

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

Course Syllabus

Rural Development 470/670
Alaska Native Claims Settlement Act:
Pre-1971 to present

Audioconference course

Fall Semester 2011

Fridays, 5:10pm – 8:10pm, 9/2 to 12/9

Call in number: 1-800-570-3591

Student PIN: 8954452

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

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Office Hours: Tuesdays to Thursdays 9am-12 noon or by appointment.

GENERAL INFORMATION:

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Davina Alexie, 1-800-770-9531 or (907) 279-2713

COURSE DESCRIPTION:

This upper division/graduate level course provides an advanced overview and analysis of the Alaska Native Claims Settlement Act of 1971 (ANCSA). An in-depth look at the land claims movement of the 1960s will be highlighted by presentations by Alaska Native leaders who were key participants in the movement. The course will also closely review the legislative process that resulted in the passage of ANCSA focusing on firsthand accounts of those who were involved. The implementation phase of ANCSA will be examined as well as the crucial "1991 amendments." Case studies involving unique challenges of individual Native villages and regions will be discussed. Finally, contemporary issues facing ANCSA corporations will be examined.

COURSE GOALS:

- To understand the legal history and Federal Indian Policy that preceded the introduction and passage of the Alaska Native Claims Settlement Act.
- To provide an in-depth analysis of ANCSA from the land claims movement, legislative process and early implementation to current issues facing ANCSA corporations
- To learn who the major participants were among the Alaska Native leadership in the passage and implementation of ANCSA.
- To analyze provisions of ANCSA and their impacts on Alaska Natives and rural communities with an emphasis on Sections 7(i), 7(j), 14(c), 14(h)(1), 17(d)(2), 22(g), the “1991 amendments” and other amendments.

STUDENT LEARNING OUTCOMES:

Upon completion of this audioconference course students will:

- have a clear idea of what the Alaska Native Claims Settlement Act is and why it was passed
- be familiar with the content of ANCSA
- be able to name all ANCSA regional corporations
- be able to identify the Alaska Native leaders who worked for a settlement
- know how ANCSA was implemented and what challenges followed
- have a working knowledge of how ANCSA differed from other indigenous land settlements
- be knowledgeable of current issues facing ANCSA corporations

COURSE REQUIREMENTS:

**Prerequisites: Junior or senior standing or permission of instructor for RD 470.
Graduate standing or permission of instructor for RD 670.**

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

Course Structure and Grading:

The course will be divided into three components with approximately four weeks spent on each.

1. Land claims movement and legislative process
2. ANCSA implementation process
3. Current land and corporation issues and events

Class Expectations:

Assigned readings should be read in a timely manner as you move through the course work. Students must check the Blackboard announcements regularly to see if any new readings such as articles or websites have been added.

Written assignments must be typed, double spaced and spell checked. Clarity, brevity and expression of your own ideas in your own words are expected. **Written assignments are graded on content, grammar, punctuation, and format. The American Anthropological Association (AAA) Style Guide is preferred but you may use another style guide if you inform the instructor which one you are using.** They

must reflect assigned readings, class discussions and most importantly, original thinking. Students are encouraged to have their papers reviewed by the UAF Writing Center before submission.

Written Assignments:

Mid-term Assignment: Due Friday, October 28, 2011

Late papers will be graded down accordingly

An 8-10 page paper on an aspect of the early implementation of the Alaska Native Claims Settlement Act. This can be a case study, an in-depth description of an ANCSA issue, a description of an individual Alaska Native ANCSA leader, a description of the formation of a regional or village corporation, a description of congressional legislation and its effects on corporations or any combination of these. Students are expected to give a brief ten minute class presentation of this paper.

Final Assignment: Due Friday, December 9, 2011

Late papers will be graded down accordingly

A 10-20 page paper on an Alaska Native Claims Settlement Act land, natural resource issue or in-depth case study of ANCSA leadership or corporation. This can be a case study, a controversial issue, a description of a local issue, or any combination of these.

For Graduate Students only:

For graduate credit both the mid-term and final papers must be 15-20 pages with one paper including a comparison of ANCSA with another indigenous land claims agreement or treaty from the lower 48, Yukon Territory, Nunavut, or other nations. Students may propose another topic which may be used with instructor approval.

Blackboard:

Students are required to write a brief (one-half to one page) reflection paper from the class at least once a week on Blackboard. This is a **reflection** of one's thoughts on material covered and not simply repeating what was said. Students are encouraged to pay particular attention to the Alaska Federation of Natives Annual Convention to be held in Anchorage on October 20-22, and post impressions and comments of the convention on Blackboard. Students must make thoughtful, substantive comments for each week on their Blackboard postings if they hope to get maximum credit for these. Students are not restricted to one post per week but may comment on other students' posts or speak to a different topic than their first post.

Option: Current ANCSA issues:

In lieu of the brief weekly reflection paper on the class content students may write about a current news item related to ANCSA and post on Blackboard.

Course Policies:

Attendance: As this class meets just once a week the class sessions are three hours long and represent two sessions of a regular class. Please keep in mind that if you miss a class session it equates to missing two sessions of a regular class. Missing more than one class session will result in a grade reduction.

Weekly Participation: Students are expected to attend class, do reading assignments before class, actively participate in class discussions and post their reflection papers and Discussion Board comments on Blackboard.

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

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

Course Grading:

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

	Number	% of grade	Points	Point Value
Written Assignments	2	30	30	60
Blackboard Weekly Reflections	14	20	20	20
Attendance, Participation, Presentation	14 class sessions	20	20	20
Total Point Value		100%		100

Grading will be based upon thorough and timely completion of assigned papers, and class participation/attendance, including Blackboard Discussion Board postings and class presentation. Overall course grading will be as follows:

Written Assignments 2 @ 30 points each	60%
Weekly Reflection Papers	20%
Attendance/participation/presentation	20%

 TOTAL 100%

Grading is based on guidelines found at pp. 45-47 in the 2010-2011 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%	I Incomplete	– See below		

GRADING STANDARDS FOR RURAL DEVELOPMENT PAPERS

A An “A” paper demonstrates creative thinking—the writer has gone beyond the scope of the assignment of the paper and made it his/her own in some way e.g. by showing some unusual insight or coming to a conclusion that is novel. In terms of Bloom’s Taxonomy, this paper would have shown understanding, application, analysis, synthesis, and would be at the level of critical evaluation.

The “A” paper clearly shows that the writer has discovered something through the act of producing it. To fulfill the assignment to present a case either for or against drilling in ANWR, one “A” paper presented both the pros and cons and determining that they were about equal, developed two hypothetical timelines to the year 2025. The student imagined the future if drilling went on and if it didn’t. Both timelines speculated possible inventions, creations, enabling legislations, and social changes, and their global implications including the development of the science of robotics, the assassination of specific world leaders, the perfection of the hybrid car followed some years later by the development of the “magnetocar” (no gas, no electricity), congressional funding for alternative energy sources, the emergence of e-commutation along with the closing of factories and the re-deployment of our population, and so on. VERY CREATIVE. In the end, the paper favored drilling...but only to provide the U.S. with a grace period of relative freedom from dependence on foreign oil (during which the timeline noted legislation which first limited—and then rationed—gasoline) so that the new congressional megaprioritization of—and funding for—scientific activities intended to provide us with new energy sources, could bear fruit. Mechanically, the “A” paper is nearly perfect; it shows few, if any, errors in grammar and usage. The language is developed and mature; the paragraphs and sections are connected; and sources are correctly documented. A high level of excellence is maintained throughout.

B The “B” paper shows some creativity and independent thought, but less successfully than the “A” essay. It lacks the force, presence, gravitas, verve, panache, wit, strength, confidence, etc. of the “A” paper...tries but just doesn’t bring it off. This is still, however, quite a good job. It shows work and effort. It is scholarly in mode but, in the end, dutiful and pedestrian...A swell effort and a successful one...it’s just that its success isn’t raging. Mechanically, grammatically, structurally it’s fine...a few errors...some things one might not be happy with, but nothing worth complaining about.

C The “C” paper shows little creativity and original thought. It displays factual, interpretive, or conceptual inconsistencies. Contains a general main idea (from which it sometimes veers far), but is shallow and lackluster. Structurally it is not good: paragraphs are weakly unified, ideas are undeveloped and unsupported. Mechanically it also is suffering with clumsy sentences, imprecise words, awkwardness and errors that are too frequent to ignore. Generally, this paper shows work and thought, just not very much of

either. There's not much joy here, not much sense that the student has learned, understood, and appreciated...and is eager to show it.

D A "D" paper is simplistic and superficial. It does not fulfill the assignment. It is too off the topic and/or too short. The level of writing is poor with serious and numerous errors. It states and summarizes rather than analyzing. It may also be characterized by "borrowing" of other peoples' work which may be accidental but which borders on plagiarism.

F An "F" paper is half of the required length or less. (It may be that no paper has been submitted.) Mechanical errors interfere to such a degree that the reader cannot tell what the writer is saying. The paper is blatantly plagiarized.

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

An incomplete must be made up within one year or it will automatically be changed to an "F" grade. The "I" grade is not computed in the student's grade point average until it has been changed to a regular letter grade by the instructor or until one year has elapsed, at which time it will be computed as an "F." A senior cannot graduate with an "I" grade in either a university or major course requirement. To determine University of Alaska Fairbanks Academics and Regulations 47 academics a senior's grade point average for honors at graduation, the "I" grade will be computed as a failing grade. (UAF 2010-2011 Catalog, pp. 46-47)

NB No Basis — Instructors may award a No Basis (NB) grade if there insufficient student progress and/or attendance for evaluation to occur. No credit is given, nor is "NB" calculated in the GPA. This is a permanent grade and may not be used to substitute for the Incomplete (I). It can't be removed by later completing outstanding work. (UAF 2010-2011 Catalog, p. 47)

Required Textbooks:

Arnold, Robert D. (1976) *Alaska Native Land Claims*. Alaska Native Foundation, Anchorage, Alaska. On line at:

<http://www.alaskool.org/PROJECTS/ANCSA/landclaims/LandClaimsTOC.htm>

Gallagher, H.G. *Etok: A Story of Eskimo Power*. (2001) [1974] Vandamere Press, Clearwater, Florida.

Mitchell, Donald C., (2001), *Take My Land Take My Life*. University of Alaska Press, Fairbanks

Pratt, Kenneth L. (ed.). (2009) *Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims*. U.S. Department of the Interior, Bureau of Indian Affairs, Division of Environmental and Cultural Resources Management, ANCSA Office.

Other Required Readings:

Hensley, William L. "What Rights to Land Have the Alaska Natives: The Primary Question." (1966 with 2001 Introduction).

<http://www.alaskool.org/PROJECTS/ANCSA/WLH/WLH66-All.htm>

The Alaska Native Claims Settlement Act of 1971 (P.L. 92-203). On line at:

<http://www.lbbllawyers.com/ancsatoc.htm#top>

http://www.alaskool.org/PROJECTS/ANCSA/reports/rsjones1981/ANCSA_History71.htm

Selected Course Readings:

NOTE: Additional relevant readings will be posted on Blackboard or emailed to students as we move through the course. These may relate to guest speakers, relevant topics or areas of student interest.

Recommended Reading

Berger, Thomas R. (1985) *Village Journey: The Report of the Alaska Native Review Commission*. Wang and Hill, New York.

Hensley, William L. Iggiagruk, (2008) *Fifty Miles to Tomorrow: A Memoir of Alaska and the Real People*. Farrar Straus Giroux, New York

Morgan, Lael. (1974) *And the Land Provides: Alaskan Natives in a Year of Transition*. Doubleday & Company, Inc., Garden City, New York.

Recommended Websites

Alaska Native Claims Settlement Act Resource Center

<http://www.lbbllawyers.com/ancsa.htm>

Alaska Native Claims Settlement Act Network (ANCSA.net)

<http://www.ancsa.net/node/146>

The Alaska Native Claims Settlement Act (on Alaska Native Knowledge Network website, University of Alaska Fairbanks)

<http://www.ankn.uaf.edu/NPE/ancsa.html>

Alaska Native Claims Settlement Act of 1971 on Arctic Circle, University of Connecticut <http://arcticcircle.uconn.edu/SEEJ/Landclaims/>

Revisiting the Alaska Native Claims Settlement Act (on Alaskool.org)

<http://www.alaskool.org/PROJECTS/ANCSA/ancsaindx.htm>

Support Services:

Academic Advising Center 907-474-6396 www.uaf.edu/advising

UAF Writing Center 907-474-5314, FAX 1-800-478-5246

<http://www.alaska.edu/english/studentresources/writing/>

Rasmuson Library Off-Campus Service 1-800-478-5348 www.uaf.edu/library/offcampus

Full text articles on-line: <http://lexicon.ci.anchorage.ak.us/databasesforalaskans/home.html>

UAF Disability Services for Distance Students:

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development's (CRCD) campuses and UAF's Center for Distance Education (CDE). Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-7043, fydso@uaf.edu. Students who may have special needs because of a disability should contact the instructor privately and every effort will be made to accommodate the student in taking this class.