Course Syllabus
2006-2007

Resilience Seminar I and II
One credit each semester
Offered Fall and Spring semesters
Open to first-year IGERT students
Instructor: Gary Kofinas

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<tr>
<th>Name</th>
<th>Department affiliation</th>
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<tr>
<td>Gary Kofinas</td>
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ELIGIBLE TO: Incoming students of the Resilience and Adaptation Graduate Program or by permission of the instructor.

OBJECTIVE: The objective of the Resilience Seminar is to provide a forum for new students of the Resilience and Adaptation Graduate Program to explore issues of sustainability and interdisciplinary studies relevant to the overall IGERT curriculum, and to provide support for planning summer Resilience internships and developing a thesis research prospectus. A considerable portion of the seminar is student directed, based on the planning of the students with support from the instructor.

TOPIC AREAS: The seminar serves as a forum for discussions on a range of topics related to the topics of sustainability and methods of interdisciplinary studies. The structure and focus of the seminar is student driven; topics that may be included are:

- Benefits and problems of Interdisciplinary studies
- Successfully partnering with communities, agencies, and industry in research
  - with Native guest to talk about “being researched” and how to help communities...how to cooperate
  - Internal discussion about researcher ethics and safety
Making groups work effectively/working effectively in groups

Effective cross cultural communication -

Systems Thinking (with one-day workshop with H Cole if you are interested)

Basics of Research Design

Using and building an ENDNOTE bibliographic database

What is science? What is induction, reduction, and abduction?

Grant writing

Demystifying the dissertation - looking at them

Navigating the IRB/ethical review process at UAF

Working with a supervisor and committee to achieve interdisciplinary success

Interdisciplinary policy analysis

Select topics on sustainability issues of Alaska and the North

Leadership and Sustainability

Planning an internship - Writing a research prospectus

Overview of social and natural science methods and using qualitative and quantitative research software

Intro to doing survey research for public policy questions

Outreach: how research gets to the public sphere...

ACTIVITIES AND METHODS: Students meet once every other week, from 3:15-5:15 on Wednesdays to discuss topics and readings, address individual and common questions, and meet with invited speakers. Students also attend ALL RAP Seminars which take place on alternating weeks.

ASSIGNMENTS: Students have assignments, including readings, to be determined by the instructor and group. Students take responsibility for topics and help deliver topics. By the end of the spring semester, each student will submit in writing and present orally a research prospectus for their proposed dissertation or thesis project. Each student will also present a plan for a summer internship along with a signed learning contract.

SOURCES OF INFORMATION: Readings will be identified and provided by the instructor student leaders, and guests

EVALUATION: Students are expected to attend all classes. Evaluation will be based on level and quality of each student’s participation, and
each student’s role in organizing and leading seminar activities. Grades will be Pass or Fail.

**Grading Policy:**

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<tr>
<td>1/3</td>
<td>Class participation and attendance</td>
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<tr>
<td>1/3</td>
<td>Thesis prospectus</td>
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<td>1/3</td>
<td>Internship planning</td>
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**Notes on Expectations**

- This is a small class that depends on your full participation; avoid missing classes. If you know ahead of time that you will not be attending, let the instructor know.
- Good participation means leaving time and space for encouraging ALL students to talk and share ideas.
- Come to class having read assigned material. Come to class with one or two general questions about that material (or for the guest if we happen to have one).
- We will share many different perspectives. Make your points respectfully, while listening openly to the ideas of others. Seek to find ways beyond the dialectics of thesis - antithesis.
- 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) and I will work with this office to provide reasonable accommodation to students with disabilities.
- You are expected you to do your own work in accordance with the UAF Student Code of Conduct ([http://www.uaf.edu/catalog/current/academics/regs3.html](http://www.uaf.edu/catalog/current/academics/regs3.html)). Cheating and plagiarism are very serious offenses, and will not be tolerated. Any exam or paper that contains plagiarized material will receive a grade of zero. Be sure you understand what constitutes plagiarism and cheating (see below for help on this). Any student who turns in a paper not written by him/herself (such as purchased from a company or downloaded from the Internet) will flunk the entire course. Rasmuson Library has prepared materials to help you understand how to cite sources properly. There are links to these on our Blackboard site. For an explanation of what constitutes plagiarism see: [http://www.uaf.edu/library/instruction/handouts/Plagiarism.html](http://www.uaf.edu/library/instruction/handouts/Plagiarism.html)
  For an explanation of how to properly cite sources see: [http://www.uaf.edu/library/instruction/handouts/Citing.html](http://www.uaf.edu/library/instruction/handouts/Citing.html)
- The course is a work in progress; we all work together on change, and the syllabus is subject to change, and if it does, I will consult with you about it beforehand.