

10/7/16 ✓

Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	<b>ALASKA NATIVE STUDIES &amp; RURAL DEVELOPMENT</b>	College/School	<b>CRCO</b>
Prepared by	<b>Jenny Bell-Jones</b>	Phone	<b>474 6528</b>
Email Contact	<b>jbjones@alaska.edu</b>	Faculty Contact	<b>N/A</b>

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

Dept	<b>ANS</b>	Course #	<b>111</b>	No. of Credits	<b>3</b>
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<b>COURSE TITLE</b>	<b>History of Alaska Natives (S)</b>
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**2. ACTION DESIRED:** ✓ Check the changes to be made to the existing course.

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what is changing.	Drop Course	<input type="checkbox"/>
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<b>NUMBER</b>	<input type="checkbox"/>	<b>TITLE</b>	<input checked="" type="checkbox"/>	<b>DESCRIPTION</b>	<input checked="" type="checkbox"/>
<b>PREREQUISITES*</b>	<input type="checkbox"/>	<b>FREQUENCY OF OFFERING</b>	<input type="checkbox"/>	<b>FREQUENCY OF OFFERING</b>	<input checked="" type="checkbox"/>

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

<b>CREDITS (including credit distribution)</b>	<input type="checkbox"/>	<b>COURSE CLASSIFICATION</b>	<input checked="" type="checkbox"/>
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<b>ADD A STACKED LEVEL (400/600)</b> Include syllabi.	<input type="checkbox"/>	Dept.	<input type="checkbox"/>	Course #	<input type="checkbox"/>
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**How will the two course levels differ from each other? How will each be taught at the appropriate level?:**

Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi—undergraduate and graduate versions—will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed?; 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online - see URL at top of this page.

<b>ADD NEW CROSS-LISTING</b>	<input type="checkbox"/>	Dept. & No.	<input type="checkbox"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
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<b>STOP EXISTING CROSS-LISTING</b>	<input checked="" type="checkbox"/>	Dept. & No.	<b>HIST 110, Email atchd</b>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
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**OTHER (specify)**

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

<b>COURSE FORMAT:</b> (check <u>all</u> that apply)	<input type="checkbox"/>	<b>1</b>	<input type="checkbox"/>	<b>2</b>	<input type="checkbox"/>	<b>3</b>	<input type="checkbox"/>	<b>4</b>	<input type="checkbox"/>	<b>5</b>	<input checked="" type="checkbox"/>	<b>6 weeks to full semester</b>
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**OTHER FORMAT (specify all that apply)**

Mode of delivery (specify lecture, field trips, labs, etc.) **Lecture supported by Blackboard and guest speakers when available.**

4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES  NO

IF YES\*, check which core requirements it could be used to fulfill:

O = Oral Intensive,  W = Writing Intensive,  X = Baccalaureate Core   
 \*Format 6 also submitted  \*Format 7 submitted

4.A **Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.**

YES  NO

5. **COURSE REPEATABILITY:**

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time). N/A

How many times may the course be repeated for credit? N/A TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? N/A CREDITS

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made. (Underline new wording ~~strike through old wording~~ and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

PS F450 Comparative ~~Aberiginal~~ Indigenous Rights and Policies (s)  
 3 Credits  
 Offered As Demand Warrants  
~~Case-study~~ Comparative approach in assessing ~~Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal situations~~  
Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

ANS F111 **History of Alaska Natives** (s, a)  
 3 Credits

Offered Fall

The history of Alaska Natives from contact to the signing of the Land Claims Settlement Act.

Cross-listed with HIST F110.

Lecture + Lab + Other: 3 + 0 + 0

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

ANS F111X **History of Alaska Natives** History of Colonization in Alaska: the

**Indigenous Response** (s, a)

3 Credits

Offered Fall and Spring

The history of Alaska Natives from contact to the signing of the Land Claims Settlement Act. The history of the colonization of Alaska from contact to the signing of the Alaska Native Claims Settlement Act in 1971. This course examines Alaska history, how colonization and federal Indian policy shaped the state, and some of the ways that Alaska Natives responded to, and dealt with the changes.

~~Cross-listed with HIST F110.~~

Lecture + Lab + Other: 3 + 0 + 0

8. **GRADING SYSTEM:** Specify only one.

LETTER:  PASS/FAIL:

9. **ESTIMATED IMPACT**

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

**It is anticipated that this course will have increased enrollment and therefore a positive impact on the budget**

10. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

**The Library already has sufficient materials to support students in this course**

11. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

**The History Department has agreed to discontinue the cross-list with HIST 110 which will now be a significantly different course. An email indicating consent is attached.**

12. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

**It is not anticipated that any other programs or departments will be impacted by this change.**

**13. JUSTIFICATION FOR ACTION REQUESTED**

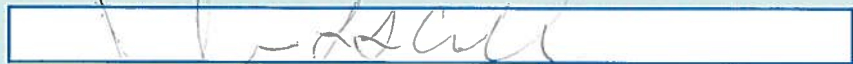

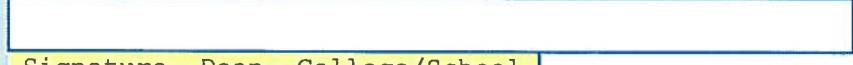
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

**This change request is being submitted as part of a larger revision of the Alaska Native Studies program. It will be included in all three concentration areas in the revised program and will be offered on a regular basis. It will mark a change for the program; DANSRD has not offered the course since taking over the ANS program in 2010. We feel this course is a very important addition to our program that will benefit a wide range of students.**

**In order to teach about Alaskan history from within the ANS program (as opposed to offering a cross-list with a course owned by a different department) it is essential that we address colonialism from the Indigenous perspective. Our students need to learn the realities of what occurred throughout the history of Alaska’s development in order to both understand the past and prepare for the future. They need to be familiar with the federal Indian policies that guided relations with Alaska Natives and understand the history of those policies across the nation. This course will provide a solid foundation for much of the coursework ANS students will undertake while obtaining their degrees. It will also provide other students who take the course with a look at some important parts of history that are often overlooked and analyze them using Indigenous frameworks.**

**Colonization has been a subject of discussion in many of our courses but we have no course that really examines it closely. Students tend to have some rather fuzzy ideas of what colonialism actually is. These ideas color their understanding of history and their reactions and affect their future work. With this course we plan to dispel misconceptions and help students understand better where colonization has brought us to today and where the “decolonization” process might lead.**

**APPROVALS:** (Forms with missing signatures will be returned. Additional signature blocks may be added as necessary.)

		Date	10/7/16
Signature, Chair, Program/Department of:		ANS and RD	
		Date	
Signature, Chair, College/School Curriculum Council for:			
		Date	
Signature, Dean, College/School of:			

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Signature, Chair, Program/Department of:	

	Date 10/7/16
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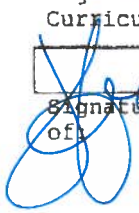
Signature, Chair, College/School  
Curriculum Council for:

Rural + Community Development

	Date 10/10/16
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Signature, Dean, College/School  
of:

for Kate Finney  
CRCD



Offerings above the level of approved programs must be approved in advance by the Provost (e.g., non-graduate level program offering of a 600-level course):

	Date	
Signature of Provost (if applicable)		

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

	Date	
Signature, Chair		
Faculty Senate Review Committee:   __ Curriculum Review           __ GAAC		
__ Core Review                __ SADAC		

**ADDITIONAL SIGNATURES:** (As needed for cross-listing and/or stacking; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

Note: If removing a cross-listing, you may attach copy of email or memo to indicate mutual agreement of this action by the affected department(s).

If degree programs are affected, a Format 5 program change form must also be submitted.



Crystal Frank &lt;cafrank@alaska.edu&gt;

**Fwd: ANS 111/HIST 110 Crosslist**

1 message

Jennifer Carroll <jcarroll@alaska.edu>  
To: Crystal Frank <cafrank@alaska.edu>

Thu, Mar 31, 2016 at 4:18 PM

The e-mail string where Professor Heaton approves the uncrosslisting of ANS 111 from HIST 110. Jennie

Jennifer L.L. Carroll, Ph.D.  
Assistant Professor, Co-Chair  
Department of Alaska Native Studies and Rural Development  
University of Alaska Fairbanks  
907-474-5405

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**Forwarded message**

From: John Heaton <jwheaton2@alaska.edu>  
Date: Mon, Mar 28, 2016 at 12:17 PM  
Subject: Re: ANS 111/HIST 110 Crosslist  
To: Jennifer Carroll <jcarroll@alaska.edu>

That will be fine.

On Mon, Mar 28, 2016 at 12:13 PM, Jennifer Carroll <jcarroll@alaska.edu> wrote:

Funny, I thought we'd discussed it too, but I couldn't find any e-mail about it. If you think so and I think so, it must be so. I'll check on it. Jennie

Jennifer L.L. Carroll, Ph.D.  
Assistant Professor, Co-Chair  
Department of Alaska Native Studies and Rural Development  
University of Alaska Fairbanks  
907-474-5405

On Mon, Mar 28, 2016 at 12:12 PM, John Heaton <jwheaton2@alaska.edu> wrote:

Thought it had already been done.

On Mon, Mar 28, 2016 at 12:05 PM, Jennifer Carroll <jcarroll@alaska.edu> wrote:

Hi John, DANSRD would like to un-cross list ANS 111/HIST 110 History of Alaska Natives. The department would like to make significant revisions to the course and take a more indigenous approach to Alaska Native history. Would the History department be ok with de-coupling these courses? Thanks, Jennie

Jennifer L.L. Carroll, Ph.D.  
Assistant Professor, Co-Chair  
Department of Alaska Native Studies and Rural Development  
University of Alaska Fairbanks  
907-474-5405

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John W. Heaton  
Arthur T. Fathauer Chair in History  
Executive Director,  
Western History Association  
University of Alaska Fairbanks  
907-474-6508

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John W. Heaton  
Arthur T. Fathauer Chair in History  
Executive Director,  
Western History Association  
University of Alaska Fairbanks  
907-474-6508

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/uaf-syllabus-requirements/>

The Faculty Senate curriculum committees will review the syllabus to ensure that each of the items listed below are included. If items are missing or unclear, the proposed course (or changes to it) may be denied.

**SYLLABUS CHECKLIST FOR ALL UAF COURSES**

During the first week of class, instructors will distribute a course syllabus. Although modifications may be made throughout the semester, this document will contain the following information (as applicable to the discipline):

**1. Course information:**

Title,  number,  credits,  prerequisites,  location,  meeting time (make sure that contact hours are in line with credits).

**2. Instructor (and if applicable, Teaching Assistant) information:**

Name,  office location,  office hours,  telephone,  email address.

**3. Course readings/materials:**

Course textbook title,  author,  edition/publisher.

Supplementary readings (indicate whether  required or  recommended) and

any supplies required.

**4. Course description:**

Content of the course and how it fits into the broader curriculum;

Expected proficiencies required to undertake the course, if applicable.

Inclusion of catalog description is *strongly* recommended, and

Description in syllabus must be consistent with catalog course description.

**5.  Course Goals (general), and (see #6)**

**6.  Student Learning Outcomes (more specific)**

**7. Instructional methods:**

Describe the teaching techniques (eg: lecture, case study, small group discussion, private instruction, studio instruction, values clarification, games, journal writing, use of Blackboard, audio/video conferencing, etc.).

**8. Course calendar:**

A schedule of class topics and assignments must be included. Be specific so that it is clear that the instructor has thought this through and will not be making it up on the fly (e.g. it is not adequate to say "lab". Instead, give each lab a title that describes its content). You may call the outline Tentative or Work in Progress to allow for modifications during the semester.

**9. Course policies:**

Specify course rules, including your policies on attendance, tardiness, class participation, make-up exams, and plagiarism/academic integrity.

**10. Evaluation:**

Specify how students will be evaluated,  what factors will be included,  their relative value, and  how they will be tabulated into grades (on a curve, absolute scores, etc.)  Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[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_Grading-Policy-UPDATED-May-2013.pdf)

**11. Support Services:**

Describe the student support services such as tutoring (local and/or regional) appropriate for the course.

**12. Disabilities Services:** Note that the phone# and location have been **updated**.

<http://www.uaf.edu/disability/> The Office of Disability Services implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.



**ANS 111X HISTORY OF COLONIZATION IN ALASKA: THE INDIGENOUS RESPONSE (S)**

**Course Syllabus**

Course meets XXX and XXX 0.00pm to 0.00 pm by audio conference

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Instructor: xxxx xxxxxxxx

E-mail: [jbjones@alaska.edu](mailto:jbjones@alaska.edu)

xxx Brooks Bldg., UAF Campus

Audio Conference # 1-866-832-7806

PO Box 756500 Fairbanks, AK 99775

Audio Conference PIN# xxxxxxxx

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

Office Hours: By appointment

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**Course Description:** The history of the colonization of Alaska from contact to the signing of the Alaska Native Claims Settlement Act in 1971. This course examines Alaska history, how colonization and federal Indian policy shaped the state, and some of the ways that Alaska Natives responded to, and dealt with the changes. (3+0)

ANS 111X is offered over the course of twenty eight scheduled meetings. Offered in the classroom and by audio conference, the class examines Alaska history from the Indigenous perspective. Course presentation will utilize Blackboard and online sources as well as the audio-classroom.

**Course Goals:** The goal for this course is to provide students with an understanding of the parts that Alaska Natives played in the history of the territory and the state prior to the passage of the Alaska Native Claims Settlement Act (ANCSA) in 1971. Students will look at the various milestones in the colonization of Alaska and how they affected Alaska Natives and their communities.

**Student Learning Outcomes:** At the completion of this three credit course, students will be able to:

- Describe key historical events in Alaska's history and their importance for Alaska Natives.
- Define colonization and provide examples of this in Alaska.

- Contrast events and policy in Alaska’s history with events in the Lower 48 that were significant for American Indians and explain how these affected subsequent events in Alaska.
- Give examples of important Alaska Native leaders who participated during this period.
- Record dates and events in their correct order.

**Required Readings:** Alaska: Saga of a Bold Land. Walter Bourneman

An Indigenous Peoples’ History of the United States. Roxanne Dunbar-Ortiz.

Additional required readings will be provided on the Blackboard site for the course.

**Suggested Texts for Supplemental Reading:** See the list in the Blackboard folder.

**Course Guide:** Instructions for student success are posted on Blackboard.

**Grading/Evaluation Policy will be based upon the following:**

**Attendance (11.25%):** 4 points are possible for each attendance

**Participation (11.25%):** 4 points are available each class meeting for participation. 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. Examples of full participation include:

- Asking critical questions about assigned reading content.
- Answering correctly when asked about dates, people, places and events.
- Making comments regarding assigned readings that result in further discussion by other students.
- Comparing events in the Lower 48 with events in Alaska.
- Discussing content from readings in the Supplemental Reading folder.
- Comparing content from the two assigned authors.
- Discussing the Alaska Native responses to different historical events.

**Quizzes (36%):** open-book timed quizzes are delivered through Blackboard. Quizzes will cover all materials covered in readings and lecture notes prior to the date of the quiz. NOTE: with the exception of the timelines, materials listed under “Review” will not be required for quizzes.

**In-class presentations (8%):** students will be assigned timed oral presentations on specific required readings.

**Mid-term exam (16%):** open-book timed exam delivered through Blackboard covering all material from the first half of the semester. Exam will include some short answer questions.

**Final exam (17.5%):** open-book timed exam delivered through Blackboard materials from the entire semester. Exam will include some short answer questions.

	Number given	Points per unit	Points value	% of grade
Attendance	28	4	112	11.25%
Participation	28	4	112	11.25%
Quizzes	6	60	360	36%
In- class presentations	4	20	80	8%
Mid-term exam	1	160	160	16%
Final exam	1	175	175	17.5%
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. Late submissions will not be accepted unless arrangement was made in advance of the due date and written assignments that do not conform to minimal APA requirements will be returned to the student.**

**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 “C-” grade will be advised of this before the final deadline for withdrawal and given the opportunity to withdraw from the 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. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities if needed. (907-474-7043). [fydso@uaf.edu](mailto:fydso@uaf.edu).

**Other UAF Student Support Services include:**

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

**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.

**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 111 COURSE SCHEDULE**

**Spring 2017**

**WEEK ONE: INTRODUCTIONS AND REVIEW OF COURSE REQUIREMENTS. The Doctrine of Christian Discovery, how it shaped relationships with Indigenous Peoples in the Americas, and how it provided justification for colonialism.**

**Readings: Course syllabus and schedule**

**Course instructions**

**Week One Lecture Notes and Introduction**

**Doctrine of Christian Discovery: the Basics. (PDF on Blackboard)**

**The Doctrine of Discovery and U.S. Expansion. (ADL PDF on Blackboard)**

**U.N. Permanent Forum Raises Stakes on Christian Discovery Doctrine. (PDF on Blackboard)**

**Doctrine of Discovery website online at <http://www.doctrineofdiscovery.org/>**

**Dunbar- Ortiz: Chapter Eleven**

**NOTE: In the following weeks you will find items listed under “readings” and others under “review”. “Review” means you should skim the document and familiarize yourself with it but don’t take a lot of time. The timelines are repeated each week but you will only need the part referenced in the lecture notes.**

**WEEK TWO: Setting the stage. What is colonization? Who were the colonizers, how did they colonize and who was affected by the colonization? Was it all bad, all good or something in between? What is a treaty and why are they so important? How did colonization begin to spread into Alaska and what was the initial Native response?**

Readings: Week Two Lecture Notes

Alaska Native Land Claims, Forward by Emil Notti (PDF on Blackboard)

Dunbar Ortiz: Introduction and Chapters One through Four

What is Colonialism? Online at

[http://cf.linnbenton.edu/artcom/social\\_science/clarkd/upload/What%20Is%20Colonialism.pdf](http://cf.linnbenton.edu/artcom/social_science/clarkd/upload/What%20Is%20Colonialism.pdf)

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1492 to 1750

Early Recognized Treaties with American Indian Nations online at

<http://treatiesportal.unl.edu/earlytreaties/>

Indian Treaties online at <http://digital.library.okstate.edu/kappler/Vol2/Toc.htm>

### QUIZ ONE ON BLACKBOARD

**WEEK THREE:** This week we review some American history that led up to the purchase of Russia by the United States. We look at the years from around 1750 to 1804 in Alaska and the corresponding federal Indian policy period of treaty making among governments starting in 1787. We will continue to return to the Native American Timeline throughout the semester to provide comparison between Alaska and the rest of the nation. We will continue our examination of contemporary events in the Lower 48 and look at Alaska history prior to contact with European immigrants and during first contact with the Russians.

Readings:

Week Three Lecture Notes

Bourneman, Prologue and following pages through page 73.

Dunbar Ortiz: Chapter Five

Alaska Native Land Claims Unit One (PDF on Blackboard)

Discussion of Royal Proclamation online at

<http://www.thecanadianencyclopedia.ca/en/article/royal-proclamation-of-1763/>

Review:

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1741 through 1804

Alaska History Timeline (PDF on Blackboard) 1578 through 1804

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1750 to 1804

1763 Royal Proclamation (PDF on Blackboard)

1803 Louisiana Purchase Treaty (PDF on Blackboard)

**IN CLASS PRESENTATIONS: CHECK BLACKBOARD FOR YOUR ASSIGNMENT**

**WEEK FOUR:** In week four we move to the period from 1804 to 1867 and start to look at the Russians and their activities in Alaska before the Treaty of Cession. Why did they come, what did they do? How were Alaska Natives affected by their presence and how did they participate? We will also continue to compare what was happening with tribes in the Lower 48, noticing that the treaty making period of federal Indian policy ended just four years after the Russian American Treaty of Cession.

**Readings:**

Week Four Lecture Notes

Bourneman pages 74 through 126

Dunbar Ortiz: Chapters Six and Seven

Alaska Native Land Claims Unit Two (PDF on Blackboard)

**Review:**

1825 Treaty of St. Petersburg (PDF on Blackboard)

1848 Treaty of Guadalupe Hidalgo (PDF on Blackboard)

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

## QUIZ TWO

**WEEK FIVE:** In week five we continue to explore the years leading up to the Treaty of Cession in 1867. Who else was interested in Alaska besides the Russians? What were they doing and what kind of Native participation took place? How did events in the Lower 48 influence events in Alaska?

**Readings:**

Week Five Lecture Notes

Dunbar Ortiz: Chapter Eight

The Russians and English Meet. Online at <http://www.akhistorycourse.org/interior-alaska/1800-1869-the-russians-and-english-meet>

Native Heritage and Russian Roots. Online at <http://www.ganaayoo.com/about-gsc/our-villages/nulato/>

History of the Anglican Diocese in the Yukon online at <http://anglican.yukon.net/history.html>

Furs Along the Yukon- Hudson's Bay Company, Native Trade in the Yukon River Basin 1830 to 1893 (PDF on Blackboard)

Demystifying the Opposition: The Hudson's Bay Company and the Tlingit. (PDF on Blackboard)

**Review:**

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867



Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

**WEEK SIX:** This week we start to look at Alaska under United States governance during the period from 1867 to 1900 and consider what was going on in the Lower 48 with removal to reservations and the beginning of the era of assimilation and allotment in federal Indian policy.

Readings:

Week Six Lecture Notes

Bourneman pages 126 to 132

Dunbar Ortiz : Chapter Nine

Angoon Attack (PDF on Blackboard)

The Founding of Metlakatla

[http://www.sitnews.us/Kiffer/Metlakatla/080706\\_metlakatla\\_alaska.html](http://www.sitnews.us/Kiffer/Metlakatla/080706_metlakatla_alaska.html)

Excerpt from Rosita Worl speech on Angoon bombing (PDF on Blackboard)

[http://www.sitnews.us/Kiffer/Angoon/102907\\_angoon\\_bombed.html](http://www.sitnews.us/Kiffer/Angoon/102907_angoon_bombed.html)

<http://www.adn.com/rural-alaska/article/old-explosive-opens-historic-wounds-kake/2011/06/25/?page=full>

Review:

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1867 through 1896

Alaska History Timeline (PDF on Blackboard) 1867 through 1896

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1867 to 1896

Treaty of Cession 15 Stat. 539 (PDF on Blackboard)

District Organic Act 23 Stat. 24 (PDF on Blackboard)

**IN CLASS PRESENTATIONS: CHECK BLACKBOARD FOR YOUR ASSIGNMENT**

### **QUIZ THREE**

**WEEK SEVEN:** The 1884 District Organic Act provided for civil government in Alaska. This week we examine what this does for education in the Territory and who provided it. Education is an interesting tool of colonialism with the potential for both good and bad. We look at both and check in to see what was happening in the Lower 48 during the same period.

Readings:

Week Seven Lecture Notes

Bourneman pages 145 to 152

Dunbar Ortiz : Chapter Ten

Bridges to Statehood, Chapter One and Two (PDF on Blackboard)

Report of the Education Task Force Excerpt (PDF on Blackboard)

A brief Chronology of Sheldon Jackson School and College online at

<https://sitkaartblog.wordpress.com/2014/04/08/a-brief-chronology-of-sheldon-jackson-school-and-college/>

Reindeer herding in Alaska 1890 through 1950 (read first section through 1932)

[http://www.alaskool.org/projects/reindeer/history/iser1969/RDEER\\_2.html#top](http://www.alaskool.org/projects/reindeer/history/iser1969/RDEER_2.html#top)

Review:

Jim Crow Laws in Alaska online at <http://www.alaskool.org/projects/jimcrow/jimcrow.htm>

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

**WEEK EIGHT:** The Territorial Government continues to expand its activities and gold rushes along the Yukon and in Nome as well as other parts of Alaska bring in a flood of non-Natives and new economic activities. These immigrants, many of them temporary, bring diseases with them for which Alaska Natives have no immunity. This week we look at the period from around 1897 to 1913 and some very significant changes that affected Alaska Natives.

Readings: Week Eight Lecture Notes

Bourneman pages 167 to 219

Alaska's Great Sickness 1900 (PDF on Blackboard)

Serum Run of 1925 online at <http://www.litsite.org/index.cfm?section=Digital-Archives&page=Land-Sea-Air&cat=Dog-Mushing&viewpost=2&ContentId=2559>

Review:

Alaska Native Allotment Act (PDF on Blackboard)

Alaska Native Townsite Act (PDF on Blackboard)

Nelson Act 1905 (PDF on Blackboard)

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

## MID TERM EXAM

## WEEK NINE, SPRING BREAK

**WEEK TEN:** From the early 1900s through 1939 the non-Native population in Alaska steadily expanded due to gold discoveries and construction booms associated with mining and the railroad. The Alaska Native Brotherhood and later the Alaska Native Sisterhood are formed

and Tlingit William Paul Sr. becomes the first Alaska Native to be elected to the Alaska Legislature. The Tlingit and Haida begin their pursuit of land claims.

Readings: Week Ten Lecture Notes

Bourneman pages 258 to 277 and 286 to 291

Cultural Contact in Southeast Alaska (PDF on Blackboard)

Bridges to Statehood, Chapter 13 (PDF on Blackboard)

The Alaska Native Brotherhood history online at <http://www.anbangc.org/about-us/history/>

William Paul Sr. and the Alaska Voters Literacy Act of 1925 online at

[http://www.alaskool.org/native\\_ed/articles/literacy\\_act/LiteracyTxt.html](http://www.alaskool.org/native_ed/articles/literacy_act/LiteracyTxt.html)

Review:

Alaska Territorial Act 1915 (PDF on Blackboard)

Tlingit and Haida Jurisdictional Act 1935 (PDF on Blackboard)

**IN CLASS PRESENTATIONS: CHECK BLACKBOARD FOR YOUR ASSIGNMENT**

## **QUIZ FOUR**

**WEEK ELEVEN** : This week we examine the Indian Reorganization Act and reservations in Alaska. Who was “for” reservations and who was “against” them and why? Where were the reservations in Alaska and what types of reservations existed here? Why was there increasing concern over land?

Readings: Week Eleven Lecture Notes

Bourneman pages 311 to 316 and 344 to 348

Windows to the Land, Chapter 15 (PDF on Blackboard)

1915 Meeting with the Tanana Chiefs online at <http://alaskahistoricalociety.org/the-1915-tanana-chiefs-meeting/>

Review:

Indian Reorganization Act 1936 (PDF on Blackboard)

**WEEK TWELVE**: The years before statehood, 1939 to 1959. Who was involved in the Constitutional Convention? How much voice did Alaska Natives have in the creation of the State’s Constitution? What was happening with federal Indian policy during this period? Who was enforcing the law?

Readings: Week Twelve Lecture Notes

Bourneman pages 395 to 434

Bridges to Statehood, Chapter 30 (PDF on Blackboard)

Windows to the Land, Chapter 12 (PDF on Blackboard)

Alaska Native Land Claims, Chapter 12 (PDF on Blackboard)

Tribal Governments and Federal Law online at <http://www.akhistorycourse.org/alaskas-cultures/tribal-governments-federal-law>

Review:

Alaska State Constitution online at <https://ltgov.alaska.gov/services/alaskas-constitution/>

Hawaii State Constitution Article XII online at <http://rbhawaii.org/con/conart12.html>

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

Questions and Answers about PL 83-280 online at <http://www.tribal-institute.org/articles/goldberg.htm>

Public Law 83-280 online at [http://www.tribal-institute.org/lists/pl\\_280.htm](http://www.tribal-institute.org/lists/pl_280.htm)

In Re McCord (PDF on Blackboard)

## QUIZ FIVE

**WEEK THIRTEEN:** The Land Claims in the 1960s. When Alaska became a state and began claiming land problems arose regarding Native title to the land. Alaska Natives came together in an unprecedented effort to preserve their rights. This week we look at the period from 1959 to 1971 and the powerful changes that took place in the State.

Readings: Week Thirteen Lecture Notes

Bourneman pages 441 to 491

Dunbar Ortiz: Conclusion

Alaska Native Land Claims Unit Four (PDF on Blackboard)

Alaskans and Each Other online at <http://www.akhistorycourse.org/americas-territory/alaskas-heritage/chapter-4-6-alaskans-and-each-other>

Alaska Federation of Natives History online at <http://www.nativefederation.org/about-afn/history/>

Review:

Alaska Native Claims Settlement Act online at

<http://www.lbbllawyers.com/ancsa/ancsatoc.htm#top>

Alaska Native History and Cultures Timeline (PDF on Blackboard) 1804 through 1867

Alaska History Timeline (PDF on Blackboard) 1804 through 1867

Native American Timeline of events online at

<http://www.thelatinlibrary.com/imperialism/notes/nativeamericanchron.html> 1804 to 1867

## IN CLASS PRESENTATIONS: CHECK BLACKBOARD FOR YOUR ASSIGNMENT

**WEEK FOURTEEN:** What has happened in Alaska since the passage the Alaska Native Claims Settlement Act in 1971? Has any meaningful decolonization taken place and, if so, what does

that look like? What aspects of federal Indian policy show up in ANCSA? When you read *Windows to the Land*, Chapter 21, you will hear the words of a strong Native leader who was centrally involved in the Land Claims and who has participated actively in Alaskan governance and politics in the years that followed and where he thinks Alaska is today.

Readings: Week Fourteen Lecture Notes

*Windows to the Land*, Chapter 21 (PDF on Blackboard)

Bourneman pages 442 to 538

Obama's decision on Denali strikes a blow for decolonization and respect (PDF on Blackboard)

Huge Win for Alaska Tribes: No Appeal from State of Alaska in Land into Trust Case online at [http://www.sitnews.us/0816News/081716/081716\\_land\\_into\\_trust.html](http://www.sitnews.us/0816News/081716/081716_land_into_trust.html)

The State of Alaska and Alaska Native Voters and Tribal Councils Reach Settlement in Historic Language Assistance Case for Gwich'in and Yup'ik-speaking Voters. (PDF on Blackboard)

ANCSA at 40: Where are we and where are we going? (PDF on Blackboard)

ANCSA Annual Impact Report 2014 (PDF on Blackboard)

## QUIZ SIX

**WEEK FIFTEEN:** Wrap up and revision for final exam. Bring your questions and comments to class!

Readings: Final Exam Review Sheet

FINAL EXAM