

10/2/12

REVISED AND RESUBMITTED WITH CORRECTIONS 9/27/12 FORMAT 1

2<sup>ND</sup> REVISION 10/2/12

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

SUBMITTED BY:

Department	Department of Alaska Native Studies and Rural Development	College/School	CRCD
Prepared by	Jenny Bell-Jones	Phone	907 474 6842
Email Contact	jbjones@alaska.edu	Faculty Contact	Dr. Gordon Pullar. 279- 2706 glpullar@alaska.edu

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

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

Justify upper/lower division status & number of credits: **This upper division course will provide Department of Alaska Native Studies and Rural Development (DANSRD) students with an opportunity to research and analyze a very important subject area which has not previously been addressed in our curriculum. 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:

4. To be CROSS LISTED? YES/NO  If yes, Dept:  Course #

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

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

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:   
Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (AY 2013-14 if approved by 3/1/2013; otherwise AY 2014-15)

8. COURSE FORMAT:

NOTE. Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

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

OTHER FORMAT (specify)

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

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-3800 minutes of practicum=1 credit. 2100-8000 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)

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

9 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)

ANS F 458 The Politics of Indigenous Identity  
3 credits As Demand Warrants

Examines indigenous identity from four different perspectives: legal, biological, cultural, and self-identity. The course will be a journey of self-discovery for students as they research their personal identities whether they be indigenous identities or other identities.

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  Natural Science, Format 8

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  Yes  NO

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  
 CREDITS  
 CREDITS

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

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

13. **GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:  PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

Upper division standing or permission of the instructor

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

Reference the registration implications below due to Banner coding of these terms:

**Prerequisite:** Course completed and grade of "C" (2.0) or higher prior to registering for the course that requires it.

**Concurrent:** Course may be taken simultaneously (and allows for a course to have been previously completed).

**Co-requisite:** Courses MUST be taken simultaneously and does NOT allow for fact that a course was previously completed!

15. **SPECIAL RESTRICTIONS,**

NONE

**CONDITIONS**

**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/No

YES

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

Spring 2012 offered as ANS 493

**18. ESTIMATED IMPACT**

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

No measurable impact on any of the above

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

Yes

DANSRD is already satisfied that current library collections will more than adequately support this course and we do not anticipate sudden high demand for library materials from students.

**20. IMPACTS ON PROGRAMS/DEPTS**

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

DANSRD does not expect there to be any measurable impact caused to other programs or departments by the permanent listing of this course.

**21. POSITIVE AND NEGATIVE IMPACTS**

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

DANSRD does not expect there to be any negative impact caused to other programs or departments by the permanent listing of this course.  
It is possible that positive impacts may accrue; students whose personal understanding of "who they are" has improved are likely to do better in their other courses.

**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.

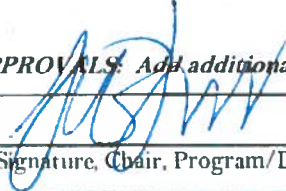
DANSRD has fielded numerous and varied questions from students concerning the politics of Indigenous identity in several of our courses. We have found that this subject really encourages student research and discussion ... sometimes to the point that it takes time away from other required course materials. Clearly this is a very important subject for many of our students. This new upper division course will provide Department of Alaska Native Studies and Rural Development (DANSRD) students with an opportunity to research and analyze a very important subject area which has not previously been addressed in our curriculum.

Dr. Pullar developed and offered the course as a special topics class during spring of 2012 and it was very well received. Students who were not able to take the course inquired about when it would next be offered, and those who did take it brought valuable insights to some of their other classes. Informed discussions took place centered on the subject matter in other classes that were valuable for everyone present.

As DANSRD continues to work on improving the curriculum within the ANS program and expanding the

course offerings, we are looking at adding courses that will broaden student horizons and strengthen the connections between the existing courses. We feel this course meets that goal and that it will be an excellent addition to our other permanent course offerings.

**APPROVALS:** Add additional signature lines as needed.

 Signature, Chair, Program/Department of: DANSTU Date: 10/2/12

see attachment Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_ Date: \_\_\_\_\_

see attachment Signature, Dean, College/School of: \_\_\_\_\_ Date: \_\_\_\_\_

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)

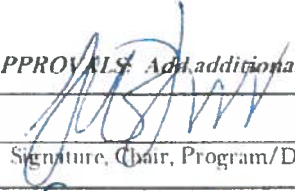
\_\_\_\_\_  
Signature, Chair, Program/Department of: \_\_\_\_\_ Date: \_\_\_\_\_


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

\_\_\_\_\_  
Signature, Dean, College/School of: \_\_\_\_\_ Date: \_\_\_\_\_

course offerings, we are looking at adding courses that will broaden student horizons and strengthen the connections between the existing courses. We feel this course meets that goal and that it will be an excellent addition to our other permanent course offerings.

APPROVALS: Add additional signature lines as needed.

	Date	10/2/12
Signature, Chair, Program/Department of:	DANSTW	

	Date	10/4/12
Signature, Chair, College/School Curriculum Council for:	CRC	

	Date	10/5/12
Signature, Dean, College/School of:	CROD	

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: <input type="checkbox"/> Curriculum Review <input type="checkbox"/> GAAC		
<input type="checkbox"/> Core Review <input type="checkbox"/> 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:		

ATTACH COMPLETE SYLLABUS (as part of this application). The guidelines are online:  
<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 (eg. 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 may be a convenient way to publicize this.) Faculty Senate Meeting #171:  
<http://www.uaf.edu/uafgov/faculty-senate/meetings/2010-2011-meetings/#171>

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.

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 WHITTAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

8/1/2012

University of Alaska Fairbanks  
College of Rural and Community Development  
Department of Alaska Native Studies and Rural Development

Course Syllabus

Alaska Native Studies F493

(Request to change to ANS F 458 currently in progress)

**The Politics of Indigenous Identity**

3 Credits

Audioconference Course (CRN: 40909) Fairbanks Campus (CRN: 41009)

Spring Semester 2012 - Meeting time Thursdays, 5:10-8:10pm

Prerequisite: Junior or senior standing or permission of instructor

Call-in number: 1-800-570-3591 - Student PIN: 8954452

Call Encounter at 1-800-290-5900 or 503-321-3400 if you have connection issues

Instructor: Gordon L. Pullar, Ph.D.

Office: 2221 E. Northern Lights Blvd., Suite 200  
Anchorage, AK 99508

Email: [glpullar@alaska.edu](mailto:glpullar@alaska.edu)

Telephone: 1-800-770-9531 (toll free) or (907) 279-2706 (direct)

Office Hours: By appointment

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

**For registration assistance, contact:**

Jeanne Creamer-Dalton, (Fairbanks) 1-800-574-6628 or (907) 474-6528

Lorraine Perez-Castillo, (Anchorage) 1-800-770-9531 or (907) 279-2713

**CATALOG COURSE DESCRIPTION:** This upper division course examines indigenous identity from four different perspectives: legal, biological, cultural, and self-identification. The course will be a journey of self-discovery for students as they research their personal identities whether they be indigenous identities or other identities.

**COURSE SYNOPSIS:**

*"Unlike other ethnic minorities in the United States, American Indians are defined not solely by self-designation but by federal, state, and tribal laws. Blood quantum- originating from archaic notions of biological race and still codified in contemporary policy-remains one of the most significant factors in determining tribal membership, access to services, and community recognition."*

*From description of the symposium, "Quantum Leap: Does 'Indian Blood' Still Matter?" National Museum of the American Indian September 16, 2011*

*"Instead of being asked 'How much Indian are you,' a question I get asked a lot, I want to be asked, 'How much white are you?'"*

*Dr. Malinda Lowery, a Lumbee Indian, Sept. 16, 2011 at NMAI*

Alaska Natives and American Indians are the only ethnic group in America required to have government issued identification cards (called "certificates of Indian blood") to prove their authenticity as Natives. They are also the only ethnic group faced with the question, "How much Native are you?" Identification terms such as "part-Native," "half-Native" or even the pejorative "half-breed" have emerged since the U.S. takeover of Alaska from Russia and continue to be part of the lexicon in America. It is not uncommon for Natives and non-Natives alike buy into the "blood quantum game" and pass judgment on who is or who is not an "authentic" Native based on a perceived "blood quantum."

"Blood quantum" is rarely mentioned within a cultural group when referring to its own known members. There are markers, however, that do determine the legitimacy of an individual's claim to be a member of an indigenous group. The many aspects of practicing a culture, such as language, subsistence lifestyle, worldview, values, and knowing the history of a particular people, reinforce a person's authenticity as a Native. The most common aspect, though, is kinship. That is, whether an individual is related to someone within an indigenous group. Once it is established that an individual is related to a known member of a cultural group that person is usually accepted into the group, regardless of physical appearance or legal status.

The biological and legal definitions of Natives often, but not always, work together meaning that a legal definition often contains a biological component. For example, the legal definition of "Alaska Native" in the Alaska Native Claims Settlement Act of 1971 (ANCSA) is "a citizen of the United States who is a person of one-fourth degree or more Alaska Indian, Eskimo, or Aleut blood, or combination thereof." This is an attempt to base a legal definition on "race," a concept that most social scientists now reject as "socially constructed." For the decades immediately following the passage of ANCSA the concept of "blood quantum" became the standard for authenticity for Alaska Natives.

Self-identity is a more nebulous concept as its construction takes place only within an individual's heart and mind. There have been some high profile cases in the U.S. of individuals who claimed to be American Indian and turned that identity into lucrative activities for themselves. There are others that may yearn for a sense of belonging and claim to be members of a tribal group of which they are not. These are sometimes called "wannabes" as in "I wannabe an Indian." There are still others, however, who may know of Native ancestry but



for a variety of reasons have not established their indigenous identity and are not viewed as Natives by most others. The U.S. Census now allows individuals to claim any ethnic group they wish.

This upper division course examines indigenous identity from four different perspectives: legal, biological, cultural, and self-identification. Many, if not a majority, of contemporary Alaska Natives are of mixed backgrounds. If one looks at the ethnicity of the major leaders of the land claims movement, for example, it becomes apparent that nearly all of them came from mixed heritage backgrounds. Questioning another's background, and thus his or her authenticity as a Native, became a way for some people to criticize those they didn't like or approve of. This practice has caused some Alaska Natives to avoid discussing other parts of their ethnic backgrounds or family histories for fear of being ostracized and shamed before their peers.

This class will be a journey of self-discovery for students as they research and learn more about their personal identities whether they be indigenous identities or other identities. All people, no matter who they are, have a family history and cultural background. Oftentimes this history has been unknown to them and learning more about it can answer questions about themselves and their families.

**INSTRUCTIONAL METHODS** Research for the class will be done through reading the required textbooks and other publications as well as extensive research on the internet. Students will write reports on their research results and present them to the class. Class discussions will aid in understanding the results of students' research.

### **COURSE GOALS**

- To provide a brief overview of Alaska Native history from the time of first contact with Europeans and examine the impact of contact on indigenous identities.
- To review and examine the various definitions of Alaska Natives and American Indians found in federal legislation, how the definitions differ and how these definitions have impacted the lives of Native people, economically, culturally, and politically.
- To examine case studies of indigenous individuals and their challenges in maintaining their Native identities.
- To look at examples of challenges to the authenticity of some people who have claimed indigenous identities but were shown to be imposters.
- For students to gain a clearer picture of their own ethnic and family histories regardless of whether or not they have an indigenous background.

## **STUDENT LEARNING OUTCOMES**

After completing this course students will:

- Be able to describe the periods of Alaska history and how historical events have shaped Alaska Native identities.
- Evaluate the legal constructs of indigenous identity in the U.S. and how these have been used both for and against indigenous people.
- Examine the definitions of Alaska Natives in the Alaska Native Claims Settlement Act and how those definitions often changed the ways Natives saw themselves.
- Determine their individual family and cultural backgrounds and how those have impacted them personally.

## **WRITTEN ASSIGNMENTS:**

**Mid-term Assignment:** Due last Friday before Mid term  
Late papers will be graded down accordingly

An 8-10 page paper on what your indigenous identity is. Use readings and your own research to support your descriptions. What new material have you learned, if any, about your own background since beginning the class? If you are not an indigenous person base your paper on your ethnic and national background, whatever it may be.

**Final Assignment:** Due Friday before final class meeting  
Late papers will be graded down accordingly

A 15-20 paper that updates your midterm paper, taking into account instructor comments on your mid-term paper as well as new information you have gathered from your research.

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

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

**Course Grading:**

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

	Number	% of grade	Points	Point Value
Written Assignments	2	50%	25 each	50
Blackboard Weekly Reflections	14	20%	1.5 each	20
Attendance & Participation *	15	30%	2 each class	30
Total Point Value		100%		100

\* This grade includes consideration of the quality of in class presentations. Failure to adequately prepare presentations will result in reduced grades.

Grading is based on guidelines found at pp. 47-48 in the 2011-2012 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 + : 98 -100 %	A : 93-97 %	A - : 90-92 %	
B + : 87-89 %	B : 83-86%	B - : 80-82 %	
C + : 77-79 %	C : 73-76 %	C - : 70-72 %	
D + : 67-69 %	D : 63-66 %	D - : 60-62 %	F : below 60%

**Summary of paper grading criteria for this course:**

"A" work UNIQUE

(1) Responds fully to the assignment; (2) Expresses its purpose clearly and persuasively; (3) Is directed toward and meets the needs of a defined audience; (4) Begins and ends effectively; (5) Provides adequate supporting arguments, evidence, examples, and details; (6) Is well organized and unified; (7) Uses appropriate, direct language; (8) Correctly acknowledges and documents sources; (9) Is free of errors in grammar, punctuations, word choice, spelling, and format; and (10) Maintains a level of excellence throughout, and shows originality and creativity in realizing (1) through (7).

**"B" work UNCOMMON**

Realizes (1) through (9) fully and completely – and demonstrates overall excellence – but shows little originality or creativity.

**"C" work COMMON**

Realizes (1) through (9) adequately – and demonstrates overall competence – but contains a few, relatively minor errors or flaws. A "C" paper may show creativity and originality, but those qualities don't make up for poor or careless writing. A "C" paper usually looks and reads like a next-to-final draft.

"D" work fails to realize some elements of (1) through (9) adequately – and contains several, relatively serious errors or flaws, or many minor ones. A "D" paper often looks and reads like a first or second draft.

"F" work fails to realize several elements of (1) through (9) adequately – and contains many serious errors or flaws, usually many minor ones, as well. An "F" paper usually looks and reads like an incomplete draft.

Attendance is required since each class builds on the previous one, and missing a class will put you at a disadvantage in learning. Please make arrangements in advance if you have to miss a class by e-mailing your instructor.

**I Incomplete** — An incomplete is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student's control, such as sickness, has not been able to complete the course during the regular semester. Normally, an incomplete is assigned in a case when the student is current in the class until at least the last three weeks of the semester or summer session. Negligence or indifference are not acceptable reasons for an "I" grade. Instructors include a statement of work required of the student to complete the course at the time the "I" grade is assigned and a copy of the notice of the incomplete grade will be sent to the dean of the school or college in which the course is given.

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An incomplete must be made up within one year or it will automatically be changed to an "F" grade. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F." A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine University of Alaska Fairbanks Academics and Regulations 47 academics a senior's grade point average for honors at graduation, the "I" grade will be computed as a failing grade. (UAF 2011-2012 Catalog, pp. 47-48)

**NB No Basis** — Instructors may award a No Basis (NB) grade if there insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is "NB" calculated in the GPA. This is a permanent grade and may not be used to

substitute for the Incomplete (I). It can't be removed by later completing outstanding work. (UAF 2010-2011 Catalog, p. 47)

**Required Reading:**

**Books**

Garroutte, Eva Marie. *Real Indians: Identity and the Survival of Native America*. University of California Press: Berkeley. 2003.

Kauanui, J. Kēhaulani. *Hawaiian Blood: Colonialism and the Politics of Sovereignty and Indigeneity*. Duke University Press: Durham. 2008.

Sturm, Circe. *Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma*. University of California Press: Berkeley. 2002.

Zeroubavel, Eviatar. *Ancestors & Relatives: Genealogy, Identity, & Community*. Oxford University Press: New York. 2012.

**On-line sources:**

Forbes, Jack D. "Blood Quantum: A Relic Of Racism And Termination." On-line at <http://www.ywiiusdinvoihii.net/Articles2000/JDForbes001126Blood.htm>

Weaver, Hilary N. "Indigenous Identity: What Is It, and Who Really Has It?" *The American Indian Quarterly*. Volume 25, Number 2, Spring 2001. pp. 240-255. University of Nebraska Press. On-line at [http://muse.jhu.edu/journals/american\\_indian\\_quarterly/v025/25.2weaver.pdf](http://muse.jhu.edu/journals/american_indian_quarterly/v025/25.2weaver.pdf)

Wooten, Jim. "Race Reversal: Man lives as 'Black' for 50 years – then finds out he's probably not" On-line at <http://www.noprogram.org/ABCNews/Race.htm>

**Other articles or websites may be assigned as the class progresses.**

**Class Schedule**

<b>Week #, Date Student reading presentation</b>	<b>Topics</b>	<b>Assignment</b>
Week 1	Introductions, semester overview, expectations, assignments. Questions and comments.	Review syllabus, introduce yourself to class with emphasis of you own ethnic identity as you now see it, post a personal

		introduction on Blackboard
Week 2	Individual assignments and discussion on definition of "indigenous identity."	Read Weaver article, "Indigenous Identity: What Is It, and Who Really Has It?" Zerubavel pp. 3-30
Week 3	Legal aspects of indigenous identity Different definitions in different laws	Read: Zerubavel pp. 31-52, Garroue, pp. 1-37
Week 4	Legal aspects of indigenous identity Class discussion on preliminary research on own identity. Who do you think you are?	Read: Zerubavel pp. 53-75. Garroue, pp. 38-60 Internet search on individual name(s).
Week 5	Mixed blood identity and the law	Read: Zerubavel pp. 77-103, Sturm, pp. 1-26
Week 6	Issues with legal definitions of Natives <b>Guest Speaker: Dr. George Charles</b>	
Week 7	Biological definitions of Natives and the blood quantum game	Read: Sturm, pp. 27-51, Zerubavel pp. 105-131
Week 8	Issues with biological definitions of Natives	Read: Kauanui, pp. 1-65
Week 9	Issues with biological definitions of Natives	Read: Kauanui, pp. 67-97, Forbes (on-line)
Week 10	Cultural definitions of Natives	Read: Kauanui, pp. 99-170
Week 11	Cultural definitions of Natives	Garroue, pp. 61-81, Kauanui, pp. 171-196
Week 12	Indigenous self-identity (or other ethnic self-identities)	Garroue, pp. 82-98, Wooten (on-line)
Week 13	Cases of public controversies of who claims to be Native. Student presentations of final paper: <b>Loren Anderson, Naaqtuuq, Robin Frank (30 min. each)</b>	Garroue, pp. 99-139 Do web search on "Jamake Highwater" "Ward Churchill" other examples?
Week 14	Conclusions of Garroue Student presentations of final paper: <b>Francis Gage, Tia Holley, Patty Lekanoff-Gregory, Liza Mack 30 min.</b>	Garroue, pp. 140-162
Week 15	Student presentations of final paper: <b>Amelia Merhar, Hilary Martinson Mary Jane Nielsen, Hans Schaeffer, Dana Wassman (30 min. each)</b>	No reading assignment
Week 16	Review of semester – Final class discussion	No reading assignment

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