FORMAT 1
Submit original with signatures + 3 copies

TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

Department: Rural Development
Prepared by: Kay Thomas
Email Contact: klthomas@alaska.edu

College/School: CRCD
Phone: 474-6528
Faculty Contact: Ralph Gabrielli

See http://www.ua.gov/faculty/cd/cdman.html for a complete description of the rules governing curriculum & course changes.

1. ACTION DESIRED (check one):
   - Trial Course
   - New Course

2. COURSE IDENTIFICATION:
   Dept: RD
   Course #: F110
   No. of Credits: 1

   Justify upper/lower division status & number of credits:
   Lower division status as an introductory course to the subject of the Alaska Native Claims Settlement Act for degree and non-degree seeking students. One credit to provide introductory instruction that can encourage enrollment for more advanced study in this area.

3. PROPOSED COURSE TITLE:
   Alaska Native Claims Settlement Act: Land Claims in the 21st Century

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

5. STACKED?
   YES/NO
   NO
   If yes, Dept:

6. FREQUENCY OF OFFERING:
   (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants
   As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved):
   Fall 2010

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 one)
   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 weeks to full semester

   OTHER FORMAT
   (specify)
   Mode of delivery
   On-line course developed on Blackboard.

9. CONTACT HOURS PER WEEK:
   1.5/10
   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.ua.gov/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):

   The course will familiarize students with the land claims process and important Alaska Native Claims Settlement Act (ANCSA) content, with focus on contemporary situations and explanation of some land claims processes ongoing or recently completed in locations outside Alaska.
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 ☐ N = Natural Science ☐ 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:

G = Oral Intensive, O = Writing Intensive, F = Format 6 ☐ F = Format 7 ☐

Natural Science, ☐

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:

LETTER: ☑ PASS/FAIL: ☐

14. RESTRICTIONS ON ENROLLMENT (if any)

PREREQUISITES None

RECOMMENDED None

Classes, etc. that student is strongly encouraged to complete prior to this course.

15. SPECIAL RESTRICTIONS,

CONDITIONS

16. PROPOSED COURSE FEES $

Has a memo been submitted through your dean to the Provost & VCAS for ☐

17. PREVIOUS HISTORY

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

If yes, give semester, year, course #, etc.: Fall 2009, RD F193-DD1, CRN 89145

18. ESTIMATED IMPACT

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

No impact. As an on-line course it requires no classroom space. It can be taught with existing faculty in the department.

19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffk1j@uaf.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.

20. IMPACTS ON PROGRAMS/DEPARTMENTS

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

None.

21. POSITIVE AND NEGATIVE IMPACTS
Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Positive impact is that successful completion of this introductory level course will stimulate interest in enrolling for other related upper division courses in Alaska Native and rural content.

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 leadership of the Alaska Native Corporations and regional non-profit organizations serving Alaska Native people has requested course development at multiple levels in the University of Alaska system to meet the needs of professional development in this area for their workforce. This one credit, lower division offering will provide an entry level understanding of ANCSA for the professional work force as well as an introductory freshmen level course to stimulate interest for degree seeking students in Alaska Native Studies and Rural Development. This course was developed with significant impact from—and under the supervision of—two DANRD faculty including the academic head and the program director to ensure quality.

APPROVALS:

Signature, Chair, Program/Department of: Alaska Native and Rural Development

Signature, Division Chair CRCD of: Rural and Economic Development

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

Signature, Dean, College/School of: VC College of Rural & Community Development

Signature of Provost (if applicable)
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
### ADDITIONAL SIGNATURES: (If required)

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<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<th>Signature, Chair, College/School Curricular Council for:</th>
<th>Date</th>
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<tr>
<th>Signature, Dean, College/School of:</th>
<th>Date</th>
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Instructor: Jenny Bell Jones    E-mail: fsjcb2@uaf.edu
107 Brooks Bldg, UAF Campus
PO Box 756500 Fairbanks, AK  99775
Office: (907)474-6528   Fax: (907)474-6325
Office Hours: TBA

Course Overview: Class to be one credit 15 hours of instruction designed for delivery as web based class allowing students from any community, including international students, to enroll. At the one credit level the course will familiarize students with the land claims process and important Alaska Native Claims Settlement Act (ANCSA) content, with focus on contemporary situations and explanation of some land claims processes ongoing or recently completed in locations outside Alaska. Course material has been divided into 10 one and one half hour modules.

Course Goals & Objectives: At the completion of the one credit course students will have a good basic understanding of the Land Claims process in Alaska, how the ANCSA came into being, and how it affects Alaska today. They will be familiar with key provisions of ANCSA and the contemporary functions and responsibilities of the ANCSA corporations. Students will be familiar with ongoing Land Claims processes in other locations providing a global context for ANCSA together with an understanding of how the Act has influenced Indigenous populations outside of Alaska.

Learning Outcomes: It is anticipated that most students will be new to the land claims topic. At the completion of the one credit version of the course participants will have gained a basic understanding of the history behind the passage of ANCSA, will be able to list important key provisions of the Act, and describe the basic functions of the Native corporations. The student will gain an understanding of ANCSA in the global context and be able to discuss the ways in which economic and social structure in Alaska have been affected by the passage of the Act.

Required Readings: These will be built into the online course. Lectures will be presented on line together with active links to both required and suggested readings (see next section below). There will also be a list of suggested texts for those who have library access but these will be supplemental not mandatory readings.

Suggested Texts for Supplemental Reading:
Case, David S and David Voluck. “Alaska Natives and American Law” University of Alaska Press 2nd Ed.
Miller, Robert J. “Native America, Discovered and Conquered” Praeger, Westport Connecticut. 2006
Course Guide: A complete course guide will be distributed at the beginning of the course with detailed information on specific course assignments as well as the course schedule.

Course Description: ANCSA-RD 110 -1 credit
This course will familiarize students with the land claims process and important Alaska Native Claims Settlement Act content, with focus on contemporary situations and explanation of some land claims processes ongoing or recently completed in locations outside Alaska.

Grading/Evaluation Policy will be based upon the following:
Assignments 80%
Required Post-Module Responses 10%
Required Project or Paper 10%

Assignments (80%): There will be a homework assignment or quiz due after each module with a specified due date. Assignments and quizzes will reflect materials in the lecture and readings and will consist of multiple choice questions and short essay questions. In addition students will be required to send three questions/comments about each module to the instructor for response before proceeding to the next module.

Post-Module Responses (10%): Required are the “Three Questions or Comments” following completion of each module. If Blackboard is used for presentation students will be able to use the ‘Discussion Board’ feature for ongoing discussion with others who are taking the course at the same time and also with those who have completed it. Students will communicate throughout the course with the instructor via the Blackboard email feature.

Final Project/Paper (10% each): A final five to seven page project/paper will be due at the end of the one credit course.

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.

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=90-100%   B=80-89%   C=70-79%   D=60-69%   F=<60%
Point Totals and Grades will be assigned on the following basis

<table>
<thead>
<tr>
<th></th>
<th>Number given</th>
<th>% of grade</th>
<th>Points per unit</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes</td>
<td>7</td>
<td>70%</td>
<td>100</td>
<td>700</td>
</tr>
<tr>
<td>Module Papers</td>
<td>2</td>
<td>10%</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Module Responses</td>
<td>10</td>
<td>10%</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1</td>
<td>10%</td>
<td>100</td>
<td>100</td>
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<tr>
<td><strong>Total Point Value</strong></td>
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<td><strong>1000</strong></td>
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**Student Expectations:** All submitted assignments need to show reflection and scholarship. Once the student begins the course, submission of assignments will be on a regular and timely basis.

Please contact me if you have questions about the course overview, objectives, organization, grading or student expectations. My contact information is included with this syllabus.

**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.

**Students with Disabilities:** If you have a documented disability and require accommodations, please notify me at the beginning of the semester. 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. This course will ensure that it will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). fydso@uaf.edu.

**Other UAF Student Support Services include:**
- Office of Information Technology (1-800-478-8226) [www.alaska.edu/oit/index.xml](http://www.alaska.edu/oit/index.xml) or helpdesk@alaska.edu.
- UAF Writing Center (1-800-478-5246) [www.uaf.edu/english/writingcenter](http://www.uaf.edu/english/writingcenter/).
- Audio call-in numbers & course schedules [www.uaf.edu/rural/students/html](http://www.uaf.edu/rural/students/html).
- CDE Bookstore (1-877-651-4002).

**Course Sequence**

**Module 1**

Why the need for land claims?

**Reading:** Follow the links below and read through the documents to help you complete Quiz 1. Alaska State Constitution [http://www.legis.state.ak.us/cgi-bin/folioisa.dll/acontxt](http://www.legis.state.ak.us/cgi-bin/folioisa.dll/acontxt)


**Module 2**

Who can pursue land claims?

**Reading:** History of Alaska Federation of Natives, [http://www.nativefederation.org/about/history.php](http://www.nativefederation.org/about/history.php)

Module 3  
ANCSA Sections 1 through 10  
Reading: ANCSA Sections 1 through 10:  
http://www.alaskool.org/projects/ancsa/ancsaact.htm

Module 4  
ANCSA Sections 11 through 20  
Reading: ANCSA Sections 11 through 20  
http://www.alaskool.org/projects/ancsa/ancsaact.htm

Alaska Community Data Base Summaries: Select three different Native communities from the ANCSA 11(b)(1) list and locate them in the data base summaries. Read the summary to find out what the community demographics look like today.  
http://www.dced.state.ak.us/dca/commdb/CF_COMDB.htm

Calista Corporation Overview:  
http://www.nanalands.com/introduction.htm

NANA Lands http://www.nanalands.com/introduction.htm

Module 5  
ANCSA Sections 21 through 27 and the legislative history report.  
Reading: ANCSA Sections 21 through 27  
Re-read the original ANCSA text and forward any questions you may have to the instructor.

Module 6  
The ‘1991’ amendments. ANILCA Title VIII. The Berger Report.  
Compare the original ANCSA text used in this course with the updated and amended version at http://www.lbblawyers.com/1606.htm to see what has been changed and added.

Module 7  
Corporations and tribal governments.  
Reading: Investigate the Alaska Inter-Tribal Council website at http://aitc.org/node/28  Then choose any ANCSA Regional Corporation from the Native Corporation Links at http://www.lbblawyers.com/ancsa.htm#corpx and review their website for comparison.

Module 8  
International land claims.  
Supplemental Reading: Optional!  
Harold Cardinal “The Unjust Society; The Tragedy of Canada’s Indians” Hurtig Publishers, Edmonton Canada.

Alastair McIntosh “Soil and Soul” Aurum Press London 2004

Module 9  
The ANCSA corporations today  
Reading: Insight into how outsiders view ANCSA today  
http://voices.washingtonpost.com/government-inc/2009/03/alaska_native_corporations_thr.html  
http://www.govexec.com/dailyfed/0309/031709rb1.htm
Module 10

Final wrap-up. Review of course material highlighting key provisions of ANCSA and going over the international comparisons. Options for the final project discussed with student.

Final Project/Paper

Detailed calendar information and course assignments will be provided in the course guide

<table>
<thead>
<tr>
<th>Module</th>
<th>Independent Study</th>
<th>Assignment/Quiz</th>
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</thead>
<tbody>
<tr>
<td>1 Why the need for land claims?</td>
<td>This section addresses the reasons why Land Claims settlements are needed in the first place, and which populations generally pursue land claims. Overview of reasons for Alaskan Land Claims and comparison with reasons for claims in Canada. Brief description of claims and land reform efforts underway in other parts of the world.</td>
<td>Quiz 1: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>2 Who can pursue land claims?</td>
<td>This section presents the basics that need to be present for pursuit of a claim by any given group. (national laws, group recognition by nation, support from outsiders, people within group capable of group representation, etc) Explain basics of federal Indian law. Overview of how Alaska Natives organized and pursued their goals prior to and during the ANCSA negotiations.</td>
<td>Quiz 2: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
</tr>
<tr>
<td>3 ANCSA Sections 1 through 10.</td>
<td>This section highlights the key points in sections 1-10 of the legal ANCSA document with interspersed discussion paragraphs.</td>
<td>Quiz 3: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>4 ANCSA Sections 11 through 20.</td>
<td>This section highlights the key points in sections 11-20 of the legal ANCSA document with interspersed discussion paragraphs.</td>
<td>Quiz 4: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>5 ANCSA Sections 21 through 27 and the legislative history report.</td>
<td>This section highlights the key points in sections 21-27 of the legal ANCSA document with interspersed discussion paragraphs.</td>
<td>Quiz 5: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>6 The ‘1991’ amendments. ANILCA Title VIII. The Berger Report.</td>
<td>This section introduces other legislation that has an impact on the original ANCSA legislation.</td>
<td>Quiz 6: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>7 Corporations and tribal governments.</td>
<td>This section articulates the differences between ANCSA-created corporate entities and other Native serving organizations and government bodies.</td>
<td>Quiz 7: Five multiple-choice questions, five true/false questions, five fill-in-blank questions, and five short-answer essay questions.</td>
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<tr>
<td>8 International land claims.</td>
<td>This section demonstrates various reasons/incentives for land claims by looking at specific global locations engaged in land claims.</td>
<td>Paper 1: 2-3 page paper comparing two different nations engaged in indigenous land claims.</td>
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<tr>
<td>9 The ANCSA corporations today.</td>
<td>This section reviews the status today after a 38 year history of ANCSA corporation success and challenges.</td>
<td>Paper 2: Three page discussion paper based on one of three offered current ANCSA topics.</td>
</tr>
<tr>
<td>10 Review of course material highlighting key provisions of ANCSA and going over the international comparisons.</td>
<td>Review of course material with power point highlighting key provisions of ANCSA and going over the international comparisons. Options for the final project discussed with student.</td>
<td>Final Paper</td>
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</table>

**Department of Alaska Native & 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, and respect for indigenous cultures, and commitment to community.*