

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

**ANS 467/RD667 – Beyond Violence: Alaska Native Healing &
Justice**

COURSE SYLLABUS

Fall 2017

3 Credits – Audio-Conference Course

Course Meets:

Call-In Number: 1-866-832-7806

Student Pin: 2823276

Requirements: Phone and computer or means to call into audio conferences, and to access and utilize the Internet, Blackboard, and e-mail

INSTRUCTOR:

Diane E Benson, MFA
2221 E Northern Lights Blvd., Suite 121
Anchorage, AK 99508

Office: 907-279-2706
Fax: 907-279-2716
Debenson2@alaska.edu

OFFICE HOURS: TBA, and by Appointment

PREREQUISITES:

ANS 467 students - Senior standing or permission of the instructor.

RD 667 students - Graduate standing.

COURSE DESCRIPTION

This course will examine the crisis of violence against Native people and within Native communities, and the bearing of social, legal, political and cultural responses. The role of sexual and other violence and conquest will be explored, as well as the impacts of trauma, legal and jurisdictional barriers, and the developments in victim-centered and restorative justice and other movements in justice and healing. Students will have the opportunity throughout the semester to investigate and research current response systems and relevant policies and issues, and will develop their own ideas for solutions.

INSTRUCTIONAL METHODS

The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as audio-conference for course lectures, student discussions, and individual conferences, and the use of e-mail communications between students and the instructor.

REQUIRED TEXTS FOR COURSE (by title) (FOR EVERYONE)

-*Sharing Our Stories of Survival: Native Women Surviving Violence*, edited by Sarah Deer, Bonnie Clairmont, et al. (2008) Altamira Press

-*Safety for Native Women: VAWA and American Indian Tribes*, by Jacqueline Agtuca, edited by Dorma Sahneyah. (2014) NIWRC

(REQUIRED FOR RD 667 STUDENTS ONLY)

-*The Beginning and End of Rape: Confronting Sexual Violence in Native America* by Sarah Deer, (2015) University of Minnesota Press: London

-*Conquest: Sexual Violence and American Indian Genocide*, by Andrea Smith, (2005) Cambridge Mass: South End Press (Or latest edition).

(Not Required, but Strongly Recommended):

-*Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*, Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

OTHER REQUIRED READINGS

Maze of Injustice: The Failure to protect Indigenous Women from Sexual Violence in the USA. Amnesty International Report.

<http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>

In Their Own Words: Domestic Abuse in Later Life. Order

from www.ncjrs.gov/App/Publications/AlphaList.aspx

Sexual Assault Response Teams: Resource Guide

http://www.tribal-institute.org/download/SART_Manual_09_08.pdf

--Other required readings as assigned

RECOMMENDED READINGS & SOURCES (It is expected that at least some of these sources will be utilized by students for research)

-*Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others*, Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

Recommended Research Sources (FOR EVERYONE)

-Office for Victims of Crime, U.S. Department of Justice: www.ovc.gov

-National Indigenous Women's Resource Center: www.niwrc.org

- National Online Resource Center on Violence Against Women: VAWnet.org

-Mending the Sacred Hoop: www.msh-ta.org

Recommended Research Sources (FOR RD 667 STUDENTS ONLY)

- The Rights of Indians and Tribes, Fourth Edition, by Stephen L. Pevar (2012)
- Tribal Court Clearinghouse: www.tlpi.org
- Walking On Common Ground: www.WalkingonCommonGround.org
- Tribal Healing to Wellness Courts: www.WellnessCourts.org
- Tribal Protection Orders: www.TribalProtectionOrder.org

Recommended Sources for Writing Guidance

- The Elements of Style [An abbreviated version of the Strunk and White text]
<http://faculty.washington.edu/heagerty/Courses/b572/public/StrunkWhite.pdf>
- APA Citation Style: <https://www.library.cornell.edu/research/citation/apa>
- See Article: https://www.library.cornell.edu/sites/default/files/apa_2010.pdf
- Citing/Documenting Resources: <http://library.uaf.edu/lis101-citing>

COURSE GOALS

This course will provide students:

- Training as to what sexual and other violence is and what the impacts are on the individual and on communities.
- Information about existing or necessary resources for assisting victims, advocacy, and for treating caretaker fatigue.
- Further insights as to what a victim of assault experiences, what trauma is, and considerations when assisting a victim of assault.
- Knowledge of the key laws, policies, and terms applicable to the issue of violence against Native women, particularly in Indian country/rural Alaska.
- Familiarity with victim centered, restorative, and other alternative response/justice systems in use in Indian country.
- Open dialogue to consider or develop viable potential solutions for response improvements.
- Research opportunities and exploration to identify and/or solve a problem in their own region/community.
- Opportunities to advance their ability to properly format a paper and cite sources.

STUDENT LEARNING OUTCOMES

At the completion of ANS 467/RD667 students will be able to:

1. Summarize the Violence Against Women Act.
2. Express the indigenous understanding of the value of women.
3. Explain the importance of societal attitudes and its role in violence against marginalized populations.
4. Identify damaging social perceptions of Alaska Native people and culture.
5. Articulate the obligation of society and the government to protect its citizens.

6. Distinguish the characteristics of rural justice violence issues from urban justice violence issues.
7. Recognize potential problem areas in state, tribal, and community response systems.
8. Locate some community and state resources to address issues of violence.
9. Identify and articulate unique problems for the State of Alaska in addressing violence against Native women.
10. Locate services and information for trauma fatigue and self-care.
11. Utilize at a basic level, Adverse Childhood Experiences (ACEs) resources.
12. Express how laws, justice systems, or jurisdictional problems play a role in the protection or victimization of both rural and urban Alaska Native populations.
13. Recognize other contributors to violence or actions that may threaten the well-being and safety of Native communities.
14. Evaluate the value of self-determination in addressing violence.
15. Formulate their own ideas for potential solutions to improve the protection of tribal citizens, and add their voice to this important dialogue.
16. Critically review articles and statements regarding violence against Native people.
17. Further learn and practice scholarly and ethical research

RD 667 Graduate students will take these tools one step further and utilize their findings to provide written recommendations for policy change to the appropriate institution, governmental, community or service entity, whether it be educational, health care, or law related.

ACADEMIC EXPECTATIONS/COURSE POLICIES:

Academic Integrity: All work developed and submitted in this course must be the student's own. All sources, including ideas, quotations, and paraphrases, must be documented using the DANSRD required American Psychological Association (APA) style. APA style must be used to format papers and for the citations of sources. Plagiarism also includes "self-plagiarism," meaning using all or part of a paper that was written previously for a different class or assignment and failing to indicate that it is earlier work. In addition, material copied from a course lecture or web link but not appropriately cited is also regarded as plagiarism. The discovery of plagiarism will result in a failing grade for the paper and potentially, failure for the course. Students are strongly urged to visit the following websites:

1. Examples of Plagiarism: <http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>
2. University of Alaska Student Code of Conduct: <http://www.uaa.alaska.edu/deanofstudents/StudentJudicialServices/code.cfm>

Attendance: It is imperative that students attend every class and be on time. If you miss a class, you risk losing points for attendance as well as for any work or presentation due for that class period. You also will miss the lecture and the opportunity to ask questions. If, for some grave reason, you must miss a class session, out of courtesy to the instructor and your fellow students, please advise the instructor before class that you may be absent.

Participation: Students are expected to participate in classroom discussions and to be prepared. Students must read the assigned materials and bring thoughtful questions to class. It is expected that you will practice effective communications in both speaking and writing.

Competency: It is expected that students will demonstrate an appropriate level of competency in information literacy using skills learned from previous courses to identify, locate and access needed information, and to evaluate content and integrate and communicate information, and to otherwise read and write with college level ability.

Computer Ability: Students must have the knowledge to make efficient use of computers, and of the internet and Blackboard.

Work Habits: While work habits differ from student to student, successful completion of this course requires you to work consistently and keep up with the reading over the course of the entire semester. Undergraduate students (ANS 467) should expect to read a minimum 50 – 75 pages per week. Graduate students (RD 667) should expect a minimum of 100 – 150 pages of reading per week. Set aside a regular time each week to work on this course, and to progress with both your research and your writing.

ABOUT THE COURSE:

Research for the past fifteen years has been extensive in regard to violence against Native women. It was revealed that Native women constitute the majority of abused women per capita in the United States and are the only group likely to be abused by men of any racial group. The figures are staggering, and continue to be alarmingly high. Although research has been extensive, it has not as of late been updated. Other areas gaining more attention and requiring further research are impacts of family and community violence as a whole. The increase in sex trafficking is another growing threat for Native communities, and is a growing threat for young people who make visits to the larger communities.

As communities attempt to grapple with the ever increasing violence, impacts on the community at large and on responders can be profound therefore in this course we will also discuss self-care and the very real personal impact of witnessing or acknowledging trauma. When we can talk honestly within our own tribes and communities about sexual trauma and other violence, then we will be able to effectively formulate long-

term and culturally relevant solutions. This is a serious course created to add a step in that direction. To take you there, you will work on a single project throughout the semester.

ABOUT THE PROJECT (467 & 667):

This project will serve as your Mid-term and as your Final Paper. The project accounts for 30% of your grade for ANS 467 students, and 60% of your grade for RD 667 students. Certain aspects of the project will be required at different stages.

The project will include the following:

- A topic proposal
- An outline
- A class presentation (mid-term) with a presentation support paper (may be an electronic document such as a power-point, a video, or other creation)
- A carefully drafted and polished final paper (ANS 467 students - minimum 10 pages, RD 667 students - minimum 20 pages. Minimums do not include cover pages, policy recommendations (for RD 667), and references.

If the class number is greater than fifteen students, you may be assigned to work in pairs on the project. Should this be the case, the two of you will work on the same subject, but work on different complimentary portions, and most importantly, you will write separate presentation (mid-term), and final papers. You would be required to make the (mid-term) oral/class presentation together, but handling separate parts of the presentation. Note: Pairs cannot include graduate and undergraduate students working together.

The final paper will conclude your own individual work on the project with individual follow-up research, added observations, new discoveries and a developed idea for solution(s) regarding your subject. Your project must involve a critical examination of a real problem and seek a real solution for ending violence in regard to a particular Native population. You are expected to work towards identifying and solving a problem; utilizing and expanding on information garnered from the course. RD 667 students must provide recommendations as a result of their research and direct those recommendations to a particular institution. (This will be further discussed in class).

PROJECT TOPICS PRE-APPROVED FOR SELECTION INCLUDE:

1. If a sexual assault occurred on a U of A campus, what would be the process for filing a charge, getting the victim assistance, recovery and other follow-up? Who would the victim initially contact? Now assume the victim was Native.
2. A sexual assault of a student occurs off-campus, or while on holiday in another state, or while on a school sanctioned activity in the lower 48 on tribal land, or in a city, or in

another country (while the student was registered and in school at U of A). How would a charge be filed? What rights does the victim have? What services are available?

3. How does the State of Alaska work with Alaska Native tribes/villages in the enforcement of Protective Orders? (You must select a particular community as your case study, such as Emmonak or Angoon or Tanana for example). What funds are available and actually reach the community? How does the community typically respond to sexual violence? Do they have a tribal court? What needs to be changed? How could it be changed to better serve justice and protection of its tribal members?

4. Examine every aspect of what a person who is a victim of DV, SA, or other severe violence may experience in an effort to recover, from the moment the attack occurred through a judicial finding. Use a real location to set your crime, and develop accordingly.

5. How does a violent act against a Native woman impact her community, and what can the community/tribe, the State, and the federal government do to end violence against the women in her community? Select a real community, whether rural or urban in Alaska, and develop your question and solution accordingly. Your subject may be based on an actual incident learned from a news article (please discuss with me in advance to consider privacy issues), or a fictional character in a real place.

6. Compare two people from two different populations (one of them being an Alaska Native woman), and how they are impacted by violence. What is similar? Are they treated differently, and if so, why and how? What might be the best treatment options? Your subjects may be real (barring violation of privacy), or may be fictional. Their home communities must be real places so that you may better research the potential differences and needed solutions. (If you desire, you may consider the non-Alaska Native person to be from another country).

7. Research issues of incarcerated Native women or men, who have committed violence and are survivors of violence. How fast is the Native inmate population growing and why? What rights do they have? Discuss whether trauma informed practices are in place or what treatment they do or do not receive. How would Native based outreach help reduce recidivism? What re-integration programs currently exist? What are other ideas for culturally responsive re-integration, or community justice alternatives over incarceration?

8. Research sex-trafficking in Alaska and what you can find out about the increase in sex-trafficking, and about how many victims may be Alaska Native. What is sex-trafficking and why is it a problem? What research has been done? What systems or institutions are addressing the issue of sex-trafficking effects on rural Alaska? What actions is the State of Alaska taking? Who are most at risk? Does VAWA or other laws or policies provide protections? What can you find out about the societal attitudes (both urban and

rural) towards the issues of sex-trafficking and prostitution? How does sex-trafficking and prostitution intersect, or does it?

8. Other project topic ideas may be proposed, but must be pre-approved and must meet the requirements for inquiry.

Your project paper should include elements of two or more of the following:

- The role and power of actual damaging or dehumanizing imagery in media, print, and/or relevant identified societal attitudes
- How sexual violence hurts and effects more than the victimized individual
- Barriers that affect the safety of Native women or the obtainment of justice
- Methods for enforcing or ensuring protection of Native women and how that ensures protection of all citizens or tribal members
- An issue of policy change
- **RD 667** papers should include policy recommendations.

All papers should include:

- Ideas and creative solutions for curbing sexual violence and improving individual, community, state, tribal or federal responses and, should include some reference and add to global discourse on violence and trauma issues

Research: You should plan to draw upon a number of different sources for your paper. Library/internet, oral histories, and other media may be used.

RD 667 Students may also use oral sources (interviews/oral histories), if IRB trained and/or otherwise approved and if not in violation of UA policies and ethical research standards.

STUDENT EVALUATION AND GRADES

ANS 467 ASSIGNMENTS & EXAMS:

CLASS ATTENDANCE/PARTICIPATION: ANS 467 students will receive .5 point for each class attendance, and .5 point per class participation. Participation means speaking up in class and talking from knowledge gained from the readings. All students start with 1 point since there are 14 weeks in the semester and attendance and participation is worth 15 points (15% of the final grade) for the course.

QUIZZES: ANS 467 Students will take three quizzes throughout the semester worth 10 points each. Quizzes are based on readings and course discussions. This is worth 30% of the final grade for the course.

HOMEWORK ASSIGNMENTS: These are primarily discussion question essays posted on Blackboard that students will be expected to answer and to reply to posts by fellow students. These range in point value from 1 point to 3 points each.

MID-TERM PRESENTATION: All students will be expected to make a class presentation utilizing visual tools such as Power Point. This is the completion of the first stage of the

project that the students will work on throughout the semester. (See “About the Project” above). The presentation is worth 15% of final grade for the course.

FINAL EXAM: Students will take a final exam based on readings and course discussions. **467 & 667 will take separate exams.** This is worth 15% of the final grade for the course.

FINAL PAPER: A carefully drafted and polished final paper with a minimum of 10 pages. Minimums do not include cover pages, policy recommendations and references.

Successful completion of this course requires:

- early identification of your topic,
- completing all reading when it is assigned,
- timely completion of all homework (meeting deadlines),
- systematic search for appropriate sources and completion of interviews,
- creatively constructing and clearly articulating your oral/class presentation,
- turning in a clear supportive document to your oral/class presentation,
- reviewing your materials prior to quizzes and final exam,
- properly formatting, writing and polishing your final paper.

Grading for ANS 467 is based on the standards below and computed as follows:

- Class attendance and participation 15%
- Quizzes (3) 30%
- Homework assignments 10%
- Class presentation (Mid-term) 15%
- Final exam 15%
- Final paper 15%
- Total 100%

ANS 467	Number Given	Point per Unit*	Points Value	% of Grade
Attendance & Participation	15	1	15	15%
Quizzes	3	10	30	30%
Periodic Homework Assignments	5	Vary (1 – 3 pts)	10	10%
(Mid-Term) Presentation	1	15	15	15%
Final Exam	1	15	15	15%
Final Paper	1	15	15	15%
TOTALS			100 Points	100%

**NOTE: A Unit refers to the amount per week, or per quiz, or per assignment.*

RD 667 ASSIGNMENTS & EXAMS:

CLASS ATTENDANCE/PARTICIPATION: RD 667 students will be expected to participate at a higher level, and give short introductions to readings once per week. All students start with 1 point since there are 14 weeks in the semester and attendance and participation is worth 15 points (15% of the final grade) for the course.

HOMEWORK ASSIGNMENTS: These are primarily discussion question essays posted on Blackboard that students will be expected to answer and to reply to posts by fellow students. These range in point value from 1 point to 3 points each.

MID-TERM PRESENTATION: All students will be expected to make a class presentation utilizing visual tools such as Power Point. This is the completion of the first stage of the project that the students will work on throughout the semester. (See “About the Project” above). The presentation is worth 15% of final grade for the course.

RESEARCH AND FINDINGS REPORTS: RD 667 students will turn in two research and findings reports about the progress of their research for their final paper.

FINAL EXAM: Students will take a final exam based on readings and course discussions. **467 & 667 will take separate exams.** This is worth 15% of the final grade for the course.

FINAL PAPER: A carefully drafted and polished final paper with a minimum of 20 pages. Minimums do not include cover pages, policy recommendations (for RD 667), and references.

Grading for RD 667 is based on the standards below and computed as follows:

- Class participation/mini-presentations 15%
- Homework assignments 10%
- Class presentation (Mid-term) 15%
- Research & Findings Reports (2) 20%
- Final exam* 15%
- Final paper 25%
- Total 100%

RD 667	Number Given	Point per Unit*	Points Value	% of Grade
Class Participation And Mini-presentations**	15	1	15	15%
Periodic Homework Assignments	5	Vary (1 – 3 pts) See schedule	10	10%
Mid-Term Presentation	1	15	15	15%
Research & Findings Reports****	2	10	20	20%
Final Exam***	1	15	15	15%
Final Paper with policy recommendations	1	25	25	25%
TOTALS			100 Points	100%

*NOTE: A Unit refers to the amount per week, or per quiz, or per assignment.

**RD 667 students will be expected to participate at a higher level, and give short introductions to readings once per week.

***RD 667 students take a different exam from ANS 467 students.

****667 students will turn in two reports about questions/progress of their research.

Plus and minus grades will be assigned. Their numerical values can be found under Academics and Regulations; Grading System and Grade Point Average Computation in the 2014-2015 UAF electronic catalog. Rules regarding "C" grades may be reviewed at http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

NOTE: Please, if you have any questions at any time throughout this course, or any questions about the syllabus, notify me. It is your responsibility to contact me for clarification and assistance as issues or concerns arise.

INSTRUCTOR POLICY ON INCOMPLETE GRADES:

An "I" (Incomplete) grade is strongly discouraged. An Incomplete will be given only in circumstances of documented serious emergency.

WRITING ASSISTANCE

The UAF Writing Center provides assistance as quoted from their website: uaf-writing-center@alaska.edu

"The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**

Any interested students should contact the Writing Center by phone at [\(907\) 474-5314](tel:9074745314) or by email at fywrc@uaf.edu to set up an appointment. We will ask students to email us a draft of their work (or prompt if they haven't yet started) at least an hour before the designated appointment time for review."

OTHER UAF STUDENT SUPPORT SERVICES:

- Office of Information Technology 907-450-8300 (1-800-478-8226) www.alaska.edu/oit/index.xml or email helpdesk@alaska.edu
- Off-campus Library 907-474-7482 <http://library.uaf.edu/offcampus>
- CRCD Bookstore 907-474-7711 (1-877-651-4002) or email at CRCD-gotbooks@alaska.edu. Website: . <https://www.crcd-gotbooks.com/>
- Academic Advising Center 907-474-6396 www.uaf.edu/advising

STUDENTS WITH DISABILITIES:

Students with a documented disability requiring accommodations should notify the instructor 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 to course materials. The instructor will work with the Office of Disabilities Services to provide reasonable accommodations and access for students

with disabilities. You may contact the UAF Office of Disability Services at (907)474-5655 or TTY: (907)474-1827. Please visit <http://www.uaf.edu/disability/> for more information.

TITLE IX BOR POLICY ON DISCRIMINATION, HARASSMENT AND VIOLENCE

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

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

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.”

SCHEDULE FOR ANS 467/RD 667 Beyond Violence: Alaska Native Healing & Justice

PART I: THE POWER OF IMAGE & CULTURE, & THE NEED FOR PROTECTION

BEFORE THE FIRST CLASS:

Essay: Please write and post on Blackboard what your interest is in the subject of violence against Native women and why you chose to take this course (not graded). If it is not what you wish to share with the class, please submit to instructor via e-mail

WEEK 1 — INTRODUCTIONS & COURSE OVERVIEW

Introductions, Syllabus & Course Overview

Lecture/Discussion Part I: Values, Traditions, and Roles of Men and Women

Lecture/Discussion Part II: Violence Against Women – A Global Issue
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT: (To do before next week)

WEEK 2 — DUE: ESSAY, & REVIEW of Violence Against Women Act (VAWA) – Everyone - (3 PTS)

Lecture/Discussion Part I: The Image & Treatment of Men and Women
Lecture/Discussion Part II: Violence, Policy & Protection - Cultural & Social Obligations
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT:

WEEK 3 — DUE: ESSAY on Lessons Learned – Everyone - (2 PTS)

NOTE: SELECT YOUR TOPIC FOR YOUR SEMESTER PROJECT

Lecture/Discussion Part I: Conquest & Violence
Lecture/Discussion Part II: Indigenous Communities and Environmental Justice (GUEST SPEAKER (TBA)
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT:

PART II: THE REALITY OF VIOLENCE

WEEK 4 — DUE: TOPIC PROPOSAL (Everyone – 1 PT), (QUIZ 1 ANS 467 – 10 POINTS)

Lecture/Discussion Part I: Trauma and Other Realities of Violence
Lecture/Discussion Part II: ACES/Violence Affects Everyone
VIEW TOGETHER: On-line Video TBA

WEEK 5 — DUE: STORY SUMMARY (Everyone – 1 PT)

Lecture/Discussion Part I: The Point of View of Victims
Lecture/Discussion Part II: Violence Demographics & Research/Abuse of Young & Old
Guest Speaker: TBA
SART – Sexual Assault Response Teams
ASSIGNMENT:

WEEK 6 — DUE: OUTLINE FOR PRESENTATION (Everyone – 3 PTS)

Lecture/Discussion Part 1: Considering Realities & Research: Urban & Rural Violence
Lecture/Discussion Part II: Methods for Serving Victims. Trauma Exposure
ASSIGNMENT:

PART III: BARRIERS to SAFETY, AND COMMUNITY RESPONSE

**WEEK 7 — DUE: UPDATE ON ORAL PRESENTATION STATUS, (QUIZ II ANS 467 – 10 PTS)
(RD 667 – RESEARCH & FINDINGS REPORT 1 - 10 PTS)**

Lecture/Discussion Part I: Victimization in Indian Country
Lecture/Discussion Part II: Barriers to Adequate Services/Justice
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT:

WEEK 8 — DUE: PRESENTATIONS Everyone (15 PTS) – Begin with ANS 467 (1/3 OF CLASS)

Lecture/Discussion: Incarceration and Trauma
Lecture/Discussion: Trauma Informed Cultures
GUEST SPEAKER –TBA (ACLU or Amnesty International)
ASSIGNMENT:

WEEK 9 — PRESENTATIONS – (1/3 OF CLASS) Be prepared to discuss the Amnesty Report, *Maze of Injustice*

Lecture/Discussion: Safety and Advocacy in Rural Alaska
Lecture/Discussion: Justice, Jurisdiction, and Forensics Issues
GUEST SPEAKER - TBA
ASSIGNMENT:

PART IV: SOLUTIONS, SAFETY, AND COMMUNITY RESPONSE

WEEK 10 — PRESENTATIONS (1/3 OF CLASS)

Lecture/Discussion Part I: Western & Indigenous Solutions to Native Problems
Lecture/Discussion Part II: Victim Centered Justice & Meeting the Needs of Underserved Victims
VIDEO (If available)/Discussion:
ASSIGNMENT:

**WEEK 11 — IN CLASS DISCUSSION (QUIZ III ANS 467 – 10 PTS)
(RD 667 RESEARCH & FINDINGS REPORT 2 – 10 PTS)**

Lecture/Discussion Part I: Movements in Securing Protection for Native Women
Lecture/Discussion Part II: Indigenous Men & Women/Effort for Solutions
GUEST SPEAKER (TBA)
ASSIGNMENT:

WEEK 12 — IN CLASS DISCUSSION

Lecture/Discussion Part I: Restorative Justice and other Alternatives
Lecture/Discussion Part II: Building Compassion & Community
ASSIGNMENT:

WEEK 13 — IN CLASS Q & A AND REVIEW

Lecture/Discussion Part I: Trauma and Stewardship
Lecture/Discussion Part II: Review
ASSIGNMENT:

Study for FINAL and Complete FINAL PAPER.

WEEK 14 — DUE: FINAL PAPER (ANS 467 - 15 PTS) (RD 667 – 25 PTS)

Lecture/Discussion Part I: Student's Lead Discussion

Lecture/Discussion Part II: Final Review, Sharing & Wrap-up

WEEK 15 – FINAL EXAM (Separate) (15 PTS) On Blackboard