Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office 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:
<table>
<thead>
<tr>
<th>Department</th>
<th>College/School</th>
<th>CLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arctic &amp; Northern Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepared by: Laura Schneider</td>
<td></td>
<td>Mary Ehrlander</td>
</tr>
<tr>
<td>Email Contact: <a href="mailto:Illugar@alaska.edu">Illugar@alaska.edu</a></td>
<td>Faculty Contact</td>
<td></td>
</tr>
</tbody>
</table>

### 1. COURSE IDENTIFICATION: As the course now exists.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACNS</td>
<td>484</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Change Course</th>
<th>Drop Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

If Change, indicate below what is changing.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF OFFERING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>CREDITS (including credit distribution)</th>
<th>3</th>
</tr>
</thead>
</table>

### ADD A STACKED LEVEL (400/600)
Include syllabi.

<table>
<thead>
<tr>
<th>Dept.</th>
<th>ACNS</th>
<th>Course #</th>
<th>600</th>
</tr>
</thead>
</table>

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? 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

<table>
<thead>
<tr>
<th>Dept. &amp; No.</th>
<th>Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.</th>
</tr>
</thead>
</table>

### STOP EXISTING CROSS-LISTING

<table>
<thead>
<tr>
<th>Dept. &amp; No.</th>
<th>Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.</th>
</tr>
</thead>
</table>

### OTHER (specify)

**In-class and online**

### 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.

<table>
<thead>
<tr>
<th>COURSE FORMAT:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>X</th>
<th>6 weeks to full semester</th>
</tr>
</thead>
</table>

**OTHER FORMAT (specify)**

**In-class and online**
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 |

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 | W = Writing Intensive, *Format 7 submitted | 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 Aboriginal Indigenous Rights and Policies (S)
3 Credits
Offered As Demand Warrants
Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal 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 NORS 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 X 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.)

Mary J. Eldred Date 3-8-17
Signature, Chair, Program/Department of: Arctic & Northern Studies

Rob Duke Date March 23, 2017
Signature, Chair, College/School Curriculum Council for: CLA

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):

Signature of Provost (if applicable)

Date

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

Signature, Chair Date

Faculty Senate Review Committee: ___Curriculum Review ___GAAC
**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature, Chair, College/School Curriculum Council for:</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
</tr>
</thead>
</table>

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.
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 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
Week 3 – September 14
Northern Economic Geography and the Strategic Position of the North

Week 4 – September 21
Arctic Exploration
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

Week 6 – October 5
Culture – Mythology, Religion, Missionary Impact
(Read this before you read the Haycox article.)

Week 7 -- October 12
Alaska Native Languages – Guest lecturer – Dr. Michael Krauss

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
OR (you choose)
OR
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

Week 12 -- November 16
The Imperiled Arctic

Week 13 -- November 23
Native Land Claims
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.”
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.

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 –
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.

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.

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: 30%

100%

Instructions for Blackboard Use

For Blackboard:
Go to http://classes.uaf.edu
For your username, enter your UAF username (mine is 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


(“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.”


(“Hypothetical Geographies”)


*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**


*Week 6 – October 5*

**Religion, Missionary Impact**


(Read this before you read the Haycock article.)


*Week 7 -- October 12*

**Alaska Native Languages – Guest Lecturer – Dr. Michael Krauss**


*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.


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**


OR (you choose)


OR

These two weeks (7 & 8) you will choose to read the story of the life of an Inupiaq woman, an Inupiat man, or an Athabascan 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


Week 12 -- November 16

The Imperiled Arctic


Week 13 – November 23

Native Land Claims


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.”


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 WHT) to provide reasonable
accommodation to students with disabilities.