

FORMAT 1

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

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

SUBMITTED BY:

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

1. ACTION DESIRED (CHECK ONE):	Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:	Dept	RD	Course #	630	No. of Credits	3
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Justify upper/lower division status & number of credits:

In depth study of economic development and entrepreneurship in rural Alaska considering both public policy development and corporate and individual business strategies. Course includes extensive readings and analysis at the graduate level. The course will consist of a total of 3 hours of lectures per week for a total of at least 2400 minutes.

3. PROPOSED COURSE TITLE	Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities
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4. To be CROSS LISTED? YES/NO	No	If yes, Dept:		Course #	
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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.

5. To be STACKED?*	No	If yes, Dept.		Course #	
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How will the two course levels differ from each other? How will each be taught at the appropriate level?:

* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. Stacked course applications are reviewed by the (Undergraduate) Curricular Review Committee and by the Graduate Academic and Advising Committee. Creating two different syllabi (undergraduate and graduate versions) will help emphasize the different qualities of what are supposed to be two different courses. The committees will determine: 1) whether the two versions are sufficiently different (i.e. is there undergraduate and graduate level content being offered); 2) are undergraduates being overtaxed? 3) are graduate students being undertaxed? In this context, the committees are looking out for the interests of the students taking the course. Typically, if either committee has qualms, they both do. More info online – see URL at top of this page.

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

7. SEMESTER & YEAR OF FIRST OFFERING (Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)	Spring 2019 This course will alternate with RD 671, which is being offered Spring 2018
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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.

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

9. CONTACT HOURS PER WEEK	3	LECTURE hours/weeks		LAB hours/week		PRACTICUM hours/week
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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)	
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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)

RD F630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

3 Credits

Spring Odd-numbered years

This course explores the questions - what does/should economic development and entrepreneurship look like in rural and Native Alaska? What national, state, and tribal policies and laws are desirable, given the history and experience of existing ANCSA corporations (and transnational corporations), tribal enterprises, and small businesses? This course further explores the unique origins and experiences of tribal enterprises and ANCSA corporations, exploring their contradictory purposes from a business standpoint, responsibilities to shareholders and tribal members, transparency and accountability under federal and state laws, U.S. federal trust responsibility, special tax and business exemptions, and resulting business strategies for rural and Native Alaska.

Prerequisites: Graduate standing or permission of instructor.

Recommended: RD 625.

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		S = Social Sciences	
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Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.	YES		NO	X
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IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6		W = Writing Intensive, Format 7		X = Baccalaureate Core	
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11.A Is course content related to northern, arctic or circumpolar studies? If yes, a "snowflake" symbol will be added in the printed Catalog, and flagged in Banner.

YES	X	NO	
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12. COURSE REPEATABILITY:

Is this course repeatable for credit?	YES		NO	X
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Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).	
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How many times may the course be repeated for credit?		TIMES
If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS
If the course can be repeated with <u>variable</u> credit, what is the maximum number of credit hours that may be earned for this course?		CREDITS

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

LETTER: ☒ PASS/FAIL: ☐

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Graduate 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

\$ 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?

Yes/No

No

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

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 graduate level course that explores the unique and complex policy and business issues surrounding economic development & entrepreneurship in rural Alaska, including a review of the experience of ANCSA corporations (including transnational corporations), tribal enterprises, & private, small businesses, & the implications for strategic economic development & entrepreneurship today. 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.

Proponent was not able to identify a similar existing course in the UAF Course Catalog. This would be a new addition that focuses on topics critical to rural Alaska.

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.

The issues surrounding economic development & entrepreneurship in rural Alaska are essential for students to understand both the public and private side of economic development in rural Alaska. This course will explore these important topics, including a review of the experience of ANCSA corporations (including transnational corporations), tribal enterprises, & private, small businesses, & the implications for strategic economic development & entrepreneurship today. This course will support student

understanding of the opportunities and challenges of economic development in rural Alaska and provide them with tools for change.

APPROVALS: *Add additional signature lines as needed.*

	Date	
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Signature, Chair, Program/Department of:

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

	Date	
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Signature, Dean, College/School of:

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

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

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

	Date	
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Signature, Chair

Faculty Senate Review Committee: ___Curriculum Review ___GAAC

___Core Review ___SADAC

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

	Date	
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Signature, Chair, Program/Department of:

	Date	
--	------	--

Signature, Chair, College/School Curriculum Council for:

	Date	
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Signature, Dean, College/School of:

them with tools for change.

APPROVALS: Add additional signature lines as needed.

RD 630 format 1

Signature, Chair, Program/Department of: CRCD Date 10/17/16

Signature, Chair, College/School Curriculum Council for: Rural Community Development Date 10/14/16

Signature, Dean, College/School of: CRCD Date 10/17/16

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

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

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

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

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

Signature, Chair, Program/Department of: Date

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

Signature, Dean, College/School of: Date

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

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

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

SYLLABUS CHECKLIST FOR ALL UAF COURSES

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

1. Course information:

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

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

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

3. Course readings/materials:

☐ Course textbook title, ☐ author, ☐ edition/publisher.

☐ Supplementary readings (indicate whether ☐ required or ☐ recommended) and

☐ any supplies required.

4. Course description:

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

☐ Expected proficiencies required to undertake the course, if applicable.

☐ Inclusion of catalog description is *strongly* recommended, and

☐ Description in syllabus must be consistent with catalog course description.

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

6. ☐ Student Learning Outcomes (more specific)

7. Instructional methods:

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

8. Course calendar:

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

9. Course policies:

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

10. Evaluation:

☐ Specify how students will be evaluated, ☐ what factors will be included, ☐ their relative value, and ☐ how they will be tabulated into grades (on a curve, absolute scores, etc.)

☐ Publicize UAF regulations with regard to the grades of "C" and below as applicable to this course. (Not required in the syllabus, but is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

11. Support Services:

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

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

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

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

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

Course Information

RD 630 Economic Development Policy and Entrepreneurship in Rural Alaska:
Challenges and Opportunities

3 Credits

Prerequisites: Graduate standing or permission of instructor.

Recommended: RD 625.

Location: TBD

Meeting Time: TBD

Instructor

Name: TBD

Office Location: TBD

Office Hours: TBD

Telephone: TBD

Email Address: TBD

Course Reading/Materials

Course Textbooks:

Required:

Title #1: Alaska Native Corporations

Authors: Darrell Green & Maria B. Lopez, Editors

Edition/Publisher: Novinka (New York, 2013)

Title #2: Reservation Capitalism, Economic Development in Indian Country

Authors: Robert J. Miller

Edition/Publisher: Novinka (University of Nebraska Press, 2013)

Required Supplementary Readings (excerpts from)

Allaway, James, and Byron Mallott, ANCSA Unrealized: Our Lives Are Not Measured in Dollars, 25 J. Land Resources & Envtl. L. 139 (2005)

Allison, Catherine Lynn, Alaska Native Corporations: Reclaiming the Namesake; Effectuating the Purpose, 42 Pub. Cont. L.J. 869 (2013)

Atkinson, Karen J., and Kathleen M. Nilles, Tribal Business Structures Handbook, Tribal Strategies, Inc. (2008)

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

Branson, Douglas M., Still Square Pegs in Round Holes? A Look at ANCSA Corporations, Corporate Governance, and Indeterminate Form or Operation of Legal Entities, 24 Alaska L. Rev. 203 (2007)

Buchanan, Travis G., One Company, Two Worlds: The Case for Alaska Native Corporations, 27 Alaska L. Rev. 297 (2010)

Case, David, and David Voluck, Alaska Natives and American Laws (3rd Edition), University of Alaska Press (2012), Chapter 1 – The Federal – Native Relationship Generally, and Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act

Cheney, Gail, Understanding the Future of Native Values at an Alaska Native Corporation (Dissertation, Antioch University, 2014)

Colt, Stephen, Alaska Natives and the “New Harpoon”: Economic Performance of the ANCSA Regional Corporations, 25 J. Land Resources & Envtl. L. 155 (2005)

Edwards, Bruce N., Understanding and Making the New Section 646 Elections for Alaska Native Settlement Trusts, 18 Alaska L. Rev. 217 (2001)

Emory, Meade and Robert A. Warden, Income Taxation of Distributions by Alaska Native Corporations: An Ambiguity in Need of Clarification, 64 Wash. L. Rev. 551 (1989)

Fisher, Gregory S., and Erin F. Rose, Selling Ice in Alaska: Employment Preferences and Statutory Exemptions for Alaska Native Corporations 40 Years After ANCSA, 31 Alaska L. Rev. 1 (2014)

GAO, Report to Congress on Regional Alaska Native Corporations’ Status 40 Years after Establishment, and Future Considerations (2012)

Hirschfield, Martha, The Alaska Native Claims Settlement Act: Tribal Sovereignty and the Corporate Form, 101 Yale L.J. 1331 (1992)

Maass, Emily M., Navigating Uncharted Waters: Alaska Native Corporations in a New Era of 8(A) Contracting, 29 Alaska L. Rev. 51 (2012)

Miller, Robert, American Indian Entrepreneurs: Unique Challenges, Unlimited Potential, 40 Ariz. St. L.J. 1297 (2008)

Miller, Robert, Economic Development in Indian Country: Will Capitalism or Socialism Succeed?, 80 Or. L. Rev. 757 (2001)

Murphy, Mike. S., Sarbanes-Oxley and Alaska Native Corporations: Do the Regulations Apply?, 23 Alaska L. Rev. 265 (2006)

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

Newman, Dwight, Michelle Biddulph, and Lorelle Binnion, Arctic Energy Development and Best Practices on Consultation with Indigenous Peoples, 32 B.U. Int'l L.J. 449 (2014)

Pacheco, Michael, Toward a Truer Sense of Sovereignty: Fiduciary Duty in Indian Corporations, 39 S.D. L. Rev. 49 (1994)

Pullar, Gordon, Indigenous Culture and Organizational Culture, A Case Study of an Alaska Native Organization

Smiddy, Linda O., Company and Labor Law: Responding to Professor Janda – The U.S. Experience: The Alaska Native Claims Settlement Act (ANCSA) Regional Corporation as a Form of Social Enterprise, 30 Vt. L. Rev. 823 (2006)

Sorensen, Stephen F., Mineral Development on Native Lands: The Alaska Perspective, Rocky Mt. Min. L. Inst. 3-1 (1999)

Thomas, Clive S., Laura C. Savatgy, and Kristina Klimovich, Alaska Politics & Public Policy, The Dynamics of Beliefs, Institutions, Personalities, and Power (2016), Chapter 6, Alaska's Political Economy: Structure and Power Dynamics (by Britteny A. Cioni-Haywood), Chapter 7, Alaska's Political Economy: Outside Forces, Economic Viability, and Public Policy Options (by Gunnar Knapp), Chapter 9, Alaska Natives and the State's Political Economy: Changing Power Relationships (by Thomas F. Thornton and Emil Notti with Mary Sattler and George Owletuck), Chapter 21, Natural Resources and the Owner State: Economic and Political Realities and Policy Dynamics (by Anthony T. Nakazawa, Robert F. Gorman, George Goldman, and Clive S. Thomas)

Yang, Jenny, Small Business, Rising Giant: Policies and Costs of Section 8(A) Contracting Preferences for Alaska Native Corporations, 23 Alaska L. Rev. 315 (2006)

Course Description

RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

3 Credits

This course explores the questions - what does/should economic development and entrepreneurship look like in rural and Native Alaska? What national, state, and tribal policies and laws are desirable, given the history and experience of existing ANCSA corporations (and transnational corporations), tribal enterprises, and small businesses? This course further explores the unique origins and experiences of tribal enterprises and ANCSA corporations, exploring their contradictory purposes from a business standpoint, responsibilities to shareholders and tribal members,

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

transparency and accountability under federal and state laws, U.S. federal trust responsibility, special tax and business exemptions, and resulting business strategies for rural and Native Alaska.

Prerequisites: Graduate standing or permission of instructor.

Recommended: RD 625

Course Goals

The goal of this course is to provide students with an in depth understanding of the interrelationships between economic development policy, individual and corporate (ANCSA and other) business strategies, and economic development in rural Alaska and the tools to make change and improve economic development outcomes in rural and Alaska Native communities.

Student Learning Outcomes (more specific)
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Students will:

- (1) Recognize the profile and concerns of successful rural business enterprises/entrepreneurs;
- (2) Examine the unique relationship between the U.S. federal government and laws, and U.S. federally recognized tribes and their enterprises;
- (3) Explore aspects of the history and purposes of tribal enterprises informing their business structure, culture, legal obligations and limitations;
- (4) Identify and compare successful tribal enterprises in the lower 48 (e.g., tribal resource extraction, gaming, etc.);
- (5) Analyze the history and conflicting purposes of the Alaska Native Claims Settlement Act (ANCSA)(from a business standpoint), informing the existing business structure, corporate culture, and legal obligations and limitations, at the regional and village levels;
- (6) Recognize that government has been intertwined with business in Native Alaska from the outset, e.g., historical problems with ANCSA corporation launch and U.S. federal government/law interventions (e.g., Net Operating Losses, Section 8(a) Minority businesses, etc.), & explore the lingering issue of whether there is a U.S. federal trust responsibility to keep ANCSA corporations solvent;
- (7) Explore the purpose and experience of ANCSA corporations and the experience of 7(i) "revenue-sharing;"

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

(8) Explore aspects of the history and purposes of the Alaska Native Claims Settlement Act (ANCSA) informing the presence of transnational corporations in rural Alaska, their business structure and culture, legal obligations and limitations; and

(9) Develop & analyze rural Alaska business case studies.

Instructional Methods

This course will use lecture, case study, small group discussion, and it will also use Blackboard and audio conferencing.

Course Calendar

	Topics	Readings	Assignments & Due Dates
Week 1			
	Introductions & Overview		
	Profile & Concerns of Successful Rural Business	R.M., Reservation Capitalism, Economic Development in Indian Country (2013), Chapter 7 – Indian Entrepreneurship A&N, Tribal Business Structures Handbook, Tribal Strategies, Inc. (2008) Evergreen Case Study – Hide & Skin: An Alaska Tannery Conundrum, by Jeri Ruben & Irfan Ahmed	
Week 2			
	Economic Activity in Native America in General	R.M., Economic Development in Indian Country: Will Capitalism or Socialism Succeed?, 80 Or. L. Rev. 757 (2001) R.M. Reservation Capitalism, Economic Development in Indian Country, Chapter 4 – Current Economic Activity in Indian Country (2013)	
	Same as Above	Same as Above	
Week 3			
	Current Economic Activity in Native America	R.M., Reservation Capitalism, Economic Development in Indian Country (2013), Chapter 8 – Creating Reservation Economies Evergreen Case Study – Should Tribes Legalize Marijuana?, by Amber Seachord & Barbara Leigh Smith	
	Same as Above	Same as Above	Case Study Reflection #1 Due
Week 4			

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

	Current Economic Activity in Native America	R.M., Reservation Capitalism, Economic Development in Indian Country (2013), Chapter 5 – Tribal Gaming Evergreen Case Study – Indian Gaming in the U.S.: A Broad Introduction; & Case 1: The Economics Frame: All In? Economic Factors to Consider in Native Gaming, by Shalin Hai-Jew	
	Same as Above	Same as Above	
Week 5			
	Alaska Native Corporations – ANCSA – Introduction & Background	C&V, Chapter 1 – The Federal Relationship to Alaska Natives (pp.1 – 52) A&M, ANCSA Unrealized: Our Lives Are Not Measured in Dollars, 25 J. Land Resources & Envtl. L. 139 (2005) Evergreen Case Study – Alaska Natives & American Indian Policy, by Linda Moon Stumpff	
	Same as Above	Same as Above	
Week 6			
	Alaska Native Corporations – ANCSA Corporate/Shareholding Structure, Then & Now	C&V, Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act (pp. 165 – 178) D.B., Still Square Pegs in Round Holes? A Look at ANCSA Corporations, Corporate Governance, & Indeterminate Form or Operation of Legal Entities, 24 Alaska L. Rev. 203 (2007) GAO, Report to Congress on Regional Alaska Native Corporations' Status 40 Years after Establishment, & Future Considerations (2012)(excerpts)	
	Same as Above	Same as Above	Case Study Reflection #2 Due
Week 7			
	Alaska Native Corporations –the NOL Experience	C&V, Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act (pp. 179 – 183) E&W, Income Taxation of Distributions by Alaska Native Corporations: An Ambiguity in Need of Clarification, 64 Wash. L. Rev. 551 (1989)	
	Same as Above	Same as Above	
Week 8			
	Alaska Native Corporations – Section 7(i) Revenue Sharing	C&V, Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act (pp. 183 – 185) Evergreen Case Study – Distributive Justice in Indian Country: Should Indian Tribes Share Casino Revenues?, by Sarah S. Works	
	Same as Above	Same as Above	
Week 9			
	Alaska Political Dynamics & Business	T, S, & K, Alaska Politics & Public Policy, The Dynamics of Beliefs, Institutions, Personalities, & Power (2016), Chapter 6 – Alaska's Political Economy: Structure & Power Dynamics	

Syllabus for RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities

		Chapter 7 – Alaska’s Political Economy: Outside Forces, Economic Viability, & Public Policy Options Chapter 9 – Alaska Natives and the State’s Political Economy: Changing Power Relations Chapter 21 – Natural Resources and the Owner State: Economic and Political Realities and Policy Dynamics	
	Same as Above	Same as Above	Case Study Reflection #3 Due
Week 10			
	Business of Resource Extraction	O., S, & F, Arctic Energy Cooperation, 49 U.C. Davis L. Rev. 1431 (2016) G.K., A Corporate Culture? The Environmental Justice Challenges of the Alaska Native Claims Settlement Act, 81 Miss. L.J. 813 (2012) Evergreen Case Study – Pebbles of Gold or Salmon of Time: Pebble Mine & the Cultural & Environmental Economics of Alaska Natives, by Brian Footen	
	Same as Above	Same as Above	
Week 11			
	Alaska Native Corporations – ANCSA Corps & Section 8(a) of the Small Business Act (as “minority” business)	J.Y., Small Businesses, Rising Giants: Policies and Costs of Section 8(A) Contracting Preferences for Alaska Native Corporations, 23 Alaska L. Rev. 315 (2006) T.B., One Company, Two Worlds: The Case for Alaska Native Corporations, 27 Alaska L. Rev. 297 (2010) E.M., Navigating Uncharted Waters: Alaska Native Corporations in a New Era of 8(A) Contracting, 29 Alaska L. Rev. 51 (2012)	
	Same as Above	Same as Above	
Week 12			
	Alaska Native Corporations – Contemporary Shareholder Issues (transparency & attempts to accomplish social welfare objectives)	C&V, Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act (pp. 185 – 193) M.M., Sarbanes-Oxley and Alaska Native Corporations: Do the Regulations Apply?, 23 Alaska L. Rev. 265 (2006) GAO, Report to Congress on Regional Alaska Native Corporations’ Status 40 Years after Establishment, & Future Considerations (2012)(excerpts) Hanson v. Kake Tribal Corp., 939 P.2d. 1320 (Alaska 1997) Sierra v. Goldbelt, Inc., 25 P.3d 697 (Alaska 2001)	
	Same as Above	Same as Above	
Week 13			

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	Alaska Native Corporations – & Employment Preferences	L.S., Company and Labor Law: Responding to Professor Janda – The U.S. Experience: The Alaska Native Claims Settlement Act (ANCSA) Regional Corporation as a Form of Social Enterprise, 30 Vt. L. Rev. 823 (2006) F&R, Selling Ice in Alaska: Employment Preferences and Statutory Exemptions for Alaska Native Corporations 40 Years After ANCSA, 31 Alaska L. Rev. 1 (2014) Evergreen Case Study – Child Care Considerations at the Skinny Raven Casino, by Dennis Gawlik, Kate Lancaster, & Linda Lovett	
	Same as Above	Same as Above	
Week 14			
	Alaska Native Corporations - & Profitability	S.C., Alaska Natives and the “New Harpoon”: Economic Performance of the ANCSA Regional Corporations, 25 J. Land Resources & Envtl. L. 155 (2005) GAO, Report to Congress on Regional Alaska Native Corporations’ Status 40 Years after Establishment, & Future Considerations (2012)(excerpts)	Final Original Case Studies Due
			Student Presentations
Week 15			
			Student Presentations
			Student Presentations
Finals Week Mon. – Sat, Dec. 12 - 17			

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 at least a “D” grade will be advised of this before the final deadline for withdrawal and be given the opportunity to

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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. Students are responsible for checking their progress and making arrangements to withdraw from the course if they find they cannot keep up with the work.

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.

Evaluation

Participation & Assignments	Percentage
Class Attendance & Participation	10%
Case Study Reflection Papers (3) Paper 1 – Due TBD Paper 2 – Due TBD Paper 3 – Due TBD	30%
Case Study/Readings Facilitation of Group Discussion (graduate students)	10%
Original Case Study Due TBD	40%
Final Presentation Due TBD	10%
Total:	100%

Case Study Reflection Papers

Students are expected to complete three reflection papers (3-4 double-spaced pages in length) that respond to their choice of the assigned Evergreen case studies. 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.

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Students are expected to respond to the specific questions accompanying each case study.

Case Study Presentation/Facilitation of Group Discussion

Each student will be assigned three case studies and/or readings and will be expected to (on three class dates): (a) prepare a 15 minute Power Point presentation summarizing key concepts; (b) facilitate a 20-30 minute group discussion; and (c) identify 3-4 discussion questions. Power Point presentations and discussion questions must be emailed to the instructor the day prior to your presentation.

Development of a New Case Study

Students will draft a new rural Alaska-specific case study on business concerns in rural Alaska, in one of the following areas:

- *Small, private enterprise*
- *Tribal enterprise*
- *ANCSA regional or village corporation*
- *Transnational corporation*
- *Or*
- *An approved variation/topic*

Case Study/Presentation

Students will prepare and present a 20-25 minute in-class presentation based upon their draft original case study. 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.

What is a Case Study?

We will be using the approaches, methods, and materials (case studies) of Evergreen State College's Enduring Legacies Native Cases Initiatives at <http://nativecases.evergreen.edu/index.html> The following is taken and modified from the Evergreen materials.

“Cases are simply stories with an educational message, but they pose problems or dilemmas.”

- *Writer Guidelines for the Enduring Legacies Native Case Initiative, Evergreen State College.*

Sources of Cases

Cases come in all shapes and sizes. Possible sources are unlimited. Use all sorts of materials to spark ideas and issues for cases, including the Internet (blogs & websites, etc.), newspapers, journals, reports, cartoons, public hearings, memos, letters, minutes of meetings, etc.

Different Types of Cases

There are many different types of cases. Analysis/Issue Cases, ask “what happened?” Dilemma or Decision Cases, ask not only “what happened but also what do we want to do about it?” Trigger Cases are very short cases designed to start a conversation about a topic. Clicker Cases take the form of a powerpoint presentation delivered through lecture, punctuated by questions. They use the technology of “clickers” for students to participate in the discussion by voting with their “clicker.” Interrupted Cases are multi-part chronological cases based on progressive disclosure. Students read and discuss each part separately with additional information provided in each section of the case.

What Makes a Good Case?

Good cases are generally characterized by the four C's: conflict, context, complexity, and challenge. They are engaging and thought provoking, decision-forcing, and without easy answers. Accuracy, credibility, and the ability to generalize to other settings are important qualities and it is most important that they address significant issues. In addition, good cases are driven by clear objectives with challenging case questions that raise pertinent issues for furthering the analysis. They usually have a balance between a good engaging story line and enough context and factual information so the central problem or issue of the case can be generalized to shine light on other settings and similar problems.

How Long Should a Case Be?

For our purposes, 10-20 pages, SINGLE SPACED.

Steps in Writing a Case

Cases are often written in one of two general ways – either starting with concepts and developing the case story around them or starting with the story and drawing the concepts out of the story. Ideas for cases are often provoked by one encountering a problem that is difficult to explain, and where controversy is implicit. You might decide, for example to focus on economic development issues in Native communities and move from that general topical focus to more specific policy, law, and/or business concepts and analytical approaches that explain various problem areas and solutions. Starting from the other direction, you might want to work from a story about an innovative program that a small business, tribal enterprise, or ANCSA corporation has established. You may be concerned by situations that have not been sufficiently explained, such as the impacts of business on subsistence resources, or the different status and benefits for ANCSA shareholders versus other Alaska Natives.

General Steps

Step 1: Picking a topic – brainstorm with your team, research the Internet or other sources, think about the topic from different perspectives, e.g., as a business owner, a consumer, a parent, a citizen, the government, your own experience, etc.

Step 2: Briefly describe your case idea on an index card in a sentence or two

Step 3: Begin investigating sources of information and develop an initial bibliography including potential contacts for interviews

Step 4: Elaborate on your case idea through a brief outline, including an abstract, historical background, other relevant background information, the analysis, and the learning objectives

Step 5: Write the first finished good draft of your case

Step 6: Ask other people to read your draft and give you suggestions for improvement. Revise. Revise. Revise.

Step 7: Write the teaching notes for your case clearly following the format. It is important that the information in your case supports the learning objectives and learning activities.

The most difficult thing for writers is to draft a case that is truly multisided and open-ended rather than an advocacy case for one point of view. One of the best ways to keep this consideration upfront is to make the title of your case a question. Also, the balance between context setting information, analytical components, and the central storyline is critical in making a case seem authentic to the reader.

Review sample case studies at: <http://nativecases.evergreen.edu/index.html>

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.

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."

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.

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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) 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

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

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

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Fax: (907) 474-5688

Disability Services E-mail: 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, by phone at (907)474-5655, or by TTY at (907)474-1827.

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

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:

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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
- *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

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** List available keypad commands

Student Code of Conduct

UAF students are subject to the Student Code of Conduct.

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

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

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