

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)

REVISION SUBMITTED 5/6/17 WITH CHANGES TO STUDENT LEARNING OUTCOMES PER COMMITTEE REQUEST. PLEASE REFER TO ORIGINAL FOR SIGNATURES

SUBMITTED BY:

Department	ALASKA NATIVE STUDIES & RURAL DEVELOPMENT	College/School	CRCD
Prepared by	JENNY BELL-JONES	Phone	907 474 6842
Email Contact	jbjones@alaska.edu	Faculty Contact	Patricia Sekaquaptewa pssekaquaptewa@alaska.edu

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 #	676	No. of Credits	3
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Justify upper/lower division status & number of credits:

This graduate level course will provide Rural Development graduate students (and students in other graduate programs) with an opportunity to undertake in depth study in an area very important to the discipline that is currently unavailable above the 400 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:

Federal Indian Law in Alaska: Tribal Self-Governance; Business, & Protection of Family, Property, Resources, & Public Safety

4. To be CROSS LISTED?
YES/NO

NO

If yes,
Dept:

Course #

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

5. To be STACKED? *
YES/NO

NO

If yes,
Dept.

Course #

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:

As Demand Warrants

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

SPRING 2019

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)	Lecture via audio conference supported by Blackboard site.					

9. CONTACT HOURS PER WEEK:

	<input type="checkbox"/> LECTURE hours/weeks	<input type="checkbox"/> LAB hours /week	<input type="checkbox"/> 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)	N/A
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10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

Example of a complete description:

FISH F487 W, O Fisheries Management
3 Credits Offered Spring

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

RD F676 Federal Indian Law in Alaska: Tribal Self-Governance; Business, & Protection of Family, Property, Resources, & Public Safety
3 Credits offered as demand warrants

Examination of the history of federal Indian law and its implementation in Alaska. Key laws including the Indian Reorganization Act (IRA), Public Law 83-280, Indian Child Welfare Act (ICWA), Indian Self-Determination and Education Assistance Act (ISDEAA), Indian Civil Rights Act (ICRA) and the Tribal Law and Order Act (TLOA), are examined in terms of how they have altered the political landscape in Alaska. Indian legislation is explored to determine how Native communities exercise self-governance in Alaska. Students consider the development of tribal judicial capacity and pressing issues such as public safety for Native communities in Alaska as well as tribal participation in business and contractual agreements. Prerequisites: graduate standing or permission of the instructor. (3+0)

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

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

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

O = Oral Intensive,
Format 6

W = Writing Intensive,
Format 7

X = Baccalaureate
Core

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

YES

X

NO

12. **COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO

X

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

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

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

CREDITS

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

LETTER:

X

PASS/FAIL:

RESTRICTIONS ON ENROLLMENT (if any)

14. PREREQUISITES

Graduate standing or permission of the instructor

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

15. SPECIAL RESTRICTIONS, CONDITIONS

N/A

16. PROPOSED COURSE FEES

\$N/A

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

17. PREVIOUS HISTORY

Has the course been offered as special topics or trial course previously?

YES

Yes/No

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

A similar course was offered as an RD 693 Federal Indian Law course in fall of 2014 and fall of 2015. After trying this method it was decided two courses were needed. This course is one of those two.

18. ESTIMATED IMPACT

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

There will be minimal impact on any of the above. The Department has the resources to offer the 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	X	Yes		The library collection is already sufficient and most of the materials needed for the course will be provided on Blackboard. The library notifies us each time they add materials pertinent to Native studies so further contact is not needed.
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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)

We do not anticipate any measurable impact on other programs or departments.

21. POSITIVE AND NEGATIVE IMPACTS

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

We do not anticipate any negative impacts on any of the above. There may be a positive impact for students in other graduate programs who will be able to take this course as an elective. The last time we offered the course on trial three enrolled students were from other graduate 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.

Federal Indian law is an extremely important subject for Rural Development (RD) students because it governs so much of what happens in Alaska Native communities. Working with both tribes and ANCSA corporations requires at the very least a basic understanding of this field of law and how it is applied. Lack of competency in this area can result in serious misunderstandings when working with Native communities. As tribes in Alaska work to expand their self-governance capacity the need for RD majors to have better knowledge of the law is also increasing; RD majors need this coursework to support the work that many of them will do throughout the State.

There are no graduate level courses at UAF that cover this subject and we have had numerous requests from students for coursework. While graduate students can of course take our "Alaska Native Studies F425 Federal Indian Law and Alaska Natives", that course does not provide for the level of study we expect to offer graduate students. When graduate students have enrolled into that course it has been difficult to simultaneously meet both their needs and those of undergraduates especially those who have junior standing. By offering coursework at the graduate level we can better serve graduate

students both in our own program and across campus.

There is currently very little graduate level coursework that focuses on Federal Indian law in Alaska at other universities, and none that we know of offered by distance. By including this distance course (and the companion RD 675 which is being submitted under separate cover) we hope to expand our enrollment opportunities, and will market the course with this goal in mind.

APPROVALS: Add additional signature lines as needed.

PLEASE SEE ORIGINAL FORMAT 1 FOR SIGNATURES	Date	10/17/16
Signature, Chair, Program/Department of:		
PLEASE SEE ORIGINAL FORMAT 1 FOR SIGNATURES	Date	
10/14/16		
Signature, Chair, College/School Curriculum Council for:		
PLEASE SEE ORIGINAL FORMAT 1 FOR SIGNATURES	Date	10/17/16
Signature, Dean, College/School of:		

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

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

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

	Date	
Signature, Chair		
Faculty Senate Review Committee: ____Curriculum Review ____GAAC		
____Core Review ____SADAC		

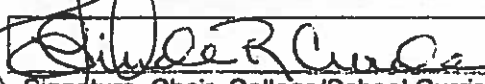
ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

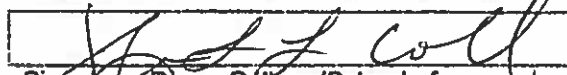
	Date	
Signature, Chair, Program/Department of:		
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	
Signature, Dean, College/School of:		

APPROVALS: Add additional signature lines as needed.

RD676 format 1


Signature, Chair, Program/Department of: DANSRD 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 Date 

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

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

11. Support Services:

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

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

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

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

**RD 676 Federal Indian Law in Alaska: Tribal Self-Governance; Business, & Protection of Family,
Property, Resources, & Public Safety**

SPRING 201X Course Outline

Course meets TBA 5.10 to 8.10pm

Note: Students must have graduate standing or instructor permission to enroll in RD 676

Instructor: Pat Sekaquaptewa

E-mail: pssekaquaptewa@alaska.edu

307 Brooks Bldg., UAF Campus

Audio Conference # 1-800-832-7806

PO Box 756500 Fairbanks, AK 99775

Audio Conference PIN# xxxxxxxx

Office: (907)474-6842 Fax: (907)474-1539

Office Hours: By appointment

Course Description: Examination of the history of federal Indian law and its implementation in Alaska. Key laws including the Indian Reorganization Act (IRA), Public Law 83-280, Indian Child Welfare Act (ICWA), Indian Self-Determination and Education Assistance Act (ISDEAA), Indian Civil Rights Act (ICRA) and the Tribal Law and Order Act (TLOA), are examined in terms of how they have altered the political landscape in Alaska. Indian legislation is explored to determine how Native communities exercise self-governance in Alaska. Students consider the development of tribal judicial capacity and pressing issues such as public safety for Native communities in Alaska as well as tribal participation in business and contractual agreements. Prerequisites: graduate standing or permission of the instructor

Course Goals & Objectives: Students will complete the course with a working knowledge of key Indian legislation and how it applies in Alaska. They will be able to interpret the relevant content of the laws and explain to others the connections between the mandates of each and the ways in which these mandates govern the lives of Alaska Natives and their communities today. They will make effective recommendations for changes to law and policy as regards Native community needs in Alaska.

Student Learning Outcomes:

- Students will be able to demonstrate in written journal entries, a written assignment, and through oral presentation, clear understanding of the how key pieces of Indian legislation (Indian Reorganization Act, Indian Child Welfare Act, Indian Civil Rights Act, Tribal Law and Order Act, Tribal Law and Order Act, PL 83-280, and the Indian Self Determination Act) have affected the rights of Alaska Native tribes to exercise jurisdiction over members.

- Students will be able to correctly interpret in written journal entries, a written assignment, and through oral presentation, specific ways in which Indian legislation supports exercise of tribal sovereignty in the business arena
- Students will be able to explain both in written journal entries, a written assignment, and through oral presentation how tribal civil and criminal jurisdiction functions in Alaska using applicable case law and legal decisions to support their opinions.
- Students will be able to critique case law and key legal decisions that are relevant to their individual projects and will demonstrate this in their writing. They will present their findings in a final written assignment and also in an oral presentation using “layman’s terms” as might be required when working with village residents.
- By successfully completing a comprehensive online exam, students will demonstrate ability to correctly interpret Indian legislation, recall key precedent established in prominent Indian law case decisions, and brief selected cases.

Required Readings:

Alaska Natives and American Laws, third edition. David S. Case & David A Voluck. University of Alaska Press

Tribal Constitutionalism: States, Tribes and the Governance of Membership. Kirsty Gover. Oxford University Press, 2010

Indian Reorganization Act https://www.iltf.org/sites/default/files/IRA_2-all_amendatory_changes.pdf

Indian Child Welfare Act http://www.nicwa.org/Indian_Child_Welfare_Act/

Indian Civil Rights Act <http://www.tribal-institute.org/lists/icra1968.htm>

Tribal Law and Order Act <https://www.justice.gov/tribal/tribal-law-and-order-act>

Public Law 83-280 http://www.tribal-institute.org/lists/pl_280.htm

Indian Self-Determination and Education Assistance Act
<https://www.law.cornell.edu/uscode/text/25/chapter-14/subchapter-II>

Additional required readings will be provided on the Blackboard site for the course (see the attached reading list)

Suggested Texts for Supplemental Reading:

Dunbar-Ortiz, Roxanne. Indigenous Peoples History of the United States. Beacon Press, 2014.

Fletcher, Matthew. Fletcher's Hornbook on Federal Indian Law. West Academic Publishing, 2016

Course Guide: This course uses audio conference participation and the Blackboard learning system.

Course Methodology: Course methodology includes reading, participation in lectures, discussion, written and oral presentation involving problem solving and interpretation of the targeted legislation.

Grading/Evaluation Policy will be based upon the following:

Attendance and participation at weekly audio conferences (10%): Students will be expected to attend these audio conferences having prepared all assigned readings in advance. They may be asked to lead discussions of case law and legislation, and failing to be prepared to do so will result in a reduced grade for participation.

Quizzes 20%: There will be four open book timed online Blackboard quizzes.

Journal Entry 20%: Students must submit a journal entry into the Blackboard journal forum providing their thoughts and ideas on assigned topics at four due dates throughout the semester. Assigned topics will be designed to help students with their final written assignment and oral presentation. Journal entries each require a minimum of 1000 words. Citations are additional to the 1000 word minimum.

Written Exam (1) 30%: Comprehensive online exam covering interpretation of legislation and specific case law examined in class. Students will use the texts of the different laws and the assigned cases during this open book exam. The three hour exam will include some short essay questions.

Problem Solving Assignment (1) 10%: Each student will be given a legal problem involving a possible real life scenario in a village or villages. Students may choose which law they work with but no two students will be given the same problem. A minimum of twelve pages is required. These twelve pages will be divided 70/30 between a formal legal paper for professionals and a paper for village residents. Both papers will explain how the student solved the problem. Students will be required to use accepted legal writing style using footnotes for the "70%" but may choose a style they think will best suit their village audience for the "30%" paper.

Final Oral Presentation (1) 10%: Students will give a fifteen minute oral presentation explaining how they solved their problem during the final class meeting. The remainder of the class will participate with questions for the presenter.

	Number given	Points per unit	Points value	% of grade
Attendance & participation at weekly audio conferences	15	6.6	100	10%
Online quizzes	4	50	200	20%
Journal entries	4	50	200	20%
Exam	1	300	300	30%
Written Assignment	1	100	100	10%
Oral Presentation	1	100	100	10%
Total Values			1000	100%

Grading: Grading is based on guidelines in the 2015/16 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%

Criteria for grading: (UAF Catalog)

A (90-100%) =Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) =Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) =Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) =Below average work. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) =Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations

Student Expectations: All submitted assignments must show reflection and scholarship. Students are expected to use legal writing style with footnotes incorporating proper legal citations.

Students should contact the instructor(s) if they have questions about the course overview, objectives, and organization, grading or student expectations. The contact information is included with this syllabus.

Instructor Policy on Late Submissions, Incomplete Grades and No Basis Grades: There will be no “NB” grades awarded in this course. Students must obtain instructor permission in advance if an unexpected event will result in late submission of the written assignment. Late assignments will not be accepted without prior arrangement. Incomplete grades will only be awarded in extreme circumstances and students should contact the instructor immediately if life events lead them to believe they might need to request an “I” grade.

Plagiarism: Plagiarism is quoting from, paraphrasing, or using specific material contained in any published work, e.g., books, periodicals, public documents, internet, or another person’s ideas without providing appropriate citations or recognitions. Self-plagiarism is using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. NOTE: Material copied from a course lecture or web link but not appropriately cited is considered to be plagiarism. Plagiarism can result in an “F” grade in this course. Students should contact the instructor if they have questions on this topic.

Students with Disabilities: Students with a documented disability requiring accommodation should notify the instructor at the beginning of the semester. 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. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-5655).

uaf-disabilityservices@alaska.edu

Other UAF Student Support Services include:

- Office of Information Technology 907-450 8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu
- Off-campus library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>
- UAF Writing Center 907 474 5314 or email for an appointment at fywrc@uaf.edu Their website can be found at <http://www.uaf.edu/english/writing-center/>

- CRCD Bookstore 907 474 7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu Their website can be found at <http://www.uaf.edu/rural/bookstore-services/>

Title IX : University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UAF Health & Counseling Center at 474-7043;
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

RD 676 COURSE SPRING SCHEDULE

WEEK ONE JANUARY: Introductions and review of materials. Use of legal vocabulary and writing format. Reading and briefing court cases. Locating and citing law and regulations. Canons of Indian law construction.

***** Practice Brief of Talton v Mayes in class *****

WEEK TWO JANUARY: The different eras of Federal Indian policy. Aboriginal Title, the Doctrine of Discovery, and the Plenary Power of Congress. The landmark historical Indian law cases.

WEEK THREE FEBRUARY: The Marshall Trilogy and early Alaska precedent setting cases. How did Alaska Natives come to move down a different legal path than tribes in the Lower 48?

QUIZ ONE ON BLACKBOARD

JOURNAL ENTRY DUE ON BLACKBOARD BY MIDNIGHT ON SATURDAY

WEEK FOUR FEBRUARY: Highlights of the Alaska Native Claims Settlement Act, how did Alaska come to have ANCSA rather than a system of reservations similar to the Lower 48? Comparison between tribal jurisdiction in the Lower 48 and jurisdiction in Alaska.

Hypothetical for problem solving paper will be distributed! (Students must meet individually with instructor during week three to decide on topic for this paper)

WEEK FIVE FEBRUARY: Public Law 83-280. How does this law affect Alaska in terms of tribal jurisdiction?

WEEK SIX FEBRUARY: What is sovereignty and how does it apply in Alaska. How has ANCSA affected tribal sovereignty including civil and criminal jurisdiction within the state? Comparison of ANCSA corporations businesses with tribally owned businesses. Indian Reorganization Act and the Federally Recognized Tribes list.

QUIZ TWO ON BLACKBOARD

JOURNAL ENTRY DUE ON BLACKBOARD BY MIDNIGHT ON SATURDAY

WEEK SEVEN MARCH: *John v Baker*. Jurisdiction absent of Indian Country.

WEEK EIGHT MARCH: Indian Child Welfare Act (ICWA). *Hogan v Kaltag, Tanana v State and Simmonds v Parks.*

WEEK NINE MARCH: **SPRING BREAK: NO CLASS THIS WEEK**

WEEK TEN MARCH: Indian Civil Rights Act (ICRA)

WEEK ELEVEN MARCH: Tribal Law and Order Act (TLOA) Tribal criminal jurisdiction and law-enforcement. State representation for tribes and PL 83-280

QUIZ THREE ON BLACKBOARD

JOURNAL ENTRY DUE ON BLACKBOARD BY MIDNIGHT ON SATURDAY

WEEK TWELVE APRIL: Tribal contract/business law. The difference between tribally owned businesses and ANCSA corporations. Indian preference hiring. Indian Self Determination and Education Assistance Act.

WEEK THIRTEEN APRIL: Sovereign immunity and why this is important for tribes.

QUIZ FOUR ON BLACKBOARD

JOURNAL ENTRY DUE ON BLACKBOARD BY MIDNIGHT ON SATURDAY

WEEK FOURTEEN APRIL: Tribal codes and Constitutions.

WEEK FIFTEEN APRIL: **ORAL PRESENTATION OF FINAL PAPER**

WRITTEN PROBLEM SOLVING ASSIGNMENT DUE BY MIDNIGHT ON MAY XXX

WEEK SIXTEEN **FINAL EXAM MAY FINALS WEEK TBA**

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.”

RD 676 WEEK BY WEEK READING LIST

There is a lot of reading in this class and it is incumbent on the student to stay current with all required readings. Weekly readings from the text are found in the lecture notes for that week, but students are expected to have read both the entire texts by the completion of the course. The text is intended to provide background for our weekly subjects but we will not be “going over” the text in class; as graduate students you are expected to bring any questions you have about content in the text to the instructor for guidance. You should also be referring to the text in your writing.

The lecture notes may include links to legislations or other readings which are required. In addition, the following required materials will be provided in the Blackboard “Course Documents” for each week. The instructor may add other materials for cases in progress, newly published law review, or legislation that has changed. Students will have regular assignments to present readings in class but should always read the other readings additional to those assignments.

WEEK ONE

Lecture notes and assigned reading from texts
Case Brief Format and Example
Deciphering Citations: Congressional Administrative Court Handout
How to Brief a Case
Reading, Understanding & Briefing Court Cases
Blurton law review article on Canons of Construction
Talton v Mayes (or alternate case for practice brief)
NARF Annual Report
Federal Indian Law Canons of Construction

WEEK TWO

Lecture notes and assigned reading from texts
Ex Parte Crow Dog
United States v Winans
United States v Kagama
United States v Sandoval
Winters v United States

WEEK THREE

Lecture notes and assigned reading from texts
Cherokee Nation v Georgia
Johnson v McIntosh
Worcester v Georgia
In re Sah Quah
District Organic Act 1884
Treaty of Cession 15 Stat. 539
United States v Berrigan
United States v Cadzow

WEEK FOUR

Lecture notes and assigned reading from texts

ANCSA Highlights

ANCSA text

WEEK FIVE

Lecture notes and assigned reading from texts

PL 83-280

Public Law 280: Issues and Concerns for Victims of Crime in Indian Country (Melton, Ada Pecos and Jerry Gardner)

Exclusive of What? The Historical Context of the 1970 "Metlakatla" Amendment to PL 280 (Harrington, Andrew 2006)

In Re McCord

WEEK SIX

Lecture notes and assigned reading from texts

25 USC 2801

Indian Reorganization Act 1934

Indian Reorganization Act Alaska amendment 1936

Testimony of David Case 3/23/2004

IRA Charter Revocation Miami Tribe 2014

Senate Hearing 112 on IRA 2011

WEEK SEVEN

Lecture notes and assigned reading from texts

John v Baker

John v Baker and the Jurisdiction of Tribal Sovereigns Without Territorial Reach (Blurton, David M 2003)

WEEK EIGHT

Lecture notes and assigned reading from texts

Indian Child Welfare Act

Native Village of Nenana v State of Alaska

Native Village of Venetie IRA Council v State of Alaska

State of Alaska v Native Village of Tanana

Simmonds v Parks

WEEK NINE spring break. Catch up on your reading during spring break!

WEEK TEN

Lecture notes and assigned reading from texts

Indian Civil Rights Act 1968

Updated Indian Civil Rights Act 2015

Warrantless Searches for Alcohol by Alaska Native Villages: A permissible Exercise of Sovereign Rights or an assault on Civil Liberties (Hanley, Pat 1997)

WEEK ELEVEN

Lecture notes and assigned reading from texts

Alaska Intertribal Council v State of Alaska

Public Law 83-280

Tribal Law and Order Act summary

Tribal Law and Order Report Chapter 2: Alaska

Administration of Justice Report Chapter 4

2013 Violence Against Women Act, selected sections as assigned

WEEK TWELVE

Lecture notes and assigned reading from texts

Indian Self Determination & Education Assistance Act

Morton v Mancari

Malabed v North Slope Borough

Native Preference Hire (Jaeger)

The Use of Hiring Preferences by ANCs after *Malabed v North Slope Borough* (Mills)

EEOC Position on Indian Preference Hiring

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

WEEK THIRTEEN

Lecture notes and assigned reading from texts

Runyon v Association of Village Council Presidents

Michael McCrary v Ivanoff Bay

Sovereign Immunity and Tribal Commercial Activity: A Legal Summary and Policy Check (McCoy)

Turner v United States

Optional for extra credit: It Wasn't an Accident: The Tribal Sovereignty Immunity Story (Wood)

WEEK FOURTEEN

Lecture notes and assigned reading from texts

Tribal codes and Constitutions as assigned. <http://www.tribal-institute.org/lists/constitutions.htm>

WEEK FIFTEEN: NO MORE READINGS.