

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.

SUBMITTED BY:

Department	Alaska Native Studies & Rural Development	College/School	CRCO
Prepared by	Jenny Bell-Jones	Phone	907 474 6842
Email Contact	jbjones@alaska.edu	Faculty Contact	Barbara Blake bjblake@alaska.edu

1. COURSE IDENTIFICATION: As the course now exists.

Dept Course # No. of Credits

COURSE TITLE

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

Change Course If Change, indicate below what is changing. Drop Course

NUMBER	<input type="text"/>	TITLE	<input type="text"/>	DESCRIPTION	<input type="text"/>
PREREQUISITES*	<input type="text"/>			FREQUENCY OF OFFERING	<input type="text"/>

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

CREDITS (including credit distribution)	<input type="text"/>	COURSE CLASSIFICATION	<input checked="" type="checkbox"/>
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ADD A STACKED LEVEL (400/600) Dept. Course #

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	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires approval of both departments and deans involved. Add lines at end of form for additional signatures.
STOP EXISTING CROSS-LISTING	<input type="checkbox"/>	Dept. & No.	<input type="text"/>	Requires notification of other department(s) and mutual agreement. Attach copy of email or memo.
OTHER (specify)	<input type="text"/>			

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 6 weeks to full semester

OTHER FORMAT (specify all that apply)

Mode of delivery (specify lecture, field trips, labs, etc.)

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,

X = Baccalaureate Core

*Format 6 also submitted

*Format 7 submitted

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 ~~Aberiginal~~ Indigenous Rights and Policies (s)

3 Credits

Offered As Demand Warrants

~~Case-study Comparative~~ approach in ~~assessing Aberiginal~~ to analyzing Indigenous rights and policies in different nation-state systems. ~~Seven Aberiginal 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~~X~~ 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:

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, 474-6695) 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

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.

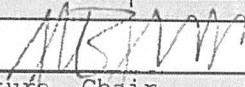
It has been our experience that students, even many Alaska Native students, are completely ignorant when it comes to the history of Native participation in the building of Alaska. They know nothing about the Alaska Native Claims Settlement Act (ANCSA) despite the fact that this landmark piece of legislation 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.

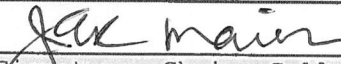
Alaska has a different political landscape than the contiguous Lower 48 states; we are the only western state with a significant Native population that does not control reservation lands (with the exception of Metlakatla in southeast Alaska) and therefore Native people here participate in mainstream 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.

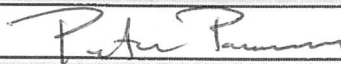
Even students who have attended high school in Alaska are very poorly informed; many have no idea who Elizabeth Peratrovich or Katie John are. Willie Hensley, Fred Paul and John Borbridge are strangers to them. They do not know that there was only one Alaska Native participating in the Constitutional 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.)

	Date	2/28/14
Signature, Chair, Program/Department of:		

	Date	9/24/2014
Signature, Chair, College/School Curriculum Council for:	CRCD	

	Date	9/24/14
Signature, Dean, College/School of:	CRCD	

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

	Date	
Signature of Provost (if applicable)		

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; add more blocks as necessary.)

	Date	
Signature, Chair, Program/Department of:		

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

	Date	
Signature, Dean, College/School of:		

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.

Department of Alaska Native Studies and Rural Development
Introduction to Alaska Native Studies
ANS 101-3 credits
CRN 79171 & 79285

Ernest Gruening Building, Room 309
Tuesday and Thursday 9:45-11:15AM
AUDIO CONFERENCE 1-800-570-3591
STUDENT PIN 2796991

Course Outline

Instructor: Barbara Blake **E-mail: bjblake@alaska.edu**
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:

- Living our Cultures, Sharing our Heritage: The First Peoples of Alaska. Smithsonian Books, Washington DC 2010.

- Do Alaska Native People Get Free Medical Care. Edited by Libby Roderick. University of Alaska Anchorage and Alaska Pacific University 2008.
- 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:

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

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

	5	4	3-2	1	0
Student has read material before class and can answer questions	Everything has been read and student demonstrates comprehension	Student has obviously made an effort to read everything but seems unclear on some of the material	Student has read some but not all of the readings and has trouble with questions	Student “skimmed” readings and can’t answer questions	Student has obviously skipped the reading.
Student brings questions/comments of their own	Questions/comments are focused and on point	Questions/comments lack focus	Questions are vague and are being asked “for the sake of asking”	Comments/ Questions have no relevance	Student has no input at all.
Student reviews supplemental readings and refers to these in class	Review of extra material makes meaningful contribution	Reference to extra material is clear but brief	Student mentions extra material and relates it to class	Student says they read something but has no related comments	Student has ignored the extra readings
Student finds source materials on their own and discusses in class	Sources are pertinent and directly related to class	Sources are relevant but not so closely related to course material	Sources are only vaguely related and of questionable veracity	Sources are irrelevant to material being discussed	Student finds no outside sources.

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/>

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.
- Off-campus library (1-800-478-5348) www.uaf.edu/library/offcampus/index.html.
- 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 Iñupiaq 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 Athabaskan

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://ancsaat40.org/ANCSA_Bibliography.html

Instructor lecture: be prepared to discuss readings and participate

Alaska National Interest Lands Conservation Act

Reading: ANILCA slide set

National Parks Conservation Association webpage on ANILCA

<http://www.npca.org/news/media-center/fact-sheets/anilca.html>

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.

Reading: Alaska Native Education: Report of the Education Task Force online at
http://www.alaskool.org/resources/anc2/ANC2_sec4.html

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

Alaska Business Monthly September 2012 edition online at <http://www.akbizmag.com/Alaska-Business-Monthly/Digital-Archives/>

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>
Pebble Project online at <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.”