

10/7/16 ✓

## FORMAT 1

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**  
(Attach copy of syllabus)

## SUBMITTED BY:

Department	<b>ALASKA NATIVE STUDIES &amp; RURAL DEVELOPMENT</b>	College/School	<b>CRCD</b>
Prepared by	<b>Jenny Bell-Jones</b>	Phone	<b>474 6528</b>
Email Contact	<b>jbjones@alaska.edu</b>	Faculty Contact	<b>J B Jones</b>

1. ACTION DESIRED  
(CHECK ONE):

Trial Course	<input type="checkbox"/>	New Course	<input checked="" type="checkbox"/>
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2. COURSE IDENTIFICATION:

Dept	<b>ANS</b>	Course #	<b>F110</b>	No. of Credits	<b>1</b>
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Justify upper/lower division status & number of credits:

**This course introduces students to the topic of ANCSA and meets BOR requirements for a 1 credit 100 level course at UAF. It will be cross-listed with an existing RD course which already meets the same requirements.**

## 3. PROPOSED COURSE TITLE:

**Alaska Native Claims Settlement Act: Land Claims in the 21<sup>st</sup> Century**

4. To be CROSS LISTED?  
YES/NO**YES**If yes,  
Dept:**RD**

Course #

**F110**

NOTE: Cross-listing requires approval of both departments and deans involved. Add lines at end of form for additional required signatures.

5. To be STACKED? \*  
YES/NO**NO**If yes,  
Dept.

Course #

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

\* Use only one Format 1 form for the stacked course (not one for each level of the course!) and attach syllabi. 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**

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

7. SEMESTER & YEAR OF FIRST OFFERING  
(Effective AY2015-16 if approved by 3/31/2015; otherwise AY2016-17)**Fall 2017**

## 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)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6 weeks to full semester	

## OTHER FORMAT

(specify)

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

This course is offered online using the Blackboard delivery system. There are set due dates for assignments and students must also participate in an online forum each week.

**9. CONTACT HOURS PER WEEK:**

**1.5**  
**/10**

LECTURE  
hours/weeks

LAB  
hours /week

PRACTICUM  
hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing-/> for more information on number of credits.

OTHER HOURS (specify  
type)

**Students should expect additional time for reading up to 2.5 hours per week.**

**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**  
**3 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 F110 Alaska Native Claims Settlement Act: Land Claims in the 21st Century**

**1 credit**

**Offered Fall**

Familiarize students with the land claims process and important Alaska Native Claims Settlement Act content, with focus on contemporary situations and explanation of land claims processes ongoing or recently completed in locations outside Alaska. Cross-listed with RD 110.

Lecture + Lab + Other: 1 + 0 + 0

**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:

NO

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

O = Oral Intensive,  
Format 6

W = Writing Intensive,  
Format 7

X = Baccalaureate  
Core

**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

X

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

CREDITS

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

CREDITS

13. **GRADING SYSTEM:** Specify only one. Note: Changing the grading system for a course later on constitutes a Major Course Change - Format 2 form.

LETTER: ☒

PASS/FAIL: ☐

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

None

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

15. **SPECIAL RESTRICTIONS, CONDITIONS**

None

16. **PROPOSED COURSE FEES**

\$Zero

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

Yes/No

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

It has been offered as RD 110 since 2011

18. **ESTIMATED IMPACT**

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

Adding this course to our offerings is expected to have a positive impact on our budget. There will be no additional costs but there is a potential for more students finding the course.

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

☐

Library already has adequate materials.

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)

This action will have no measurable effects on other Departments outside of DANSRD. It is possible that some students who currently take the course through RD will now take it as an ANS course. This is an internal cross-listing within the Department.

21. **POSITIVE AND NEGATIVE IMPACTS**

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

No negative impacts are expected. There may be a positive impact overall as more students find this course through the cross-listing and learn about this important subject matter.


**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.

**RD 110 has been a successful course for several years and since DANSRD partnered with E-learning enrollment has increased. We believe that by cross-listing the course with Alaska Native Studies we will reach different groups of students who have an interest in Alaska Native Studies and ANCSA but would not know to look for a course like this under Rural Development. There will be no additional delivery costs and the potential for increased enrollment is good.**

**DANSRD is in the process of developing two other one credit online courses which will also be cross-listed between ANS and RD so that students can earn three credits this way. This cross-list request is part of that effort.**

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

		Date	10/7/16
Signature, Chair, Program/Department of:		AK Native Studies & Rural Dev	
 		Date	
Signature, Chair, College/School Curriculum Council for:			
 		Date	
Signature, Dean, College/School of:			

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)**



**JUSTIFICATION FOR ACTION REQUESTED**

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

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

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

*Shirley Cude* \_\_\_\_\_ Date: *10/7/16*

Signature, Dean, College/School of: \_\_\_\_\_ *Rural Community Development*

*Y. J. C. C. C.* \_\_\_\_\_ Date: *10/10/16*

Signature, Dean, College/School of: \_\_\_\_\_ *CRCD*

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: \_\_\_\_\_

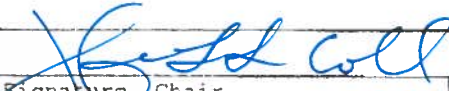

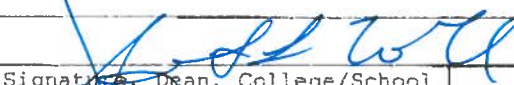
**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

\_\_\_\_\_  
Signature, Chair Faculty Senate Review Committee: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_ Curriculum Review \_\_\_\_ GAAC

Core Review SADAC

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

	Date	10/10/16
Signature, Chair, Program/Department of:	DANSRD	
	Date	
Signature, Chair, College/School Curriculum Council for:		
	Date	10/10/16
Signature, Dean, College/School of:	CRLD	

**ATTACH COMPLETE SYLLABUS (as part of this application).** This list is online at:

<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 (e.g. 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 is a convenient way to publicize this.) Link to PDF summary of grading policy for "C":

[http://www.uaf.edu/files/uafgov/Info-to-Publicize-C\\_Grading-Policy-UPDATED-May-2013.pdf](http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf)

##### **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**.

<http://www.uaf.edu/disability/> 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 WHITAKER BLDG, 474-5655) to provide reasonable accommodation to students with disabilities.

**Department of Alaska Native and Rural Development**  
**Alaska Native Claims Settlement Act: Land Claims in the 21<sup>st</sup> Century**  
**ANS 110-1 credit**

**Course Outline**

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**Instructor:** Jenny Bell Jones

**E-mail:** [jbjones@alaska.edu](mailto:jbjones@alaska.edu)

**Brooks Bldg, UAF Campus**

**PO Box 756500 Fairbanks, AK 99775**

**Office: (907)474-6528 Fax: (907)474-6325 Office Hours: Contact instructor by e-mail**

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**Course Catalog Description:** Familiarize students with the land claims process and important Alaska Native Claims Settlement Act content, with focus on contemporary situations and explanation of land claims processes ongoing or recently completed in locations outside Alaska. Cross-listed with RD 110

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

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

**Student Learning Outcomes:** It is anticipated that most students will be new to the land claims topic. At the completion of the course participants will be able to:

- Demonstrate basic understanding of the history behind the passage of ANCSA,
- List important key provisions of the Act,
- Describe the basic functions of the Native corporations.
- Identify ANCSA in the global context.
- Discuss the ways in which economic and social structures in Alaska have been affected by the passage of the Act.

**Required Readings:** These are built into the online course. Lectures are presented on line together with active links to both required and suggested readings. There is also a list of suggested texts for those who have library access but these are supplemental not



mandatory readings. Readings include the entire ANCSA text and week by week lecture notes discussing key content. Students also will explore ANCSA Corporation websites for Regional and Village Corporations and also for the non-profit entities. In addition to the numerous web-links included in the weekly lecture notes a number of short articles are included. Please see the reading list at the end of the syllabus.

**Suggested Texts for Supplemental Reading:** See the list in the Blackboard folder

**Grading/Evaluation Policy will be based upon the following:**

Assignments	80%
Required Post-Module Responses	10%
Final Project or Paper	10%

**Assignments (80%):** There will be a homework assignment due after each module. The student should complete this assignment and submit it before reading the next module. Assignments will reflect materials in the lecture and readings and will consist of multiple choice questions and short essay questions. In addition students will be required to send three questions/comments about each module to the instructor for response before proceeding to the next module.

Assignments must be kept current; there is a deadline for the submission of each assignment posted in the Course Information section of Blackboard and no extensions will be posted.

**Post-Module Responses (10%):** After completing the reading for a Module, students submit three questions and/or comments to the forum for that module in the Blackboard Discussion Board. The instructor will respond to questions/comments and other students will also have the opportunity to respond with answers and comments of their own. Participation in this discussion is a part of the grade and students must respond to at least three questions/comments other than your own per module to obtain the full points.

The Discussion Board forum is the equivalent of in class discussion and an opportunity to have questions answered. Use it courteously and wisely the same way you would when discussing material with class-mates face to face.

Note that five of the total 10 points available for each post-module response will be awarded for Blackboard participation. If a student submits their questions/comments but does not participate in the Blackboard discussion they will only receive five points of out of the full ten.

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

	Number given	Points per unit	Points value	% of grade
Assignments	9	various	800	80%
Post module responses	10	10	100	10%
Final paper	1	100	100	10%
Total point value			1000	100%

**Criteria for grading: (UAF Catalog) Plus and minus grades will be awarded.**

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%

A (90-100%) =Excellent work that exhibits insight into the issues. Demonstrates critical thought. Written work is exempt of errors in grammar, spelling and content. Above minimum requirements. Indicates originality and independent work, a thorough mastery of the subject and the satisfactory completion of more than is regularly required.

B (80-89%) =Above average. Speaks and writes well. Above minimum requirements. Demonstrates good understanding of topics.

C (70-79%) =Speaks and writes in an acceptable manner. Works is satisfactory, average. Meets minimum requirements.

D (60-69%) =Below average work. Minimally acceptable. Lowest possible passing grade.

F (59% or lower) =Unacceptable work. Does not meet minimum requirements. Indicates failure. Included in GPA calculations

**NOTE: THERE WILL BE NO INCOMPLETE GRADES AWARDED IN THIS COURSE.**

**Student Expectations:** All submitted assignments need to show reflection and scholarship. Written assignments will lose points for poor grammar and spelling even if content is otherwise accurate. Once the student begins the course, submission of assignments will be on a regular basis. Attendance is “on your own time” but the assignments have **absolute due dates.**

**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:** 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 instructor will work with the Office of Disabilities Services to provide reasonable accommodations to students with disabilities. (907-474-7043). [fydso@uaf.edu](mailto:fydso@uaf.edu).

**Other UAF Student Support Services include:**

- Office of Information Technology 907-450 8300 (1-800-478-8226) [www.alaska.edu/oit/index.xml](http://www.alaska.edu/oit/index.xml) or email [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu)
- Off-campus library 907-474-7482 (1-800-478-5348) <http://library.uaf.edu/offcampus>
- UAF Writing Center 907 474 5314 or email for an appointment at [fywrc@uaf.edu](mailto:fywrc@uaf.edu) Their website can be found at <http://www.uaf.edu/english/writing-center/>
- CRCD Bookstore 907 474 7711 (1-877-651-4002) or email at [CRCD-gotbooks@alaska.edu](mailto:CRCD-gotbooks@alaska.edu) Their website can be found at <http://www.uaf.edu/rural/bookstore-services/>

**Title IX:** 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 UAF 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.

### **FALL 2017 SCHEDULE**

**STUDENT INTRODUCTIONS ON BLACKBOARD DUE AUGUST 28<sup>TH</sup>. INTROS EARN FIVE POINTS EXTRA CREDIT!**

<b>Module 1</b>	<b>Why the need for land claims? QUIZ ONE DUE: SEPTEMBER 10TH</b>
<b>Module 2</b>	<b>Who can pursue lands claims? QUIZ TWO DUE: SEPTEMBER 17TH</b>
<b>Module 3</b>	<b>ANCSA Sections 1 through 10 QUIZ THREE DUE: SEPTEMBER 24TH</b>
<b>Module 4</b>	<b>ANCSA Sections 11 through 20 QUIZ FOUR DUE: OCTOBER 1ST</b>
<b>Module 5</b>	<b>ANCSA Sections 21 through 27 and the Congressional Conference Report QUIZ FIVE DUE: OCTOBER 8TH</b>
<b>Module 6</b>	<b>The '1991' amendments. ANILCA, and the Berger Report. QUIZ SIX DUE: OCTOBER 15TH</b>
<b>Module 7</b>	<b>Corporations and tribal governments. Lands into trust QUIZ SEVEN DUE: OCTOBER 22ND</b>
<b>Module 8</b>	<b>International land claims. QUIZ EIGHT DUE: OCTOBER 29<sup>TH</sup> REMEMBER: THIS ONE REQUIRES A SHORT PAPER</b>
<b>Module 9</b>	<b>The ANCSA corporations today QUIZ NINE DUE: NOVEMBER 5TH REMEMBER: THIS ONE REQUIRES A SHORT PAPER</b>
<b>Module 10</b>	<b>Final wrap-up. Review of course material highlighting key provisions of ANCSA and going over the international comparisons. FINAL PAPER DUE NOVEMBER 19TH</b>

## REQUIRED READINGS LIST

Check each week's documents to find what you need to read before you start!

Alaska Native Claims Settlement Act text in the Weekly lecture notes and ...

Alaska State Constitution :

<http://www.legis.state.ak.us/basis/folioproxy.asp?url=http://www.jnu01.legis.state.ak.us/cgi-bin/folioisa.dll/acontxt>

Alaska Organic Act: <http://www.explorenorth.com/library/yafeatures/bl-Alaska1884.htm>

Canadian First Nations Treaty Maps (look for the one with the numbered treaties):

<https://www.aadnc-aandc.gc.ca/eng/1380223988016/1380224163492>

Russia Alaska Treaty of Cession:

<http://www.canadahistory.com/sections/documents/usrelations/sewardalaska.htm>

The Road to Nunavut, a Chronological History: <http://www.nunavut-physicians.gov.nu.ca/history.shtml>

Aboriginal Title and Original Title.

<http://www.ubcic.bc.ca/Resources/implementation.htm>

History of Alaska Federation of Natives, <http://www.nativefederation.org/about/history.php>

Peratrovich Letter,

[http://www.alaskool.org/projects/ANCSA/ARTICLES/ADN/Close\\_Look\\_at\\_ANB.htm](http://www.alaskool.org/projects/ANCSA/ARTICLES/ADN/Close_Look_at_ANB.htm) "What Rights to Land Have the Alaska Natives?: The Primary Question" - May, 1966

by William L. Hensley. [http://www.alaskool.org/projects/ancsa/WLH/WLH66\\_1.htm](http://www.alaskool.org/projects/ancsa/WLH/WLH66_1.htm)

Murder of activist Berta Cáceres sparks violent clashes in Honduras (PDF on Blackboard)

Alaska Community Data Base Summaries: Select three different Native communities from the ANCSA 11(b)(1) list and locate them in the data base summaries. Read the summary to find out what the community demographics look like today.

<https://www.commerce.alaska.gov/dcra/DCRAExternal>

Calista Corporation Overview: <http://www.calistacorp.com/business/lands-resources>

NANA Lands: <http://www.nana.com/regional/resources/resources-faq/>

Bering Straits Native Corporation land transfer.

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**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*

