HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	**TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY** **Please see explanation to each point below.** The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: Nynorsk: English: Local / Indigenous knowledge and global mechanisms
Course code and level	The administration provides the code **SOA-8XXX**
Type of course	The course may be taken as a single course.
Scope of course	Amount of ECTS points: **5**
Required / recommended previous knowledge	PhD students or holders of a Norwegian Master´s Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students. Holders of a Master´s Degree must upload a Master´s Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list: http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdanning/GSUlista/2016/GSU_list_English_14112016.pdf For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf -- **If the course only has a <u>limited number of seats</u> the following text also must be included. Please also include which categories that should be included.** This course is aimed at PhD students and researchers in the fields of Anthropology, Education and other social sciences. The course will be open for people admitted to the PhD Programme at UiT and other Norwegian Universities, and Doctoral students from other universities internationally that need ECTS (category 1 and 3). The course also invites researchers who work with issues of indigenous knowledge at local and international levels. The course has 12 seats (note – this is an ideal maximum but could be adjusted if there is more interest)
Course contents	Recent years have seen a surge of interest in indigenous / local knowledge, and its potential to solve both local and global crises. However, in most parts of the world, in-depth, local knowledge is disappearing quickly as people lose their land, and as traditional

	subsistence strategies – into which this knowledge is integrated – become impracticable. International and national programs designed to safeguard such knowledge have risen to in response to this crisis. To promote local knowledge, its value must be made clear, and "spaces" must be created for its maintenance. This could include, for example: access to land (physical spaces), opportunities for subsistence connected to its maintenance (economic spaces), and spaces either within, or in relation to, conventional educational systems. But how are such spaces created? What is the role of international organizations in this process – particularly those using approaches based in human rights, environmental protection, and sustainable development? What is the role of *education*? This course will explore these complex questions, examining: the interface between international mechanisms designed to safeguard and promote indigenous / local knowledge, the organizations that carry out this work, and local communities. We will also discuss the role of private enterprises that seek to exploit traditional knowledge for profit or other gain.
	
	Expert lectures by academics from France and Norway, practitioners from UNESCO, and one invited keynote speaker will discuss topics including the following, as they relate to indigenous / local knowledge:
	  − rights-based approaches
	  − intangible cultural heritage
	  − current global and local discourses
	  − global relevance
	  − climate change and environmental issues
	  − local / subsistence livelihoods vs. market economies
	  − the potential for misuse or exploitation
	  − communities' own desire to maintain their own knowledge, skills and livelihoods.

Learning outcomes Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form. Learning outcomes should be formulated in such a way that they may be checked. Make sure the outcomes are realistic and in	The students have the following learning outcomes: **Knowledge** − Good understanding of the international mechanisms that promote indigenous / traditional knowledge, as well as their scope and limits − Good understanding of various global discourses around indigenous / traditional knowledge − Good understanding of how these mechanisms and discourses feed into practical considerations of efforts to promote indigenous knowledge, at local and global levels.

accordance with the amount of ECTS (they must not be too ambitious). Description of competence is not required for 10 ECTS courses.	**Skills** – The students will be able to describe how the above and other factors play out in their particular case (project), and through a particular theoretical lens – The students will be able to clearly present a case study on indigenous / local knowledge and to respond to questions and critiques, verbally and in writing **Competence** *A description of competence is not required for smaller courses of 10 ECTS points*
Relevance in the degree program	Should be provided, but not a requirement. – ECTS 5 – Completion of a paper, with expert feedback, that can be incorporated into their PhD project – Potential publication of the paper in an edited collection (depending on the number, coherence, and quality of the papers submitted).
Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.	**NOTE: This course will be held in Paris and will be supported by the *Center for Franco-Norwegian cooperation in the social and human sciences.*** http://www.fmsh.fr/en/node/24242 **The Center will organize the logistics and supply the space; pay for meals for 2.5 days; and support the participation of a keynote speaker. Students are responsible for their own travel and accommodation costs.** The course will be 2.5 days. Day 1) will be composed of 6-8 presentations by a group of expert scholars in the field. These will include: A representative of the UNESCO Local and Indigenous Knowledge Systems (LINKS) program; Irène Bellier from l'Ecole des Hautes Etudes en Sciences Sociales (EHESS) in Paris, as well as lecturers from the University of Tromsø. We have funding for one keynote speaker, who will be invited once the course is approved. Day 2) student presentations of research projects and / or theoretical papers that have been submitted before hand. Time will be allotted for feedback on each one. In particular the keynote speaker will be asked to read and comment on each paper. Day 3) will be organized as panel discussions on topics that relate the student papers with the areas of the speakers / instructors.

Practice	
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
Coursework The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: – Participation in the 2.5 day seminar – Presentation of a case study / theoretical paper (day 2) – Participation in a panel discussion (day 3)
Assessment and exam Provide clear information about exam form(s). The amount of hours/days/weeks must be given. In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½). A-F grades scale or Pass/Fail	The exam will consist of: One paper of 5000 to 7000 words The exam will be assessed on an A-F grades scale. Grades are A-E for passed and F for failed.
Retake	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	Only the amount of pages needs to be provided 800 pages
Language of instruction and examination	English

EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code

	number indicates the *academic level* of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (*name of degree program*)" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in (*name of degree program*)".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is *recommended,* but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	Learning outcomes should be clearly formulated and described in bullet points under the categories *understanding, skills,* and *competence.* A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions. The descriptions should have the following structure: By the end of the course the student has obtained the following: **Knowledge:** The student has: - knowledge about / understands / insight about / overview on etc. It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master´s level:) deep / thorough knowledge, deep/specialized insight etc. At least three points. **Skills:** The student is able to / can - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - **Competence:** The student - is able to / may

Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment. Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18). Indication of *Language of instruction* is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English. Indication of *Language of examination* is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes. Special regulations for language of instruction and examination may apply for courses within language and linguistics.
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.