Submit originals (including syllabus) and one copy and electronic copy to the Faculty Senate Office. See http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/ for a complete description of the rules governing curriculum & course changes.

CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL
Attach a syllabus, except if dropping a course.

<table>
<thead>
<tr>
<th>SUBMITTED BY:</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Department</td>
<td>College/School</td>
<td>CRCD</td>
<td></td>
</tr>
<tr>
<td>Alaska Native Studies &amp; Rural Development</td>
<td></td>
<td>907 474 6842</td>
<td></td>
</tr>
<tr>
<td>Jenny Bell-Jones</td>
<td>Phone</td>
<td>Barbara Blake</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:jbjones@alaska.edu">jbjones@alaska.edu</a></td>
<td>Faculty Contact</td>
<td><a href="mailto:bjblake@alaska.edu">bjblake@alaska.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

1. COURSE IDENTIFICATION: As the course now exists.

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course #</th>
<th>No. of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANS</td>
<td>101</td>
<td>3</td>
</tr>
</tbody>
</table>

2. ACTION DESIRED: ✓ Check the changes to be made to the existing course.

<table>
<thead>
<tr>
<th>Change Course</th>
<th>Drop Course</th>
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<tbody>
<tr>
<td>✓</td>
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<table>
<thead>
<tr>
<th>NUMBER</th>
<th>TITLE</th>
<th>DESCRIPTION</th>
<th>FREQUENCY OF OFFERING</th>
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<tbody>
<tr>
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</table>

PREREQUISITES* | COURSE CLASSIFICATION |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

*Prerequisites will be required before a student is allowed to enroll in the course.

COURSE TITLE: Introduction to Alaska Native Studies (b) (a)

3. 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 and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the Core Review Committee.

COURSE FORMAT:
(check all that apply) 1 2 3 4 5 X 6 weeks to full semester

OTHER FORMAT (specify all that apply)
Mode of delivery (specify lecture, field trips, labs, etc.) Classroom lecture, audio conference lecture, Blackboard.

ADD A STACKED LEVEL (400/600)
Include syllabi.

How will the two course levels differ from each other? How will each be taught at the appropriate level?

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.

ADD NEW CROSS-LISTING

Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.

STOP EXISTING CROSS-LISTING

Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.

OTHER (specify)
4. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found in Chapter 12 of the curriculum manual. If justification is needed, attach separate sheet.)

- H = Humanities
- S = Social Sciences

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

- YES
- NO

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

- O = Oral Intensive
- W = Writing Intensive
- *Format 6 also submitted
- X = Baccalaureate Core

4.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
- NO

5. **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

6. **COMPLETE CATALOG DESCRIPTION** including dept., number, title, credits, credit distribution, cross-listings and/or stacking, clearly showing the changes you want made.

(Underline new wording, strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.)

Example of a complete description:

**PS F450 Comparative Aboriginal Indigenous Rights and Policies (s)**

- 3 Credits
- Offered As Demand Warrants

Case-study Comparative approach in assessing Aboriginal to analyzing Indigenous rights and policies in different nation-state systems. Seven Aboriginal situations Multiple countries and specific policy developments examined for factors promoting or limiting self-determination. Prerequisites: Upper division standing or permission of instructor. (Cross-listed with ANS F450.) (3+0)

**ANS F101 Introduction to Alaska Native Studies (h)(a)**

- 3 Credits
- Offered Fall

Introductory information on the Alaska Native community. Overview of significant Native issues. Review of pertinent literature and resources. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT SHOULD APPEAR AFTER ALL CHANGES ARE MADE:**

**ANS F101 Introduction to Alaska Native Studies (h)(a)**

- 3 Credits
- Offered Fall
Introductory information on the Alaska Native community. Overview of significant Native issues. Review of pertinent literature and resources. (3+0)

8. GRADING SYSTEM: Specify only one.
   LETTER: X
   PASS/FAIL: 

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

   Impact will be limited; we are already prepared to offer a two sections of the course, one audio and one classroom if there is sufficient interest to allow for increased enrollment.

10. LIBRARY COLLECTIONS
    Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6635) 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 

    This course utilizes Blackboard to deliver course materials as well as online sources and it has two required texts. The Library already has a very adequate selection of texts to support students who seek further materials. They notify us regularly of ANS materials that are added to the Library and we maintain these lists which are extremely comprehensive.

11. 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)

    There will be no measurable impact on other departments/programs

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

    We not anticipate any negative impacts on other courses, programs, departments resulting from the addition of the “X” designator to ANS 101

13. 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. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

    When the Department of Alaska Native Studies & Rural Development (DANSRD) assumed responsibility for the delivery of the Alaska Native Studies (ANS) program in 2010/11 our first task was to redesign the program to make it accessible by distance. In conjunction with that task we took on review of the ANS courses as part of our work on the SLOA for the program. During our work on the SLOA we referred back often to UAF’s core themes one of which is “Connect: Alaska Native, Rural and Urban Communities by Sharing Knowledge and Ways of Knowing.”

    ANS 101 is key to sharing that knowledge with students who are entering the university and it provides an excellent way for those already here to learn about critical aspects of life in Alaska that their other courses
may not cover. We use the course to introduce students to many different aspects of life in Alaska and the
different ways that Alaska Natives and their communities participate. We respectfully de-construct
stereotypical ideas that are often associated with the Alaska Native community and introduce students to the
wide variety of contributions that Native people have made, and continue to make, to the growth and
development of the state. By taking this course as part of the UAF core students who might otherwise
completely bypass this knowledge and leave the university ignorant of how important these contributions
really are, gain exposure to a range of Native issues and information that no other single course can provide.

It has been our experience that students, even many Alaska Native students, are completely ignorant when it
comes to the history of Native participation in the building of Alaska. They know nothing about the Alaska
Native Claims Settlement Act (ANCSA) despite the fact that this landmark piece of legislation changed the
political landscape for everyone in the state. They are very poorly informed about the ANCSA corporations
and how these entities have contributed to the state's growing economy. One student had been informed that
ANCSA corporation shares could be traded at will and was very surprised to hear that was not the case.
They are not familiar with the Alaska National Interest Lands Conservation Act (ANILCA) and how it
affects Native subsistence rights. Those who do know of the existence of the Act have some rather startling
things to say about what they think it provides: one student in an advanced ANS class expressed surprise
that subsistence was still such a controversial issue because he had been told in another course that
"ANILCA had fixed all of that", while another thought that Title VIII of ANILCA gave Alaska Natives the
right to hunt wherever they liked at any time of the year.

Alaska has a different political landscape than the contiguous Lower 48 states; we are the only western state
with a significant Native population that does not control reservation lands (with the exception of Metlakatla
in southeast Alaska) and therefore Native people here participate in mainstream politics in ways that are not
much seen in the rest of the country. When students come from out of state they are surprised to find that
Alaska Natives do not have meaningful control over subsistence activities. They do not get correct
information about this and other important Native issues unless they actually take upper division ANS or
RD courses and this applies to a minority of students. They do not understand the differences between
ANCSA corporations and tribes and many make incorrect assumptions about these entities.

Even students who have attended high school in Alaska are very poorly informed; many have no idea who
Elizabeth Peratrovich or Katie John are. Willie Hensley, Fred Paul and John Borbridge are strangers to
them. They do not know that there was only one Alaska Native participating in the Constitutional
Convention that preceded statehood or that there was another Native land claim in Alaska prior to ANCSA.
Very few can connect 1924 with the Indian Citizenship Act, and most have no idea that Alaska Natives are a
unique political group rather than some kind of ethnic or racial minority, or that there is a significant body
of law that applies to them because of this political status.

If Alaska Native, Rural and Urban Communities are to “connect” in meaningful and productive ways, the
kind of information that this course provides needs to be accessed by all students as a gateway to expansion
of the understanding of the public outside the university. Our students are our ambassadors; while many
will not take any other ANS or RD courses they will, if they take this one course, be exposed to the different
ways in which positive connections can be established and built upon. If a teacher going to the village
understands why the community may take some time to accept his presence or a civil engineer knows why
some Native communities may not support her ideas for the development of a new road, they will be much
better able to do their work. A justice major or a student in law enforcement who has at least a minimal
understanding of tribal jurisdiction will be far more effective than one who has no idea what a tribal court is
or why the words “Indian Country” can set off volatile arguments. Perhaps not every student will take this
course if it receives an X designator, but we will have made a strong start in the right direction when it
comes to connecting across the rural/urban divide and breaking down the barriers it has created in Alaska.
### APPROVALS: (Additional signature blocks may be added as necessary.)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date 2/28/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>

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

| Signature of Provost (if applicable) | Date |

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

<table>
<thead>
<tr>
<th>Signature, Chair</th>
<th>Date</th>
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Faculty Senate Review Committee:  
___Curriculum Review  ___GAAC  
___Core Review  ___SADAC

### ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking; add more blocks as necessary.)

<table>
<thead>
<tr>
<th>Signature, Chair, Program/Department of:</th>
<th>Date</th>
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<tr>
<td>Signature, Chair, College/School Curriculum Council for:</td>
<td>Date</td>
</tr>
<tr>
<td>Signature, Dean, College/School of:</td>
<td>Date</td>
</tr>
</tbody>
</table>

Note: If removing a cross-listing, attach copy of email or memo to indicate mutual agreement of this action by the affected department(s). If degree programs are affected, a Format 5 program change form must also be submitted.
Course Outline

Instructor: Barbara Blake
325 Brooks Bldg, UAF Campus
PO Box 756500 Fairbanks, AK 99775
Office: (907)474-5948 Fax: (907)474-6325
Office Hours: Mon-Fri, 11AM-12PM and 1PM-2PM

**Course Overview:** ANS 101 provides introductory information on the Alaska Native community. Students explore an overview of significant Native issues and are connected with pertinent literature and resources. Current issues that shape the lives of Alaska Natives are examined. ANS 101 gives students a firm cultural base for the further pursuit of courses in Alaska Native Studies, Rural Development, Tribal Management and other disciplines that address Indigenous matters. It also provides information concerning Alaska Natives and their communities that all students within the UAF system need as an integral part of their study in Alaska.

**Course Goals & Objectives:** At the completion of this three credit course students will be prepared for in depth study of Alaska Native culture and the overall environment within which it functions. They will be familiar with the different Alaska Native groups, their organizations, use of language, and how they interact with and relate to the rest of the Circumpolar North. Students will be introduced to the different legal systems that govern in Alaska and how these entities work together. They will recognize Alaskan industries and the importance of subsistence, and be able to identify Alaska Native issues in health and education, as well as the ways that health and education services are delivered throughout Alaska’s Native communities.

**Student Learning Outcomes:** Active participation in ANS 101 will provide students with a strong foundation in contemporary Alaska Native culture. At the completion of the course participants will be able to,

- Locate the different Alaska Native groups and their neighbors in the Circumpolar North.
- Identify important federal laws that govern the lives of Alaska Natives and the different ways in which Alaska Native organizations interface with non-Native counterparts.
- Recognize different aspects of the Alaskan economy that affect Alaska Native communities as well as ways in which Alaska Natives contribute to that economy.
- Explain how health, education and law enforcement are delivered to Alaska Native communities today.

**Required Readings:**

• Additional lecture materials and required readings are provided on the Blackboard site for ANS 101

Suggested Texts for Supplemental Reading: A list of recommended supplemental readings is included in the Blackboard folder.

Course Guide: See the Course Instructions in the Blackboard site for the course.

Course Methodology: This course will incorporate an online Power Point presentation with lecture notes that will support classroom/audio conference instructor presentations. All reading materials additional to the required texts for the course will be posted on Blackboard. Quizzes and exams will be accessed through Blackboard.

Catalog Description: ANS 101 Introduction to Alaska Native Studies 3 credits
Introductory information on the Alaska Native community. Overview of significant Native issues. Review of pertinent literature and resources. (3+0)

Grading/Evaluation Policy will be based upon the following:

<table>
<thead>
<tr>
<th></th>
<th>Number given</th>
<th>Points per unit</th>
<th>Points value</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4</td>
<td>56</td>
<td>225</td>
<td>22.5%</td>
</tr>
<tr>
<td>Attendance</td>
<td>28</td>
<td>3 (4-final class)</td>
<td>85</td>
<td>8.5%</td>
</tr>
<tr>
<td>Participation</td>
<td>28</td>
<td>5</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>Reflections</td>
<td>4</td>
<td>25</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>1</td>
<td>225</td>
<td>225</td>
<td>22.5%</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
<td>225</td>
<td>225</td>
<td>22.5%</td>
</tr>
<tr>
<td>Total point value</td>
<td></td>
<td></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Attendance (8.5%): Students are expected to attend class ready to participate.

Participation (14%): Students will be evaluated on their participation in each class. Each student is responsible for providing feedback to guided topic discussions. There will be time allotted at the end of each class for all students to provide comments. (See grading rubric below)

Quizzes (22.5%): There will be four quizzes spaced throughout the course. Quizzes will be delivered via Blackboard and will have established due dates. They will be open book and will cover all material from the course up to the date of the quiz.

Reflections (10%): At four specified points during the course students will post their reflections on an assigned topic area on Blackboard. Topics and instructions are included in the Blackboard Discussion Board.

Mid-term examination (22.5%): There will be a comprehensive open book timed mid-term exam on Blackboard. This exam will be available over a three-day period during the week before spring break.
Final examination (22.5% each): There will be a comprehensive open book timed final exam on Blackboard. This exam will be available over a three-day period during the final week of the semester.

Rubric for Participation Points

<table>
<thead>
<tr>
<th>Student has read material before class and can answer questions</th>
<th>5</th>
<th>4</th>
<th>3-2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Everything has been read and student demonstrates comprehension</td>
<td>4 Student has obviously made an effort to read everything but seems unclear on some of the material</td>
<td>3-2 Student has read some but not all of the readings and has trouble with questions</td>
<td>1 Student “skimmed” readings and can’t answer questions</td>
<td>0 Student has obviously skipped the reading.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student brings questions/comments of their own</th>
<th>Questions/comments are focused and on point</th>
<th>Questions/comments lack focus</th>
<th>Questions are vague and are being asked “for the sake of asking”</th>
<th>Comments/Questions have no relevance</th>
<th>Student has no input at all.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student reviews supplemental readings and refers to these in class</td>
<td>Review of extra material makes meaningful contribution</td>
<td>Reference to extra material is clear but brief</td>
<td>Student mentions extra material and relates it to class</td>
<td>Student says they read something but has no related comments</td>
<td>Student has ignored the extra readings</td>
</tr>
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<td>------------------------------------------------</td>
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<td>---------------------------</td>
</tr>
<tr>
<td>Student finds source materials on their own and discusses in class</td>
<td>Sources are pertinent and directly related to class</td>
<td>Sources are relevant but not so closely related to course material</td>
<td>Sources are only vaguely related and of questionable veracity</td>
<td>Sources are irrelevant to material being discussed</td>
<td>Student finds no outside sources.</td>
</tr>
</tbody>
</table>

Grading: Grading is based on guidelines found in the 2013/14 UAF catalog. The catalog can be accessed online at: [http://www.uaf.edu/catalog/](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. Work 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: Students are expected to come to class having read the required materials in advance. When guest speakers join the class students are expected to give them their full attention and have questions ready to ask during the question and answer periods. There are no written papers for this course however students are expected to use good writing and citation in their five written reflections. These will be graded for spelling and grammar in addition to content. Any quiz or exam questions that require written answers will also be graded for spelling and grammar in addition to content.

Please contact me if you have questions about the course overview, objectives, and 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. Self-plagiarism is using all or part of a paper that you wrote previously for a different class or assignment and failing to indicate that it is your earlier work. NOTE; if you copy material from a course lecture or web link to use for an answer and do not cite this material it is considered to be plagiarism even if you agree with the author and would have written the same words yourself. Plagiarism can earn you an “F” grade in this course so if you have any doubts about how to recognize it please talk to the instructor.

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 or helpdesk@alaska.edu.
- UAF Writing Center (1-800-478-5246) www.uaf.edu/english/writingcenter/
- Audio call-in numbers & course schedules www.uaf.edu/rural/students/html
- CDE Bookstore (1-877-651-4002)
ANS 101 SCHEDULE

Week One
INTRODUCTION TO THE COURSE. Review of course requirements, syllabus, assignments and due dates, reading materials, Blackboard use and personal student introductions. Writing requirements and writing style guide use.
Reading: review the “Introduction to Alaska Native Studies” slide set and any documents attached in “INSTRUCTIONS” on the Blackboard site

TOPIC AREA ONE: ALASKA NATIVE HISTORY, CULTURES AND LANGUAGES

Week Two
*Alaska before the Alaska Native Claims Settlement Act*
Reading: Review the “Alaska before ANCSA” slide set for use in classes 2 through 7
*Living our Cultures Sharing our Heritage* pages 9 through 43
And …
*Do Alaska Native People Get Free Medical Care*, pages 1 through 17.

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

*Alaska Native belief systems*
Reading: *Living our Cultures Sharing our Heritage* pages 44 through 95 Inupiaq and St. Lawrence Island Yupik

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Week Three
*Where are people “from”*
Reading: Review the “Alaska Native Cultures Sampler” slide set before class this week AND
Read: *Living our Cultures Sharing our Heritage* pages 96 through 147 Yupik and Unangax

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Reading: *Living our Cultures Sharing our Heritage* pages 148 through 174 Sugpiaq
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Week Four
Reading: *Living our Cultures Sharing our Heritage* pages 175 through 199 Athabascan

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Reading: *Living our Cultures Sharing our Heritage* pages 200 through 249 Tlingit and Haida

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Week Five
Reading: *Living our Cultures Sharing our Heritage* pages 250 through 275

Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.
Subsistence
Reading: Review the “Subsistence” slide set before class AND read: Do Alaska Native People Get Free Medical Care, pages 29 through 37.
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.
Review for the quiz!

QUIZ ONE
Open at 1.30 pm on the 3rd through midnight on October XXX. You will have two hours to complete this quiz

REFLECTION PAPER ONE: SUBMIT TO INSTRUCTOR AS AN EMAIL ATTACHMENT BY MIDNIGHT ON October XXX

TOPIC AREA TWO: LAWS AND THE CIRCUMPOLAR NORTH

Week Six
Federal Indian Law and Policy
Reading: Federal Indian law slide set and lecture notes
Instructor lecture: be prepared to discuss readings and participate

Indian Country and Law Enforcement in Alaska
Reading: Indian Country slide set and lecture notes
Instructor lecture: be prepared to discuss readings and participate

Week Seven
Alaska Native Claims Settlement Act
Reading: ANCSA slide set
Do Alaska Native People Get Free Medical Care, pages 19 through 27.
Review: ANCSA Selected Bibliography online at http://ancsat40.org/ANCSA_Bibliography.html
Instructor lecture: be prepared to discuss readings and participate

Alaska National Interest Lands Conservation Act
Reading: ANILCA slide set
ANILCA Title VIII included as a PDF file on Blackboard
Alaskool on ANILCA at http://www.alaskool.org/projects/subsistence/timeline/ANILCA.htm
Instructor lecture: be prepared to discuss readings and participate. Review for quiz!

QUIZ TWO
Open at 1.30 pm on October XXX through midnight on October XXX. You will have two hours to complete this quiz

Week Eight
Governments in Alaska
Reading: Governments in Alaska slide set,
Do Alaska Native People Get Free Medical Care, pages 57 through 61.
Reference: UAA Justice Center, Alaska Native Tribal Governments web page http://justice.uaa.alaska.edu/directory/t/tribal_governments_ak.html
Instructor lecture: be prepared to discuss readings and participate.

**International Affairs**

Reading: Circumpolar North slide set and International Law and the United Nations slide set. Instructor lecture: be prepared to discuss readings and participate. Review for midterm exam.

**REFLECTION PAPER TWO SUBMIT TO INSTRUCTOR AS AN EMAIL ATTACHMENT BY MIDNIGHT ON October XXX**

**MIDTERM EXAM ON BLACKBOARD AVAILABLE October XXX THROUGH November XXX. BE SURE TO FOLLOW INSTRUCTIONS CAREFULLY!**

**TOPIC AREA THREE: ALASKA NATIVE HEALTH, WELLNESS & EDUCATION**

**Week Nine**

*Alaska Native Education*

Reading: Native Education in Alaska slide set
Do Alaska Native People Get Free Medical Care, pages 63 through 84.
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.


Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

**Week 10**

*Alaska Native Language Education*

Reading: Alaska Native Languages Education slide set
PL 101-477 in Blackboard as a PDF file
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Reading: Governor Appoints Alaska Native Language Council in Blackboard as a PDF
Crowd gathers for Alaska Native languages workshop in Blackboard as a PDF

**QUIZ THREE**

Open at 1.30 pm on the 8th through midnight on November 10th. You will have two hours to complete this quiz.

**Week 11**

*Health and Wellness*

Reading: Alaska Native Health and Wellness slide set
No additional reading this week; there are links to several quite lengthy articles within the slide set to keep you busy!
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Reading: Review the slide set and the linked reading and have questions ready for our guest.

**EXTRA CREDIT OPPORTUNITY:** There is a fairly lengthy article on listening to Alaska Native Elders about spirituality included with this week’s readings. You can earn up to 20 points extra
credit by reading this article and submitting a well written two page minimum paper providing your thoughts on this problem in our communities and how you think it would be best addressed.

REFLECTION PAPER THREE TWO SUBMIT TO INSTRUCTOR AS AN EMAIL ATTACHMENT BY MIDNIGHT ON November XXX

TOPIC AREA FOUR: ALASKA NATIVE LEADERS & ORGANIZATIONS

Week 12
*Alaska Native Organizations*
Reading: Alaska Native Organizations slide set
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Week 13
*The ANCSA Corporations*
Reading: ANCSA Corporations slide set
Do Alaska Native People Get Free Medical Care, pages 19 through 27.
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

*Alaska Native Leaders: Past and Present*
Reading: Alaska Native Leaders slide set
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

TOPIC AREA FIVE: ALASKA NATIVE BUSINESS: NATURAL RESOURCES, ECONOMICS AND CURRENT EVENTS

Week 14
Reading: Alaskan Natural Resources slide set
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Reading: Alaska Industry, Energy & Infrastructure slide set
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment.

Week 15
Reading: Scientists call for more data on Pebble Mine proposal … on Blackboard or at this link [http://www.alaskadispatch.com/article/scientists-call-more-data-pebble-mine-proposal?page=0,0](http://www.alaskadispatch.com/article/scientists-call-more-data-pebble-mine-proposal?page=0,0)
Pebble Project online at [http://dnr.alaska.gov/mlw/mining/largemine/pebble/](http://dnr.alaska.gov/mlw/mining/largemine/pebble/)
Student presenters: selected students will present the readings to the class. See Blackboard for your assignment. Review for quiz four.

QUIZ FOUR
Open at 1.30 pm on the 10th through midnight on December XXX. You will have two hours to complete this quiz.

REFLECTION PAPER FOUR TWO SUBMIT TO INSTRUCTOR AS AN EMAIL ATTACHMENT BY MIDNIGHT ON December XXX

FINAL EXAM TUESDAY ON BLACKBOARD December XXX

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.”