

Submit original with signatures + 1 copy + electronic copy to UAF Governance.  
 See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**TRIAL COURSE OR NEW COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Alaska Native Studies and Rural Development	College/School	College of Rural and Community Development
Prepared by	Gordon L. Pullar	Phone	(907) 474-5808
Email Contact	glpullar@alaska.edu	Faculty Contact	Ralph Gabrielli

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

2. COURSE IDENTIFICATION:  
 Dept:  Course #:  No. of Credits:

Justify upper/lower division status & number of credits:  
 This course is proposed as an upper division course as it is an advanced course that examines the Alaska Native Claims Settlement Act from its inception through implementation. Students will acquire a deeper understanding of land claims than they would from lower division courses.

3. PROPOSED COURSE TITLE:

4. To be CROSS LISTED? YES/NO  If yes, Dept:  Course #   
 (Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED? YES/NO  If yes, Dept:  Course #

6. FREQUENCY OF OFFERING:   
 Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) - or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

**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)  1  2  3  4  5  6 weeks to full semester

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

9. CONTACT HOURS PER WEEK:  LECTURE hours/weeks  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/cd/credits.html> for more information on number of credits.

OTHER HOURS (specify type)

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

**RD F470 Alaska Native Claims Settlement Act: Pre-1971 to Present**

3 Credits Offered Fall

Overview and analysis of the Alaska Native Claims Settlement Act. An in-depth examination of the land claims movement of the 1960s and resulting legislative process.

Firsthand accounts from Native leaders will be featured. Case studies describing challenges of individual Native villages and regions. Contemporary issues facing ANCSA corporations will be examined. *Prerequisite: Junior standing or permission of instructor.* (3+0)

11. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? YES

NO

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

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

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 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.

LETTER:

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES Junior standing or permission of instructor

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

15. SPECIAL RESTRICTIONS, CONDITIONS

NONE

16. PROPOSED COURSE FEES

\$ N/A

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

N/A

17. PREVIOUS HISTORY

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

YES

If yes, give semester, year, course #, etc.:

Fall 2009, Fall 2010

**18. ESTIMATED IMPACT**

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

No additional budget will be needed. The course will be offered as part of the regular department offerings and taught by regular department faculty.

**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	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>
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We are well aware of the published material available on the Alaska Native Claims Settlement Act for the course and the current library collection will be adequate. Students will need to purchase 2 textbooks for the course and conduct internet research. Instructor will provide related articles as needed.

**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)

The Department of Alaska Native Studies and Rural Development houses three degree programs, a BA in Rural Development, an MA in Rural Development and a BA in Alaska Native Studies. A majority of students for this course will be in Rural Development and in Alaska Native Studies. There may be students from other social science departments taking the course as well; however, any impact on those departments will be minimal.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

A positive impact of this course will be that it provides more in-depth information on the Alaska Native Claims Settlement Act, a piece of legislation that is considered a watershed event in Alaska history. UAF has some lower division courses dealing with ANCSA but this will be the only 400 level course on this topic. Having this course will enhance the department and UAF as a whole by providing a quality education in an area that touches the lives of virtually every Alaskan. The course will fit nicely within the curriculum of the Department of Alaska Native Studies and Rural Development and should have no negative impact on other courses or programs.

**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.

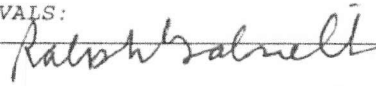
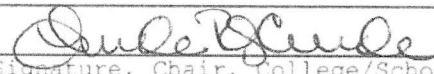
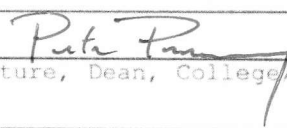
Forty years ago a piece of federal legislation was passed that had a huge impact on Alaska and its citizens. The Alaska Native Claims Settlement Act of 1971 (ANCSA) was a watershed event in the history of Alaska and today touches the lives, in one way or another, of virtually everyone living in Alaska.

Unfortunately, many students today know very little if anything about this important Act. This is despite the fact that they may be receiving scholarships that help pay for their education from organizations formed as a result of ANCSA. Students often do not know why the Act was passed, who the important historical figures were, both Native and non-Native, who were involved in developing the Act, or how the corporations formed under the Act have developed over 40 years to become the important economic powerhouses they are today.

Some of those involved in the land claims movement, the passage of ANCSA, and the challenging years of early ANCSA implementation have passed on and we can only search for what information they may have left behind. Fortunately for us, however, many of these participants are still with us and are willing to share their knowledge and experiences with our students through guest speaking in classes. There are no history books that can substitute for hearing this information firsthand. Several of these historical personalities have joined in this class during its two trial presentations. Having Willie Hensley, for example, speak to a class on passage of ANCSA is like having Thomas Jefferson speak to a class on the founding of the United States government. Besides the key Alaska Natives involved in ANCSA, some non-Natives who played important roles have also been class speakers. For example, former U.S. Senator and presidential candidate Fred Harris (now retired) played an important role in the ANCSA debate on the floor of the U.S. Senate and has recounted his experiences to students in both of the trial runs of this class. His insights of the political process that produced ANCSA are invaluable.

The students in the first presentations of this class were astonished at the new knowledge they gained about ANCSA, especially when many of them thought they understood the act quite well. This class fulfills a need at UAF that has existed for some time. A class that delves deeply into ANCSA offers students an opportunity to understand where ANCSA corporations came from and how they arrived at where they are today. This class is essential to provide UAF students with some detailed knowledge of Alaska Native land claims.

APPROVALS:

	Date	2-15-2011
Signature, Chair, Program/Department of:	Alaska Native Studies + Rural Development	
	Date	2/24/2011
Signature, Chair, College/School Curriculum Council for:	CFCD Academic Council	
	Date	2/24/11
Signature, Dean, College/School of:	CRCD	

Signature of Provost (if applicable)	Date
Offerings above the level of approved programs must be approved in advance by the Provost.	

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

Signature, Chair, UAF Faculty Senate Curriculum Review Committee	Date
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**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:		

**ATTACH COMPLETE SYLLABUS (as part of this application).**

Note: The guidelines are online: <http://www.uaf.edu/uafgov/faculty/cd/syllabus.html>  
The department and campus wide 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 change will 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.)

**11. Support Services:**

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

**12. Disabilities Services:**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials.

State that you will work with the Office of Disabilities Services (208 WHIT, 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**

**Course Syllabus and Class Schedule**

**Rural Development 470  
Alaska Native Claims Settlement Act:  
Pre-1971 to present**

**3 Credits**

**Meeting time: xxx**

**Instructor: (Name)  
(address)**

**Email: (instructor email address)**

**Telephone: (Instructor phone number)  
Office Hours: (Instructor office hours)**

**COURSE DESCRIPTION:**

This upper division course provides an advanced overview and analysis of the Alaska Native Claims Settlement Act of 1971 (ANCSA). An in-depth look at the land claims movement of the 1960s will be highlighted by presentations by Alaska Native leaders who were key participants in the movement. The course will also closely review the legislative process that resulted in the passage of ANCSA focusing on firsthand accounts of those who were involved. The implementation phase of ANCSA will be examined as well as the crucial "1991 amendments." Case studies involving unique challenges of individual Native villages and regions will be discussed. Finally, contemporary issues facing ANCSA corporations will be examined.

**COURSE GOALS:**

- To trace the legal history and Federal Indian Policy that preceded the introduction and passage of the Alaska Native Claims Settlement Act.
- To provide an in-depth analysis of ANCSA from the land claims movement, legislative process and early implementation to current issues facing ANCSA corporations
- To discover who the major participants were among the Alaska Native leadership in the passage and implementation of ANCSA.
- To analyze provisions of ANCSA and their impacts on Alaska Natives and rural communities with an emphasis on Sections 7(i), 7(j), 14(c), 14(h)(1), 17(d)(2), 22(g), the "1991 amendments" and other amendments.

## **STUDENT LEARNING OUTCOMES:**

Upon completion of this audio conference course students will be able to:

- identify what the Alaska Native Claims Settlement Act is and explain why it was passed
- appraise the content of ANCSA
- name all the ANCSA regional corporations
- identify the Alaska Native leaders who worked for a settlement
- assess how well ANCSA was implemented and what challenges followed
- relate ANCSA to other indigenous land settlements
- critique current issues facing ANCSA corporations

**INSTRUCTIONAL METHODS:** Lectures, in-class discussions, Blackboard discussions, Case studies, on-line videos, role-playing

## **COURSE REQUIREMENTS:**

**Prerequisites:** Junior or senior standing or permission of instructor.

**Special Requirements:** Blackboard, Internet, E-mail

## **Course Structure and Grading:**

The course will be divided into three components with approximately four weeks spent on each.

1. Land claims movement and legislative process
2. ANCSA implementation process
3. Current land and corporation issues and events

## **Class Expectations:**

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

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

## **Written Assignments:**

**Mid-term Assignment:** **Due (list date)**  
**Late papers will be graded down**

An 8-10 page paper on an aspect of the early implementation of the Alaska Native Claims Settlement Act. This can be a case study, an in-depth description of an ANCSA issue, a



description of an individual Alaska Native ANCSA leader, a description of the formation of a regional or village corporation, a description of congressional legislation and its effects on corporations or any combination of these. Students are expected to give a brief ten minute class presentation of this paper.

**Final Assignment:**            Due (list date)  
Late papers will be graded down

A 10-20 page paper on an Alaska Native Claims Settlement Act land, natural resource issue or in-depth case study of ANCSA leadership or corporation. This can be a case study, a controversial issue, a description of a local issue, or any combination of these.

**Blackboard:**

Students are required to write a brief (one-half to one page) reflection paper from the class at least once a week on Blackboard. This is a **reflection** of one's thoughts on material covered and not simply repeating what was said. Students are encouraged to pay particular attention to the Alaska Federation of Natives Annual Convention, and post impressions and comments of the convention on Blackboard. Students must make thoughtful, substantive comments for each week on their Blackboard postings if they hope to get maximum credit for these. Students are not restricted to one post per week but may comment on other students' posts or speak to a different topic than their first post.

**Option: Current ANCSA issues:**

In lieu of the brief weekly reflection paper on the class content students may write about a current news item related to ANCSA and post on Blackboard.

**Course Policies:**

**Attendance:** Class attendance is important as the students not only risk a lower grade for attendance but also a grade reduction on participation.

**Weekly Participation:** Students are expected to attend class, do reading assignments before class, actively participate in class discussions and post their reflection papers and Discussion Board comments on Blackboard.

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

Please see the following websites that further explain plagiarism and provide examples:  
<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>  
<http://webster.commnet.edu/mla/plagiarism.shtml>

**Course Grading:**

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

	Number	% of grade	Points each	Point Value
Written Assignments	2	60	30	60
Blackboard Weekly Reflections	13	20	1.54	20
Attendance and Participation	14	10	.72	10
Class Presentations	2	10	5	10
Total Point Value		100%		100

Grading will be based upon thorough and timely completion of assigned papers, and class participation/attendance, including Blackboard Discussion Board postings and class presentation. Overall course grading will be as follows:

Written Assignments 2 @ 30% ea.	60%
Weekly Reflection Papers	20%
Attendance/participation/	10%
Class Presentations	10%

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TOTAL 100%

Grading is based on guidelines found at pp. 45-47 in the 2010-2011 UAF catalog. The catalog can be accessed online at: <http://www.uaf.edu/catalog/>

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

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

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

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

grade. Instructors include a statement of work required of the student to complete the course at the time the "I" grade is assigned and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given. An incomplete must be made up within one year or it will automatically be changed to an "F" grade. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F." A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine University of Alaska Fairbanks Academics and Regulations 47 academics a senior's grade point average for honors at graduation, the "I" grade will be computed as a failing grade. (UAF 2010-2011 Catalog, pp. 46-47)

NB No Basis — Instructors may award a No Basis (NB) grade if there insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is "NB" calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete (I). It can't be removed by later completing outstanding work. (UAF 2010-2011 Catalog, p. 47)

### **GRADING STANDARDS FOR RURAL DEVELOPMENT PAPERS**

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

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

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

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

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

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

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

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#### **Required Textbooks:**

Arnold, Robert D. (1976) *Alaska Native Land Claims*. Alaska Native Foundation, Anchorage, Alaska. On line at:

<http://www.alaskool.org/PROJECTS/ANCSA/landclaims/LandClaimsTOC.htm>

Gallagher, H.G. *Etok: A Story of Eskimo Power*. (2001) [1974] Vandamere Press, Clearwater, Florida.

Mitchell, Donald C., (2001), *Take My Land Take My Life*. University of Alaska Press, Fairbanks

Pratt, Kenneth L. (ed.). (2009) *Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims*. U.S. Department of the Interior, Bureau of Indian Affairs, Division of Environmental and Cultural Resources Management, ANCSA Office.

#### **Other Required Readings:**

Hensley, William L. "What Rights to Land Have the Alaska Natives: The Primary Question." (1966 with 2001 Introduction).

<http://www.alaskool.org/PROJECTS/ANCSA/WLH/WLH66-All.htm>

The Alaska Native Claims Settlement Act of 1971 (P.L. 92-203). On line at:

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

[http://www.alaskool.org/PROJECTS/ANCSA/reports/rsjones1981/ANCSA\\_History71.htm](http://www.alaskool.org/PROJECTS/ANCSA/reports/rsjones1981/ANCSA_History71.htm)

### **Selected Course Readings:**

NOTE: Additional relevant readings will be posted on Blackboard or emailed to students as we move through the course. These may relate to guest speakers, relevant topics or areas of student interest.

### **Recommended Reading**

Berger, Thomas R. (1985) *Village Journey: The Report of the Alaska Native Review Commission*. Wang and Hill, New York.

Hensley, William L. Iggiagruk, (2008) *Fifty Miles to Tomorrow: A Memoir of Alaska and the Real People*. Farrar Straus Giroux, New York

Morgan, Lael. (1974) *And the Land Provides: Alaskan Natives in a Year of Transition*. Doubleday & Company, Inc., Garden City, New York.

### **Recommended Websites**

Alaska Native Claims Settlement Act Resource Center  
<http://www.lbblawyers.com/anca.htm>

Alaska Native Claims Settlement Act Network (ANCSA.net)  
<http://www.anca.net/node/146>

The Alaska Native Claims Settlement Act (on Alaska Native Knowledge Network website, University of Alaska Fairbanks)  
<http://www.ankn.uaf.edu/NPE/anca.html>

Alaska Native Claims Settlement Act of 1971 on Arctic Circle, University of Connecticut <http://arcticcircle.uconn.edu/SEEJ/Landclaims/>

Revisiting the Alaska Native Claims Settlement Act (on Alaskool.org)  
<http://www.alaskool.org/PROJECTS/ANCSA/ancaindx.htm>

### **Support Services:**

Academic Advising Center 907-474-6396 [www.uaf.edu/advising](http://www.uaf.edu/advising)

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

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

Rasmuson Library Off-Campus Service 1-800-478-5348 [www.uaf.edu/library/offcampus](http://www.uaf.edu/library/offcampus)

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

### **UAF Disability Services for Distance Students:**

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs

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

**Department of Alaska Native Studies & Rural Development Mission Statement**

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

**Rural Development 470**  
**Alaska Native Claims Settlement Act: Pre-1971 to present**  
**3 Credits**  
**Fall Semester**

**Class Schedule**

**INSTRUCTOR: (Contact information)**

**Week 1**

- Student and Faculty Introductions
- Overview of Syllabus
- Review of Class Schedule
- Cover and discuss Unit 1 Learning Objective and Questions
- Review Class Assignments

**Section I - Land claims movement and legislative process**

**Unit 1 Learning Objectives:** Upon completion of Unit 1 a student will be able to:

1. Describe Alaska Native life prior to the Alaska Native Claims Settlement Act of 1971.
2. Explain the concept of "aboriginal title."
3. Explain the legal reasons for the Alaska Native Claims Settlement Act of 1971.
4. Recognize differences between ANCSA and treaties made with "Lower 48" Indian tribes.
5. Describe the periods of Federal Indian Policy and discuss which policy ANCSA fits into.

**Unit 1 reading assignment:**

Arnold: Unit 3, Chapter 11, "Encroachments"

Arnold: Unit 3, Chapter 12, "Unacknowledged Title."

On-line at: <http://www.alaskool.org/projects/anca/landclaims/LandClaimsTOC.htm>

Hensley, William L. "What Rights to Land Have the Alaska Natives: The Primary Question." (1966 with 2001 Introduction). <http://www.alaskool.org/PROJECTS/ANCSA/WLH/WLH66-All.htm>

Mitchell: Introduction

**Blackboard assignment:**

View video clips of:

Gordon L. Pullar

Elizabeth Fleagle

Post reflection paper

**Week 2**

**Unit 2 Learning Objectives:** Upon the completion of Unit 2 a student will be able to:

1. Identify at least three Alaska Native leaders responsible for the formation of the Alaska Federation of Natives (AFN).

2. Describe at least two obstacles faced by AFN after its inception.
3. Describe at least two current issues AFN is facing.

Guest Speaker: John Borbridge, Jr., First Vice President of AFN, past President of Central Council of Tlingit and Haida Indians, past President/CEO, Sealaska Corp.

**Unit 2 reading assignment:**

Arnold: Unit 4, Chapter 16, "Organization." On-line at:  
[http://www.alaskool.org/projects/landclaims/LandClaims\\_Unit4\\_Ch16.htm](http://www.alaskool.org/projects/landclaims/LandClaims_Unit4_Ch16.htm)

Mitchell: Introduction and Chapters 1 and 2 pp. 1-195

Borbridge, John, Jr. Congressional Committee testimony on Alaska Native land claims, October 17-18, 1969. On-line at:  
[http://www.alaskool.org/projects/anca/testimony/anca\\_hearings/j\\_borbridge\\_w.html](http://www.alaskool.org/projects/anca/testimony/anca_hearings/j_borbridge_w.html)

**Blackboard assignment:**

View video clips of:  
Alfred Ketzler, Sr.  
Emil Notti  
Willie Hensley  
Richard Frank

Post reflection paper

**Google Search:** John Borbridge, Jr. and each of the speakers in the video clips.

**Note:** Sometimes it is necessary to add a word or two after the name when searching to get the best results. If you do not receive much information add such words as, "Alaska," "Alaska Native," or "ANCSA." Also try name variations such as "William" for "Willie," "Al" for "Alfred" or "Ron" for "Ronald." Use quotation marks to limit search to exact spelling. As there are many people in the world with the same names you will need to be able to recognize which is the right one by the context a name appears in.

**Week 3**

**Unit 3 – Learning Objectives:** Upon completion of Unit 3 a student will be able to:

1. Identify at least ten major participants, both Native and non-Native, in the Alaska Native land claims movement.
2. Explain the Alaska "Land Freeze."
3. Describe the history of the legislative process leading up to ANCSA.
4. Describe the respective roles of the State of Alaska and the federal government in the ANCSA legislative process.

**Unit 3 reading assignment:**

Mitchell: Chapters 1 and 2, "Alaska Federation of Natives" pp.11-81 and "Land Freeze," pp. 83-195.

Arnold: Unit 4, Chapter 17, "Proposed Legislation."

Arnold: Unit 4, Chapter 18, "A Strengthened Case."

On-line at: <http://www.alaskool.org/projects/anca/landclaims/LandClaimsTOC.htm>

Gallagher: Chapter 7-10, pp. 90-165



**Listen to following audio recordings:**

John Sackett – Fairbanks Native Association, Project Jukebox. Interview by Bernice Joseph, December 13, 1991. On-line at: <http://jukebox.uaf.edu/fna/htm/sackettpg.htm>

Richard Frank – Fairbanks Native Association, Project Jukebox. Interview by William Schneider, October 2, 1991. On-line at: <http://jukebox.uaf.edu/fna/htm/frankpg.htm>

**View on-line photograph:** 1968 Alaska House of Representatives. Photo includes John Sackett, Willie Hensley, Ted Stevens, Don Young, and others.

[http://vilda.alaska.edu/cdm4/item\\_viewer.php?CISOROOT=/cdmg21&CISOPTR=10107&REC=2](http://vilda.alaska.edu/cdm4/item_viewer.php?CISOROOT=/cdmg21&CISOPTR=10107&REC=2)

Emil Notti speech, February 7, 1970. On line at:

[http://www.alaskool.org/projects/anca/articles/tundra\\_times/TT19\\_Genl\\_Agreement\\_ENotti.htm](http://www.alaskool.org/projects/anca/articles/tundra_times/TT19_Genl_Agreement_ENotti.htm)

Alaska Federation of Natives. "The History of AFN." On line at:

<http://www.nativefederation.org/about/history.php>

**Blackboard assignment:**

View video clips of:

Emil Notti – Land Claims Movement and Alaska Federation of Natives – Part 1

Willie Hensley–Native control of land, establishment of the Alaska Federation of Natives-Part 2

Alfred Ketzler, Sr. – Land Claims Movement and Congressional passage

John Sackett – ANCSA and the Alaska Legislature – Part 2

Richard Frank – Land Claims Movement

Post reflection paper

Vilda collection, University of Alaska Fairbanks, Alaska's Digital Archives

Emil Notti 1973 video clips:

<http://vilda.alaska.edu/cgi-bin/showfile.exe?CISOROOT=/cdmg11&CISOPTR=7291>

<http://vilda.alaska.edu/cgi-bin/showfile.exe?CISOROOT=/cdmg11&CISOPTR=7292>

<http://vilda.alaska.edu/cgi-bin/showfile.exe?CISOROOT=/cdmg11&CISOPTR=7290>

**Google Search:** Emil Notti  
Charles Edwardsen, Jr. or "Etok"  
Stewart Udall Alaska Land Freeze

**Week 4**

**Unit 4 - Learning Objectives:** At the completion of Unit 4 a student will be able to:

1. Identify the major Alaska Native leaders involved with the U.S. Congress on the land claims issue.
2. Identify the most active members of the U.S. Congress involved in the land claims legislative process.
3. Describe what major events were taking place in the United States during this period that may have impacted the passage of ANCSA.

Guest Speaker: Charles Edwardsen, Jr. ("Etok") (Invited)

**Unit 4 reading assignment:**

Mitchell: Chapter 3, "Nineteen Sixty-Nine," pp. 197-267.

Gallagher: Chapters 11-12, pp. 166-212

**Blackboard assignment:**

View the video clip of:

Emil Notti – Establishing boundaries and early ANCSA implementation – Part 2

Post reflection paper

**Week 5**

**Unit 5 - Learning Objectives:** At the completion of Unit 5 a student will be able to:

1. Describe the makeup of Congress during the land claims time period and how individual personalities and partisan politics impacted the process of passing a land settlement bill.
2. Explain the committee structure of Congress as it related to a land claims settlement.
3. Compare at least two different ANCSA legislative drafts.
4. Identify at least five members of Congress that had substantial influence on the ANCSA legislative process.
5. Explain a major difference between the Alaska Native Claims Settlement Act of 1970 and the version of the legislation that was passed into law in 1971.

Guest Speaker: Former U.S. Senator Fred Harris

**Unit 5 reading assignment:**

Mitchell: Chapter 4, "Nineteen Seventy," pp. 269-335

President Richard M Nixon. "Special Message to the Congress on Indian Affairs." July 8, 1970.

On-line at:

<http://www.presidency.ucsb.edu/ws/index.php?pid=2573&st=Alaska+Native&st1=%20>

Congressional Record – Senate, July 14-15, 1970

"General agreement among Alaska Native leaders with Emil Notti." *Tundra Times*, Feb. 13, 1970. On-line at:

[http://www.alaskool.org/projects/anca/articles/tundra\\_times/TT19\\_Genl\\_Agreement\\_ENotti.htm](http://www.alaskool.org/projects/anca/articles/tundra_times/TT19_Genl_Agreement_ENotti.htm)

Stevens, Sen. Ted. "ANCSA was my baptism of fire." In: A Scrapbook History: Alaska Native Claims Settlement Act. *Tundra Times*, 1991. On-line at:

[http://www.alaskool.org/projects/anca/anca\\_scrapbook/scr00002.htm](http://www.alaskool.org/projects/anca/anca_scrapbook/scr00002.htm)

**View the following video clips:**

Donald C. Mitchell – Land Claims Movement and passage of ANCSA – Part 1

Senator Ted Stevens discusses the Land Claims Settlement Act. On-line at:

[http://vilda.alaska.edu/cdm4/item\\_viewer.php?CISOROOT=/cdmg11&CISOPTR=8278&REC=13](http://vilda.alaska.edu/cdm4/item_viewer.php?CISOROOT=/cdmg11&CISOPTR=8278&REC=13) (click on "Access this item")

**Google Search:**

Donald C. Mitchell  
Senator Henry "Scoop" Jackson  
Senator Fred Harris  
Eben Hopson

Senator Ted Stevens Alaska Native Land Claims

**Blackboard assignment:**

Post reflection paper

**Week 6 – MID-TERM PAPER DUE**

**Unit 6 - Learning Objectives:** Upon the completion of Unit 6 a student will be able to:

1. Describe the experiences of at least five individual Alaska Native leaders during the legislative process to secure a land claims settlement.
2. Recognize at least two major obstacles encountered in the lobbying process for a land settlement bill.
3. Describe at least two major challenges Alaska Native leaders faced in working in the national political environment.

**Unit 6 reading assignment:**

Arnold: Unit 4, Chapter 17, "A Legislative Settlement."

On-line at: <http://www.alaskool.org/projects/anca/landclaims/LandClaimsTOC.htm>

Mitchell: Chapter 5, "ANCSA," pp. 337-417

Gallagher: Chapters 13-15, pp. 213-250

President Richard Nixon, Statement About Alaska Natives' Claims Bill. On-line at:

<http://www.presidency.ucsb.edu/ws/index.php?pid=2967&st=Alaska+Native&st1=%20>

**Blackboard assignment:**

View the following video clips:

Barry Jackson – Land Claims Movement and Congressional passage – Part 1

Barry Jackson – Land Claims Movement and Congressional passage – Part 2

Post reflection paper

**Google Search:**

Barry Jackson

Congressman Wayne Aspinall Alaska Native Land Claims

Congressman Lloyd Meeds Alaska Native Land Claims

Bill Van Ness attorney Alaska Native Land Claims **Week 7**

**Section II – ANCSA implementation process**

**Unit 7 - Learning Objectives:** Upon the completion of Unit 7 a student will be able to:

1. List at least five Alaska Native leaders who were most influential in the final push for a land claims bill in Congress.
2. Identify at least two national non-Native figures influential in the passage of ANCSA.
3. Describe the event held in Anchorage at the passage of ANCSA.

**Unit 7 reading assignment:**

Mitchell: Chapter 5, "ANCSA," pp. 418-493

**Blackboard assignment:**

View the video clips of:

Edgar Blatchford – Land Claims Movement and early ANCSA implementation – Part 1

Edgar Blatchford – Land Claims Movement and early ANCSA implementation – Part 2

Edgar Blatchford – Land Claims Movement and early ANCSA implementation – Part 3

Alice Petrivelli – Starting ANCSA corporations in the Aleutian Islands – Part 1  
Alice Petrivelli – Starting ANCSA corporations in the Aleutian Islands – Part 2

Post reflection paper

### **Week 8**

**Unit 8 - Learning Objectives:** Upon the completion of Unit 8 a student will be able to:

1. Identify at least three Alaska Native leaders that emerged soon after the passage of ANCSA and were instrumental in forming corporations.
2. Recognize at least two general differences between the new corporate Native leaders and those that pursued the land claims settlement.
3. Describe at least two examples of challenges new corporation managers faced in the 1970s.
4. Compare the roles of management and boards of directors in ANCSA corporations.

#### **Reading assignment:**

Arnold: Chapter 21, "Land and Money."

Arnold: Chapter 22, "The corporation as vehicle."

Arnold: Chapter 23, "Alaska Native Corporations."

On-line at: <http://www.alaskool.org/projects/anCSA/landclaims/LandClaimsTOC.htm>

Gallagher: "The New Harpoon: An Essay" by Charles Edwardsen, Jr., pp. 251-257  
"Change," by William L. Hensley, pp. 258-259  
"Epilogue," pp. 259-260.

#### **Blackboard assignment:**

View the video clips of:

Donald C. Mitchell – The Act and its implementation – Part 2

Sam Demientieff – ANCSA corporation shares and shareholders – Part 2

Sam Demientieff – ANCSA corporation boards of directors – Part 4

Post reflection paper

### **Week 9 – Student presentations of papers**

**Unit 9 - Learning Objectives -** Upon the completion of Unit 9 a student will be able to:

1. Describe the personal perspectives of at least two Alaska Natives regarding ANCSA.
2. Identify at least two common misconceptions of ANCSA corporations.
3. Contrast the differences and identify the similarities of at least two corporation leaders during the early implementation period.
4. Identify at least one success and one failure in the early ANCSA implementation phase.

#### **Unit 9 reading assignment:**

Mitchell: "ANCSA," pp. 418-493.

#### **Blackboard assignment:**

View the video clips of:

Perry Eaton – Organizing an ANCSA regional corporation – Part 1

Perry Eaton – Organizing an ANCSA regional corporation – Part 2

Gordon L. Pullar – Perspectives and expectations of ANCSA

Post reflection paper

## **Week 10**

### **Section III – Current land, village corporation issues, future of ANCSA**

**Unit 10 - Learning Objectives:** Upon the completion of Unit 10 a student will be able to:

1. Describe the differences between an ANCSA regional and ANCSA village corporation.
2. Describe the requirements that made a village eligible to form an ANCSA corporation.
3. Describe at least two village corporations that met with special obstacles in their formations.

Class discussion on village corporations and early implementation with guests: Professor Dixie Masak Dayo, President, Bean Ridge Corporation and Professor Ron Brower, former President, Ukpeagvik Inupiat Corporation (Invited)

#### **Blackboard assignment:**

View the video clips of:

Alfred Ketzler, Sr. – ANCSA village corporations

Dixie Masak Dayo – Starting a small village corporation and learning provisions of ANCSA – Part 1

Dixie Masak Dayo – Starting a small village corporation and learning provisions of ANCSA – Part 2

Ronald Brower – Implementing ANCSA on the Arctic Slope – Part 2

Ruth Ridley – Personal perspectives on ANCSA and village corporations

Linda Evans – Village corporations

Post reflection paper

## **Week 11**

**Unit 11 - Learning Objectives:** Upon the completion of Unit 11 a student will be able to:

1. Describe two examples of villages that were challenged on their eligibility to organize under ANCSA and the eventual outcomes.
2. Compare the enrollment processes in at least two different ANCSA regions.
3. Describe at least two examples of ANCSA corporation mergers and the corporations that resulted from the mergers.
4. Describe how merged ANCSA corporations might become “demerged.”

#### **Reading assignment:**

Leisnoi, Inc. v. Stratman, et.al., The Supreme Court of the State of Alaska. June 26, 1992.

<http://touchngo.com/sp/html/sp-3858.htm>

#### **Blackboard assignment:**

View the following video clips:

Mary Jane Nielsen – ANCSA corporation mergers, land issues

Miranda Wright – ANCSA corporation board roles, corporation mergers

Post reflection paper

#### **Review following websites:**

Afognak Native Corporation, <http://www.afognak.com/pages/home.php>

Alaska Peninsula Corporation, <http://www.alaskapeninsulacorp.com/aboutus.asp>

NANA Regional Corporation, Inc., <http://www.nana.com/regional/>

Gana A'Yoo, Ltd., <http://www.ganaayoo.com/ganaayoo.html>

**Google search:** Leisnoi, Inc. litigation

**Week 12 FINAL PAPER DUE**

**Unit 12 - Learning Objective:** Upon the completion of Unit 15 a student will be able to:

1. Recite the names of at least 10 Alaska Native leaders who worked on getting ANCSA passed by Congress or worked on implementing ANCSA.
2. Discuss at least two major differences in viewpoints on ANCSA.
3. Make a prediction on the future of ANCSA corporations.

**Blackboard assignment:**

View the video clips of:

John Sackett – The future of ANCSA: Keys to success – Part 3

Willie Hensley – Inupiaq traditional values, identity and the future – Part 3

Carl Marrs – The future of ANCSA corporations – Part 4

Tom Panamaroff – Education and the future of ANCSA corporations – Part 1

Sam Demientieff – ANCSA and the future

Post reflection paper

**Reading assignment:**

Mitchell: "Epilogue," pp. 495-541

**Week 13**

**Unit 13 - Learning Objectives:** Upon the completion of Unit 13 a student will be able to:

1. Explain ANCSA Section 7(i) and why it was controversial.
2. Explain ANCSA Section 14(c) and its basis for disagreement.
3. Discuss ANCSA Section 22(g) and the legal relationship between U.S. wildlife refuges and Native corporations.
4. Describe ANCSA Section 14(h)(1) and the process for protecting cultural places and documenting traditional knowledge under ANCSA.

Guest Speaker: Dr. Kenneth Pratt, Bureau of Indian Affairs, Editor of book, *Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims*

**Blackboard assignment:**

View the video clips of:

Alfred Ketzler, Sr. – ANCSA Section 7(i)

Jim LaBelle – Chugach enrollment, land selection and Section 14(c) – Part 2

Jim LaBelle – ANCSA 1991 provisions and corporation bankruptcy – Part 3

Dixie Masak Dayo – Implementing Section 14(c)(3) of ANCSA

Ralph Eluska - Pre-ANCSA, Sections 14(c), 22(g), Wildlife Refuges, Shareholder Permanent Fund

Sam Demientieff – ANCSA Section 7(i) – Part 3

Carl Marrs – Enrollment and land selection issues in Cook Inlet Region – Part 1

Post reflection paper

**Unit 13 reading assignment:**

Pratt: "A History of the ANCSA 14(h)(1) Program and Significant Reckoning Points, 1975-2008. pp. 3-43.

Pratt: "Needs'it Gwich'in Caribou Fences: An Oral and Documentary History." By Lynch and Pratt. pp. 72-87.

### **Week 14**

**Unit 14 - Learning Objectives:** Upon the completion of Unit 12 a student will be able to:

1. Describe and compare "Net Operating Losses" (NOL's) and "8(a)" contracts and their impacts on some ANCSA corporations.
2. Compare size limits of ANCSA corporation 8(a) contracts with other minority business 8(a) contracts.
3. Compare the economic successes of at least three ANCSA corporations and how they compare with other Alaska corporations.
4. Recite how many of the top ten revenue producing corporations in Alaska are ANCSA corporations.
5. Describe at least two examples of ANCSA corporations' business interests nationally and internationally.

### **Unit 14 reading assignment:**

ANCSA and SBA 8(a) Program. Institute of Social and Economic Research, UAA, July 2009.  
Online at [http://www.iser.uaa.alaska.edu/Publications/8\(a\)/Full\\_Report.pdf](http://www.iser.uaa.alaska.edu/Publications/8(a)/Full_Report.pdf)

National Oceanic and Atmospheric Administration, (NOAA) Acquisition and Grants Office.  
"Unique rights of Alaska Native corporation owned 8(a) businesses in the federal government procurement process."

[http://www.ago.noaa.gov/ago/acquisition/docs/alaska\\_native\\_contracting.pdf](http://www.ago.noaa.gov/ago/acquisition/docs/alaska_native_contracting.pdf)

"NACA Executive Director Lukin Helps Set the Record Straight About the Native 8(a) Program."  
On-line at:

[http://www.nativecontractors.org/media/pdf/NACA\\_Post\\_Hearing\\_Release7-20-09FINAL.pdf](http://www.nativecontractors.org/media/pdf/NACA_Post_Hearing_Release7-20-09FINAL.pdf)

### **View the following video clip:**

Committee Hearing: Homeland Security and Governmental Affairs Sub-Committee. July 19, 2009. "Contracting Preferences for Alaska Native Corporations"

<http://www.senate.gov/fplayers/I2009/urlPlayer.cfm?fn=govtaff071609p&st=800&dur=10110>

(**Note:** Sarah Lukin, from the village of Port Lions, seen testifying here, is the executive director of the Native American Contractors Association based in Washington, D.C., and a UAF Rural Development MA graduate. She received her BA degree from UAA.)

### **Blackboard assignment:**

View the videos of the following:

Carl Marrs – Net Operating Losses and unique ANCSA provisions resulting in large dividends – Part 2

Carl Marrs – Net Operating Losses – Part 3

Tom Panamaroff – ANCSA corporation subsidiaries and 8(a) contracting

Jim LaBelle – Government contracting and the future of ANCSA – Part 4

Post reflection paper

### **Google Search:**

Alaska Business Monthly Top 49

Alaska Native corporations Net Operating Losses

Sarah Lukin