

Submit originals and one copy and electronic copy to Governance/Faculty Senate Office (email electronic copy to jbharvie@alaska.edu)

PROGRAM/DEGREE REQUIREMENT CHANGE (MAJOR)

SUBMITTED BY:

Department	Business Administration	College/School	School of Management
Prepared by	Nicole Cundiff	Phone	5401
Email Contact	Nlcundiff2@alaska.edu	Faculty Contact	Nicole Cundiff

See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

PROGRAM IDENTIFICATION:

DEGREE PROGRAM	Leadership Minor
Degree Level: (i.e., Certificate, A.A., A.A.S., B.A., B.S., M.A., M.S., Ph.D.)	n/a

A. CHANGE IN DEGREE REQUIREMENTS: (Brief statement of program/degree changes and objectives)

We would like to add an additional track to the interdisciplinary leadership minor in Alaska Native Community Leadership.

B. CURRENT REQUIREMENTS AS IT APPEARS IN THE CATALOG:

Step 1) Complete two of the following courses – Six (6) credit hours

- * LEAD/BA 470 – Leadership Theory and Development
- * LEAD/BA 472 – Leading Change
- * HSEM/LEAD 456 – Leadership and Influence During Crisis

Step 2) Complete nine (9) credit hours from one of the following “tracks” – Nine (9) credit hours

OR – with the written approval of the Director of the Northern Leadership Center – complete any three 3-credit hour courses from any combination of tracks.

Business Administration

- BA F280 – Sports Leadership
- BA F307 – Introductory Human Resource Management
- BA F4600 – International Business

Military Science

- MILS 101 – Foundations of Officership
- MILS 102 – Basic Leadership
- MILS 201 – Individual Leadership Studies
- MILS 202 – Leadership and Teamwork

Political Science

- PS 212 – Introduction to Public Administration
- * PS 301 – American Presidency
- * PS/PHIL 412W – Modern Political Theory

- * PS 437 – United States Foreign Policy

Communication

- COMM 330 – Intercultural Communication
- COMM 3310 – Advanced Group Communication
- COMM 3350 – Organizational Communication
- * COMM 475 – Applied Communication in Training and Development

Outdoor Leadership

- NRM 161 – Introduction to Wilderness Leadership (required for this track)
- * NRM 361 – Advanced Wilderness Leadership (required for this track)

Select from the following skills courses for the remaining required credits

- RECR F140H Beginning Rock Climbing – 1-credit
- RECR F140K Advanced Rock Climbing – 1-credit
- RECR F170G Intro to Ski Mountaineering – 1-credit
- RECR F170N Intro to Winter Camping – 1-credit
- RECR F140L Technical Climbing – 1-credit
- RECR F140Y Kayaking – 1-credit
- EMS F150 Wilderness Emergency Care – 3-credit

* **NOTE:** These courses have prerequisites that need to be taken into consideration. Consult with the Leadership Minor Coordinator.

Minimum credits required to complete the Leadership Minor = 15 Credits

C. PROPOSED REQUIREMENTS AS IT WILL APPEAR IN THE CATALOG WITH THESE CHANGES:
(Underline new wording ~~strike through old wording~~ and use complete catalog format)

Step 1) Complete two of the following courses – Six (6) credit hours

- * LEAD/BA 470 – Leadership Theory and Development
- * LEAD/BA 472 – Leading Change
- * HSEM/LEAD 456 – Leadership and Influence During Crisis

Step 2) Complete nine (9) credit hours from one of the following “tracks” – Nine (9) credit hours

OR – with the written approval of the Director of the Northern Leadership Center – complete any three 3-credit hour courses from any combination of tracks.

Business Administration

- BA F280 – Sports Leadership
- BA F307 – Introductory Human Resource Management
- BA F4600 – International Business

Military Science

- MILS 101 – Foundations of Officership
- MILS 102 – Basic Leadership

- MILS 201 – Individual Leadership Studies
- MILS 202 – Leadership and Teamwork

Political Science

- PS 212 – Introduction to Public Administration
- * PS 301 – American Presidency
- * PS/PHIL 412W – Modern Political Theory
- * PS 437 – United States Foreign Policy

Communication

- COMM 330 – Intercultural Communication
- COMM 3310 – Advanced Group Communication
- COMM 3350 – Organizational Communication
- * COMM 475 – Applied Communication in Training and Development

Outdoor Leadership

- NRM 161 – Introduction to Wilderness Leadership (required for this track)
- * NRM 361 – Advanced Wilderness Leadership (required for this track)

Select from the following skills courses for the remaining required credits

- RECR F140H Beginning Rock Climbing – 1-credit
- RECR F140K Advanced Rock Climbing – 1-credit
- RECR F170G Intro to Ski Mountaineering – 1-credit
- RECR F170N Intro to Winter Camping – 1-credit
- RECR F140L Technical Climbing – 1-credit
- RECR F140Y Kayaking – 1-credit
- EMS F150 Wilderness Emergency Care – 3-credit

Alaska Native Community Leadership

- RD F492 Rural Development Seminar - Legislative Seminar
- ANS F310 Indigenous Land Settlements (s)
- ANS/RD F401 Cultural Knowledge of Native Elders (h)
- ANS F325 Native Self Government (s)
- ANS F425 Federal Indian Law and Alaska Natives (s)

* NOTE: These courses have prerequisites that need to be taken into consideration. Consult with the Leadership Minor Coordinator.

Minimum credits required to complete the Leadership Minor = 15 Credits

D. ESTIMATED IMPACT

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

Minimal impact is expected as all courses are already taught. Increase in number of students in the

required courses will aid in increasing tuition dollars in those areas. To date there have been over a dozen students to enroll in the this minor and with the additional track, we are expecting further growth.

E. 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)*

The following individuals have fully vetted the courses for the additional "track" with Dr. Cundiff to ensure applicability and the best courses for Alaska Native Community Leadership Development.

Department of Alaska Native Studies & Rural Development
Phillip Charette, ED.M.; Director
pjcharette@alaska.edu

Academic Program Head & Assistant Professor
Jenny Bell Jones, M.A.
jbjones@alaska.edu

Assistant Professor & Faculty Advisor for Festival of Native Arts
Cathy Brooks, M.S.
klthomas@alaska.edu

F. IF MAJOR CHANGE - ASSESSMENT OF THE PROGRAM:

Description of the student learning outcomes assessment process.)

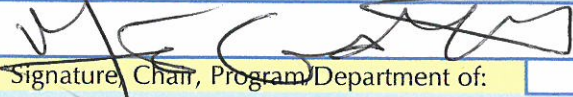
A minor usually is not associated with student learning outcomes. However, if needed the core team (see above) are already discussing possible outcomes in terms of student learning and community engagement. We would want to track longitudinally the number of students who rise into various leadership positions in the state.


JUSTIFICATION FOR ACTION REQUESTED

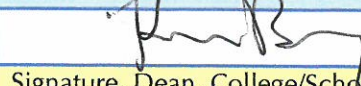
The purpose of the department and campus-wide curriculum committees is to scrutinize program/degree change applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you drop a course, is it because the material is covered elsewhere? 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 program is not compromised as a result.

The proposed track was initially considered in FY14 when the Interdisciplinary Leadership Minor was being reviewed by faculty senate. We decided to take the Alaska Native Community Leadership track off of the minor proposal, due to a need to further vet the courses that would be of most benefit in this area. We trust that this year, the track could be added in seamlessly in order to accommodate students in the Alaska Native Studies & Rural Development area and others who are interested in learning about aspects of leadership that are specific to Native communities.

APPROVALS: SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 Date **2/9/15**
Signature, Chair, Program/Department of: _____

 Date **2/9/15**
Signature, Chair, College/School Curriculum Council for: **Bus. Admin, som**

 Date **2/11/15**
Signature, Dean, College/School of: **som**

CHAIR SIGNATURE OBTAINED FOLLOWING APPROVAL BY FACULTY SENATE COMMITTEE

Date _____

Signature, Chair, UAF Faculty Senate
___Curriculum Review Committee

___Graduate Academic and Advisory Committee

University of Alaska Fairbanks
College of Rural and Community Development
Department of Alaska Native Studies and Rural Development

Native Self Government

ANS/PS 325

3 credits

Spring 2015 Course Syllabus

Meeting Times:

January 22 - May 10, 2013

Mondays & Wednesdays, 6:50 - 8:20pm

Audioconference:

Audioconference #: 1-800-570-3591

Student PIN: 7041400

Online Forum: Blackboard (<http://classes.uaf.edu>)

Prerequisites: HIST F110; PS F263; or permission of instructor.

Instructor:

Madeline Soboleff Levy

Cell: (213) 810-8202

mmlevy@alaska.edu

Office Hours: By Appointment

Required Texts:

Strickland, Rennard, FIRE AND THE SPIRITS: CHEROKEE LAW FROM CLAN TO COURT (1982).

Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTIONS OF NATIVE NATIONS (2014).

Other readings as assigned.

DANSRD Mission Statement:

Our mission is to increase cultural awareness and strengthen leadership capacity for rural and Indigenous communities in Alaska and the Circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness and respect for Indigenous cultures and commitment to community.

Course Overview: ANS 325 investigates indigenous political systems, customary law and justice in Alaska emphasizing the organization of Native governance under federal Indian law and Alaska state-chartered local government. Comparisons will be made between Alaska Native political development and those of tribes in the contiguous 48 states and other northern hemisphere tribal peoples. Discussion of how the passage of the Alaska Native Claims Settlement Act (ANCSA) has affected tribal territorial jurisdiction and the ability of Alaska tribes to exercise sovereignty will be included. The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as email communication between students and the instructor.

Course Goals & Objectives: At the completion of this three credit course students will have a good recognition of tribal governments in the United States and especially of those in Alaska. They will be familiar with how these governments operate, and how they interface with other local, state, and federal government entities. Students will interpret ways in which ANCSA has created differences in how Alaska tribes administer their affairs versus their counterparts in the Lower 48 states.

Learning Objectives: Active participation in ANS 325 will provide students with a strong foundation in the science of indigenous self-government. At the completion of the course participants will be able to describe the working of tribal government in Alaska and the remainder of the U.S., and be able to make educated comparisons with indigenous government systems in other northern locations. ANCSA has had significant repercussions for Alaska's tribes, and students will be able to explain to others the effects of ANCSA on Alaskan tribal government.

Course Methodology: This course will incorporate both lectures and in-class activities and student attendance is very important. Technology will be used throughout to help with delivery of course materials. Guest speakers with expertise in tribal government will be invited to lecture the class and students will find reference to their lectures embedded in assignments. Emphasis is placed on how tribal governments operate today, the obstacles they face, and the innovative ways in which they are overcoming these obstacles. Coursework will include justice within tribal communities and how tribes have adapted traditional systems to work for them in the modern context.

Catalog Description: ANS F325 Native Self Government (s) 3 credits
Indigenous political systems, customary law and justice in Alaska emphasizing the organization of Native governance under federal Indian law and Alaska state-chartered local government. Comparisons between Alaska Native political development and those of tribes in the contiguous 48 states and northern hemisphere tribal people. Prerequisites: HIST F110; PS F263; or permission of instructor. Cross-listed with PS F325. (3+0)

Grading/Evaluation Policy will be based upon the following:

Short Essays 30%

In Class Participation 30%

Final Presentation and Paper 40%

Short Essays (30%): There will be three short essay papers spaced throughout the course. Students will be given a prompt/question, potentially with subparts, related to the class materials and discussion and will be asked to respond to that question and all of its components. These assignments will be minimum three pages and no longer than four pages, and each one is worth 30 points. The papers must cite to at least four sources using footnotes.

In Class Participation (30%): Student participation is a significant part of this course. Students will be graded on in class participation. In class participation includes asking questions, answering questions posed by the professor, participating in open discussion and making assigned presentations. For example, in Week 6 individual students will each be assigned to read one case and present that case to the class. To succeed in participation students need to come to class well prepared, having read the assigned materials ahead of time. Each class session will be worth 5 points. A student with an unexcused absence will receive no participation points for the missed class.

Final Presentation and Paper (40%): The second to last week of class will be a mock constitutional convention for a fictitious tribe – ABCDE Village. Students will be assigned a role in the ABCDE Village community. For their final presentation each student will present to the rest of the class the changes that student – in his or her role – wants to see made to the ABCDE Village Constitution. Presentations will include written materials, such as a PowerPoint. Following the formal presentations each student will make a short responsive rebuttal. After an opportunity for open ended discussion the ABCDE community will vote. For the student's final paper they will submit a revised ABCDE Constitution and a 10-12 page paper that explains why the student believes some constitutional provisions should be changed and/or why other provisions should stay the same. The paper will not be written from student's assigned role in the ABCDE community but rather from his or her own perspective as informed by class.

Criteria for Grading: (UAF Catalog)

A (90-100%) = Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) = Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) = Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) = Below average work. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) = Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations.

Student Expectations: All submitted assignments need to show reflection and scholarship. Students are expected to use the American Anthropological Association citation style for papers and essay questions. A copy of the style guide is included with your course materials. Please contact me if you have questions about the course overview, objectives, and organization, grading or student expectations. My contact information is included with this syllabus.

Plagiarism: Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person's ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work.

NOTE: If you copy material from a course lecture or web link to use for an answer and do not cite this material it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an "F" grade in this course so if you have any doubts about how to recognize it please talk to the instructor.

Discrimination/Harassment/Violence: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Students with Disabilities: If you have a documented disability and require accommodations, please notify me at the beginning of the semester. 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. This course will ensure that it will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). fydso@uaf.edu.

Other UAF Student Support Services include:

- Office of Information Technology (1-800-478-8226) www.alaska.edu/oit/index.xml or helpdesk@alaska.edu.
- Off-campus library (1-800-478-5348) www.uaf.edu/library/offcampus/index.html.
- UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/
- Audio call-in numbers & course schedules www.uaf.edu/rural/students/html
- CDE Bookstore (1-877-651-4002)

The table of weekly assignments begins on the next page.

Week/Date	Topic/Assignment
1/January 21	Course Introduction <ul style="list-style-type: none"> • Syllabus • What is a tribe? • Handout: The Cheyenne Way (pp. 51-57, 65-74)
2/January 26, 28	Historical Governance <ul style="list-style-type: none"> • Strickland, Chap. 2 (pp.10-39) • Handout: Traditional Athabascan Lifeways
3/ February 2, 4	Changing Governance <ul style="list-style-type: none"> • Comment: Tribal Self-Government and the Indian Reorganization Act of 1934, 70 MICH. L. REV. 955-986 (1972). • Strickland, Chap. 3 & 4 (pp.40-72).
4/February 9, 11	Contemporary Governance: Constitutional Governments <ul style="list-style-type: none"> • Strickland, Rennard, FIRE AND THE SPIRITS: CHEROKEE LAW FROM CLAN TO COURT 3-10 (1982). • Case & Voluck, ALASKA NATIVES & AMERICAN LAWS 28-30 (3rd ed. 2012). • Constitutions <ul style="list-style-type: none"> ○ Native Village of Atka http://thorpe.ou.edu/IRA/atkacons.html ○ Native Village of Fort Yukon http://thorpe.ou.edu/IRA/ftyukcons.html ○ Organized Village of Kake http://thorpe.ou.edu/IRA/kakecons.html ○ Gila River Pima-Maricopa Indian Community http://thorpe.ou.edu/IRA/gilapmcons.html ○ Hopi Tribe http://thorpe.ou.edu/IRA/hopicons.html ○ Northern Cheyenne Tribe http://thorpe.ou.edu/IRA/ncheycons.html • Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTION OF NATIVE NATIONS 1-36 (2014).
5/February 16, 18	Contemporary Governance: Non-Constitutional Governments <ul style="list-style-type: none"> • Lange, Charles, COHITÍ: A NEW MEXICO PUEBLO, PAST AND PRESENT 191-226 (1960). • Resolution of the Navajo Nation Council (CN-69-02) (Nov. 8, 2002). <ul style="list-style-type: none"> ○ <i>Marlene Sandoval v. Bevis Bahe John</i> (Navajo Nation Sup. Ct. 2011). ○ <i>M.C. v. Delores Greyeyes</i> (Navajo Nation Sup. Ct. 2012). ○ <i>Dean Haungooah v. Delores Greyeyes</i> (Navajo Nation Sup. Ct. 2013). <p>***<u>First Short Essay DUE February 20th by midnight</u></p>

6/February 23, 25	<p>Jurisdiction: Contiguous United States</p> <ul style="list-style-type: none"> • Criminal Jurisdiction <ul style="list-style-type: none"> ○ <i>Ex Parte Crow Dog</i>, 109 U.S. 556 (1883). ○ <i>United States v. Kagama</i>, 118 U.S. 375 (1886). ○ <i>Duro v. Reina</i>, 495 U.S. 676 (1990). ○ <i>U.S. v. Lara</i>, 541 U.S. 193 (2004). ○ P.L. 83-280 • Civil Jurisdiction <ul style="list-style-type: none"> ○ <i>Montana v. U.S.</i>, 450 U.S. 544 (1981). ○ Handout re Indian Child Welfare Act • Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTION OF NATIVE NATIONS 38-80 (2014).
7/March 2, 4	<p>Jurisdiction: Alaska</p> <ul style="list-style-type: none"> • <i>Alaska v. Native Village of Venetie Government</i>, 522 U.S. 520 (1998). • <i>John v. Baker</i>, 982 P.2d 738 (Alaska 1999). • <i>Starr v. George</i>, 175 P.3d 50 (Alaska 2008). • Indian Civil Rights Act of 1968. • Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTION OF NATIVE NATIONS 82-126 (2014).
8/March 9, 11	<ul style="list-style-type: none"> • Strickland, Rennard, FIRE AND THE SPIRITS: CHEROKEE LAW FROM CLAN TO COURT 73-119, 158-182 (1982). • Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTION OF NATIVE NATIONS 127-172 (2014). <p>***<i>Second Short Essay DUE March 13th by midnight</i></p>
9/March 16	SPRING BREAK
10/March 23, 25	<p>Drafting a Tribal Constitution</p> <ul style="list-style-type: none"> • Deer, Sarah et al., STRUCTURING SOVEREIGNTY: CONSTITUTION OF NATIVE NATIONS 174-201 (2014). <p>Introduction to ABCDE Village</p> <ul style="list-style-type: none"> • Final assignment review
11/March 30, April 1	<p>Governance in Practice: Tribal Courts</p> <ul style="list-style-type: none"> • Case Study: Organized Village of Kake • Guest Speaker <p>***<i>Third Short Essay DUE April 3rd by midnight</i></p>
12/April 6, 8	<p>Governance in Practice: Cultural Preservation</p> <ul style="list-style-type: none"> • Handout: NAGPRA • Handout: ANC heritage arms
13/April 13, 15	<p>Governance in Practice: Natural Resources</p> <ul style="list-style-type: none"> • Case Study: The Clean Water Act & the Standing Rock Sioux Tribe • Guest Speaker

14/April 20, 22	<p>Governance in Practice: Native Economies</p> <ul style="list-style-type: none"> • Gaming: <ul style="list-style-type: none"> ○ Case Study: Gila River Indian Community ○ Case Study: Iipay Nation of Santa Ysabel • Non-Gaming: <ul style="list-style-type: none"> ○ Case Study: St. Paul Island Harbor ○ The National Association of Tribal Historic Preservation Officers, REPORT OF THE NATHPO TRIBAL TOURISM TOOLKIT PROJECT: "CULTURAL HERITAGE TOURISM IN INDIAN COUNTRY" 1-20 (2005).
15/April 27, 29	<p>Constitutional Convention</p> <ul style="list-style-type: none"> • Student presentations • Rebuttal • Open floor discussion • Voting
16/May 4	Debriefing re Constitutional Convention

University of Alaska Fairbanks
College of Rural and Community Development
Department of Alaska Native Studies and Rural Development

**RD F492 – Legislative Affairs Seminar:
*Working with the Legislative Process***

**COURSE SYLLABUS
Spring 2015**

3 Credits – Audio-Conference Course
Course Meets (1 hour meetings per 7 weeks)

Call-In Number: 1-800-570-3591

Student Pin: 2823276

Requirements: Phone and computer or means to call into audio conferences, and to access and utilize the Internet, Blackboard, and e-mail.

INSTRUCTOR:

Diane E Benson, MA
2221 E Northern Lights Blvd., Suite 121
Anchorage, AK 99508

Office: 907-279-2706
Fax: 907-279-2716
Debenson2@alaska.edu

OFFICE HOURS: By Appointment

PREREQUISITES: Senior standing or permission of the instructor. Preference given to Rural Development and Alaska Native Studies majors.

COURSE DESCRIPTION

General Description for Rural Development Seminars: Various topics of current interest and importance to the rural development majors. Topics announced prior to each offering. Topics may include: indigenous peoples leadership, legislative process, cultural documentation, National Park Service policies, climate change, and/or co-management of natural resources. Students may take up to three Rural Development seminars on different topics for credit with prior approval. Enrollment priority given to rural development majors.

Legislative Affairs Seminar: An intensive hands on seminar providing students a close up view of the legislative process. Students will hear various perspectives on the governmental and legislative process and on the most effective ways to work with the legislature. Students will take an organized group one week trip to Juneau during the legislative session. Students will meet with legislators, governor cabinet members, lobbyists or leaders in other areas of government during the 29th Legislature. The course provides an opportunity for students to present issues of individual, community, or regional importance to policymakers during the seminar.

INSTRUCTIONAL METHODS

The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as audio-conference for course lectures and student discussions, and the use of e-mail communications between students and the instructor.

REQUIRED TEXTS

-No Required Texts

REQUIRED READINGS

- The Handbook on Alaska State Government
http://w3.legis.state.ak.us/infodocs/handbook_stategov/handbook.pdf
- Alaska State Legislature website: <http://w3.legis.state.ak.us>
- State of Alaska: <http://alaska.gov/>
- State of Alaska Division of Elections: <http://elections.alaska.gov/>
- The Alaska State Legislature: <http://akleg.gov/index.php>

COURSE GOALS

Provide students with:

- Experience with the legislative process in action
- A review of Alaska government and the legislature, and a greater understanding of the relationship between the Governor's office and the legislature
- Presentations from former and current members of government
- Opportunity to meet with legislators, government personnel, lobbyists, staff or others involved with or affecting the role of government
- Opportunities to present on issues

STUDENT LEARNING OUTCOMES

At the completion of RD F492 Legislative Affairs, students will be able to

1. Work more effectively with the legislature as a citizen
2. Communicate directly with the members of the legislature and be familiar with their committee and other roles
3. Utilize practical skills for presentation and how to present issues to the legislature
4. Research and utilize information on bills or current issues facing the legislature and the state
5. Present to policymakers on issues of individual, community, or regional importance

ACADEMIC EXPECTATIONS/COURSE POLICIES:

Academic Integrity: All work developed and submitted in this course must be the student's own. All sources, including ideas, quotations, and paraphrases, must be documented using the DANSRD required American Psychological Association (APA) style. APA style must be used to format papers and for the citations of sources (Unless otherwise arranged). Plagiarism also includes "self-plagiarism," meaning using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. In addition, material

copied from a course lecture or web link but not appropriately cited is also regarded as plagiarism. The discovery of plagiarism will result in a failing grade for the paper and potentially, failure for the course. Students are strongly urged to visit the following websites:

1. Examples of Plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

2. University of Alaska Student Code of Conduct:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm>

Attendance: Attendance is mandatory. It is imperative that students attend every class and be on time. Do not expect to get by merely listening to the class recording. It is in your best interest to attend class. If you miss a class you will lose points for attendance as well as for any work or presentation due for that class period. Even if absences are excused, you will still lose points. You also will miss the presentations and the opportunity to ask questions. If, for some grave reason, you must miss a class session, out of courtesy to the instructor and your fellow students, please advise the instructor before class that you may be absent.

Participation: Students are expected to participate in classroom discussions and to be prepared. Please read the assigned materials and bring thoughtful questions to class.

Competency: It is expected that students will demonstrate an appropriate level of competency in information literacy using skills learned from previous courses to identify, locate and access needed information, and to evaluate content and integrate and communicate information, and to otherwise read and write with college level ability.

Computer Ability: Students must have the knowledge to make efficient use of computers, and of the internet and Blackboard.

Work Habits: While work habits differ from student to student, successful completion of this course requires you to research and prepare, attend each audio-conference and all course-scheduled activities in Juneau, and complete class presentations and thoughtful well-written journal entries, and final paper.

TRAVEL

Students will need to make arrangements for their flight to Juneau. You should plan on arriving Juneau on Saturday, February 7, 2015 and departing on Saturday February 14, 2015. Keep in mind when you make your arrangements that Alaska Airline's Saturday afternoon flight (FL #66) is referred to as the "milk-run" as it makes two stops and takes over 3 hours (between Anchorage and Juneau). You will be provided all the contact and logistical information you will need during class.

You may wish to know in advance, that students will congregate and be housed at:

Goldbelt Hotel

51 Egan Drive

Juneau, AK 99801

Ph: (907)586-6900

ABOUT THE PAPER REQUIREMENTS

You will write an 8 -10 page paper (not including your cover page or references page) as your final for this course. Your paper in this course will relate to a legislative bill you found to be the most relevant or compelling to you during your observations of the Legislative Session to date. If seeking to do a paper that involves another area of government, you will need to discuss an option with your instructor in advance for approval.

Written assignments must be typed, double spaced and spell checked. Clarity, brevity and expression of your own ideas in your own words are expected. Written assignments are graded on content, grammar, punctuation, format, and creativity. Your paper should reflect assigned readings, class discussions or activities, and legislative knowledge. You are encouraged to use the UAF Writing Center.

STUDENT EVALUATIONS AND GRADES

Grading is based on the standards below and computed as follows:

- Class attendance and participation 14%
- Trip – Daily Participation 24%
- Observations/Reflections Journal 25%
- Discussion Board 8%
- Oral presentation 9%
- Final paper 20%
- Total 100%

	Number Given	Point per Unit	Points Value	% of Grade
Attendance & Participation	7	2	14	14%
Trip Attendance & Participation	6	4	24	24%
Observations/Reflections Journal	5	5	25	25%
Discussion Board Entries	2	4	8	8%
Oral Presentation	1	9	9	9%
Final Paper	1	20	20	20%
TOTALS			100 Points	100%

Plus and minus grades will be assigned. Their numerical values can be found under Academics and Regulations; Grading System and Grade Point Average Computation in the 2014-2015 UAF electronic catalog. Rules regarding "C" grades may be reviewed at http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

INSTRUCTOR POLICY ON INCOMPLETE GRADES:

The grade of incomplete is strongly discouraged. An "I" (Incomplete) grade will be considered only in circumstances of documented serious emergency. A grade of Incomplete is unlikely for this seminar.

NOTE: Please, if you have any concerns or questions at any time throughout this course, or any questions about the syllabus, notify me. It is your responsibility to contact me for clarification and assistance.

WRITING ASSISTANCE

The UAF Writing Center provides assistance as quoted from their website: uaf-writing-center@alaska.edu

The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**

Any interested students should contact the Writing Center by phone at (907) 474-5314 or by email at fywrc@uaf.edu to set up an appointment. We will ask students to email us a draft of their work (or prompt if they haven't yet started) at least an hour before the designated appointment time for review.

OTHER UAF STUDENT SUPPORT SERVICES:

- Office of Information Technology 907-450-8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu
- Off-campus Library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>
- CRCD Bookstore 907-474-7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu. Website: <http://www.crcd.uaf.rural.bkstr.com/>
- Academic Advising Center 907-474-6396 www.uaf.edu/advising

STUDENTS WITH DISABILITIES:

Students with a documented disability requiring accommodations should notify the instructor at the beginning of the semester. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and to course materials. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations and access for students with disabilities. You may contact the UAF Office of Disability Services at (907)474-5655 or TTY: (907)474-1827. Please visit <http://www.uaf.edu/disability/> for more information.

TITLE IX BOR POLICY ON DISCRIMINATION, HARASSMENT AND VIOLENCE

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UA Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Department of Alaska Native Studies & Rural Development Mission Statement

“Our mission is to strengthen leadership capacity for rural and indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures, and commitment to community. We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and the contemporary indigenous experience for all our students.”

ANS 425: FEDERAL INDIAN LAW AND ALASKA NATIVES

Course Outline: Fall 2014

Course meets TUESDAY & THURSDAY 3.40 TO 5PM

BY AUDIO CONFERENCE

Instructor: Jenny Bell-Jones

E-mail: jbjones@alaska.edu

325 Brooks Bldg, UAF Campus

Audio Conference # 1-800-570-3591

PO Box 756500 Fairbanks, AK 99775

Audio Conference PIN# 1510291

Office: (907)474-6842 Fax: (907)474-6325

Office Hours: By appointment

Course Overview: This course will be delivered via audio-conference. Course materials and lectures will familiarize students with the basic foundations of Federal Indian Law and Policy and focus on areas of this legal field that have particular application to Alaska. The Blackboard is used extensively for this course and students will find readings for each posted there. Students are expected to stay current on their reading and will be called on regularly to discuss the legal rules and concepts therein.

Catalog Description: ANS F425 Federal Indian Law and Alaska Natives (s)(a)

3 Credits

Offered Fall

The special relationship between the federal government and Native Americans based on land transactions and recognition of tribal sovereignty. Federal Indian law and policy evolving from this relationship. Legal rights and status of Alaska Natives. Prerequisites: Any one or more of the following; PS F101; TM F112; TM F201; HIST F110; or permission of instructor. Recommended: PS F263. Cross-listed with PS F425. (3+0)

Course Goals & Learning Objectives: To assist with student comprehension, specific learning objectives are included with each of the different topic areas of the course. As an overall objective on completion of the course, participants will have gained a basic knowledge of the history of Federal Indian Law, and will be able to relate that history to contemporary events in Alaska. Students will be familiar with key Indian legislation, and the ways in which legislation and applicable case law have changed the lives of Alaska Natives and affected tribal structures. The overarching goal of the course is to help students to think critically about the way Federal Indian Law is applied in Alaska and present ideas for positive change.

Student Learning Outcomes: At the completion of this three credit course, students will be able to explain the historic origins of Federal Indian Law, its contemporary application in Indian country, and the different ways in which it is applied in Alaska today. They will be able to identify key aspects of Federal Indian policy and the ways in which different pieces of Indian legislation have affected Alaskans.

Students will evaluate some of the important Alaska-based Indian Law court cases that have helped shape the Alaskan legal environment and provide constructive criticism of the decisions.

Required Readings: There is one required text for this course; *Alaska Natives and American Laws, 3rd Ed, David Case and David Voluck*. Several required additional readings and court cases will be provided to students or on-line via Blackboard as the course progresses. In addition there is a list of suggested texts to direct interested students to more in depth reading.

About the Reading for this Course: This is a 400 level law course and students are expected to do a lot of reading. Readings are assigned that we may not cover during class meetings but there will be questions from these readings in the quizzes and exams. Students should expect “cold calling” in class regarding assigned readings and those who are unable to respond or who respond with “I didn’t read that” can expect their grades to suffer. Not understanding the content of a reading and asking questions about it is absolutely acceptable ... but not bothering to read is not! This course is relatively light on written assignments; this is intended to give the student plenty of time to read and prepare for tests and class meetings.

Instructional Methods: Course is offered via audio conference. Lectures are supported with lecture notes posted on Blackboard. Students are expected to read materials before class; reading and comprehension will be tested via in class oral presentations and through quizzes and exams. Guest speakers are invited if available to lecture on specialized areas of law.

Suggested Texts for Supplemental Reading: See the list in the Blackboard folder. **Be sure to review this list as it contains court cases you may not be otherwise able to access.**

Course Guide: A guide to success in this course including a legal vocabulary and a guide to writing a legal brief is posted in the INSTRUCTIONS AND SYLLABUS folder on the Blackboard.

Grading/Evaluation Policy will be based upon the following:

Topic area discussion papers (4): 30%

Case study participation: 5%

Quizzes (4): 10%

Take Home Mid-term exam: 13.5%

Take Home Final Exam: 13.5%

Attendance and participation: 28% (includes oral briefings of selected cases)

Topic Area Discussion Papers (30%): The course contains four different topic areas. Students will submit a discussion paper on each of these four areas. The instructor will provide the title(s) for discussion; students may only use an alternate title with permission from the instructor. For some topics the discussion will include a case brief. These should be submitted to the instructor using the

established Blackboard format. Students are expected to read each other's discussions and be prepared to exchange views in class.

Case Study Participation (5%): Students will participate in a group exercise involving a case study on tribal membership and enrollment. Students will be assigned rolls to play during the discussion and will be graded on how well they have prepared and present their assigned parts of the case.

Quizzes (10%): Open book, no re-takes... **EXCEPT** if a student who knows ahead of time that they will miss class and advises the instructor; the student will then have an opportunity for make-up.

Mid-Term Take Home Exam (13.5%): The mid-term exam will consist of multiple choice, true or false, fill in the blank questions and several short essay answers. This is an open book exam; you may use your notes and texts as well as on-line and other paper research sources. You must cite any sources you use for your essay questions and note court cases in the established format. If you copy and paste quotations from court cases or other materials you must indicate these as such, and cite your source. Three hours will be allowed for this exam

Final Take Home Exam (13.5%): The final exam will consist of multiple choice, true or false, fill in the blank questions and several short essay answers. This is an open book exam; you may use your notes and texts as well as on-line and other paper research sources. You must cite any sources you use for your essay questions and note court cases in the established format. If you copy and paste quotations from court cases or other materials you must indicate these as such, and cite your source. Three hours will be allowed for this exam.

Attendance and Participation (28%): 10 points are possible for each attendance and participation but to get the full award you must come to class properly prepared, having read the assigned readings, and be prepared to answer when called on and contribute to class discussion. Simply attending without any participation will not gain the full number of points possible. In class oral presentations not otherwise scored separately will be counted as part of participation.

	Number given	Points per unit	Points value	% of grade
Topic area discussion papers	4	75	300	30%
Participation/attendance	28	10	280	28%
Case study participation	1	50	50	5%
Quiz	4	25	100	10%
Mid-term exam	1	135	135	13.5%
Final exam	1	135	135	13.5%
Total point value			1000	100%

Criteria for grading: (UAF Catalog)

A plus (+) and minus (-) grading system will be utilized for this class.

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog.

A+	100–97%	A.....	96–93%	A-.....	92–90%
B+.....	89–87%	B.....	86–83%	B-.....	82–80%
C+.....	79–77%	C.....	76–73%	C-.....	72–70%
D+	69–67%	D.....	66–63%	D-.....	62–60%
F.....	less than 60%				

A (90-100%) =Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) =Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) =Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) =Below average work. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) =Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations

Student Expectations: All submitted assignments need to show reflection and scholarship. Once the student begins the course, submission of assignments will be on a regular and timely basis. Instructions are posted on Blackboard to provide guidance for writing and submitting assignments, and students are expected to use refer to these often.

Instructor Policy on Incomplete (I) and No Basis (NB) grades: there will be no NB grades awarded in this course. A student who is not participating sufficiently in the course to obtain at least a “D” grade will be advised of this before the final deadline for withdrawal and given the opportunity to withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this intensive 400 level course. In-progress grades will be available to the student via the **Blackboard Grade Center**. Any student who falls below a C grade in the course will be notified immediately by email. Students are responsible for checking their progress and making arrangements to withdraw from the course if they find they cannot keep up with the work.

The “I” grade will only be awarded under truly extenuating circumstances and in cases where the student would have earned at least a “C” grade in the course. The student must have discussed the

extenuating circumstance with the instructor as soon as it began to interfere with course-work in order to be considered for an "I" grade. If an "I" grade is awarded the student will be expected to complete outstanding work within a short time period (weeks not months) unless a physical limitation dictates otherwise.

IT IS THE STUDENT'S RESPONSIBILITY TO REGULARLY CHECK ON THEIR GRADE PROGRESS

Please contact me if you have questions about the course overview, objectives, organization, grading or student expectations. My contact information is included with this syllabus.

Plagiarism: Plagiarism is quoting from, paraphrasing or using specific material contained in any published work, e.g. books, periodicals, public documents, internet or another person's ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work. **NOTE; if you copy material from a course lecture or web link to use for an answer and do not cite this material it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an "F" grade in this course so if you have any doubts about how to recognize it please talk to the instructor.**

Students with Disabilities: If you have a documented disability and require accommodations, please notify me at the beginning of the semester. 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. This course will ensure that it will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). fydso@uaf.edu.

Title IX: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Other UAF Student Support Services include:

- **Office of Information Technology 907-450 8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu**

- Off-campus library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>
- UAF Writing Center 907 474 5314 or email for an appointment at fywrc@uaf.edu Their website can be found at <http://www.uaf.edu/english/writing-center/>
- CRCD Bookstore 907 474 7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu Their website can be found at <http://www.crcd.uaf.rural.bkstr.com/>

Department of Alaska Native Studies & Rural Development Mission Statement

“Our mission is to strengthen leadership capacity for rural and indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures and commitment to community. We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and the contemporary indigenous experience for all our students.”

ANS 425 Course Schedule; Fall 2014

Tuesday and Thursday 3.40 to 5.00pm

Audio Conference: 1-800-570-3591

Student PIN: 1510291

We will make every attempt to adhere to this schedule and this means you must keep your reading current. Due dates for discussion board forum assignments, quizzes, the mid-term exam and the final exam are outlined in blue. When you check the Blackboard site for each week's documents make sure to read the lecture notes first; not all of the PDF files attached to each week's site are required readings. The lecture notes will tell you which files are required and which ones are optional or there as resource references.

Be sure to check your e-mail the day before each class to see if any readings have been added; there are lots of things happening in the field of Indian law and you may find articles and links added to reflect these updates.

Week one, September 4th:

Introduction to course. Legal vocabulary. How to read and brief a court case. How to find and cite law and regulation. Canons of Indian law construction.

***** Quiz 1 on Blackboard September 6th and 7th *****
***** Practice Brief of Talton v Mayes due by midnight on the 8th September. *****

Topic One: History of Federal Indian Law and Policy: Setting the stage in Alaska.

Week two, September 9th and 11th: The different eras of Federal Indian policy. PL 83-280 Aboriginal Title, the Doctrine of Discovery, and the Plenary Powers of Congress. The landmark historical Indian law cases.

READING FROM CASE & VOLUCK: Chapter one.

LECTURE NOTE ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD!

Week three, September 16th and 17th

The Marshall Trilogy and *In Re Sah Quah*

READING FROM CASE & VOLUCK: Chapter two.

LECTURE NOTES ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD!

Week four, September 23rd and 25th

Highlights of the Alaska Native Claims Settlement Act, how did Alaska come to have ANCSA rather than a system of reservations similar to the Lower 48?

READING FROM CASE & VOLUCK: Chapter three.

Alaska Native Claims Settlement Act (ANCSA) online at <http://www.lbblawyers.com/anca/>

Native Village of Stevens v Alaska Management and Planning 757 P.2d 32 Alaska, 19

**LECTURE NOTES ON BLACKBOARD
ADDITIONAL READINGS ON BLACKBOARD!**

Week five, September 30th and October 2nd

Explanation of "Indian Country". Indian Country and reservations in Alaska. Legal status of Indian land ownership. Land owned in fee simple status versus land held in trust by the US government.

Venetie v. State of Alaska.

READING FROM CASE & VOLUCK: Chapter four. Page 113 through 120 and chapter 10 page 398 through 400

**LECTURE NOTES ON BLACKBOARD
ADDITIONAL READINGS ON BLACKBOARD!**

1st Topic Discussion due on Blackboard by midnight October 4th

Topic Two: Tribal Sovereignty in Alaska

Week six, October 7th and 9th:

What is sovereignty and how does it work in Alaska.

Indian Reorganization Act

Indian Civil Rights Act

READING FROM CASE & VOLUCK: Chapter ten to page 398 and 406 to 410

**LECTURE NOTES ON BLACKBOARD
ADDITIONAL READINGS ON BLACKBOARD!**

***** Quiz 2 on Blackboard October 11th through 12th *****

Week seven, October 14th and 16th:

Sovereign immunity and commercial contracts.

Indian preference hiring

Runyon v. Assoc of Village Council Presidents 84 P.3d 437 (Alaska 2004)

MICHAEL McCrARY, Appellant, v. IVANOF BAY VILLAGE and EDGAR SHANGIN, Appellees.

**READING FROM CASE & VOLUCK: Chapter ten page 410 to 428
ADDITIONAL READINGS ON BLACKBOARD!**

Week eight, October 21st and 23rd

Continuing the discussion of sovereignty with examination of the Indian Child Welfare Act (ICWA) and important cases that have been recently (and not so recently) decided in Alaska **including Native Village of Nenana v State, John v Baker 982 P.2d 738 (Alaska 1999), State of Alaska v. Native Village of Tanana, and Simmonds v Parks.**

READING FROM CASE & VOLUCK: Page 222 to 232 (middle of the page)

LECTURE NOTES ON BLACKBOARD
ADDITIONAL READINGS ON BLACKBOARD

2nd Topic Discussion due on Blackboard by midnight October 25th

MID TERM EXAM OPEN OCTOBER 26TH, DUE IN BY MIDNIGHT OCTOBER 31ST

Topic Three: Land Jurisdiction, Natural Resources and Subsistence

Week nine, October 28th and 30th

This week we begin to look at how jurisdiction over lands and natural resources connect with "subsistence" ... and you will find that we are considering a very broad definition of this word. You may find after this week that we have actually been talking about "subsistence" in every class even when we never talked about hunting and fishing at all.

READING FROM CASE & VOLUCK: Chapter eight.

LECTURE NOTES ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD!

Week ten, November 4th and 6th

The subsistence court cases: State and Federal

LECTURE NOTES ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD

BE SURE TO READ AND PREPARE YOUR ASSIGNED CASE!

Week eleven, November 11th and 13th

The Winters Doctrine

How is water allocated in Alaska?

Navigable waters, federal versus state

Who owns development rights to natural resources "Surface estate versus subsurface" "Dually owned lands"

READING FROM CASE AND VOLUCK visit the index under "water and water rights" ... read the pages referenced there

LECTURE NOTES ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD

BE SURE TO READ AND PREPARE YOUR ASSIGNED CASE!

Week twelve, November 18th and 20th

Navigable waters and the Katie John cases.

READING CASE & VOLUCK pages 305 through 310

LECTURE NOTES ON BLACKBOARD

ADDITIONAL READINGS ON BLACKBOARD

3rd Topic Discussion due by midnight November 22nd

***** Quiz 3 on Blackboard November 22nd and 23rd *****

Topic Four: Law, Community and Culture

Week thirteen, November 25th (No class on the 27th for the Thanksgiving holiday)

Cultural preservation and religious freedom

Native American Graves Repatriation Act 1990 (NAGPRA)

American Indian Religious Freedom Act.

Frank v State of Alaska, 604 P.2d 1068 December 21, 1979

READINGS ON BLACKBOARD

LECTURE NOTES ON BLACKBOARD

Week fourteen, December 2nd and 4th

Tribal jurisdiction and law-enforcement

Tribal Law and Order Act of 2009.

Major Crimes Act

VAWA and PL 83-280

(Alaska Inter-Tribal Council v. State 110 P.3d 947 Alaska, 2005.)

4th Topic Discussion due by midnight December 6th

***** Quiz 4 on Blackboard December 4th through December 7th *****

Week fifteen, December 9th and 12th

Tribal jurisdiction case study exercise.

Review for final exam on the 12th

**FINAL EXAM DISTRIBUTED DECEMBER 19TH
AVAILABLE ON BLACKBOARD 12AM TO 11.59PM**

ANS 310 – Indigenous Land Settlements

COURSE SYLLABUS

Spring 2015

3 Credits – Audio-Conference Course

Course Meets Tues & Thurs 3:30pm – 5pm

Call-In Number: 1-800-570-3591

Student Pin: 2823276

Requirements: Phone and computer or means to call into audio conferences, and to access and utilize the Internet, Blackboard, and e-mail.

INSTRUCTOR:

Diane E Benson, MA
2221 E Northern Lights Blvd., Suite 121
Anchorage, AK 99508

Office: 907-279-2706
Fax: 907-279-2716
Debenson2@alaska.edu

OFFICE HOURS: By Appointment

PREREQUISITES: ANTH F242 or PS F263 or HIST F110; or permission of instructor.

COURSE DESCRIPTION (Catalog)

Native corporation goals and methods as they implement the Alaska Native Claims Settlement Act and establish themselves within the larger political economy. An examination of other indigenous land claims agreements in the circumpolar north and beyond. Also available via Independent Learning.

Course Overview: ANS 310 looks at Native corporation goals and methods as they implement the Alaska Native Claims Settlement Act and establish themselves within the larger political economy. Other indigenous land claims movements and agreements in the circumpolar north and beyond will also be examined.

INSTRUCTIONAL METHODS

The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as audio-conference for course lectures and student discussions, and the use of e-mail communications between students and the instructor. This course will incorporate both lectures and in-class activities and student attendance is very important. Technology will be used throughout to help with delivery of course materials. Guest speakers with expertise in land claims implementation will be invited to lecture the class.

REQUIRED TEXTS

"Breaking the Ice" by Barry Scott Zellen. Lexington Books 2008

REQUIRED READINGS

Other required readings will be included with weekly lecture notes on Blackboard. These lecture notes are also required readings. Students should also look for hyperlinks and PDFs in the Blackboard materials and be sure to read these.

NOTE: A list of recommended supplemental readings is included in the Blackboard folder.

COURSE GOALS

At the completion of this three credit course students will be able to analyze and describe the contents of ANCSA and other land claims agreements. Students will be able to explain the amendment process and how ANCSA has changed since the Act was originally signed into law. Investigation of a selection of more recent circumpolar and other indigenous land settlements will allow students to draw comparisons with ANCSA. Students will gain a rounded knowledge of contemporary land issues and relevant international laws.

STUDENT LEARNING OUTCOMES

Active participation in ANS 310 will provide students with working knowledge of ANCSA and contemporary indigenous land claims. At the completion of the course participants will be able to describe indigenous land claims, the ANCSA law and its contents, and be able to contribute to important dialogue and propose possible future amendments. Students will be able to apply both ANCSA and related law to current situations in Alaska.

ACADEMIC EXPECTATIONS/COURSE POLICIES:

Academic Integrity: All work developed and submitted in this course must be the student's own. All sources, including ideas, quotations, and paraphrases, must be documented using the DANSRD required American Psychological Association (APA) style. APA style must be used to format papers and for the citations of sources (Unless otherwise arranged). Plagiarism also includes "self-plagiarism," meaning using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. In addition, material copied from a course lecture or web link but not appropriately cited is also regarded as plagiarism. The discovery of plagiarism will result in a failing grade for the paper and potentially, failure for the course. Students are strongly urged to visit the following websites:

1. Examples of Plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

2. University of Alaska Student Code of Conduct:

<http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm>

Competency: It is expected that students will demonstrate an appropriate level of competency in information literacy using skills learned from previous courses to identify, locate and access needed information, and to evaluate content and integrate and communicate information, and to otherwise read and write with college level ability.

Computer Ability: Students must have the knowledge to make efficient use of computers, and of the internet and Blackboard.

Work Habits: While work habits differ from student to student, successful completion of this course requires you to research and prepare for each class session, attend each audio-conference and participate, and prepare thoughtful well-written essays and final paper.

Expectations: All submitted assignments need to show reflection and scholarship. Students are expected to use either legal writing style with footnotes or the APA writing style for all writing.

STUDENT GRADES

Grading/Evaluation Policy will be based upon the following:

Attendance	15%
Quizzes	15%
Midterm exam	18%
Participation & Mini presentations	28%
Written assignments	12%
<u>Final Project or Paper</u>	<u>12%</u>
TOTAL	100%

Quizzes (15%): There will be three quizzes on ANCSA and related law and application during the first half of the semester. These quizzes will be timed open book and will be administered through the Blackboard system.

Midterm exam (18%): There will be one comprehensive midterm exam on **March 12th**.

Attendance (15%): Attendance is mandatory. 5 points are possible for each night of class. Attendance is important to your grade. If a student misses class they will forfeit points for attending the class in addition to any that might be due for oral presentation or other participation that night. They will also miss the lecture, and, while the lectures will be recorded, have missed the opportunity to ask questions. Listening to the recording will not earn you points. Students should advise the instructor before class if they must be absent. This is a courtesy to the instructor and the rest of the class.

Participation & Mini Presentations (28%): Students will be assigned small oral presentations ahead of each class and will need to be prepared to deliver these. Students who do additional research and bring thoughtful questions to class will do well in this area. Failure to attend, and attendance without any active participation, will result in a low or zero grade for this portion of the course. Simply attending with no proper preparation or participation will only earn ten points per week ... the remaining twenty are earned via presentation of materials and active discussion.

Written assignments (12%): There will be two written assignments spaced throughout the course. Students will be expected to submit their written assignments by the specified due dates. **No late assignments will be accepted without prior agreement from the instructor.** These assignments will be incorporated into the final assignment and are an integral part of this paper; the final paper will not be accepted if the written assignments are missing.

Final Project/Paper (12%): A final ten page minimum paper will be due at the end of the course. Students will be provided with a choice of subject matter at the beginning of the course so they can work on this project throughout the semester.

INSTRUCTOR POLICY ON LATE SUBMISSIONS:

All quizzes and the final paper must be completed and submitted by the cut-off date/time. Quizzes cannot be taken at a later date. Late papers will not be accepted. Submit on time! Should you beg to have a late paper accepted and win, it will begin losing points at the rate of 10% of the total number of points allowed for the assignment per day for each day the assignment is late. If a dire situation occurs, inform the instructor ahead of time in order to avoid this penalty.

Your final paper must be submitted by the due date.

	Number given	Points per unit	Points value	% of grade
Quiz	3	50	150	15%
Midterm exam	1	180	180	18%
Written assignments	2	60	120	12%
Attendance	30	5	150	15%
Participation & mini presentations	14	20	280	28%
Final project	1	120	120	12%
TOTAL			1000	100%

Plus and minus grades will be assigned. Their numerical values can be found under Academics and Regulations; Grading System and Grade Point Average Computation in

the 2014-2015 UAF electronic catalog. Rules regarding "C" grades may be reviewed at [http://www.uaf.edu/files/uafgov/Info-to-Publicize-C Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C%20Grading-Policy-UPDATED-May-2013.pdf)

A plus (+) and minus (-) grading system will be utilized for this class.

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog.

A+100-97% A.....96-93% A-.....92-90%
 B+.....89-87% B.....86-83% B-.....82-80%
 C+.....79-77% C.....76-73% C-.....72-70%
 D+69-67% D.....66-63% D-.....62-60%
 F.....less than 60%

Criteria for grading: (UAF Catalog)

A (90-100%) - Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) - Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) - Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) - Below average. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) - Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations

A grade	900 to 1000 points
B grade	800 to 899 points
C grade	700 to 799 points
D grade	600 to 699 points
F grade	Under 600 points

INSTRUCTOR POLICY ON INCOMPLETE GRADES:

The grade of incomplete is strongly discouraged. An "I" (Incomplete) grade will be considered only in circumstances of documented serious emergency.

NOTE: Please, if you have any concerns or questions at any time throughout this course, or any questions about the syllabus, notify me. It is your responsibility to contact me for clarification and assistance.

WRITING ASSISTANCE

The UAF Writing Center provides assistance as quoted from their website: uaf-writing-center@alaska.edu

The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**

Any interested students should contact the Writing Center by phone at (907) 474-5314 or by email at fywrc@uaf.edu to set up an appointment. We will ask students to email us a draft of their work (or prompt if they haven't yet started) at least an hour before the designated appointment time for review.

OTHER UAF STUDENT SUPPORT SERVICES:

- Office of Information Technology 907-450-8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu
- Off-campus Library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>
- CRCD Bookstore 907-474-7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu. Website: <http://www.crcd.uaf.rural.bkstr.com/>
- Academic Advising Center 907-474-6396 www.uaf.edu/advising

STUDENTS WITH DISABILITIES:

Students with a documented disability requiring accommodations should notify the instructor at the beginning of the semester. The Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and to course materials. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations and access for students with disabilities. You may contact the UAF Office of Disability Services at (907)474-5655 or TTY: (907)474-1827. Please visit <http://www.uaf.edu/disability/> for more information.

TITLE IX BOR POLICY ON DISCRIMINATION, HARASSMENT AND VIOLENCE

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they

must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UA Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Department of Alaska Native Studies & Rural Development Mission Statement

“Our mission is to strengthen leadership capacity for rural and indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures, and commitment to community. We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and the contemporary indigenous experience for all our students.”

University of Alaska Fairbanks
College of Rural and Community Development
Department of Alaska Native Studies and Rural Development

Course Syllabus and Class Schedule

CULTURAL KNOWLEDGE OF NATIVE ELDERS

ANS / RD 401 DD1 (cross listed)
Fall 2014

9/8 – 12/10
Monday/Wednesday
5:10 – 6:40

Distance audio
Dial 1-800-570-3591 enter PIN # 7461195

Call Encounter at 1-800-290-5900 or 503-321-3400 if you have connection problems

Instructor: Judith Ramos, MAT
E-mail address: jramos2@alaska.edu
2221 East Northern Lights Blvd
Anchorage, AK 99508
(907) 279-2700 or 1-800-770-9531 Fax # (907) 279-6500

Office Hours: Monday and Wednesday 1-2 pm or by appointment

General Information: Crystal Frank 474-6528, 1-888-574-6528
www.uaf.edu/danrd

COURSE DESCRIPTION from the UAF course catalog:

Study with prominent Native tradition-bearers in Native philosophies, values and oral traditions. Traditional knowledge elicited through the cultural heritage documentation process. Analysis of existing interactions between cultural traditions and contemporary American life as experienced by Native elders.

COURSE OBJECTIVES:

This course will provide students an opportunity to:

- 1.) Visit and hear Elder tradition-bearers' experiences having to do with traditional values, governance, traditional healing, the Alaska Native Claims Settlement Act and leadership.
- 2.) Gain a better understanding of Alaska Native worldviews; the sources, interpretations, respect and honor of Native wisdom and their ecological perspectives.

3.) Analytically think about the Western worldview and compare to the Alaska Native worldview.

4.) Formulate a definition of Traditional Knowledge (TK).

STUDENT LEARNING OUTCOMES:

After completing this class students will:

- Be able to describe a variety of Alaska Native Elder worldviews on topics of (but not limited to) traditional healing, the Alaska Native Claims Settlement Act, Alaska Native values, and leadership styles.
- Be able to demonstrate how to become an Elder.
- Be able to identify Alaska Native Elders.
- Be able to define Traditional Knowledge.

COURSE REQUIREMENTS:

The class will meet by audio Monday/Wednesday from 5:10-6:40. Students are expected to be on time and prepared to **actively** participate in discussion with the Elder teacher or about the readings and topics.

Prerequisites: HIST F110; ANTH F242; upper-division standing

Special Requirements: Blackboard, Internet, E-mail

REQUIRED COURSE READINGS

Morgan, Lael. 1988. *Art and Eskimo Power*. Epicenter Press: Fairbanks, Alaska.

Yarber, Y. and Curt Madison, 1986. *Peter John, Minto a biography*. Spirit Mountain Other reading material, including online articles, may be distributed to the class. Press, Fairbanks, Alaska.

Knudtson, Peter and David Suzuki, *Wisdom of the Elders*, Greystone Books.

Course Organization:

The course will be organized around:

- Interaction with Alaska Native Elder teachers

Assignment/Papers 50% of grade:

- A midterm paper (25% of grade) where students will interview an Elder(s) to elicit experiences of that individual (s). These experiences should have something to do with some facet of Alaska Native life. You should first

develop interview questions that you want answered and then write a 4-6 page paper describing your interview session and your interpretation of the cultural differences in the Alaska Native Elders' experience and worldview as compared to the contemporary western worldview. Paper must respect traditional knowledge. Students will share research experiences with the class.

- The final assignment (25% of grade) will be a synthesizing paper (6-10 pages in length, typewritten, double-spaced) discussing and identifying highlights from class discussions, your findings, impressions, and insights gained as a result of your experiences with others. Students will be graded both on the level of conceptual understanding in your paper and your ability to express your ideas well (e.g. grammar, spelling, punctuation) and must respect traditional knowledge.
- Both the midterm and final paper will be presented to the entire class at assigned times.

Written assignments must be typed, double-spaced and spell checked. Clarity and expression of your own ideas in your own words are expected. **Written assignments are graded on content, grammar, punctuation, and format. The American Anthropological Association (AAA) or American Psychological Association (APA) Style Guides are preferred but you may use another style guide if you inform the instructor which one you are using.** They must reflect assigned readings, class discussions and most importantly, original thinking. Students are encouraged to have their papers reviewed by the UAF Writing Center before submission.

Plagiarism: Plagiarism is a form of cheating and may result in a failing grade for the assignment or a failing grade for the course. According to the UAF Rasmussen Library website, plagiarism is defined as, "The use of another person's words, ideas, or research without crediting the source. Passing off another person's work as one's own." Please note that paraphrasing without providing a citation is considered plagiarism. Self-plagiarism is the act of quoting something you wrote without providing a proper citation. The use of websites must be properly cited.

Please see the following websites that further explain plagiarism and provide examples:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

<http://webster.commnet.edu/mla/plagiarism.shtml>

Blackboard and Participation (30% of grade):

Students are expected to attend class, do reading assignments before class, lead one class discussions and post a summary of a reading (from Morgan book).

Students are required to write a **weekly reflection** on blackboard on of the class sessions with the Elder teacher **or the readings**. Your reflection should be your **own**

thoughts not just repeating what others have said or something you have read. Be creative. Students will post a response to at least one other student.

Attendance (20% of grade):

This class meets twice a week and attendance is mandatory.

Class Expectations:

Assigned readings should be read in a timely manner as you move through the course work. Students must check the Blackboard announcements regularly to see if any new readings such as articles or websites have been added.

Course Grading:

Point Totals and Grades will be assigned on the following basis:

	Number	% of grade	Points	Point Value
Written Assignments	2	50%	50	50
Participation, co-Facilitation and Blackboard	14 weeks	30%	30	30
Attendance and Participation	28 class sessions	20%	20	20
Total Point Value		100%		100

Grading will be based upon thorough and timely completion of the assigned paper, class presentation, attendance, and Blackboard postings. Overall course grading will be as follows:

Written Assignments	50%
Active Participation, co-Facilitation and Blackboard	30%
Attendance and participation	20%

TOTAL	100%

Grading is based on guidelines found at pp. 48-49 in the 2014-2015 UAF catalog. The catalog can be accessed online at: <http://www.uaf.edu/catalog/>

Grading System and Grade Point Average Computation

All course grades are letter grades unless otherwise specified in the class schedule. The method of grading (letter or pass/fail) is an integral part of the course structure and is included in the course description. Instructors

Cultural Knowledge of Native Elders Fall 2013

are expected to state their grading policies in writing at the beginning of each course. Grades appearing on academic records are:

A "A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

B "B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

C "C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

D "D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

F "F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

P Pass -- The pass grade indicates satisfactory completion of course requirements at either the undergraduate or graduate level. A pass grade does not affect your GPA but credits earned with pass grades may meet degree requirements and may be used as a measure of satisfactory progress. Satisfactory performance is the equivalent of a C grade (2.0) or better in undergraduate course work and B grade (3.0) or better in graduate courses. The entire class must be graded pass/fail, with the grading system noted in the class schedule.

CR Indicates credit was given under the credit/no-credit option.

DF Deferred -- This designation is used for courses such as theses and special projects, which require more than one semester to complete. It indicates that course requirements cannot be completed or when institutional equipment breakdown resulted in noncompletion by the end of the semester, Credit may be withheld without penalty until the course requirements are met within an approved time.

AU Audit -- A registration status indicating that you have enrolled for informational instruction only. No academic credit is granted. You may be given a W if you fail to attend a course you are auditing.

W Withdrawn -- Indicates withdrawal from a course after the first two weeks of a semester.

I Incomplete -- An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C [2.0] or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an I grade.

Instructors include a statement of work required of the student to complete the course at the time the I grade is assigned, and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given.

An incomplete must be made up within one year or it will automatically be changed to an F grade. One year is the longest amount of time allowable for completion of the I. The I grade is not computed in the student's GPA until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an F. A senior cannot graduate with an I grade in either a university or major course requirement. To determine a senior's GPA for honors at graduation, the I grade will be computed as a failing grade.

NB No Basis -- Instructors may award a No Basis grade if there is insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is NB calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete. It cannot be removed by later completing outstanding work.

NS Not Submitted -- Grade not submitted by instructor.

NG Non-Graded -- Used for sections that are not graded, usually continuing education units (CEUs) or lab sections. Has no impact on GPA calculation.

The letter grades A, B, C and D may include a "+" or "-" to indicate that a student's level of performance is slightly higher or lower than that of the letter grade alone.

Grading will be based upon thorough and timely completion of assigned paper and class presentation, class participation, co-facilitation including Blackboard postings.

GRADING STANDARDS FOR DANSRD PAPERS

A An "A" paper demonstrates creative thinking—the writer has gone beyond the scope of the assignment of the paper and made it his/her own in some way e.g. by showing some unusual insight or coming to a conclusion that is novel. In terms of Bloom's Taxonomy, this paper would have shown understanding, application, analysis, synthesis, and would be at the level of critical evaluation.

The "A" paper clearly shows that the writer has discovered something through the act of producing it. To fulfill the assignment to present a case either for or against drilling in ANWR, one "A" paper presented both the pros and cons and determining that they were about equal, developed two hypothetical timelines to the year 2025. The student imagined the future if drilling went on and if it didn't. Both timelines speculated possible inventions, creations, enabling legislations, and social changes, and their global implications including the development of the science of robotics, the assassination of specific world leaders, the perfection of the hybrid car followed some years later by the development of the "magnetocar" (no gas, no electricity), congressional funding for alternative energy sources, the emergence of e-commutation along with the closing of factories and the re-deployment of our population, and so on. VERY CREATIVE. In the end, the paper favored drilling...but only to provide the U.S. with a grace period of relative freedom from dependence on foreign oil (during which the timeline noted legislation which first limited—and then rationed—gasoline) so that the new congressional mega prioritization of—and funding for—scientific activities intended to provide us with new energy sources, could bear fruit. Mechanically, the "A" paper is nearly perfect; it shows few, if any, errors in grammar and usage. The language is developed and mature; the paragraphs and sections are connected; and sources are correctly documented. A high level of excellence is maintained throughout.

B The "B" paper shows some creativity and independent thought, but less successfully than the "A" essay. It lacks the force, presence, gravitas, verve, panache, wit, strength, confidence, etc. of the "A" paper...tries but just doesn't bring

it off. This is still, however, quite a good job. It shows work and effort. It is scholarly in mode but, in the end, dutiful and pedestrian...A swell effort and a successful one...it's just that its success isn't raging. Mechanically, grammatically, structurally it's fine...a few errors...some things one might not be happy with, but nothing worth complaining about.

C The "C" paper shows little creativity and original thought. It displays factual, interpretive, or conceptual inconsistencies. Contains a general main idea (from which it sometimes veers far), but is shallow and lackluster. Structurally it is not good: paragraphs are weakly unified, ideas are undeveloped and unsupported. Mechanically it also is suffering with clumsy sentences, imprecise words, awkwardness and errors that are too frequent to ignore. Generally, this paper shows work and thought, just not very much of either. There's not much joy here, not much sense that the student has learned, understood, and appreciated...and is eager to show it.

D A "D" paper is simplistic and superficial. It does not fulfill the assignment. It is too off the topic and/or too short. The level of writing is poor with serious and numerous errors. It states and summarizes rather than analyzing. It may also be characterized by "borrowing" of other peoples' work which may be accidental but which borders on plagiarism.

F An "F" paper is half of the required length or less. (It may be that no paper has been submitted.) Mechanical errors interfere to such a degree that the reader cannot tell what the writer is saying. The paper is blatantly plagiarized.

Specifics of written assignments will be discussed when class begins.

Midterm Written Assignment: **Due Wednesday October 15 (midnight)**

Final Written Assignment: **Due Thursday December 10 (midnight)**

Course Policies

Attendance: Students are expected to maintain good attendance and be in class on time. Excessive absences (3 or more) will result in a lower grade.

Participation: Students are expected to come to class prepared by having completed the reading assignment, involving oneself in critical thinking about the topics, and actively participating in class discussions.

Websites:

Alaska Native Knowledge Network website, University of Alaska Fairbanks

<http://www.ankn.uaf.edu>

Alaskool website <http://www.Alaskool.org>

Audio Recording Playback: Playback is available for this course and can be accessed via the UA Playback system. This system is a phone based system that allows presenters and attendees to listen to archived recordings at their own pace. There is no limit to how many times a recording can be accessed. Listening to a course recording does not substitute for a missed class. Call 1-800-230-8546 and at the prompt enter the course code 7461195. Enter the date the recording took place as a 6 digit number. You will be given a menu to follow from this point. You may contact Encounter Collaborative Customer Care Server if you have questions. 1-800-290-5900 or email@customercare@encounter.net.

Distance Course Etiquette:

- Technical aspects of phone etiquette will be discussed in the first class.
- State your name when you begin to speak so others know who is currently speaking.
- Direct questions toward a certain individual whenever possible to avoid confusion.
- Do not place your phone on hold. Other participants will hear the on hold music, disrupting the conference.
- Mute your line when you are not speaking to reduce background noises such as tapping, shuffling papers, and typing on a keyboard.
- Give your full attention to the conference as you would during a face-to-face meeting. Avoid multitasking or actions that take your attention away from the main focus
- If you arrive late for class, please let me know you are in attendance.

Support Services:

Academic Advising Center 907-474-6396 www.uaf.edu/advising

UAF Writing Center 907-474-5314, FAX 1-800-478-5246

<http://www.alaska.edu/english/studentresources/writing/>

Rasmuson Library Off-Campus Service 1-800-478-5348 www.uaf.edu/library/offcampus

Full text articles on-line: <http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html>

UAF Disability Services for Distance Students:

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit

<http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu. Students who may have special needs because of a disability should contact the instructor privately and every effort will be made to accommodate the student in taking this class.

Other UAF Student Support Services include:

• Office of Information Technology (1-800-478-8226) www.alaska.edu/oit/index.xml or helpdesk@alaska.edu.

- Off-campus library (1-800-478-5348) www.uaf.edu/library/offcampus/index.html.
<http://www.uaf.edu/files/rural/OCS-2013-flier-bookmark-v1.pdf>
- UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/
- Audio call-in numbers & course schedules www.uaf.edu/rural/students/html
- CDE Bookstore (1-877-651-4002)

Academic Calendar

http://www.uaf.edu/catalog/current/acad_calendar.html

TITLE IX: University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721

PRELIMINARY CLASS SCHEDULE:

(Dates of guest speakers are still being confirmed)

Week 1

September 8, Monday

Review syllabus, introductions, expectations and process.

Review for class discussion:

Alaska Native Values for Curriculum

<http://ankn.uaf.edu/ANCR/Values/index.html>

<http://www.youtube.com/watch?v=RljGhw7YBDU>

Inupiaq Traditional Values

Reading: Suzuki and Knudtson: Authors' Note, The Value of Native Ecologies

September 10, Wednesday

Define an Alaska Native Elder. Who is an Alaska Native Elder or Elderly Native? Be prepared to discuss a traditional Elder in a region of your choice. What is their traditional knowledge (TK)?

Review for class discussion:

Guidelines for working with Inuit Elders:

<http://www.arcticcollege.ca/publications/books/elder%20guide%20english.pdf>

Elder Protocol and Guidelines:

<http://www.provost.ualberta.ca/en/~media/provost/Documents/CAI/Elders.pdf>

Readings:

Suzuki and Knudtson: Chapter 1. Visions of the Natural World: Shaman and Scientist

Blackboard Discussion: Post an introduction on yourself, which values do you find most important and your experiences working with Elders. What is the difference between Native and scientific knowledge about nature (see Suzuki and Knudtson)?

Week 2

September 15, Monday

Respecting Traditional Knowledge

Review these websites for class discussion:

Traditional Ecological Knowledge

<http://ankn.uaf.edu/IKS/tek.html>

Guidelines for respecting cultural knowledge

<http://ankn.uaf.edu/publications/knowledge.html>

Cultural and Intellectual Property Rights

<http://ankn.uaf.edu/IKS/rights.html>

Reading: Suzuki and Knudtson: Chapter 2. Distant Times: Recognizing the Kinship of All Life

September 17, Wednesday

Protecting Traditional Knowledge

Gwich'in Tribal Council, Traditional Knowledge Policy

<http://www.gwichin.ca/thegwichin/GTCTKPolicy.pdf>

Indigenous People, Intellectual Property and Traditional Knowledge:

<http://www.wipo.int/tk/en/indigenous/>