours: TR 1:30 – 3:00
Office: 613A Gruening

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Syllabus for NORS 484W – 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.

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.

Note that this schedule is tentative. The weekly topics sometimes shift, depending on when our guest presenters are available.

Week 1 -- September 9

Introduction

Week 2 -- September 16

Conceptions and Aspects of the North

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

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 Frame of Mind,” “How to Steer Clear of the Dangers,” and “Claim Your Legacy.” Chaps. in *Go For It: Finding Your Own Frontier*. 25-35 and 167-182.

Week 3 -- September 23

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.

In class: Tutorial on research paper writing

Week 4 – September 30

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

We will break at 3:30 and reconvene on the 2nd floor of the Rasmuson Library for an introduction to the Alaska and Polar Regions Collections by Rose Speranza at 3:45.

Week 5 – October 7

The Gold Rush Era and The Klondike

Backhouse, Frances. *Women of the Klondike*. Vancouver: Whitecap Books, 1995.

Week 6 – October 15

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.)

Haycox, Stephen W., "Sheldon Jackson in Historical Perspective: Alaska Native Schools and Mission Contracts." *The Pacific Historian*. 28 (Spring 1984): 18-27.

The Kalevala: an epic of Finland and all mankind (excerpt)

The Raven Myth (North American indigenous creation story)

Voluspa (The Beginning and the End) (Norse mythological creation story)

Weeks 7 and 8 – October 21 and 28

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)

Blackman, Margaret B. *In My Time: The Life of Florence Edenshaw Henderson*.

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, the story of the life of a Haida woman, or the story of the life of Sidney Huntington, an Athabaskan man.

You will make group presentations on your books to the class.

Week 9 – November 4

Culture – Oral and Written Literature as a Reflection of Environment and Society

Haines, John. "Ice." *The Stars, the Snow, the Fire*. Saint Paul: Graywolf Press, 1989.

_____. (Five poems) *The Owl in the Mask of the Dreamer: Collected Poems by John Haines*. Saint Paul: Graywolf Press, 1993.

Kremers, Carolyn. "Drink Well, Spirits." Chap. in *Place of the Pretend People: Gifts from a Yup'ik Eskimo Village*. Seattle: Alaska Northwest Books, 1996.

Mergler, Wayne, ed. "A Chronology: Alaska and Its Literature." *The Last New Land: Stories of Alaska, Past and Present*. Seattle: Alaska Northwest Books, 1996.

Service, Robert. "The Shooting of Dan McGrew" and "The Cremation of Sam McGee."

Wallis, Velma. *Two Old Women*. Seattle: Epicenter Press, 1993.

Week 10 – November 11

Art as a Reflection of Environment and Society

Ayre, John. "The Art that Came in from the Cold: John Houston and the Advent of Inuit Printmaking." *The Beaver* 79 (February 1, 1999) 1: 8.

Jonaitis, Aldona. "Totem Poles and the Indian New Deal." *The Canadian Journal of Native Studies* 10 (1989): 237-52.

Kremers, Carolyn. "Preface." *Place of the Pretend People: Gifts from a Yup'ik Eskimo Village*. Seattle: Alaska Northwest Books, 1996.

_____. "We are all Paddling a Kayak Through Open Tundra." Chap. In *Place of the Pretend People: Gifts from a Yup'ik Eskimo Village*. Seattle: Alaska Northwest Books, 1996.

Activity: We will break at 3:30 and take the shuttle to the UA Museum to tour the collections, focusing on indigenous art and cultures.

Week 11 -- November 18

Social Problems/Pathologies in the North

Ehrlander, Mary F. "Alcohol Cultures in Finland and Alaska: Explosive Drinking Patterns and Their Consequences," *Northern Review* 27 (Fall 2007): 77-109.

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.

Week 12 -- November 25

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.

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.

Week 13 – December 2

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 14 -- December 9 -- Student presentations of papers

Week 15 – December 16 -- 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.

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.**

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. You do not need to respond to every selection for the week. You may compare and contrast 2 readings, for example. If you choose to respond to a book, please write a précis, or 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.**

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 **10 page paper**, which you will present in class. **You will submit a draft of your papers to me by November 19 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 or before December 10 in class for all students. Presentations will be December 10 and 17. **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	40%
Research paper	<u>30%</u>
	100%

Please go on to next page for instructions for ERes access and Blackboard use.

Instructions for Blackboard Use and Accessing ERes Materials

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.

Instructions for Accessing Readings on Electronic Reserves at Rasmuson Library

Go to www.uaf.edu

Choose Academics (on left)

Choose Libraries (on from the options in Academics or on right)

Choose Electronic Reserves

Choose Electronic Reserves and Course Materials

Choose Instructor – Ehrlander -- and Go!

Choose Perspectives on the North '06 for now (I'll get this changed)

Type in the password – perspectives (note that there is no punctuation)

Choose the right week and click on that folder.

Choose the individual readings.

Print the readings.

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.