

Tribal Leadership History

3 Credit, Letter Graded

Course Description:

This course is designed to foster leadership skills and explore learning opportunities on topics pertaining to Alaska Native/American Indian Tribes in the United States, with a particular focus on Alaska. The course is open to all students and is intended to be a safe learning space for students from around Alaska to collaborate, learn, and support one another.

The course is broken down into four units: Unit 1 Alaska History General Overview, Unit 2 Since Time Immemorial to Initial Colonization, Unit 3 Tribal Status in the Federal Termination Era, Unit 4 Self-determination and Statehood.

Each unit will address the following three topics:

What took place in the historical context and how does it shape today leadership landscape?
How do leaders of the past address community needs and how do leaders of today use similar leadership principles?

What are the legal frameworks that need to be considered by leaders of the time period, and how do they contribute to today?

Intended Audience: Educators and high school students seeking Alaska history credits

Course Prerequisite/Co-requisites: N/A

Informed by the School of Education Vision, Mission, and Conceptual Framework:

We believe that the preparation and support of professional educators is the shared responsibility of the University of Alaska Anchorage and our partners, and that our programs must evolve dynamically in response to unique community needs, research, and continuous program assessment. This course is designed to meet a professional development need in response to our partner school districts and professional organizations. There is currently a lack of course options, curriculum, and professional development for educators who are teaching Alaska History in Alaska. The course fits within the mission of the UAA School of Education as we encourage lifelong learning to meet the challenges of a rapidly changing world.

Link to Standards for Alaska Teachers:

This professional development is rooted in the fundamentals of the standards for Alaska Teachers. It is offered to encourage and support practicing educators in attaining, maintaining, or surpassing the standards that, as stated in [Standards for Alaska's Teachers](http://www.eed.state.ak.us/standards/pdf/teacher.pdf), "clearly define the skills and abilities our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers." (Mike Hanley, <http://www.eed.state.ak.us/standards/pdf/teacher.pdf>)

Learning Forward Standards for Professional Learning:

This course is informed by the Learning Forward Standards for Professional Learning which outline the “characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.” As explicit in the standards, “professional learning is for educators to develop the knowledge, skills, practices and dispositions they need to help student performance at a higher level.” (<https://learningforward.org/standards-for-professional-learning>)

Course Design:

- a. Requires 45 contact hours and an average of approximately 90 hours of engaged learning outside of class.
- b. Does not apply to any UAA certificate or degree program.
- c. No UAA lab and/or materials fees beyond standard charges.
- d. This course is based upon the collegial sharing, collaboration, and support of the participants and facilitator as a community of learners. Course activities will include common readings and group discussions, collective learning processes, peer coaching/mentoring, and reflective practices.

Instructional Goals and Defined Outcomes:

RESEARCH BASED THEORY/PRINCIPLES/PRACTICES/TRENDS (CONTENT)

1.0 Instructional Goal:

Leadership skills will be fostered in multiple ways by this course. Students will be learning from the past to see how the over 20 Alaska Native people groups lead themselves prior to contact and through the rapidly changing post contact world. Students will be exploring how Alaska Native leaders and allies lead their peoples through periods of conflict that were foundationally designed to irradiate them.

Defined Outcome:

1.1 Participants will learn about the legislative process by following the Tribal Affairs committee.

1.2 Participants will demonstrate what they are observing and use the leadership skills to formulate a final project.

THEORY INTO PRACTICE (APPLICATION)

2.0 Instructional Goal:

Instructor will provide a collaborative structure for participants to embrace historical perspectives and accounts into their classroom practices.

Defined Outcome:

Participants will examine the content presented in the course and combine that with their currently accessible materials to develop their own Alaska History teaching classroom content.

REFLECTION ON THEORY INTO PRACTICE (REFLECTION)

3.0 Instructional Goal:

Instructor will engage participants in reflective examinations of the theories, their implemented practices, and the outcomes.

Defined Outcome:

Participants will analyze and reflect upon the principles and strategies of their classroom environment and materials to foster positive connection to the individuals represented in their diverse classroom, develop fuller accounting of history in Alaska, and make connections for how Alaska Native Tribal leadership has helped shape the state as we know it today.

RELATIONSHIP TO STANDARDS

4.0 Instructional Goal:

Instructor will familiarize participants with the district, state, and national standards addressed by the strategies and concepts presented.

Defined Outcome:

Participants will identify transformative equitable educational experiences and utilize Alaska Cultural standards amid the implementation of the academic standards.

Writing Style Requirements:

Participants' writing will reflect the clarity, conciseness, and creativity expected of post-baccalaureate certificated educators.

Attendance and Make-up Policy:

Participants are expected to actively and collegially participate in all classes as a contributing member of a learning community. Attendance at every session is, therefore, very important and make-up for missed classes will be approved by the instructor on an exception basis only.

Course Assignments, Assessment of Learning, and Grading System:

- a. **Participation and Collegial Support** 250 points
Participants will be expected to actively and collegially participate in discussions, activities, and other process experiences during the seminars and group sessions.
- b. **Journal** 250 points
Students will keep a journal and are expected to make weekly entries. Journal entries are an opportunity for students to self-reflect on what they are learning from class presentations, class readings, and their observations of the Alaska Legislative House Tribal Affairs Committee. During legislative session, students are expected to listen to the House Tribal Affairs Committee and reflect in their weekly journal on what they learn and observe from these meetings.
- c. **Research Project** 250 points
Students will identify a policy topic they want to learn about, or a skill set they want to develop, and focus on it as semester-long research topic. Students will keep a research notebook as part of their research project. The research notebook will serve as a method to track, record, and synthesize information for the selected topic. The research project will culminate in a completed product, such as songs or dances, an object the student learned to make, a series of texts based on speaking with elders, or a policy/position paper or presentation.

Quality of Work

Assignments, projects, papers, presentations, etc. will be graded for quality as follows:

- “A” work goes beyond the assignment in originality, scholarship or critical thinking; excellent in all aspects. 4 Guide revised 10/8/2010
- “B” work is complete, comprehensive, and well prepared; clearly indicates that considerable time and intellectual effort was expended in preparing the assignment.
- “C” work is average; completed as requested, on time, and in appropriate format.
- “D” work is below average; incomplete or chronically late; in inappropriate format; does not meet course standards, shows limited effort and understanding.
- “F” indicates that the student has not met the guidelines for “A-D” work.

Course Calendar/Schedule: *(includes dates for topics, readings, assignments)*

Unit 1: Alaska History General Overview

Description: Unit 1 will focus on a general overview of Alaska history to serve as a grounding for understanding how the other three units relate to each other as Alaska Native peoples continue to navigate history.

January 13, 14, 19, 20, 21

Since time immemorial the origins of Alaska through today

- a. Cover the different Alaska Native peoples to establish the individual nature of each culture and governance system
- b. Describe the interconnected ways Alaska Native people engage with each other and internationally

January 26, 27, 28

B. Contact and initial colonization

- a. Establish foundation understanding for international laws that pertain to Alaska
- b. Individual Western governmental interactions with each other pertaining to Alaska

February 2, 3, 4

C. Transition from colonial occupation to Federal territory

- a. Transition and adoption of Indigenous claim by the United States
- b. Implications and adaptations in Federal law pertaining to Alaska

February 9, 10, 11

D. Transition from Federal territory to State government

- a. Establish foundational understanding for legal implications of Federal trust responsibilities and indigenous land claims in the transition to Alaska Statehood
- b. State and Tribal relations

Unit 2: Since Time Immemorial to Initial Colonization

Description: Unit 2 explores the concept of since time immemorial in further detail. It establishes the foundational understanding for the indigenous claims to Alaska as recognized by Alaskan Natives and Western international law. It introduces the beginning of Western law and the history of the initial colonization of Alaska.

February 9,10, 11, 16, 17, 18

- A. The foundations of Tribal government protocols
 - a. What is language and where does it come from?
 - b. Societal organization and governance:
 - i. Matrilineal
 - ii. Clans or no clans
 - iii. Equilibrium with the carrying capacity of the land
 - iv. Ceremonies
 - v. Economic structure
 - vi. Education: Roles of Elders and children
 - vii. Medicine
 - viii. Conflict resolution
 - ix. Material culture
 - x. Art
 - xi. Food

February 23, 24, 25

- B. Colonial contact
 - a. Years and associated locations of contact throughout the state
 - b. Western governance structures over the colonies and settlements
 - c. Economic driving forces
 - i. The beginning of the boom bust cycle
 - d. Demographics of colonizers and their heritage citizenship status
 - i. Trading companies
 - ii. The church
 - e. Physical foot print

March 2, 3, 4,

- C. Engagement
 - a. Further exploration into the specific laws that recognize Alaska Native peoples their rights to self-govern and the constructed legal precedent for colonial exploration
 - b. Citizenship and associated human rights standing
 - c. Adaptation, conflict, sickness, resistance, and resilience

- D. Transition
 - a. Motivations and causes for sale of Alaska
 - b. Legal right for sale of Alaska

Unit 3: Tribal Status in the Federal Termination Era

Description: Unit 3 delves into the Federal era and how it relates to Alaska. It explores and discusses the laws, practices, and effects of the termination era and how they effected Alaska Native people. This unit provides the foundational structures for the context of Alaska Statehood.

March 9, 10, 11

- A. The shift from contact to settlement
 - a. Time frame
 - b. Physical footprint
 - c. Land occupation and settlement practices
 - i. Settler camps
 - ii. Military outposts

- iii. Access development infrastructure
- d. Economic shifts and exploitation
 - i. Continuing the boom bust cycle
- e. Termination strategies and practices
 - i. Outlawing ways of life
 - ii. Education: Sheldon Jackson
 - iii. Comity Agreement
 - iv. Peonage economy
 - v. Sickness
 - vi. Transition to patrilineal identification
 - vii. Internment camps
- f. Settler demographics
 - i. Military
 - ii. Homesteading
 - iii. Missionary
 - iv. Government
 - v. Resource industry workers

Spring Break March 16, 17, 18

March 23, 24, 25

- B. Engagement
 - a. Further exploration into the specific laws that recognize Alaska Native peoples their rights to self-govern and the constructed legal precedent for Federal expansion
 - i. Example: Federal Indian Law including Alaska Natives
 - ii. Right to vote
 - iii. Federal trust responsibilities
 - b. Citizenship and associated human rights standing
 - i. Citizenship status
 - ii. Military service including code talkers
 - c. Adaptation, conflict, sickness, resistance, and resilience
 - i. Alaska Native Brotherhood and Sisterhood

Unit 4: Self-determination and Statehood

Description: Unit 4 focuses on the influences that Alaska statehood has on the international, Federal, and Tribal dynamic. It is designed to bookend the course. At this stage in the course students should be able to articulate how Alaska Native peoples have successfully made the jump from pre-contact to post contact world while still maintaining self-determination.

March 30, 31, 1

- A. Statehood government
 - a. Time frame
 - b. Constitution
 - c. Legislature
 - d. Political subdivisions
 - e. Litigation

- B. Physical footprint

- a. From settlement to cities
- b. Military outposts
- c. Continued access with development infrastructure

April 6, 7, 8

- C. Economic shifts and exploitation
 - a. Rural and Urban
 - b. Boom bust cycles
 - c. Oil extraction development
 - d. Demographics of resident migrations

April 13, 14, 15

- D. Legal landscape
 - a. Indigenous rights
 - i. Alaska Native Claims Settlement Act
 - 1. Regional corporations
 - 2. Village corporations
 - 3. Reservations
 - ii. Alaska National Interest Conservation Act
 - c. Federal trust responsibilities
 - i. Indian Health contracting
 - ii. Stevens Rider
 - iii. Indian Health Service Compacting
 - iv. Alaska Child Welfare Compact
 - v. Water and sanitation
 - vi. Justice
 - vii. Indian Child Welfare Act
 - d. What is a federally recognized Tribe?
 - i. Compacting
 - ii. Land management
 - iii. Education
 - iv. Blood quantum
 - v. Self-governance

April 20, 21, 22

- E. Adaptation, conflict, sickness, resistance, and resilience
 - a. Tribal societal organization and governance today:
 - i. Matrilineal
 - ii. Clans or no clans
 - iii. Equilibrium with the carrying capacity of the land
 - iv. Ceremonies
 - v. Economic structure
 - vi. Education: Roles of Elders and children
 - vii. Medicine
 - viii. Conflict resolution
 - ix. Material culture
 - x. Art
 - xi. Food
 - xii. Language
 - xiii. Citizenship

April 27, 28, 29

A. Presentations and Final

Related Professional Organizations:

National Indian Education Association - <https://www.niea.org/>

Course Texts, Readings, Handouts, and Library Reserve:

Required Text/Materials: if applicable

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Content References:

[MOU1]

Roderik, L. (2010). *Alaska Native Cultures and Issues: Responses to Frequently Asked Questions*. Fairbanks, AK: University of Alaska Press.

Bang, M. (2019, July 2) *Environmental Education and Indigenous Knowledge*. Webinar retrieved from the NAAEE <https://naaee.org/eepr/learning/webinars/webinar-environmental-education-and>

Merculieff, I. (2000). *Stop talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education*. Anchorage, AK. University of Alaska Anchorage.

Ongtooguk, P. *Alaska's cultures: Education and Cultural Self-Determination—Their Silence About Us: Why We Need an Alaska Native Curriculum*.
<http://www.alaskool.org/whyproject.html>

Standards References:

Alaska Comprehensive Center. (2012). *Guide to Implementing the Alaska Cultural Standards for Educators*. Juneau, AK: Alaska Department of Education and Early Development.

Alaska Native Knowledge Network. (1998). *Alaska standards for culturally responsive schools*. Fairbanks, AK: University of Alaska Press.

State of Alaska Department of Education and Early Development. (1997). *Standards for Alaska teachers*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (2006). *Content standards for Alaska students*. Juneau, AK: Author.

State of Alaska Department of Education and Early Development. (1999). *Performance standards for Alaska students*. Juneau, AK: Author.