

**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:**

<b>Department</b>	Alaska Native Studies and Rural Development	<b>College/ School</b>	CRCD
<b>Prepared by</b>	Pat Sekaquaptewa	<b>Phone</b>	907-474-1539
<b>Email Contact</b>	pssekaquaptewa@alaska.edu	<b>Faculty Contact</b>	Pat Sekaquaptewa

<b>1. ACTION DESIRED</b> (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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<b>2. COURSE IDENTIFICATION:</b>	Dept	ANS	Course #	435	No. of Credits	3
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Justify upper/lower division status & number of credits:	Course builds upon Rural Development coursework to analyze policymaking between tribes, the state, and federal government. Students will be required to attend 3 hours of class per week; to complete ~40 -60 pages of reading per week; to complete 3 Reflection Papers (3-4 pages, double-spaced) (based upon the readings); and to research and draft a final White Paper (5-6 pages, single-spaced, with sources); and to make a 20-25 minute presentation on their White Paper.
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<b>3. PROPOSED COURSE TITLE</b>	Participatory Policy-Making in Tribal, State, and Federal Government
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<b>4. To be CROSS LISTED?</b> YES/NO	Yes	If yes, Dept:	RD	Course #	435
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NOTE Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

<b>5. To be STACKED?*</b> YES/NO	No	If yes, Dept.	n/a	Course #	n/a
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<b>How will the two course levels differ from each other? How will each be taught at the appropriate level?:</b>	n/a
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\* 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.

<b>6. FREQUENCY OF OFFERING:</b>	Fall Odd-numbered years
	Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

<b>7. SEMESTER &amp; YEAR OF FIRST OFFERING</b> (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)	Fall 2017
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**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.**

<b>COURSE FORMAT:</b> (check all that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6 weeks to full semester
<b>OTHER FORMAT</b> (specify)												
<b>Mode of delivery</b> (specify lecture, field trips, labs, etc)	Lecture											

<b>9. CONTACT HOURS PER WEEK</b>	<input type="text" value="3"/>	LECTURE hours/weeks	<input type="text"/>	LAB hours/week	<input type="text"/>	PRACTICUM hours/week	<input type="text"/>
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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)	<input type="text" value="n/a"/>
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**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:

**FSH 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; FSH F425; or permission of instructor. Cross-listed with NRM F487. (3+0)

**ANS F435 Participatory Policy-Making in Tribal, State, & Federal Government**

3 Credits

Offered Fall Odd-numbered years

This course analyzes the policymaking and lobbying processes of the American political system, with a focus on the relationship between tribes, U.S. Congress, federal agencies, and the U.S. Supreme Court. Uses comparative case studies of national, state of Alaska, and tribal issues, policies, and laws impacting rural Alaskans. Cross-listed with RD F435.

Prerequisites: RD F300; senior standing; or permission of instructor.

Recommended: RD F110

**Lecture + Lab + Other: 3 + 0 + 0**

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

H = Humanities	<input type="text"/>	S = Social Sciences	<input type="text"/>
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES: <input type="text"/>	NO: <input type="text"/>	X <input checked="" type="text"/>
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6	<input type="text"/>	W = Writing Intensive, Format 7	<input type="text"/>	X = Baccalaureate Core	<input checked="" type="text"/>
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**11.A Is course content related to northern, arctic or circumpolar studies? If yes, a added in the printed Catalog, and flagged in Banner.**

“snowflake” symbol will be

YES	<input checked="" type="text"/>	NO	<input type="text"/>
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Prerequisites: RD F300; senior standing; or permission of instructor.

Recommended: RD 110

**Lecture + Lab + Other: 3 + 0 + 0**

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YES	<input checked="" type="text"/>	NO	<input type="text"/>
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**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). n/a

How many times may the course be repeated for credit?	n/a	TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?	n/a	CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?	n/a	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** RD F300; senior standing; or permission of instructor

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

**15. SPECIAL RESTRICTIONS, CONDITIONS** n/a

**16. PROPOSED COURSE FEES** \$ none

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? No

Yes/No

If yes, give semester, year, course #, etc.: n/a

**18. ESTIMATED IMPACT**

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

The department has the resources and faculty to offer this course.

**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 collections are adequate.

**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)

DANSRD is missing a 400 level course that explores the process for participatory law and policy making for rural and Native Alaskans – at the tribal, state, and national levels. This course would fill the gap.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

This will be a new addition to the catalog that focuses on topics critical to rural Alaska. It is important for both ANS and RD undergraduate students and may be of interest to RD MA students. Other students with an interest in policymaking may also be drawn to the class. There are no anticipated negative impacts.

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**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.

**This course explores an essential topic for Rural Development and Alaska Native Studies students, the process for participatory law and policy making for rural and Native Alaskans – at the tribal, state, and national levels, and fills a gap in DANSRD course offerings. It. It will be a required course in the new Tribal and Municipal Governance concentration in Rural Development (format 5 submitted).**

**APPROVALS: Add additional signature lines as needed.**

	Date	
Signature, Chair, Program/Department of: <input type="text"/>		

	Date	
Signature, Chair, College/School Curriculum Council for: <input type="text"/>		

	Date	
Signature, Dean, College/School of: <input type="text"/>		

**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) <input type="text"/>		

**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: <input type="text"/>		

	Date	
Signature, Chair, College/School Curriculum Council for: <input type="text"/>		

	Date	
Signature, Dean, College/School of: <input type="text"/>		

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APPROVALS: Add additional signature lines as needed.

ANS 435 & RD 435  
format 1

 Date 10/17/16


Signature, Chair,  
Program/Department of:

DANSRD

 Date 10/14/16

Signature, Chair, College/School  
Curriculum Council for:

Rural & Community Development

 Date 10/17/16

Signature, Dean, College/School  
of:

CRCD

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:  Curriculum Review  GAAC

**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/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.

## Participatory Policy-Making in Tribal, State, & Federal Government

### Course Information

Title: Participatory Policymaking in Tribal, State, & Federal Government

Number: RD F435/ANS F435

Credits: 3 credits

Prerequisites: RD F300; senior standing; or permission of instructor.

Recommended: RD 110.

Location: UAF & Distance

Meeting Time: TBD

Toll-free dial-in number (U.S. & Canada):

(866) 832-7806

International dial-in number:

(330) 595-1371

Participant Conference Code:

2090832

### Instructor

Name: TBD

Office Location: TBD

Office Hours: TBD

Telephone: TBD

Email Address: TBD

### Course Reading/Materials

Course Reader Including Excerpts from:

Government at Work, Policymaking in the Twenty-First-Century Congress

Sunil Ahuja & Robert Dewhirst

Edition/Publisher: Lexington Books (2016)

Lobbying & Policymaking, The Public Pursuit of Private Interests

Ken Godwin, Scott H. Ainsworth, & Erik Godwin

CQ Press, an Imprint of Sage Publications, Inc. (2013)

Alaska Politics & Public Policy, The Dynamics of Beliefs, Institutions, Personalities, & Power

Edited by Clive S. Thomas, Laura C. Savatgy, & Kristina Klimovich

University of Alaska Press (2016)

The Supreme Court

William H. Rehnquist



## Participatory Policy-Making in Tribal, State, & Federal Government

Alfred A. Knopf (New York, 2001)

How Judges Think  
Richard A. Posner  
Harvard University Press (2008)

### Course Description

RD F435/ANS F435 Participatory Policy-Making in Tribal, State, & Federal Government

3 Credits

Offered Fall Odd-numbered years

This course analyzes the policymaking and lobbying processes of the American political system, with a focus on the relationship between tribes, U.S. Congress, federal agencies, and the U.S. Supreme Court. Uses comparative case studies of national, state of Alaska, and tribal issues, policies, and laws impacting rural Alaskans.

### Course Goals

Students will understand the how various organizations interact in the local, state, and national policymaking process and develop the knowledge and skills needed to effectively participate in that process as tribal members, leaders, and citizens.

### Student Learning Outcomes (more specific)

Students will:

- Examine the various arenas of policymaking including the legislature and bureaucracy.
- Define and identify the four common stages in the legislative policy-making process, agenda-setting, policy formulation, implementation, and policy evaluation as they apply to current policymaking trends.
- Recognize that policies are made and remade in a dynamic system.
- Analyze the effects of organized interests on policy-making by focusing on what they want, the strategies they use, their record of success, and the impacts on democratic process.
- Analyze how issues come to and are decided by the U.S. Supreme Court.
- Apply the lessons learned to their own participation, and the participation of rural Alaskan groups and organizations, in the national policymaking process.
- Define “lobbying,” and recognize the role of lobbying in policymaking.

## Participatory Policy-Making in Tribal, State, & Federal Government

### Instructional Methods

The teaching techniques will include lecture, case study, student led small group discussion, use of Blackboard, and audio/video conferencing.

## Participatory Policy-Making in Tribal, State, & Federal Government

### Tentative Course Calendar

	Topics	Readings	Assignments & Due Dates
<b>Week 1</b>			
Day 1	Introductions & Overview		
Day 2	Contemporary Policymaking	<p>A&amp;D, Chapter 1 – The Politics of the Policymaking Process in a Time of Hyper-partisanship (pp. 1 – 11) Plus selected Student Discussion Leader readings (TBD)</p> <p>T,S,&amp;K, Chapter 1 – Understanding Alaska &amp; Its Political Environment (pp. 39 – 58)</p> <p>T,S,&amp;K, Chapter 2 – The Fundamentals of Alaska Politics: Influences, Characteristics, Issues, &amp; Power (pp. 59 – 81)</p> <p>T,S,&amp;K, Chapter 3 – Making Public Policy in Alaska: An Overview of the Process and Its Political Dynamics (pp. 83-110)</p> <p><b>Case Study: Alaska Native Claims Settlement Act</b></p>	
<b>Week 2</b>			
Day 1	Healthcare	<p>A&amp;D, Chapter 4 – The Patient Protection &amp; Affordable Care Act (2010)(pp. 55 – 70)</p> <p>T,S,&amp;K, Chapter 27 – Social Services &amp; Corrections: Intergovernmental, Public &amp; Private Policy Making, &amp; Power Dynamics ( pp. 1003 – 1062)</p> <p><b>Case Study: Indian Health Care Improvement Act of ACA</b></p> <p><b>Case Study: Current efforts to secure IHS support to expand Community Health Associates Program (CHAP)</b></p> <p>Plus selected Student Discussion Leader readings (TBD)</p>	
Day 2	Same as Above	Student Facilitated Group Discussion -	
<b>Week 3</b>			
Day 1	Education	<p>A&amp;D, Chapter 5 – Higher Education Opportunity Act (pp. 71 – 80)</p> <p>T,S,&amp;K, Chapter 26 – Education K-12 &amp; the University: Meeting the Needs of all Alaska Students? (pp. 941 – 1002)</p> <p><b>Case Study: The Tribally Controlled Community College Assistance Act of 1978 &amp; Subsequent Policy/Amendments</b></p> <p><b>Case Study: Every Student Succeeds Act Amendments (reauthorizing the Elementary &amp; Secondary Education Act)(incorporated suggestions from the Tribal</b></p>	

## Participatory Policy-Making in Tribal, State, & Federal Government

		Education Departments National Assembly re: formula grant funds) Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
Week 4			
Day 1	Women’s Rights	A&D, Chapter 2 – Lilly Ledbetter Fair Pay Act (2009) (pp.13 – 31)  Case Study - Amendments to the Violence Against Women Act Relevant to Native Women & Tribal Courts (pp. TBD)  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
Week 5			
Day 1	Lessons Learned	A&D, Chapter 9 – Evolving Lessons of Lawmaking in a Dynamic System (pp.141 – 145)  Case Study: Tribal Sovereignty, Native Public Safety, the Indian Law & Order Commission & the Tribal Law & Order Act  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
Week 6			
Day 1	Lobbying & Policymaking Key Concepts & Ideas	G, A & G, Chapter 1 – Key Concepts & Ideas (pp. 1 – 12) Reading on Tribal-Federal Government-to-Government Consultation  Case Study: The Tribal Experience with Lobbying & the Jack Abromoff Lobbying Scandal  Case Study: United Tribes of Bristol Bay & Pebble Mine & Tribal -Federal Government-to-Government Consultation (consortium of federally recognized tribes formed to address regional large-scale mining proposals threatening salmon rearing streams in Bristol Bay area) & Relate Litigation  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
Week 7			
Day 1	Models of group influence on policy	G, A, & G, Chapter 2 – Models of Influence (pp. 15 – 48)  T,S,&K, Chapter 7 – Alaska’s Political Economy: Outside Forces, Economic Viability, & Public Policy Options (pp. 195-229)  T,S,&K, Chapter 15 – Interest Groups, Lobbying, & Lobbyists, & their Effects on Democracy in Alaska (pp. 499-558)  Case Studies: The origins, history, & work of the	

## Participatory Policy-Making in Tribal, State, & Federal Government

		National Congress of American Indians (NCAI), Native American Rights Fund (NARF) & the Alaska Federation of Natives (AFN)(Review Annual Reports)  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
<b>Week 8</b>			
Day 1	Polymaking by Regulatory Agencies	G, A, & G, Chapter 4 – Polymaking by Regulatory Agencies (pp. 75 – 92)  Case Study: Akiachak Native Community, et al. v. Department of Interior, et al. & 25 C.F.R. Part 151 (Alaska exception for taking lands into trust) & Alaska Tribal Land-into-Trust via Rulemaking (2014 Final Rule)  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
<b>Week 9</b>			
Day 1	Interest-Group Participation & Strategies in the Regulatory Process	G,A&G, Chapter 5 – Interest-Group Participation, Strategies, & Success (pp. 93 – 112)  Case Study: 2007 Federal Subsistence Board (FSB) Final Rule Re: Organized Village of Saxman (revoking rural status) / DOI Administrative Rulemaking Re: FSB Criteria Designating Rural Communities (2015 Final Rule)  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
<b>Week 10</b>			
Day 1	Lobbying Alone or Cooperatively	G,A&G, Chapter 6 – Lobbying Alone or Cooperatively (pp. 113 – 138)  <Case study where Tribe goes it alone – Navajo?>  Plus selected Student Discussion Leader readings (TBD)	
Day 2	Same as Above	Student Facilitated Group Discussion –	
<b>Week 11</b>			
Day 1	Lessons Learned	G,A&G, Chapter 10 – Conclusions & Implications (implications for democratic process) (pp. 201 – 214)  T,S,&K, Chapter 29 – Assessing the Past & Present Performance of Alaska’s Political & Governmental System (pp. 1131 – 1144)  T,S,&K, Chapter 30 – Choices & Prospects for Reform: A New Era or More of the Same? (pp. 1145 – 1168)  Case Study: Toyukuk v. Treadwell & the federal Voting Rights Act (claim that Alaska state officials failed to provide oral language assistance to Yup’ik speaking	

## Participatory Policy-Making in Tribal, State, & Federal Government

		<p>citizens) &amp; NatiVRA (S.2399)(“Shelby Fix”)(congressional amendment to the Voting Rights Act to protect Alaska Natives &amp; American Indians from voting discrimination) &amp; 2015 Voting Rights Advancement Act bill \$ (S1912)(Indian Country voting bill)</p> <p>Plus selected Student Discussion Leader readings (TBD)</p>	
Day 2	Same as Above	Student Facilitated Group Discussion -	
<b>Week 12</b>			
Day 1	<p>Policymaking by Judges</p>	<p>W.R., Chapter 14 – How the [U.S. Supreme] Court Does its Work (pp. 252-266)</p> <p>R.P., Chapter 1 – Nine Theories of Judicial Behavior (pp. 19-56)</p> <p>T,S,&amp;K, Chapter 17 – The State Courts &amp; Alaska Politics: Independence, Public Accountability, &amp; Political Influence (pp. 605-627)</p> <p>Case Studies: Sturgeon v. Masica et al. (right of National Park Service to prohibit the use of hovercraft on a river inside a National Park or Preserve – implications for subsistence fishing rights)</p> <p>Plus selected Student Discussion Leader readings (TBD)</p>	
Day 2	Same as Above	Same as Above	
<b>Week 13</b>			
Day 1	<p>Judicial Decision-making in Tribal Communities/Tribal Cases</p>	<p>Case Study: Dollar General Corporation v. Mississippi Band of Choctaw Indians</p> <p>Case Study: John v. Baker, 982 P.2d 738 (Alaska 1999)</p> <p>Case Study: In the Matter of the Dissolution of Marriage: Michael D. v. Shawna D., Tribal Court Case No. 2014-DVC-004 (Central Council of Tlingit and Haida Indian Tribes of Alaska Tribal Court, 2014)</p> <p>Plus selected Student Discussion Leader readings (TBD)</p>	
Day 2	Same as Above	Student Facilitated Group Discussion -	
<b>Week 14</b>			
Day 1	Presentations	Presentations	Final Research Paper Due Student Presentations
Day 2	Presentations	Presentations	Student Presentations
<b>Week 15</b>			
<b>Finals Week</b>			

# Participatory Policy-Making in Tribal, State, & Federal Government

## Course Policies

### Attendance

**Attendance in class is required. Attendance and participation are part of your grade.** You may miss two class sessions for any reason and not be penalized on your grade. However, after two missed classes, you will start to lose attendance and participation points, which will negatively impact your grade. "Participation" means that you attend class, show up on time, are prepared for class by doing the required readings before class, and attempt to answer questions when called upon.

### Policy on Incomplete (I) and No Basis (NB) grades

No NB grades will be awarded in this course. A student who is not participating sufficiently in the course and who will obtain a "D" grade or lower will be advised of this before the final deadline for withdrawal and be given the opportunity to withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this course.

An "I" grade will be awarded only 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.

### 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 assignment, 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.

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### Evaluation

Participation & Assignments	Percentage
<b>Class Attendance &amp; Participation</b>	10%
<b>Reflection Papers (3)</b> Paper 1 – Due TBD Paper 2 – Due TBD Paper 3 – Due TBD	40%
<b>White Paper</b> Due TBD	40%
<b>Final Presentation</b> Due TBD	10%
<b>Total:</b>	100%

#### Reflection Papers

Students are expected to complete three reflection papers (3-4 double-spaced pages in length) that respond to one or more of the assigned readings. The reflection papers are not intended to be summaries. Rather they are an opportunity for you to apply critical thinking skills to the materials/topics covered in this course. Use the following guiding questions: Did you agree or disagree with the information presented in the readings? Did you find them applicable to the context in which you live and work? What critical information was missing or overlooked that would have been useful for you to know?

#### White Paper

Students are expected to research and write a “white paper” (5-6 pages, single spaced) addressing the following:

- (1) Identify a current, contested, rural and/or Native Alaskan issue;*
- (2) Research the interests/positions/debates and the relevant proposed or existing policies, laws, regulations, etc. at the tribal, local, state, and/or national levels;*
- (3) Advocate a certain position that you see as the best way to go, or a certain solution that you see as best for the particular problem; and*
- (4) Cite to your sources in-text and with a sources page consistent with the White Paper format provided.*



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### White Paper/Presentation

Students are expected to prepare and present a 20-25 minute in-class presentation based upon the research and conclusions of their white paper. Students are encouraged to prepare a 10-12 slide Power Point presentation. Power Point presentations must be emailed to the instructor the day prior to your presentation.

### White Paper

The White Paper will consist of a 5-6 page white paper (single-spaced with footnotes and endnotes):

#### *White Paper: Purpose and Audience*

##### *What is a White Paper?*

Originally, the term white paper was used as shorthand to refer to an official government report, indicating that the document is authoritative and informative in nature. Writers typically use this genre when they argue a specific position or propose a solution to a problem, addressing the audience outside of their organization.

#### *The Purpose of a White Paper*

Typically, the purpose of a white paper is to advocate that a certain position is the best way to go or that a certain solution is best for a particular problem.

#### *White Paper: Organization and Other Tips*

A white paper typically starts with a big picture and leads readers to the proposed solution. Make the headings clear and specific so that busy readers can scan the white paper effectively. The following are general guidelines on organizing a white paper.

##### *Introduction / Summary*

It is a good idea to provide a summary at the beginning of the paper in order to have busy readers quickly grasp the main point.

##### *Background / Problems*

A white paper needs to provide readers with general background information of a particular issue in order to help them make their decision based on the understanding of facts. Show them enough evidence that you are an expert on the subject. Point out problems from your readers' perspective. Make sure that you do not digress from the main subject; do not pose problems for which you cannot provide solutions.

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## *Solution*

After explaining the background and problems, propose your solution.

## *Conclusion*

Write a conclusion in order to wrap up the white paper and enhance your readers' understanding.

## *Works Cited*

Put the works cited at the end of your white paper. Do not forget to put the information of hyperlinked sources for the reader who prints out your white paper.

## **Grading System**

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. I will apply plus and minus grades.

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

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

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

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

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

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Go to: <https://uaf.edu/catalog/current/academics/regs1.html> for more details and grade point computation.

Go to: <https://www.uaf.edu/files/uafgov/Info-to-Publicize-C-Grading-Policy-UPDATED-May-2013.pdf> for details on “C - Grading Policy.”

## Participatory Policy-Making in Tribal, State, & Federal Government

### Support Services

#### UAF Tutoring Center

The Student Support Services Tutoring Center is located in 514 Gruening and is open Sunday-Friday. Walk-in and scheduled tutoring for one-on-one or small group (up to 3 students) is available.

See the detailed schedule for available times and tutors. Please call 474-6844 to schedule an appointment.

Go to <https://www.uaf.edu/sss/tutoring-center/> for more details.

#### The UAF Writing Center

Tutorials. Tutorial appointments at the Writing Center are 30 minutes long. Call or stop by to make an appointment. Walk-in sessions are often available, but in the last half of the semester are often booked.

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service for those not able to come to the campus location: CRCD students, students enrolled in courses through E-Learning and Distance Education, and those in the Fairbanks-North Star Borough with life demands preventing easy campus access. If you would like a telephone session call the Writing Center (907/474-5314) for an appointment and then e-mail ( [uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu) ) or fax (1-800-478-5246) your paper the day of your appointment--by 5:00 pm for an evening session and 12:00 pm for a Sunday afternoon session. The UAF Writing Center will then call you at the set time and collaborate with you on your writing need or needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314

Fax: 1-800-478-5246

Email: [uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu)

Go to <https://www.uaf.edu/english/writing-center/> for more details.

## Participatory Policy-Making in Tribal, State, & Federal Government

### Disabilities Services

#### UAF Disability Services

UAF Office of Disability Services  
Whitaker Building, Room 208  
612 N. Chandalar  
PO Box 755590  
University of Alaska Fairbanks  
Fairbanks, Alaska 99775-5590  
Phone: (907) 474-5655  
TTY: (907) 474-1827  
Fax: (907) 474-5688  
Disability Services E-mail: [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu)

At UAF our goal is to provide UAF students with access to academic classes and course materials through an interactive accommodation process.

UAF Disability Services provides accommodations to students on the Fairbanks campus as well as on the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, Community Technical College (CTC), UAF eLearning & Distance Education, and College for Rural and Community Development (CRCD) campuses.

Students using community campuses or distance learning programs should contact Disability Services via telephone, fax, e-mail, U.S. postal mail, or in person to request and arrange for accommodations.

UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations.

To be considered for UAF Disability Services accommodations individuals must be enrolled for at least one credit as a UAF student.

Applications for services can be hand-delivered, emailed, faxed or mailed to Disability Services.

If you need assistance with completion of any form, contact UAF Disability Services by email at [uaf-disabilityservices@alaska.edu](mailto:uaf-disabilityservices@alaska.edu), by phone at (907)474-5655, or by TTY at (907)474-1827.

Go to <http://www.uaf.edu/disability/> for more details.

## Participatory Policy-Making in Tribal, State, & Federal Government

### UAF Policy Regarding Discrimination, Harassment & Violence

The University of Alaska Board of Regents has 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 disclose sexual harassment or sexual violence to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic fact of the incident.

Your choices for disclosure include:

1. You may confidentially disclose and 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.

### The Conferencing Center

Toll-free dial-in number (U.S. and Canada): (866) 832-7806

International dial-in number: (330) 595-1371

Participant conference code: 2090832

Additional resources:

Go to <http://www.meetingconnect.net/rphelp> for more information, including a user guide and a list of phone commands.

Get started:

1. I will give you the date and time of the call, your dial-in number (above) and the participant conference code (above).
2. Join the conference by dialing your number and entering the participant conference code.

Helpful Keypad Commands:

- \*0 Operator assistance – conference
- 00 Operator assistance – individual
- \*1 Dial-out to a participant – leader only

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- \*2 Begin/end conference record – leader only
- \*3 Change entry/exit method (recorded names, tones, silence) – leader only
- \*4 Private roll call
- \*5/#5 Mute/unmute all participant lines – leader only
- \*6/#6 Mute/unmute your own line
- \*7/#7 Lock/unlock conference (including operator) – leader only
- \*8 Allow/disallow conference continuation – leader only
- \*9 Start/join sub-conferencing
- 11 Third-party conference start – bypass hold music to start call as leader
- \*51/#51 Lecture mode on/off – leader only
- #99 Disconnect all lines except leader's – leader only
- \*# Participant count
- \*\* List available keypad commands

Student Code of Conduct
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UAF students are subject to the Student Code of Conduct.

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UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.

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Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

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Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.

No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, please visit [www.uaf.edu/deanofstudents/](http://www.uaf.edu/deanofstudents/).

<http://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>