

ED 616 - EDUCATION AND SOCIO-ECONOMIC CHANGE

INSTRUCTOR:

Ray Barnhardt
Center for Cross-Cultural Studies

Center for Distance Education
University of Alaska Fairbanks
Fairbanks, Alaska 99775

COURSE PROSPECTUS

Ed. 616 - Education and Socio-Economic Change

Instructor: Ray Barnhardt

Course Purposes

1. To examine the effects of the imposition of Western institutions on non-Western indigenous people.
2. To explore the relationship between “modern” forms consciousness and the subsistence way of life.
3. To examine the connection between education, development and the Alaska Native Claims Settlement Act.
4. To explore the relationship between the school, culture and community.
5. To examine the role of educators and educational institutions as agents of change.

Course Description

The course will examine educational issues as they relate to social change processes, particularly in the context of the development of new institutional forms and the resulting impact on different ways of knowing. Emphasis is placed on the dynamics of education and schooling in a social and economic development milieu.

Course Credit

Completion of the course will lead to three semester hours of graduate credit at the University of Alaska Fairbanks. The course will fulfill the State of Alaska certification requirement for “multicultural education,” and may be applied toward graduate programs at UAF.

Course Design

The course is designed to acquaint students who are located at sites distant from the UAF campus with the same course content they would be exposed to if they were 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 school situations, though the issues addressed are relevant and readily generalizable to other cultural contexts and school 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, written assignments, e-mail and phone calls as needed. Students will work independently, with academic assistance available from the instructor (474-6431) 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 <ffrjb@uaf.edu>, or if that is not possible, they can be sent by fax or regular mail to the Independent Learning Program, addressed as follows:

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

Evaluation

Students will be evaluated on the basis of 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, with an additional point available for the bonus assignment. The number of points for each assignment are as follows:

Unit 1 - 15 points
Unit 2 - 15 points
Unit 3 - 20 points
Unit 4 - 15 points
Unit 5 - 15 points
Unit 6 - 20 points
Bonus - 1 points

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

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

Course Materials

The following books and articles are required for this course (don't panic - most are short and readable, and you won't have to read all of them):

Napoleon - *Yuuyaraq: The Way of the Human Being*
Kawagley - *A Yupiaq World View*
Madison/Yarber - *Peter John, Minto*

Fienup-Riordan - *Eskimo Essays*
Horton/Freire - *We Make the Road by Walking*

Mallott - "One Day in the Life of a Native Chief Executive"
Barnhardt - "Maori Makes a Difference: Human Resources for Maori Development"
Hampton - "Toward a Redefinition of American Indian/Alaska Native Education"
Scollon - "Bush Consciousness and Modernization"
Ross - "Being Indian is a State of Mind"
Gaffney - "Nonformal Educational Strategies for Rural Development in Native Alaska"
Gaffney - "Econ. and Educ. Development in Rural Alaska: A Human Resources Approach"
AFN web site < <http://www.nativefederation.org/flash.html>>
AFN – "Achieving Alaska Native Self-Governance"
Commission on Rural Governance & Empowerment – Final Report to Governor
Korsmo - "The Alaska Natives"
Juneau Empire – "Between Worlds" <<http://juneaualaska.com/between/>>
ANKN – ANCSA Resources <<http://www.ankn.uaf.edu/ancsa.html>>
Alaskool – ANCSA Resources
<<http://www.alaskool.org/projects/ancsa/ancsaindx.htm>>
Berger - "Behind the Facade: What ANCSA Means to Village Alaska"
Barnhardt - "Power from the People: Indigenous Initiatives in Education and Development"
Barnhardt - "Two Cultures, One School: St. Mary's, Alaska"
Christensen - "Inupiat Iitqusiat: To Save Our Land and Our People"
Dubbs & Barnhardt - "The Log School: A Case for Appropriate Design"
Mercurieff - "Western Society's Linear Systems and Aboriginal Cultures"
Gamble - "Crushing of Cultures: Western Applied Science in Northern Societies"
Barnhardt - "The Domestication of the Ivory Tower"
Barnhardt - "Higher Education in the Fourth World: Indigenous People Take Control"
Kirkness and Barnhardt - "First Nations and Higher Education: The Four R's"
RuralCAP - "Alaska Native Traditional Knowledge and Ways of Knowing Workshop"
ANKN - "Subsistence Curriculum Resources" (CD-ROM)
MacLean-Nelson - "Subsistence: A Child's Eye View"
ADFG Subsistence Division -
 <http://www.subsistence.adfg.state.ak.us/geninfo/about/subgen.cfm>
Alaskool Web Resources <http://www.alaskool.org/projects/subsistence/timeline/default.htm>
Yupiktak Bista - "Education and the Subsistence Way of Life"
Scollon - "The Axe Handle Academy"
Barnhardt and Kawagley – "Culture, Chaos and Complexity: Catalysts for Education Renewal"
Kushman and Barnhardt – "Study of Alaska Rural Systemic Reform"
Barnhardt - "Culture, Community and the Curriculum"
Alaska Rural Systemic Initiative – "Old Minto Camp 1996" (video)

Course Requirements

The course is organized around the following topics:

- Unit 1 - Western Institutions and Indigenous People
- Unit 2 - Modern Consciousness and the Subsistence Way of Life
- Unit 3 – Education, Development and Self-Governance
- Unit 4 - Education and Community

Unit 5 - Education and ANCSA

Unit 6 - Education, Change and Self-Determination

If you have questions about ways to adapt any of these assignments to your situation, let me know and we'll work it out.

Unit 1 - Western Institutions and Indigenous People - 15 points

Required materials:

Napoleon - *Yuuyaraq: The Way of the Human Being*

Fienup-Riordan - *Eskimo Essays*

Kawagley - *A Yupiaq World View* (Chapter 1)

Gamble - "Crushing of Cultures: Western Applied Science in Northern Societies"

Barnhardt - "The Domestication of the Ivory Tower"

When looking at the role of schools as transmitters of culture, we tend to focus on the curriculum or the teaching methods or a particular cohort of students, assuming that the classroom is the primary vehicle by which schools influence peoples lives. In this course we will be stepping back and putting schools, along with other Western-style institutions, into a larger perspective, exploring their broader role as important cultural institutions which bring with them a wide range of social and economic consequences for the people and communities they serve. Our starting point will be to examine the technocratic and bureaucratic forms that Western institutions represent and the implications of these forms when brought into the cultural context of indigenous people, such as the Native people of Alaska.

Your task for this unit is to read through the materials listed above, and then, drawing on the reading and your own experiences, write a four to six page paper in which you describe/summarize some of the ways in which Western society and institutions have impacted Native societies, and what some of the implications of those impacts might be for schooling. The readings should give you plenty to think about as you prepare to write your paper, so make reference to the readings to back up your assertions.

Unit 2 - Modern Consciousness and the Subsistence Way of Life - 15 points

Required materials:

Kawagley - *A Yupiaq World View* (Chapter 3)

Ross - "Being Indian is a State of Mind"

Scollon & Scollon - "Bush Consciousness and Modernization"

Merculieff - "Western Society's Linear Systems and Aboriginal Cultures"

RuralCAP - "Alaska Native Traditional Knowledge and Ways of Knowing Workshop"

Yupiktak Bista - "Education and the Subsistence Way of Life"

Madison/Yarber - *Peter John, Minto*

MacLean-Nelson - "Subsistence: A Child's Eye View"

AFN web site < <http://www.nativefederation.org/flash.html>> (go to wellness/subsistence)

Just for Kids (subsistence game)

<<http://www.nativefederation.org/frames/game.html>>

Alaskool Web Resources <http://www.alaskool.org/projects/subsistence/timeline/default.htm>

ANKN – "Subsistence Curriculum Resources" (CD-ROM)

In this assignment, we will look at some of the "ways of thinking" (consciousness/ world view/reality set) that are represented by "modern" institutions (including the school), and how these ways of thinking compare and contrast with "traditional" ways of thinking. Each of the readings describe some of the characteristics that distinguish traditional and modern ways of thinking, and some of the consequences that occur when they come in contact with one another, such as they have in Alaska.

Drawing on at least six of the readings/web sites listed above as well as your own experience, you are to write a four to six page essay in which you attempt to describe/summarize what “a subsistence way of life” means in todays world, the ways of thinking/knowing associated with such a way of life, some of the issues and conflicts that have arisen as the two worlds meet, and where schools fit into the picture with regard to education for a subsistence way of life. Make use of the readings, along with any other resources or resident authorities that you might have access to in your community. Don't loose consciousness in the process!

Unit 3 – Education, Development and Self-Governance - 20 points

Required materials:

AFN – “Achieving Alaska Native Self-Governance”

(go to <http://www.nativefederation.org/flash.html/wellness/self-determination>)

Commission on Rural Governance & Empowerment – Final Report to Governor

Barnhardt - "Maori Makes a Difference: Human Resources for Maori Development"

Mallott - "One Day in the Life of a Native Chief Executive"

Dubbs & Barnhardt - "The Log School: A Case for Appropriate Design"

Barnhardt - “Power from the People: Indigenous Initiatives in Education and Development”

Gaffney - "Nonformal Educational Strategies for Rural Development in Native Alaska"

Alaska is often considered to have many of the same characteristics as Third World developing countries. The social, political and economic institutions within the state are still evolving and undergoing rapid change and development, a condition that places enormous pressures on the educational system. While many school districts in Alaska are themselves still evolving, they are also having to address a whole range of manpower development and cultural revitalization issues that schools in more stable environments rarely have to address. The articles above examine some of these issues and the role that education (both formal and nonformal) plays in a developing context. Your task for this assignment is threefold, but all three parts should be submitted as a unit.

1. Write a one page paper in which you identify some common themes or threads that run through each of the articles for this unit, and how those themes do or do not relate to your own situation.
2. Select four of the eight articles and write a one page critique of each in which you describe the authors view of the relationship between education and self-governance, and outline some of the implications of that view for schooling in Alaska.
3. Write a one page summary of some of the organizational and administrative characteristics that are necessary for an institution such as the school to be more responsive to the kind of varied and changing circumstances that exist in developing contexts, such as those in rural/Native Alaska or Maori New Zealand.

Unit 4 - Education and Community - 15 points

Required materials:

Kawagley - *A Yupiaq World View* (Chapter 4-5)

Hampton - “Toward a Redefinition of American Indian/Alaska Native Education”

Barnhardt - “Two Cultures, One School: St. Mary’s, Alaska”

Scollon - “The Axe Handle Academy”

Barnhardt - “Culture, Community and the Curriculum”

Kirkness and Barnhardt - “First Nations and Higher Education: The Four R’s”

Alaska Rural Systemic Initiative – “Old Minto Camp 1996” (video)

The above readings/video are drawn from experiences in rural/Native communities in a variety of settings and at various levels, but they all reflect a common theme of encouraging greater cultural congruity between the school and the Native community being served. Your task for

this unit is to write a one page paper on each of any five of the seven articles/video, in which you describe how and why the article/video illustrates or encourages linkage between the school and the community, and what bearing that might have on your own work as an educator. You should have a total of five pages to submit when you are finished.

Unit 5 - Education and ANCSA - 15 points

Required materials:

Korsmo - "The Alaska Natives"

Juneau Empire – “Between Worlds” <<http://juneaualaska.com/between/>>

ANKN – ANCSA Resources <<http://www.ankn.uaf.edu/ancsa.html>>

Alaskool – ANCSA Resources

<<http://www.alaskool.org/projects/ancsa/ancsaindx.htm>>

Berger - "Behind the Facade: What ANCSA Means to Village Alaska"

Gaffney - "Economic and Educational Dev. in Rural Alaska: A Human Resources Approach"

One of the major forces behind education and economic development in Alaska over the past three decades is the Alaska Native Claims Settlement Act. No other single action has had such a profound and pervasive impact on the role of schools in rural Alaska, yet nowhere in ANCSA is the issue of education addressed. Alaska Natives have, however, been quite active in seeking to reshape the goals and structure of educational institutions in Alaska to bring them in line with the social, cultural, political and economic aspirations of Native people. One of the most common features of educational initiatives that attempt to address ANCSA is the incorporation of various teaching approaches that engage students in real-life activities in a community environment. Examples of such adaptations in Alaska are included in the many resources on the two web sites that are listed above..

Your task for this unit is to go through the readings and develop a teaching unit in which you address some aspect of ANCSA as it relates to your area of interest. This can be a unit about ANCSA, or a project such as a school-based enterprise in which you describe how you would prepare students in some way that relates to their role as corporate shareholders. The unit can cover any subject and anywhere from one class to a whole year, but either way, the unit outline should be in the neighborhood of three to five pages. The more comprehensive the unit, the less detailed you need to be, and if you are able to actually try out the unit, you can include a summary of how it went. Don't hesitate to draw on the readings for help in your write-up.

Unit 6 - Education, Change and Self-Determination - 20 points

Required materials:

Horton/Freire - *We Make the Road by Walking*

Christensen - "Inupiat Iilitqusiit: To Save Our Land and Our People"

Barnhardt - “Higher Education in the Fourth World: Indigenous People Take Control

Barnhardt and Kawagley – “Culture, Chaos and Complexity: Catalysts for Education Renewal”

Kushman and Barnhardt – “Study of Alaska Rural Systemic Reform”

This unit focuses on the relationship between education, change and self-determination, from the point of view of persons looking for ways to exercise some influence over the conditions and quality of life around them. Each of the readings outlines or illustrates a strategy for people seeking to gain greater control over the forces that impact their lives. Based on these readings and any other experience you can bring to bear, summarize the strategies for “empowerment” that are reflected in the efforts of Horton/Freire, Schaffer, the Tribal Colleges and rural school reform efforts, and indicate how those strategies may or may not be applicable for Native people in Alaska. I would estimate a final paper in the neighborhood of three to five pages.

Optional Bonus Assignment - 1 point

Please write a one page critique of this course, including critical comments on both the format and the content, as well as your assessment of the readings. This assignment is worth one point no matter what you say, so say what you think.

Good luck!