TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

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<th>Department</th>
<th>College/School</th>
<th>CRCD/SOE/CLA</th>
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Prepared by

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<tr>
<th>Email Contact</th>
<th>Faculty Contact</th>
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<tr>
<td><a href="mailto:gfpjb@uaf.edu">gfpjb@uaf.edu</a></td>
<td>Ray Barnhardt</td>
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See http://www.uaf.edu/uagtov/faculty/cd/cdmcrs.html for a complete description of the rules governing curriculum & course changes.

1. **ACTION DESIRED** (check one):
   - Trial Course
   - New Course
   - Cross-listing

2. **COURSE IDENTIFICATION:**
   - Dept: CCS/ED
   - Course #: 690
   - No. of Credits: 3
   - Existing CCS/ED graduate course to be cross-listed with RD and ANL to accommodate emphasis in proposed Indigenous Studies program

3. **PROPOSED COURSE TITLE:**
   - Seminar in Cross-Cultural Studies

4. **CROSS LISTED?**
   - YES/NO: YES
   - If yes, Dept: RD/ANL
   - Course #: 690
   - (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**
   - YES/NO: NO
   - If yes, Dept: 
   - Course #: 

6. **FREQUENCY OF OFFERING:**
   - Every year
   - (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING** (if approved)
   - Fall, 2009
   - Spring, 2010

8. **COURSE FORMAT:**
   - COURSE FORMAT:
     - (check one)
     - 1
     - 2
     - 3
     - 4
     - 5
     - 6 weeks to full semester
   - OTHER FORMAT (specify)
   - Mode of delivery (specify lecture, field trips, labs, etc)
   - Distance Education/Audioconference/Web/classroom

9. **CONTACT HOURS PER WEEK:**
   - 3 LECTURE hours/week
   - LAB hours/week
   - PRACTICUM hours/Week
   - Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uagtov/faculty/cd/credits.html for more information on number of credits.

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**
    - CCS/ED 690 Seminar in Cross-Cultural Studies 3 Credits Offered Spring, Summer, As Demand Warrants
    - Investigation of current issues in cross-cultural contexts. Opportunity for students to synthesize their prior graduate studies and research. Seminar is taken near the terminus of a graduate program. Prerequisites: Advancement to candidacy and permission of student's graduate committee. (3+0)
11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

- H = Humanities
- N = Natural Science
- S = Social Sciences

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
- W = Writing Intensive, Format 7
- Natural Science, Format 8

12. COURSE REPEATABILITY:

Is this course repeatable for credit? [ ] YES [ ] X [ ] NO

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

How many times may the course be repeated for credit? [ ] 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

13. GRADING SYSTEM:

LETTER: [ ] X [ ] PASS/FAIL:

14. PREREQUISITES

Graduate standing or approval of instructor

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

RECOMMENDED

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS, CONDITIONS

N/A

16. PROPOSED COURSE FEES

Has a memo been submitted through your dean to the Provost & VCAS for fee approval? [ ] Yes/No [ ] N/A

$ N/A

17. PREVIOUS HISTORY

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

If yes, give semester, year, course #, etc.: Course is existing course in CCS and ED program

18. ESTIMATED IMPACT

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

N/A

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (fknj@ualaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

[ ] No [ ] X [ ] Yes

Course has been offered for 8 years with existing resources

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)

CCS/ED 690 is being cross-listed to be offered also as an RD (Rural Development) and ANL (Alaska Native Language) course.

21. POSITIVE AND NEGATIVE IMPACTS

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

Increased departmental enrollments in RD, ED and ANL.
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.

The proposed PhD program in Indigenous Studies includes two required core courses (CCS 608 and CCS/ED 690) that all students across the five specialty areas will take at the beginning and end of their coursework to provide a foundation and capstone for their studies. By cross-listing the two courses under each of the course designator areas in which IS students will be situated, they will be able to enroll in their respective home departments and credits will accrue accordingly. Similar accommodations are already available for CCS/RD/ED/ANL 699 Thesis credit.

### APPROVALS:

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<tr>
<td>Ray Breuker</td>
<td>8/7/08</td>
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<td>Signature, Chair, Program/Department of:</td>
<td>Cross-Cultural Studies</td>
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<td>Julie Ok Mair</td>
<td>10/22/08</td>
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<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>College of Liberal Arts</td>
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<td>Anne Bunton Quast</td>
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<td>Signature of Provost (if applicable)</td>
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Offerings above the level of approved programs must be approved in advance by the Provost.

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

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<td>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</td>
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<td>Signature, Chair, Program/Department of:</td>
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Signature, Chair, College/School Curriculum Council for:

Signature, Dean, College/School of:
COURSE SYLLABUS

CCS/ED (RD/ANL) 690 – Seminar in Cross-Cultural Studies (3 cr.)
Instructor: ________________

Course Description

Investigation of current issues in cross-cultural contexts. Opportunity for students to synthesize their prior graduate studies and research. Seminar is taken near the terminus of a graduate program. Prerequisites: Advancement to candidacy and permission of student’s graduate committee. (3+0)

Course Goals/Student Learning Outcomes

1. To examine how education and culture are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life. [SLO: Students will compare the role and processes of education in traditional times with the role and processes of education today]

2. To explore how our world view influences the way we think and what we do. [SLO: Students will examine and compare the world view of a person whose background is different from his/her own]

3. To examine ways in which cultures establish categories, rules and templates for ordering the universe. [SLO: Students will examine and analyze different ways that culture influences how people make sense of the world around them]

4. To explore how cultural tradition contributes to the formation of individual and cultural identity. [SLO: Students will investigate similarities and differences in the way particular societal practices contribute to individual and cultural identity]

5. To examine the issue of self-determination in the context of the cultural and political rights of indigenous peoples. [SLO: Students will examine the cultural and political implications of indigenous people assuming responsibility for administrative control, professional roles, curriculum content and their own intellectual property]

6. To examine the interrelationship between culture, community and the place in which they are situated. [SLO: Students will demonstrate the ability to apply their own creative ideas to address some aspect of cross-cultural relations in Alaska]
Course Design

The course is designed to acquaint students who are located at sites distant from the UAF campus with the same course content as those enrolled in the course on campus. In addition, the course attempts to capitalize on the field-based learning opportunities available to off-campus students by incorporating exercises that engage students in on-site data gathering and issue analysis. Since the primary focus of the course is centered in Alaska, many of the readings utilize examples drawn from Alaska Native and rural situations, though the issues addressed are relevant and readily generalizable to other cultural contexts and geographic settings as well. If students find an assignment inappropriate to their particular situation, they are invited to contact the instructor to explore a more suitable option.

Course Administration

The course will be administered through readings, practical exercises, on-line resources, written assignments, e-mail, phone calls and weekly audio-conference seminars. Students will work through the course requirements with academic assistance available from the instructor and administrative support offered through the Center for Distance Education in Fairbanks (474-5353). Course assignments should be sent directly to the instructor by e-mail or if that is not possible, they can be sent by fax or regular mail to the CDE, addressed as follows:

Center for Distance Education
University of Alaska Fairbanks
Fairbanks, AK 99775
(907) 474-5353 • Fax: (907) 474-5402
RACDE@UAF.EDU

When submitting an assignment by e-mail a Word-formatted document is preferred, and the course and unit number should be included in the subject line.

Evaluation

Students will be evaluated on the basis of participation in course activities and the written material turned in to the instructor (please stay within the page length of each assignment). The material will be read, evaluated, and returned to the student as soon as possible after receipt. The assignments are worth a total of 100 points. The number of points for each assignment are as follows:

- Unit 1 - 15 points
- Unit 2 - 15 points
- Unit 3 - 15 points
- Unit 4 - 15 points
- Unit 5 - 15 points
- Unit 6 - 25 points

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

- 90 - 100 = A
- 80 - 89 = B
- 60 - 69 = D
- 0 - 59 = additional work
70 - 79 = C

Reading Materials

The following books and articles are required for this course:

Wallis - Two Old Women (Epicenter Press)
Napoleon - Yuyaraq: The Way of the Human Being (ANKN)
Deloria and Wildcat - Power and Place: Indian Education in America
AKRSI - To Show What We Know (DVD) (ANKN)
Wilson - Gwitch’in Native Elders: Not Just Knowledge, But a Way of Looking (CD) (ANKN)
ANKN - Cultural Standards and Guidelines booklets

To gain password access to the following on-line required materials as well as other course resources, send an e-mail to Sean Topkok at fncst@uaf.edu and he will forward the necessary access information to you.

Barnhardt/Tonsmeire - Lessons Taught/Lessons Learned, Vol. I
Stephens - Handbook for Culturally Responsive Science Curriculum
Barnhardt, C. - “Tuning-In: Athabaskan Teachers and Athabaskan Students”
Metge - "Te Kohao O Te Ngira/Culture and Learning: Ed. for a Multicultural Society"
Keeffe - “Aboriginality and Education”
Ascher - “The Organization and Modeling of Space”
Merculieff - “Western Society’s Linear Systems and Aboriginal Cultures”
Kawagley/Barnhardt, R. - “Education Indigenous to Place”
AEPS - “The Participation of Indigenous Peoples......”
WIPCE - “Coolongata Statement on Indigenous Peoples Education Rights”
Ongtooguk - "Their Silence About Us: The Absence of Alaska Natives in Curriculum"
Barnhardt - “Two Cultures, One School: St. Mary’s, Alaska”
Barnhardt, R. - “Teaching/Learning Across Cultures: Strategies for Success”

Course Requirements/Calendar

The course is organized around the following topics:

Unit 1 – Culture, Survival and Tradition
Unit 2 – Culture, Consciousness and World View
Unit 3 – Culture, Communication and Space
Unit 4 – Culture, Identity and Knowledge Systems
Unit 5 – Culture and Self-Determination
Unit 6 – Culture, Community and Place

Week 1 – 3
Week 4 – 5
Week 6 – 7
Week 8 – 9
Week 10 – 11
Week 12 – 14
Assignment #1 - Culture, Survival and Tradition - 15 points

Required reading:
- Wallis - *Two Old Women*
- Napoleon - *Yuuyaraq: The Way of the Human Being*

Culture and tradition are deeply intertwined processes that shape, prepare us for, and guide us through all aspects of our life. While schooling makes a contribution to our preparation for life, most of what we know and what we use to survive on a day-to-day basis is learned outside school. If schooling is to make a constructive contribution to people’s education, we need to understand how it fits into the larger cultural and educational context in which it exists. That is the task to which this unit is directed.

Since education was happening in Alaska long before schools appeared on the scene, we will start by stepping back in time and looking at how people learned what they needed to know to survive and thrive in “the old days.” Your task for this unit is to read the books by Velma Wallis and Harold Napoleon, and then based on the Alaska Native situation, prepare a 3-5 page paper in which you describe and compare the role and processes of education in traditional times with the role and processes of education today. How did people learn what they needed to know in the old days, compared with how they learn what they need to know today? In the analysis of contemporary times, consider all aspects of education, not just schooling.

Assignment #2 - Culture, Consciousness and World View - 15 points

Required reading:
- Kawagley - *A Yupiaq World View* (Second Edition)
- Wilson - *Gwitch’in Native Elders: Not Just Knowledge, But a Way of Looking*
- Kawagley/Barnhardt, R. - “Education Indigenous to Place”

In this unit we will look at how our world view influences the way we think and what we do. The way we make sense of the world around us is intimately bound to the culture in which we are raised. As we encounter other cultural systems we carry our original set of cultural filters with us and interpret what we see within our own frames of reference. The misinterpretations, misunderstandings and misrepresentations that can result are the basis for many of the problems we experience in cross-cultural situations. What might the world look like if it were to be viewed through the lens of an Alaska Native world view? Oscar Kawagley and Shawn Wilson give us a glimpse by describing how we might rethink our view of the world to make it more appropriate for nurturing a Native form of consciousness.

Your task for this unit is to read the three items listed above and then prepare three short papers (4-5 pages altogether) in which you respond to each of the following questions:

1. Using the study by Kawagley (particularly Chapter I) as a jumping off point, interview (informally) an elder or other resident authority in your community and observe everyday living and survival practices of the people around you. How does the world view reflected in your community compare with that of the Yupiaq, as described by Kawagley and the general observations outlined in the article by Kawagley and Barnhardt? You may define
“community” in any way you wish - just be explicit about who you are referring to in your write-up. (2-3 pages)

2. Identify three examples from your own experience and observations that illustrate how different world views impact the way we approach everyday life. (1 page)

3. How does Kawagley’s approach to the role of culture in shaping our consciousness fit with that described by Wilson among the Gwitch’in? (1 page)

**Assignment # 3 - Culture, Communication and Space**  - 15 points

**Required reading:**
- Barnhardt, C. - “Tuning-In: Athabaskan Teachers and Athabaskan Students”
- Ascher - “The Organization and Modeling of Space”
- Merculieff - “Western Society’s Linear Systems and Aboriginal Cultures”

As indicated in Unit 2, different cultures organize their view of the world in different ways, each creating their own categories, rules and templates for ordering their universe. Sometimes these differences are explicit and obvious and sometimes they are so subtle and implicit that they go un-noticed. The four readings for this unit provide illustrations of different ways that culture influences how people make sense of the world around them. Your task is twofold:

1. Read each of the four articles and then write a one-page paper on each (for a total of four pages) in which you critique some aspect of the article in terms of how it relates to some aspect of your professional life. Please keep each paper to one page.

2. Write another one-page paper in which you reflect on your own knowledge system and how your behavior is influenced by the categories, rules and templates that you learned as a child. Give examples to illustrate your points when possible. When finished, you should be sending in five pages altogether.

**Assignment # 4 - Culture, Identity and Knowledge Systems**  - 15 points

**Required reading:**
- Metge - "Te Kohao O Te Ngira/Culture and Learning: Education for a Multicultural Society"
- Keeffe - “Aboriginality and Education”

In this unit we will be looking at knowledge systems in the broader sense of how they contribute to the formation of individual and cultural identity. To do so, we will journey to New Zealand and Australia to find out a little about how knowledge is viewed in the Maori and Aboriginal worlds. Even though Aboriginal and Maori people are situated on the other side of the world from Alaska, you will see as you go through the readings that many of the issues they face are interchangeable with those of Alaska Natives. Your task for this unit is to describe some of the common issues/themes that indigenous people face around the world, and then offer some thoughts on why people from such different cultural and geographic origins would have so much
experience in common. What implications does all this have for their cultural/ethnic identity. You should be able to condense your insights on this topic into no more than 3-5 pages.

Assignment # 5 - Culture and Self-Determination - 15 points

Required reading:
- Deloria and Wildcat - *Power and Place: Indian Education in America*
- AEPS - “The Participation of Indigenous Peoples…….”
- WCIPE - “Coolongata Statement on Indigenous Peoples Education Rights”
- ANKN - Cultural Standards and Guidelines booklets

Alaska Natives, Native Americans and other indigenous peoples around the world are increasingly adamant that it is their fundamental right to determine the future of their communities. Based on the five readings and any other information/experience you can bring to bear, write four one-page papers in which you examine the cultural implications of indigenous people assuming responsibility for each of the following areas, including what you think might be different from current practice.

1. Political and administrative structures
2. Professional roles
3. Curriculum content in the schools
4. Their own cultural and intellectual property

Assignment # 6 - Culture, Community and Place - 25 points

Required reading:
- Ongtooguk - "Their Silence About Us: The Absence of Alaska Natives in Curriculum"
- Barnhardt - “Two Cultures, One School: St. Mary’s, Alaska”
- Stephens - *Handbook for Culturally Responsive Science Curriculum*
- Barnhardt/Tonsmeire - *Lessons Taught/Lessons Learned, Vol. I*
- Barnhardt, R. - “Teaching/Learning Across Cultures: Strategies for Success”
- AKRSI - “To Show What We Know” (video)

All of the issues we have examined in the previous units eventually have bearing in one way or another on what happens on a day-to-day basis in the way we live our lives, envision our future and raise our children. The Ongtooguk, Stephens and Barnhardt articles listed for this unit, the video, and the last four articles in the *Lessons Taught/Lessons Learned* book (Pg. 83-140) each address issues associated with the interrelationship between culture, community and the place. Your task for this final unit is to prepare an essay comparable to those in “Lessons Taught/Lessons Learned” (8-10 pages in length), in which you apply your own creative ideas to some aspect of cross-cultural relations in Alaska. As in the book, you can focus on issues generally, or on applying your ideas to a specific cultural/community setting (see Pg. 1 and 51 for additional guidance). Give the assignment some careful thought and where appropriate, make use of the ideas we have covered in this course.

Good luck!
Support and Disabilities Services

Student support services are available to graduate students on an as-needed basis through the Center for Distance Education as well as the Center for Cross-Cultural Studies. A Moodle web site has been established to provide students with on-going access to a threaded discussion as well as technical support associated with the course.

The Center for Cross-Cultural Studies will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities. Since most students are enrolled in the course by distance education, their access to the course is dependent only on the availability of a telephone and Internet services.
ATTACH COMPLETE SYLLABUS (as part of this application).

Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide [http://www.uaf.edu/faculty/cdsyllabus.html]. The department and campus wide 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 change will 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 Student Learning Outcomes (more specific)

6. 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.).

7. 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.

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

9. 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.).

10. Support Services:
    - Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

11. 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.
    - State that you will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities.”