

10/7/16 ✓

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

TRIAL COURSE OR NEW COURSE PROPOSAL
 (Attach copy of syllabus)

SUBMITTED BY:

Department	ALASKA NATIVE STUDIES & RURAL DEVELOPMENT	College/School	CRCO
Prepared by	Jenny Bell-Jones	Phone	907 474 6528
Email Contact	jbjones@alaska.edu	Faculty Contact	Debenson2@alaska.edu

1. ACTION DESIRED (CHECK ONE): Trial Course New Course

2. COURSE IDENTIFICATION:

Dept	ANS RD	Course #	467 667	No. of Credits	3
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Justify upper/lower division status & number of credits:

This stacked course will provide students with an opportunity to research and analyze a very important subject area which has not previously been addressed in our curriculum. The course will consist of a total of 3 hours of lectures per week for a total of at least 2400 minutes

3. PROPOSED COURSE TITLE: **Beyond Violence: Alaska Native Healing & Justice**

4. To be CROSS LISTED? YES/NO NO If yes, Dept: Course #

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? YES/NO YES If yes, Dept. RD ANS Course # 667 467

How will the two course levels differ from each other? How will each be taught at the appropriate level?:

Students in RD 667 have additional readings, additional requirements, additional SLOA and research requirements and take a different exam than students in ANS 467

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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.

6. FREQUENCY OF OFFERING: **ADW**

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17) **SPRING 2018**

8. 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. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT: (check all that apply)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	* 6 weeks to full semester	

OTHER FORMAT

(specify)

Mode of delivery
(specify lecture,
field trips, labs,
etc)

Lecture supported by Blackboard and guest speakers.

9. CONTACT HOURS PER WEEK:

3/14

LECTURE
hours/week

LAB
hours /week

PRACTICUM
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify
type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

Theory and practice of fisheries management, with an emphasis on strategies utilized for the management of freshwater and marine fisheries. Prerequisites: COMM F131X or COMM F141X; ENGL F111X; ENGL F211X or ENGL F213X; ENGL F414; FISH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

ANS F467 Beyond Violence: Alaska Native Healing & Justice

3 Credits

Offered as demand warrants

This course will examine the crisis of violence against Native people and within Native communities, and the bearing of social, legal, political and cultural responses. The role of sexual and other violence and conquest will be explored, as well as the impacts of trauma, legal and jurisdictional barriers, and the developments in victim-centered and restorative justice and other movements in justice and healing. Students will have the opportunity throughout the semester to investigate and research current response systems and relevant policies and issues, and will develop their own ideas for solutions. Prerequisite: Senior standing or permission of the instructor. Stacked with RD 667.

Lecture + Lab + Other: 3 + 0 + 0

RD F 667 Beyond Violence: Alaska Native Healing & Justice

3 Credits

Offered as demand warrants

This course will examine the crisis of violence against Native people and within Native communities, and the bearing of social, legal, political and cultural responses. The role of sexual and other violence and conquest will be explored, as well as the impacts of trauma, legal and jurisdictional barriers, and the developments in victim-centered and restorative justice and other movements in justice and healing. Students will have the opportunity throughout the semester to investigate and research current response systems and relevant policies and issues, and will develop their own ideas for solutions. Prerequisite: Graduate standing. Stacked with ANS 467.

Lecture + Lab + Other: 3 + 0 + 0

11. **COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form. YES: NO:

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

O = Oral Intensive, Format 6 W = Writing Intensive, Format 7 X = Baccalaureate Core

11.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

12. **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).

How many times may the course be repeated for credit? TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course? CREDITS
If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. **PREREQUISITES**

ANS F467 Senior standing or permission of the instructor.
RD 667 Graduate Standing

These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

N/A

16. **PROPOSED COURSE FEES**

\$N/A

Has a memo been submitted through your dean to the Provost for fee approval? Yes/No

17. **PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously? YES
Yes/No

If yes, give semester, year, course #, etc.: Fall 2015 offered as ANS 493/RD 693

18. **ESTIMATED IMPACT**

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

There will be no measurable impact on any of the above.

19. **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

Library collection is sufficient. Most readings for this course are available online.

20. 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)

There will be no measurable impacts on other programs/departments.

21. POSITIVE AND NEGATIVE IMPACTS

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

This new course should have a positive impact in terms of DANSRD's budget and educational outcomes

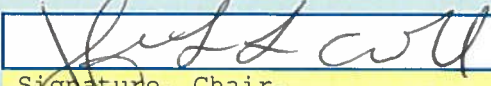
JUSTIFICATION FOR ACTION REQUESTED

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. Use as much space as needed to fully justify the proposed course.

Alaska has a serious problem with violence in communities throughout the state and Alaska Natives suffer from the highest rates of violence in the nation. Native women and children are most often the victims but men also suffer. There is a need for better understanding of this problem at both the graduate and undergraduate levels as we look at ways to better protect community residents and break the patterns of behavior that allow this to continue.

We realize this is a challenging subject to deal with in the classroom but it is one that must be addressed. Students in the Alaska Native Studies and Rural Development programs cannot expect to implement lasting change in their communities if they do not understand the dynamics of this problem. By offering this stacked course at the undergraduate and graduate levels we will provide students with an opportunity to learn about why this violence occurs and to examine ways of preventing it in the future. We currently have no course in either the ANS or RD programs that covers this subject matter and this new course will fill these important gaps in our curriculum.

APPROVALS: Add additional signature lines as needed.

	Date	10/7/16
Signature, Chair, Program/Department of:	Ark Nat. Studies & Rural Dev	

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
Signature of Provost (if above level of approved programs)		

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

	Date	
Signature, Chair Faculty Senate Review Committee:	<input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC <input type="checkbox"/> Core Review <input type="checkbox"/> SADAC	



ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

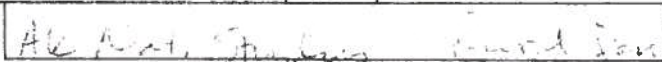
	Date	
Signature, Chair, Program/Department of:		

	Date	
Signature, Chair, College/School Curriculum Council for:		

	Date	
Signature, Dean, College/School of:		

APPROVALS: Add additional signature lines as needed.

	Date	
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Signature, Chair,
Program/Department of: 

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

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

Offerings above the level of approved programs must be approved in advance by the Provost.

	Date	
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Signature of Provost (if above level of approved programs)

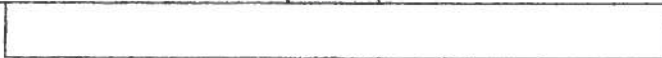
ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

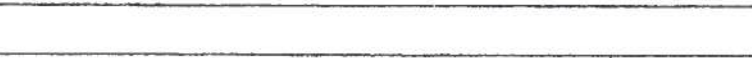

	Date	
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Signature, Chair
Faculty Senate Review Committee: Curriculum Review GAAC
 Core Review SADAC

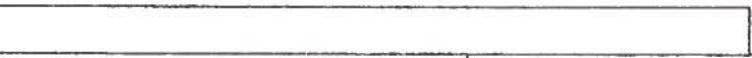

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	
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Signature, Chair,
Program/Department of: 

	Date	
--	------	---

Signature, Chair, College School
Curriculum Council for: 

	Date	
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Signature, Dean, College School
of: 

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

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/faculty/> 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.

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

ANS 467 Beyond Violence: Alaska Native Healing & Justice

COURSE SYLLABUS

Fall 2017

3 Credits – Audio-Conference Course

Course Meets:

Call-In Number: 1-866-832-7806

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, MFA
2221 E Northern Lights Blvd., Suite 121
Anchorage, AK 99508

Office: 907-786-0803
Fax: 907-786-0804
Debenson2@alaska.edu

OFFICE HOURS: TBA, and by Appointment

PREREQUISITES: Senior standing or permission of the instructor.

COURSE DESCRIPTION

This course will examine the crisis of violence against Native people and within Native communities, and the bearing of social, legal, political and cultural responses. The role of sexual and other violence and conquest will be explored, as well as the impacts of trauma, legal and jurisdictional barriers, and the developments in victim-centered and restorative justice and other movements in justice and healing. Students will have the opportunity throughout the semester to investigate and research current response systems and relevant policies and issues, and will develop their own ideas for solutions.

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, student discussions, and individual conferences, and the use of e-mail communications between students and the instructor.

REQUIRED TEXTS FOR COURSE (by title)

-*Sharing Our Stories of Survival: Native Women Surviving Violence*, edited by Sarah Deer, Bonnie Clairmont, et al. (2008) Altamira Press

-*Safety for Native Women: VAWA and American Indian Tribes*, by Jacqueline Agtuca, edited by Dorma Sahneyah. (2014) NIWRC

(Not Required, but Strongly Recommended):

-*Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*, Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

OTHER REQUIRED READINGS

Maze of Injustice: The Failure to protect Indigenous Women from Sexual Violence in the USA. Amnesty International Report.

<http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>

In Their Own Words: Domestic Abuse in Later Life. Order from

www.ncjrs.gov/App/Publications/AlphaList.aspx

Sexual Assault Response Teams: Resource Guide

http://www.tribal-institute.org/download/SART_Manual_09_08.pdf

--Other required readings as assigned

RECOMMENDED READINGS & SOURCES (It is expected that at least some of these sources will be utilized by students for research)

-Office for Victims of Crime, U.S. Department of Justice: www.ovc.gov

-National Indigenous Women's Resource Center: www.niwrc.org

- National Online Resource Center on Violence Against Women: VAWnet.org

-Mending the Sacred Hoop: www.msh-ta.org

-Walking On Common Ground: www.WalkingonCommonGround.org

Recommended Sources for Writing Guidance

-The Elements of Style [An abbreviated version of the Strunk and White text]

<http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>

-APA Citation Style: <https://www.library.cornell.edu/research/citation/apa>

See Article: https://www.library.cornell.edu/sites/default/files/apa_2010.pdf

-Citing/Documenting Resources: <http://library.uaf.edu/ls101-citing>

COURSE GOALS

This course will provide students:

- Training as to what sexual and other violence is and what the impacts are on the individual and on communities.

- Information about existing or necessary resources for assisting victims, advocacy, and for treating caretaker fatigue.
- Further insights as to what a victim of assault experiences, what trauma is, and considerations when assisting a victim of assault.
- Knowledge of the key laws, policies, and terms applicable to the issue of violence against Native women, particularly in Indian country/rural Alaska.
- Familiarity with victim centered, restorative, and other alternative response/justice systems in use in Indian country.
- Open dialogue to consider or develop viable potential solutions for response improvements.
- Research opportunities and exploration to identify and/or solve a problem in their own region/community.
- Opportunities to advance their ability to properly format a paper and cite sources.

STUDENT LEARNING OUTCOMES

At the completion of ANS 467/RD667 students will be able to:

1. Summarize the Violence Against Women Act.
2. Express the indigenous understanding of the value of women.
3. Explain the importance of societal attitudes and its role in violence against marginalized populations.
4. Identify damaging social perceptions of Alaska Native people and culture.
5. Articulate the obligation of society and the government to protect its citizens.
6. Distinguish the characteristics of rural justice violence issues from urban justice violence issues.
7. Recognize potential problem areas in state, tribal, and community response systems.
8. Locate some community and state resources to address issues of violence.
9. Identify and articulate unique problems for the State of Alaska in addressing violence against Native women.
10. Locate services and information for trauma fatigue and self-care.
11. Utilize at a basic level, Adverse Childhood Experiences (ACEs) resources.
12. Express how laws, justice systems, or jurisdictional problems play a role in the protection or victimization of both rural and urban Alaska Native populations.
13. Recognize other contributors to violence or actions that may threaten the well-being and safety of Native communities.
14. Evaluate the value of self-determination in addressing violence.
15. Formulate their own ideas for potential solutions to improve the protection of tribal citizens, and add their voice to this important dialogue.
16. Critically review articles and statements regarding violence against Native people.
17. Further learn and practice scholarly and ethical research

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. 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: It is imperative that students attend every class and be on time. If you miss a class, you risk losing points for attendance as well as for any work or presentation due for that class period. You also will miss the lecture 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. Students must read the assigned materials and bring thoughtful questions to class. It is expected that you will practice effective communications in both speaking and writing.

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 work consistently and keep up with the reading over the course of the entire semester. Students should expect to read a minimum 50 – 75 pages per week. Set aside a regular time each week to work on this course, and to progress with both your research and your writing.

ABOUT THE COURSE AND THE PROJECT:

Research for the past fifteen years has been extensive in regard to violence against Native women. It was revealed that Native women constitute the majority of abused women per capita in the United States and are the only group likely to be abused by men of any racial group. The figures are staggering, and continue to be alarmingly high. Although research has been extensive, it has not as of late been updated. Other areas gaining more attention and requiring further research are impacts of family and community violence as a whole. The increase in sex trafficking is another growing threat for Native communities, and is a growing threat for young people who make visits to the larger communities.

As communities attempt to grapple with the ever increasing violence, impacts on the community at large and on responders can be profound therefore in this course we will also discuss self-care and the very real personal impact of witnessing or acknowledging trauma. When we can talk honestly within our own tribes and communities about sexual trauma and other violence, then we will be able to effectively formulate long-term and culturally relevant solutions. This is a serious course created to add a step in that direction. To take you there, you will work on a single project throughout the semester. This project will serve as your Mid-term and as your Final Paper. The project accounts for 30% of your grade. Certain aspects of the project will be required at different stages.

The project will include the following:

- A topic proposal
- An outline
- A class presentation (mid-term) with a presentation support paper (may be an electronic document such as a power-point, a video, or other creation)
- A carefully drafted and polished final paper with a minimum of 10 pages. Minimums do not include cover pages and references.

If the class number is greater than fifteen students, you may be assigned to work in pairs on the project. Should this be the case, the two of you will work on the same subject, but work on different complimentary portions, and most importantly, you will write separate presentation (mid-term), and final papers. You would be required to make the (mid-term) oral/class presentation together, but handling separate parts of the presentation.

The final paper will conclude your own individual work on the project with individual follow-up research, added observations, new discoveries and a developed idea for solution(s) regarding your subject. Your project must involve a critical examination of a real problem and seek a real solution for ending violence in regard to a particular Native population. You are expected to work towards identifying and solving a problem; utilizing and expanding on information garnered from the course.

PROJECT TOPICS PRE-APPROVED FOR SELECTION INCLUDE:

1. If a sexual assault occurred on a U of A campus, what would be the process for filing a charge, getting the victim assistance, recovery and other follow-up? Who would the victim initially contact? Now assume the victim was Native.

2. A sexual assault of a student occurs off-campus, or while on holiday in another state, or while on a school sanctioned activity in the lower 48 on tribal land, or in a city, or in another country (while the student was registered and in school at U of A). How would a charge be filed? What rights does the victim have? What services are available?

3. How does the State of Alaska work with Alaska Native tribes/villages in the enforcement of Protective Orders? (You must select a particular community as your case study, such as Emmonak or Angoon or Tanana for example). What funds are available and actually reach the community? How does the community typically respond to sexual violence? Do they have a tribal court? What needs to be changed? How could it be changed to better serve justice and protection of its tribal members?

4. Examine every aspect of what a person who is a victim of DV, SA, or other severe violence may experience in an effort to recover, from the moment the attack occurred through a judicial finding. Use a real location to set your crime, and develop accordingly.

5. How does a violent act against a Native woman impact her community, and what can the community/tribe, the State, and the federal government do to end violence against the women in her community? Select a real community, whether rural or urban in Alaska, and develop your question and solution accordingly. Your subject may be based on an actual incident learned from a news article (please discuss with me in advance to consider privacy issues), or a fictional character in a real place.

6. Compare two people from two different populations (one of them being an Alaska Native woman), and how they are impacted by violence. What is similar? Are they treated differently, and if so, why and how? What might be the best treatment options? Your subjects may be real (barring violation of privacy), or may be fictional. Their home communities must be real places so that you may better research the potential differences and needed solutions. (If you desire, you may consider the non-Alaska Native person to be from another country).

7. Research issues of incarcerated Native women or men, who have committed violence and are survivors of violence. How fast is the Native inmate population growing and why? What rights do they have? Discuss whether trauma informed practices are in place or what treatment they do or do not receive. How would Native based outreach help reduce recidivism? What re-integration programs currently exist? What are other ideas for culturally responsive re-integration, or community justice alternatives over incarceration?

8. Research sex-trafficking in Alaska and what you can find out about the increase in sex-trafficking, and about how many victims may be Alaska Native. What is sex-trafficking and why is it a problem? What research has been done? What systems or institutions are addressing the issue of sex-trafficking effects on rural Alaska? What actions is the State of Alaska taking? Who are most at risk? Does VAWA or other laws or policies provide protections? What can you find out about the societal attitudes (both urban and rural) towards the issues of sex-trafficking and prostitution? How does sex-trafficking and prostitution intersect, or does it?

8. Other project topic ideas may be proposed, but must be pre-approved and must meet the requirements for inquiry.

Your project paper should include elements of two or more of the following:

- The role and power of actual damaging or dehumanizing imagery in media, print, and/or relevant identified societal attitudes
- How sexual violence hurts and effects more than the victimized individual
- Barriers that affect the safety of Native women or the obtainment of justice
- Methods for enforcing or ensuring protection of Native women and how that ensures protection of all citizens or tribal members
- An issue of policy change

All papers should include:

- Ideas and creative solutions for curbing sexual violence and improving individual, community, state, tribal or federal responses and, should include some reference and add to global discourse on violence and trauma issues

Research: You should plan to draw upon a number of different sources for your paper. Library/internet, oral histories, and other media may be used. No work should be in violation of UA policies and ethical research standards. For clarifications, discuss with your instructor.

Successful completion of this course requires:

- early identification of your topic,
- completing all reading when it is assigned,
- timely completion of all homework (meeting deadlines),
- systematic search for appropriate sources and completion of interviews,
- creatively constructing and clearly articulating your oral/class presentation,
- turning in a clear supportive document to your oral/class presentation,
- reviewing your materials prior to quizzes and final exam,
- properly formatting, writing and polishing your final paper.

STUDENT EVALUATIONS AND GRADES

Grading for ANS 467 is based on the standards below and computed as follows:

- Class attendance and participation 15%
- Quiz's (3) 30%
- Homework assignments 10%
- Class presentation (Mid-term) 15%
- Final exam 15%
- Final paper 15%
- Total 100%

ANS 467	Number Given	Point per Unit	Points Value	% of Grade
Attendance & Participation	15	1	15	15%
Quiz's	3	10	30	30%
Periodic Homework Assignments	5	Vary (1 – 3 pts)	10	10%
(Mid-Term) Presentation	1	15	15	15%
Final Exam	1	15	15	15%
Final Paper	1	15	15	15%
TOTALS			100 Points	100%

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SCHEDULE FOR ANS 467 Beyond Violence: Alaska Native Healing & Justice

PART I: THE POWER OF IMAGE & CULTURE, & THE NEED FOR PROTECTION

BEFORE THE FIRST CLASS:

Essay: Please write and post on Blackboard what your interest is in the subject of violence against Native women and why you chose to take this course (not graded). If it is not what you wish to share with the class, please submit to instructor via e-mail

WEEK 1 — INTRODUCTIONS & COURSE OVERVIEW

Introductions, Syllabus & Course Overview

Lecture/Discussion Part I: Values, Traditions, and Roles of Men and Women

Lecture/Discussion Part II: Violence Against Women – A Global Issue

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT: (To do before next week)

WEEK 2 — DUE: ESSAY, & REVIEW of Violence Against Women Act (VAWA) – (3 PTS)

Lecture/Discussion Part I: The Image & Treatment of Men and Women

Lecture/Discussion Part II: Violence, Policy & Protection - Cultural & Social Obligations

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT:

WEEK 3 — DUE: ESSAY on Lessons Learned – (2 PTS)

NOTE: SELECT YOUR TOPIC FOR YOUR SEMESTER PROJECT

Lecture/Discussion Part I: Conquest & Violence

Lecture/Discussion Part II: Indigenous Communities and Environmental Justice (GUEST SPEAKER (TBA)

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT:

PART II: THE REALITY OF VIOLENCE

WEEK 4 — DUE: TOPIC PROPOSAL (1 PT), (QUIZ 1 – 10 POINTS)

Lecture/Discussion Part I: Trauma and Other Realities of Violence

Lecture/Discussion Part II: ACES/Violence Affects Everyone

VIEW TOGETHER: On-line Video TBA

WEEK 5 — DUE: STORY SUMMARY (1 PT)

Lecture/Discussion Part I: The Point of View of Victims

Lecture/Discussion Part II: Violence Demographics & Research/Abuse of Young & Old

Guest Speaker: TBA
SART – Sexual Assault Response Teams
ASSIGNMENT:

WEEK 6 — DUE: OUTLINE FOR PRESENTATION (3 PTS)

Lecture/Discussion Part 1: Considering Realities & Research: Urban & Rural Violence
Lecture/Discussion Part II: Methods for Serving Victims. Trauma Exposure
ASSIGNMENT:

PART III: BARRIERS to SAFETY, AND COMMUNITY RESPONSE

WEEK 7 — DUE: UPDATE ON ORAL PRESENTATION STATUS, (QUIZ II -10 PTS)

Lecture/Discussion Part I: Victimization in Indian Country
Lecture/Discussion Part II: Barriers to Adequate Services/Justice
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT:

WEEK 8 — DUE: PRESENTATIONS (15 PTS) – (1/3 OF CLASS)

Lecture/Discussion: Incarceration and Trauma
Lecture/Discussion: Trauma Informed Cultures
GUEST SPEAKER –TBA (ACLU or Amnesty International)
ASSIGNMENT:

WEEK 9 — PRESENTATIONS – (1/3 OF CLASS) Be prepared to discuss the Amnesty

Report, *Maze of Injustice*
Lecture/Discussion: Safety and Advocacy in Rural Alaska
Lecture/Discussion: Justice, Jurisdiction, and Forensics Issues
GUEST SPEAKER - TBA
ASSIGNMENT:

PART IV: SOLUTIONS, SAFETY, AND COMMUNITY RESPONSE

WEEK 10 — PRESENTATIONS (1/3 OF CLASS)

Lecture/Discussion Part I: Western & Indigenous Solutions to Native Problems
Lecture/Discussion Part II: Victim Centered Justice & Meeting the Needs of Underserved
Victims
VIDEO (If available)/Discussion:
ASSIGNMENT:

WEEK 11 — IN CLASS DISCUSSION (QUIZ III – 10 PTS)

Lecture/Discussion Part I: Movements in Securing Protection for Native Women
Lecture/Discussion Part II: Indigenous Men & Women/Effort for Solutions

GUEST SPEAKER (TBA)

ASSIGNMENT:

WEEK 12 — IN CLASS DISCUSSION

Lecture/Discussion Part I: Restorative Justice and other Alternatives

Lecture/Discussion Part II: Building Compassion & Community

ASSIGNMENT:

WEEK 13 — IN CLASS Q & A AND REVIEW

Lecture/Discussion Part I: Trauma and Stewardship

Lecture/Discussion Part II: Review

ASSIGNMENT:

Study for FINAL and Complete FINAL PAPER.

WEEK 14 — DUE: FINAL PAPER (15 PTS)

Lecture/Discussion Part I: Student's Lead Discussion

Lecture/Discussion Part II: Final Review, Sharing & Wrap-up

WEEK 15 – FINAL EXAM (15 PTS) On Blackboard

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

RD 667 – Beyond Violence: Alaska Native Healing & Justice

COURSE SYLLABUS

Fall 2017

3 Credits – Audio-Conference Course

Course Meets:

Call-In Number: 1-866-832-7806

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, MFA
2221 E Northern Lights Blvd., Suite 121
Anchorage, AK 99508

Office: 907-786-0803
Fax: 907-786-0804
Debenson2@alaska.edu

OFFICE HOURS: TBA, and by Appointment

PREREQUISITES: Graduate standing.

COURSE DESCRIPTION

This course will examine the crisis of violence against Native people and within Native communities, and the bearing of social, legal, political and cultural responses. The role of sexual and other violence and conquest will be explored, as well as the impacts of trauma, legal and jurisdictional barriers, and the developments in victim-centered and restorative justice and other movements in justice and healing. Students will have the opportunity throughout the semester to investigate and research current response systems and relevant policies and issues, and will develop their own ideas for solutions.

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, student

discussions, and individual conferences, and the use of e-mail communications between students and the instructor.

REQUIRED TEXTS FOR COURSE (by title)

-*Sharing Our Stories of Survival: Native Women Surviving Violence*, edited by Sarah Deer, Bonnie Clairmont, et al. (2008) Altamira Press

-*Safety for Native Women: VAWA and American Indian Tribes*, by Jacqueline Agtuca, edited by Dorma Sahneyah. (2014) NIWRC

-*The Beginning and End of Rape: Confronting Sexual Violence in Native America* by Sarah Deer, (2015) University of Minnesota Press: London

-*Conquest: Sexual Violence and American Indian Genocide*, by Andrea Smith, (2005) Cambridge Mass: South End Press (Or latest edition).

(Not Required, but Strongly Recommended):

-*Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*, Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

OTHER REQUIRED READINGS

Maze of Injustice: The Failure to protect Indigenous Women from Sexual Violence in the USA. Amnesty International Report.

<http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>

In Their Own Words: Domestic Abuse in Later Life. Order from

www.ncjrs.gov/App/Publications/AlphaList.aspx

Sexual Assault Response Teams: Resource Guide

http://www.tribal-institute.org/download/SART_Manual_09_08.pdf

--Other required readings as assigned

RECOMMENDED READINGS & RESEARCH SOURCES (It is expected that several of these sources will be utilized by students for research)

-Office for Victims of Crime, U.S. Department of Justice: www.ovc.gov

-National Indigenous Women's Resource Center: www.niwrc.org

- National Online Resource Center on Violence Against Women: VAWnet.org

-Mending the Sacred Hoop: www.msh-ta.org

-The Rights of Indians and Tribes, Fourth Edition, by Stephen L. Pevar (2012)

-Tribal Court Clearinghouse: www.tlpi.org

-Walking On Common Ground: www.WalkingonCommonGround.org

-Tribal Healing to Wellness Courts: www.WellnessCourts.org

-Tribal Protection Orders: www.TribalProtectionOrder.org

Recommended Sources for Writing Guidance

- The Elements of Style [An abbreviated version of the Strunk and White text]
<http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>
- APA Citation Style: <https://www.library.cornell.edu/research/citation/apa>
- See Article: https://www.library.cornell.edu/sites/default/files/apa_2010.pdf
- Citing/Documenting Resources: <http://library.uaf.edu/lis101-citing>

COURSE GOALS

This course will provide students:

- Training as to what sexual and other violence is and what the impacts are on the individual and on communities.
- Information about existing or necessary resources for assisting victims, advocacy, and for treating caretaker fatigue.
- Further insights as to what a victim of assault experiences, what trauma is, and considerations when assisting a victim of assault.
- Knowledge of the key laws, policies, and terms applicable to the issue of violence against Native women, particularly in Indian country/rural Alaska.
- Familiarity with victim centered, restorative, and other alternative response/justice systems in use in Indian country.
- Open dialogue to consider or develop viable potential solutions for response improvements.
- Research opportunities and exploration to identify and/or solve a problem in their own region/community.
- Opportunities to advance their ability to properly format a paper and cite sources.

STUDENT LEARNING OUTCOMES

At the completion of RD 667 students will be able to:

1. Summarize the Violence Against Women Act.
2. Express the indigenous understanding of the value of women.
3. Explain the importance of societal attitudes and its role in violence against marginalized populations.
4. Identify damaging social perceptions of Alaska Native people and culture.
5. Articulate the obligation of society and the government to protect its citizens.
6. Distinguish the characteristics of rural justice violence issues from urban justice violence issues.
7. Recognize potential problem areas in state, tribal, and community response systems.
8. Locate some community and state resources to address issues of violence.
9. Identify and articulate unique problems for the State of Alaska in addressing violence against Native women.
10. Locate services and information for trauma fatigue and self-care.
11. Utilize at a basic level, Adverse Childhood Experiences (ACEs) resources.

12. Express how laws, justice systems, or jurisdictional problems play a role in the protection or victimization of both rural and urban Alaska Native populations.
13. Recognize other contributors to violence or actions that may threaten the well-being and safety of Native communities.
14. Evaluate the value of self-determination in addressing violence.
15. Formulate their own ideas for potential solutions to improve the protection of tribal citizens, and add their voice to this important dialogue.
16. Critically review articles and statements regarding violence against Native people.
17. Further learn and practice scholarly and ethical research

RD 667 Graduate students will take these tools one step further and utilize their findings to provide written recommendations for policy change to the appropriate institution, governmental, community or service entity, whether it be educational, health care, or law related.

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. 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: It is imperative that students attend every class and be on time. If you miss a class, you risk losing points for attendance as well as for any work or presentation due for that class period. You also will miss the lecture 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. Students must read the assigned materials and bring thoughtful questions to

class. It is expected that you will practice effective communications in both speaking and writing.

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 work consistently and keep up with the reading over the course of the entire semester. RD 667 students should expect a minimum of 100 – 150 pages of reading per week. Set aside a regular time each week to work on this course, and to progress with both your research and your writing.

ABOUT THE COURSE AND THE PROJECT:

Research for the past fifteen years has been extensive in regard to violence against Native women. It was revealed that Native women constitute the majority of abused women per capita in the United States and are the only group likely to be abused by men of any racial group. The figures are staggering, and continue to be alarmingly high. Although research has been extensive, it has not as of late been updated. Other areas gaining more attention and requiring further research are impacts of family and community violence as a whole. The increase in sex trafficking is another growing threat for Native communities, and is a growing threat for young people who make visits to the larger communities.

As communities attempt to grapple with the ever increasing violence, impacts on the community at large and on responders can be profound therefore in this course we will also discuss self-care and the very real personal impact of witnessing or acknowledging trauma. When we can talk honestly within our own tribes and communities about sexual trauma and other violence, then we will be able to effectively formulate long-term and culturally relevant solutions. This is a serious course created to add a step in that direction. To take you there, you will work on a single project throughout the semester. This project will serve as your Mid-term and as your Final Paper. The project accounts for 60% of your grade. Certain aspects of the project will be required at different stages.

The project will include the following:

- A topic proposal
- An outline

- A class presentation (mid-term) with a presentation support paper (may be an electronic document such as a power-point, a video, or other creation)
- A carefully drafted and polished final paper; minimum 20 pages. Minimums do not include cover pages, policy recommendations, and references.

If the combined class number is greater than fifteen students, you may be assigned to work in pairs on the project. Should this be the case, the two of you will work on the same subject, but work on different complimentary portions, and most importantly, you will write separate presentation (mid-term), and final papers. You would be required to make the (mid-term) oral/class presentation together, but handling separate parts of the presentation. Note: Pairs cannot include graduate and undergraduate students working together.

The final paper will conclude your own individual work on the project with individual follow-up research, added observations, new discoveries and a developed idea for solution(s) regarding your subject. Your project must involve a critical examination of a real problem and seek a real solution for ending violence in regard to a particular Native population. You are expected to work towards identifying and solving a problem; utilizing and expanding on information garnered from the course. RD 667 Students must provide recommendations as a result of their research and direct those recommendations to a particular institution. (This will be further discussed in class).

PROJECT TOPICS PRE-APPROVED FOR SELECTION INCLUDE:

1. If a sexual assault occurred on a U of A campus, what would be the process for filing a charge, getting the victim assistance, recovery and other follow-up? Who would the victim initially contact? Now assume the victim was Native.
2. A sexual assault of a student occurs off-campus, or while on holiday in another state, or while on a school sanctioned activity in the lower 48 on tribal land, or in a city, or in another country (while the student was registered and in school at U of A). How would a charge be filed? What rights does the victim have? What services are available?
3. How does the State of Alaska work with Alaska Native tribes/villages in the enforcement of Protective Orders? (You must select a particular community as your case study, such as Emmonak or Angoon or Tanana for example). What funds are available and actually reach the community? How does the community typically respond to sexual violence? Do they have a tribal court? What needs to be changed? How could it be changed to better serve justice and protection of its tribal members?
4. Examine every aspect of what a person who is a victim of DV, SA, or other severe violence may experience in an effort to recover, from the moment the attack occurred through a judicial finding. Use a real location to set your crime, and develop accordingly.

5. How does a violent act against a Native woman impact her community, and what can the community/tribe, the State, and the federal government do to end violence against the women in her community? Select a real community, whether rural or urban in Alaska, and develop your question and solution accordingly. Your subject may be based on an actual incident learned from a news article (please discuss with me in advance to consider privacy issues), or a fictional character in a real place.

6. Compare two people from two different populations (one of them being an Alaska Native woman), and how they are impacted by violence. What is similar? Are they treated differently, and if so, why and how? What might be the best treatment options? Your subjects may be real (barring violation of privacy), or may be fictional. Their home communities must be real places so that you may better research the potential differences and needed solutions. (If you desire, you may consider the non-Alaska Native person to be from another country).

7. Research issues of incarcerated Native women or men, who have committed violence and are survivors of violence. How fast is the Native inmate population growing and why? What rights do they have? Discuss whether trauma informed practices are in place or what treatment they do or do not receive. How would Native based outreach help reduce recidivism? What re-integration programs currently exist? What are other ideas for culturally responsive re-integration, or community justice alternatives over incarceration?

8. Research sex-trafficking in Alaska and what you can find out about the increase in sex-trafficking, and about how many victims may be Alaska Native. What is sex-trafficking and why is it a problem? What research has been done? What systems or institutions are addressing the issue of sex-trafficking effects on rural Alaska? What actions is the State of Alaska taking? Who are most at risk? Does VAWA or other laws or policies provide protections? What can you find out about the societal attitudes (both urban and rural) towards the issues of sex-trafficking and prostitution? How does sex-trafficking and prostitution intersect, or does it?

8. Other project topic ideas may be proposed, but must be pre-approved and must meet the requirements for inquiry.

Your project paper should include elements of two or more of the following:

- The role and power of actual damaging or dehumanizing imagery in media, print, and/or relevant identified societal attitudes
- How sexual violence hurts and effects more than the victimized individual
- Barriers that affect the safety of Native women or the obtainment of justice
- Methods for enforcing or ensuring protection of Native women and how that ensures protection of all citizens or tribal members
- An issue of policy change

All papers should include:

- Ideas and creative solutions for curbing sexual violence and improving individual, community, state, tribal or federal responses and, should include some reference and add to global discourse on violence and trauma issues

Research: You should plan to draw upon a number of different sources for your paper. Library/internet, oral histories, and other media may be used.

RD 667 Students may also use oral sources (interviews/oral histories), if IRB trained and/or otherwise approved and if not in violation of UA policies and ethical research standards.

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Research & Findings Reports	2	10	20	20
Final Exam	1	15	15	15%

Final Paper with policy recommendations	1	25	25	25%
TOTALS			100 Points	100%

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- CRCD Bookstore 907-474-7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu. Website: . <https://www.crcd-gotbooks.com/>
- Academic Advising Center 907-474-6396 www.uaf.edu/advising

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SCHEDULE FOR RD 667 Beyond Violence: Alaska Native Healing & Justice

PART I: THE POWER OF IMAGE & CULTURE, & THE NEED FOR PROTECTION

BEFORE THE FIRST CLASS:

Essay: Please write and post on Blackboard what your interest is in the subject of violence against Native women and why you chose to take this course (not graded). If it is not what you wish to share with the class, please submit to instructor via e-mail

WEEK 1 — INTRODUCTIONS & COURSE OVERVIEW

Introductions, Syllabus & Course Overview

Lecture/Discussion Part I: Values, Traditions, and Roles of Men and Women

Lecture/Discussion Part II: Violence Against Women – A Global Issue

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT: (To do before next week)

WEEK 2 — DUE: ESSAY, & REVIEW of Violence Against Women Act (VAWA) – (3 PTS)

Lecture/Discussion Part I: The Image & Treatment of Men and Women

Lecture/Discussion Part II: Violence, Policy & Protection - Cultural & Social Obligations

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT:

WEEK 3 — DUE: ESSAY on Lessons Learned – (2 PTS)

NOTE: SELECT YOUR TOPIC FOR YOUR SEMESTER PROJECT

Lecture/Discussion Part I: Conquest & Violence

Lecture/Discussion Part II: Indigenous Communities and Environmental Justice (GUEST SPEAKER (TBA)

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT:

PART II: THE REALITY OF VIOLENCE

WEEK 4 — DUE: TOPIC PROPOSAL (1 PT)

Lecture/Discussion Part I: Trauma and Other Realities of Violence

Lecture/Discussion Part II: ACES/Violence Affects Everyone

VIEW TOGETHER: On-line Video TBA

WEEK 5 — DUE: STORY SUMMARY (1 PT)

Lecture/Discussion Part I: The Point of View of Victims

Lecture/Discussion Part II: Violence Demographics & Research/Abuse of Young & Old

Guest Speaker: TBA

SART – Sexual Assault Response Teams

ASSIGNMENT:

WEEK 6 — DUE: OUTLINE FOR PRESENTATION (3 PTS)

Lecture/Discussion Part 1: Considering Realities & Research: Urban & Rural Violence

Lecture/Discussion Part II: Methods for Serving Victims. Trauma Exposure

ASSIGNMENT:

PART III: BARRIERS to SAFETY, AND COMMUNITY RESPONSE

WEEK 7 — DUE: UPDATE ON ORAL PRESENTATION STATUS RESEARCH & FINDINGS REPORT 1 – (10 PTS)

Lecture/Discussion Part I: Victimization in Indian Country

Lecture/Discussion Part II: Barriers to Adequate Services/Justice

VIEW TOGETHER: On-line Video TBA

ASSIGNMENT:

WEEK 8 — DUE: PRESENTATIONS (15 PTS) – (1/3 OF CLASS)

Lecture/Discussion: Incarceration and Trauma

Lecture/Discussion: Trauma Informed Cultures

GUEST SPEAKER –TBA (ACLU or Amnesty International)

ASSIGNMENT:

WEEK 9 — PRESENTATIONS – (1/3 OF CLASS) Be prepared to discuss the Amnesty Report, *Maze of Injustice*

Lecture/Discussion: Safety and Advocacy in Rural Alaska

Lecture/Discussion: Justice, Jurisdiction, and Forensics Issues

GUEST SPEAKER - TBA

ASSIGNMENT:

PART IV: SOLUTIONS, SAFETY, AND COMMUNITY RESPONSE

WEEK 10 — PRESENTATIONS (1/3 OF CLASS)

Lecture/Discussion Part I: Western & Indigenous Solutions to Native Problems

Lecture/Discussion Part II: Victim Centered Justice & Meeting the Needs of Underserved Victims

VIDEO (If available)/Discussion:

ASSIGNMENT:

WEEK 11 — IN CLASS DISCUSSION, DUE: RESEARCH & FINDINGS REPORT 2 (10 PTS)

Lecture/Discussion Part I: Movements in Securing Protection for Native Women

Lecture/Discussion Part II: Indigenous Men & Women/Effort for Solutions

GUEST SPEAKER (TBA)

ASSIGNMENT:

WEEK 12 — IN CLASS DISCUSSION

Lecture/Discussion Part I: Restorative Justice and other Alternatives

Lecture/Discussion Part II: Building Compassion & Community

ASSIGNMENT:

WEEK 13 — IN CLASS Q & A AND REVIEW

Lecture/Discussion Part I: Trauma and Stewardship

Lecture/Discussion Part II: Review

ASSIGNMENT:

Study for FINAL and Complete FINAL PAPER.

WEEK 14 — DUE: FINAL PAPER (RD 667 – 25 PTS)

Lecture/Discussion Part I: Student's Lead Discussion

Lecture/Discussion Part II: Final Review, Sharing & Wrap-up

WEEK 15 – RD 677 FINAL EXAM (15 PTS) On Blackboard