



GUIDE TO SOURCES FOR THE STUDY OF THE 1971 ALASKA NATIVE CLAIMS SETTLEMENT ACT

By Michael Hawfield
for the Alaska Historical Society, ANCSA Committee



VOLUME 3 Resources for Teaching ANCSA at 50

**Guide to Sources for the Study of the
1971 Alaska Native Claims Settlement Act**

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By Michael Hawfield
for the Alaska Historical Society, ANCSA Committee
William Schneider, Project Director
Karen Brewster, Editor

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Cover Photo: Alaska Federation of Natives Delegation in Washington, D.C., April 1970 who were there to testify at a hearing of the Senate Committee on Interior and Insular Affairs about ANCSA legislation. Left to right: Flore Lekanof, Aleut League; Fred Bismark, Tyonek; Margaret Nick, Bethel; Larry Oskolkoff, Ninilchik; Don Watson, Anchorage; Phillip Guy, Bethel; Joe Upicksoun, Barrow (now Utqiagvik); Tony Lewis, Bethel; and Alice Brown, Anchorage/Kenai. B2001.11.AFN Delegation 1970. "Moosemeat" John Hedberg and Alice E. Hedberg Brown Collection. Anchorage Museum.

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Designed by Krista West.

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I. Introduction

Since passage of the Alaska Native Claims Settlement Act (ANCSA) in 1971, the Alaska Native community, the University of Alaska, Alaska Native corporations, Alaska Native organizations, the Anchorage Museum at Rasmuson Center, the Alaska Humanities Forum, and the Alaska Department of Education and Early Development have devoted



Teaching today's Native youth about Alaska Native history and the Alaska Native Claims Settlement Act. *Courtesy of Alaska Native Heritage Center.*

considerable professional energies and expertise developing and offering tools for examining and teaching about this extraordinary legislation. As a result, there are a number of existing well-developed syllabi for elementary students (3rd grade), early high school students (9th grade), and college/university students in lower and upper division courses.

The purpose of this guide is to assist educators who wish to include ANCSA content in their courses by providing background information, a review of what has already been developed, and provide access to basic resources. Because the topic of ANCSA at its half-century anniversary is so complex and the resources so many and varied, the idea was to create a single resource aid highlighting key ANCSA materials. The guide presents basic resource material covering ANCSA history, introduces discussion topics with associated reference material that a teacher can utilize with their students, highlights particular courses that have already been developed, and provides links to Native organization websites where they describe their histories and connections to ANCSA.

The single most important and accessible collection of materials useful for teaching about ANCSA, its origins, the drama of the passage of the Act, and many of the commentaries about the meaning and impact of ANCSA may be found on the **Alaskool** website (<http://www.alaskool.org/default.htm>). The website contains samples of ANCSA curricula (<http://www.alaskool.org/projects/ancsa/ancsacurric.htm>), a wealth of primary source documentation of the battle for and passage of the Alaska Native Claims Settlement Act, and a bibliography of ANCSA materials (<http://www.alaskool.org/projects/ancsa/ancsaindx.htm>). Alaskool was created in 1998 by Paul Ongtooguk and Bill McDiarmid as part of the Alaska Native Curriculum and Teacher Development Project (ANCTD). Although the site is a bit old and no longer being updated, it is a rich resource for educational and general information concerning Native Alaska history, culture, education, and political struggles for recognition and land rights.

This guide highlights courses that have been taught by a variety of Alaska Native leaders, including: an online course for elementary and high-school students by Paul Ongtooguk and Claudia Dybdahl; a high school level course under development by Joel Isaak for the Alaska Department of Education; “Alaska Policy Frontiers: Exploring Future Realities” and “Traditional Values and Native Corporations” taught by William (Willie) Hensley, an important ANCSA spokesman and scholar, in the College of Business and Public Policy at the University of Alaska Anchorage; and courses at the University of Alaska Fairbanks taught by the late Gordon Pullar, Diane Benson, and Jenny Bell Jones. The syllabi and curricula are provided when available to offer new teachers a template to use or to inspire them in their own endeavors.

Wherever possible, links are provided to access the documents online at their original web locations. Direct links to PDFs are provided for those documents not otherwise available online. All of the individual PDFs are also accessible on the [“PDF Resources for Teaching ANCSA at 50”](#) page of the Alaska Historical Society website. [Volume 1](#) (History and Archival Collections) and [Volume 2](#) (Annotated Bibliography) of the *Guide to Sources for the Study of the 1971 Alaska Native Claims Settlement Act* are also helpful and available on the Alaska Historical Society’s webpage [“Resources for the Study of the 1971 Alaska Native Claims Settlement Act.”](#)

Acknowledgements

Editorial assistance was provided by William Schneider, Joan M. Antonson, and Karen Brewster.

II. The Act: A Monumental Effort and a Break from Previous Federal Indian Policy

The 1971 Alaska Native Claims Settlement Act (ANCSA) provided 44 million acres of land and close to a billion dollars that would be owned and managed by Alaska Native regional and village corporations. By establishing corporations to create a financial base for Native shareholders in each region of Alaska, the Act was a corporate solution to settling land claims that had been advanced by Alaska Natives since the 1930s. The revenue sharing provisions in the Act (Section 7(i) and 7(j)) create a unique system of distribution of wealth between all of the regional and village corporations based upon traditional cultural values of sharing and the difference in resource wealth and population size across the regions. The Act abolished Aboriginal title and Aboriginal hunting and fishing rights, treating Native-owned land just like any other private land holdings, and restricted Native sovereignty over subsistence, where the state and federal government implement hunting and fishing regulations.

ANCSA has a long and complicated history in the context of Alaska Native land use, treatment of Alaska Natives by the Settler population, Alaska's territorial and state governance, and the federal oversight of Native Americans. Since implementation, ANCSA has left its mark on Alaska's economy, society, cultures, and political structure. ANCSA continues to evolve as people live with it, and its legacy is a continually developing story. Given the variety and depth of the ANCSA story, much has been written about it. Below is a list of a ten key books, articles, and essays that we recommend for understanding the basics of ANCSA:



"Nixon Pens Bill Into Law." Headline and article about passage of the Alaska Native Claims Settlement Act in the *Tundra Times* newspaper, December 22, 1971. *Tundra Times*. Courtesy of Ukpeagvik Iñupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska.

1. *Take My Land, Take My Life*. Donald Craig Mitchell. Fairbanks, AK: University of Alaska Press, 2011.
2. *Alaska Native Land Claims*. Robert Arnold. Anchorage, AK: Alaska Native Foundation, 1976.
3. *Village Journey: The Report of the Alaska Native Review Commission*. Thomas Berger. New York, NY: Hill and Wang, 1985.

4. “Brief Interpretive History of the Alaska Native Claims Settlement Act.” William Schneider. In *Guide to Sources for the Study of the 1971 Alaska Native Claims Settlement Act, Volume 1: History and Archival Collections*. Edited by Karen Brewster. Anchorage, AK: Alaska Historical Society, 2022.
5. “Shock and Awe: Understanding Early Perceptions of the Passage of ANCSA.” Stephen Haycox. Paper presented at the 2021 Alaska Historical Society Conference, Historical Perspectives on ANCSA Session, October 14, 2021 (for video of the presentation, see: <https://alaskahistoricalsociety.org/about-ahs/conference/2021-conference-presentations/>).
6. “Alaska Native Claims Settlement Act.” Alexandra J. McClanahan. LitsiteAlaska - ANCSA@30 website, 2001.
7. “What Rights To Land Have the Alaska Natives?: The Primary Question”. William Iggiagruk Hensley. Written for a Constitutional Law course taught by Judge Jay Rabinowitz at the University of Alaska, 1966, available with a new May 2001 introduction at the Alaskool website.
8. “ANCSA at 50: How Alaska Natives Won the Land Claims Battle.” Willie (William) Iggiagruk Hensley. *Alaska Magazine*, October 3, 2021.
9. “ANCSA at 40: Where Are We and Where Are We Going?” Paul Ongtooguk. *Anchorage Daily News*, March 16, 2012. (also available at <https://www.adn.com/commentary/article/ancsa-40-where-are-we-and-where-are-we-going/2012/03/17/>).
10. “About the Alaska Native Claims Settlement Act.” ANCSA Regional Association. ANCSA Regional Association website, no date.

III. Basic Information on ANCSA's Origins

This section includes basic resource material useful for understanding and teaching about the legal and historical context of ANCSA, such as the original legislation or connections with the broader topic of Federal Indian law.

1. Legislation – ANCSA

- Alaska Native Claims Settlement Act (Public Law 92-203, approved December 18, 1971, [85 Stat. 688](#)).
[“43. U.S. Code Chapter 33 – Alaska Native Claims Settlement.”](#) Legal Information Institute, Cornell Law School. Section by section presentation of the original 1971 ANCSA law.
- 1991 Amendments to ANCSA
[“1991: Making It Work. A Guide to Public Law 100-24, 1987 Amendments to the Alaska Native Claims Settlement Act.”](#) Alaska Federation of Natives, no date (Part 1 and Part 8 are included in the Alaskool web-site and were used with permission of AFN).
[Our Land, Our Future: The 1991 Amendments to the Alaska Native Claims Settlement Act. Teacher's Guide.](#) John Creed, and Dixie Dayo, Researcher. Center for Alaska Native Studies, Northwest Arctic School District, Kotzebue, AK:1988.

2. ANCSA Related Legislation - Alaska National Interest Lands Conservation Act (ANILCA) (1980)

[“The Alaska Lands Controversy, A Fight Bigger Than the Last Frontier.”](#) Chance Fennegan. *The George Wright Forum*, Volume 32, Number 3 (2015): 290-298.

3. U.S. Constitution and American Indian Law

[“Federal Indian Law for Alaska Native Tribes”](#) (TMF112). Tribal Governance Program, University of Alaska Fairbanks. This is a four-unit university course that is an introduction to Federal Indian Law, focusing on the impacts to modern Alaskan Tribal Governments, and the relationship between Federal Indian Law and tribal justice systems in Alaska. Parts of [Unit 2](#), all of [Unit 3](#) and much of [Unit 4](#) are particularly focused on ANCSA and its impact on land use, legal status, subsistence and tribal sovereignty.

4. History of Federal Indian Law

- [“Tribal Nations: The Story of Federal Indian Law.”](#) A video produced by Signature Media Production in co-operation with Tanana Chiefs Conference. Fairbanks, AK: 2006. Hosted on Northeast Wisconsin Technical College's YouTube channel - NWTCTube. [*This video largely consists of interviews with federal Indian law experts and tribal legal scholars, and puts ANCSA in the context of the greater federal Indian policy.*]
- [“Tribal Nations: The Story of Federal Indian Law.”](#) Lisa Jaeger, Tribal Government Specialist, Tanana Chiefs Conference. Tanana Chiefs Conference, Fairbanks, Alaska, 2007. This paper is a supplement to the video: “Tribal Nations: The Story of Federal Indian Law.”

5. History of Tribal Courts in Alaska

- “[Tribal Courts: A Historical Perspective For Bush Justice In Alaska.](#)” Lisa Jaeger, Tribal Government Specialist, Tanana Chiefs Conference, November 20, 2009 (draft).
- “[Alaska Tribes: The Story of Federal Indian Law in Alaska.](#)” Video produced by Tanana Chiefs Conference. Fairbanks, AK: 2012. Hosted on the Alaska Tribal Justice Resource Center’s YouTube Channel. *This video provides an overview of federal Indian law as it applies to Alaska with emphasis on ANCSA.*

6. Historical Overview of ANCSA

- “[The Annotated ANCSA: How the Alaska Native Claims Settlement Act Came About.](#)” Paul Ongtooguk, 1998 (also available at <http://www.alaskool.org/projects/ancsa/annancsa.htm>).
- Discussion questions related to “[Unit 3: Specific Provisions of ANCSA](#)” in “The Annotated ANCSA.” Paul Ongtooguk, 1998, Alaskool website.
- “[Alaska Native Claims Settlement Act: Selected Bibliography.](#)” Suzanne Sharp. With assistance from Irene Rowan and Jo Antonson. Other contributors: Paul Ongtooguk, Gordon Pullar, and Willie Templeton. Prepared for ANCSA@40 Committee. Institute of Social and Economic Research, University of Alaska Anchorage, 2011. Also available at: <https://scholarworks.alaska.edu/bitstream/handle/11122/11184/ANCSAbibliographyjune2011.pdf?sequence=1&isAllowed=y>.
- *Guide to Sources for the Study of the 1971 Alaska Native Claims Settlement Act, Volume 1: History and Archival Collections.* Karen Brewster, Editor. Alaska Historical Society, Anchorage, AK: 2022.
- “[Annotated ANCSA Bibliography.](#)” Sue Sherif and Joan Antonson. Volume 2 of *Guide to Sources for the Study of the 1971 Alaska Native Claims Settlement Act.* Karen Brewster, Editor. Alaska Historical Society, Anchorage, AK: 2022.

IV. ANCSA Detractors

While ANCSA is now seen as a key piece of legislation that forever changed Alaska, at the time there certainly were Alaskans who did not support it or the Alaska Native land claims movement. Some responses were racist, while others feared the loss of resource development opportunities for the state and private businesses. There were also a variety of perspectives within the Alaska Native community. Some did not like the corporate model being proposed and preferred their traditional tribal organization, others wanted to hold out for more land or money, while others predicted what the loss of Aboriginal title would mean to their subsistence hunting and fishing practices. Charlie Etok



Charlie “Etok” Edwardsen, Jr. at the 1984 AFN Convention. *Unknown photographer. TT.00832. Tundra Times. Courtesy of Ukpeagvik Iñupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska.*

Edwardsen, Jr. of Utqiagvik (formerly Barrow) was one particularly outspoken opponent of ANCSA who argued that Native rights to land on the North Slope of Alaska had never been extinguished so the federal and state government had no right to select this land for their own development purposes without permission from the Iñupiat people. Etok and other Iñupiat leaders opposed the statewide Alaska Federation of Natives (AFN) organization’s efforts to distribute land and money based on population rather than acreage, and protested the 1969 oil lease sale at Prudhoe Bay.

To best understand ANCSA’s history and provide as clear and accurate a picture as possible of what happened in the past, it is important to hear from all sides. It is harder to find written expression of opposition to ANCSA than it is to find positive analysis of what it did for Alaska Natives, but here are a few pieces that offer diverging perspectives:

1. [“How to Exploit and Destroy a People: The Case of the Alaska Native.”](#) Deborah Movitz. *Civil Rights Digest*, Volume 2, Number 2, 1969: 6-13.
2. *Alaska Powerbrokers*. B. Robert Rude. New York, NY: Barnes and Noble, 2020.
3. [Interview with Robert W. Rude](#) conducted by Willy Templeton in 2001 for the ANCSA at 30 Project. LitSite Alaska website.
4. [“Ancsa: Sovereignty and a Just Settlement of Land Claims or an Act of Deception,”](#) Marilyn J. Ward Ford and Robert Rude. *Touro Law Review*, Volume 15, Number 2, Article 10, 1999: 479-496.

5. [“Untold Stories of ANCSA: Panel Discussion.”](#) ANCSA at 50 Series, Alaska Pacific University, November 8, 2021. Video hosted on Alaska Pacific University’s YouTube channel.

6. [“50th Anniversary of the Alaska Native Claims Settlement Act.”](#) Nathaniel Herz, Alaska Public Media, 2021. Five-part series that was a reporting collaboration between Alaska Public Media, *Indian Country Today* and the *Anchorage Daily News* on the 50th anniversary of the Alaska Native Claims Settlement Act with funding from by the Alaska Center for Excellence in Journalism.

Part 1: [“A Historic Settlement Turns 50, But Questions Linger Over Whether It Was Fair.”](#) December 7, 2021.

Part 2: [“Many See Red Dog as an ANCSA Success Story. What Happens When the Ore Runs Out?”](#) December 9, 2021.

Part 3: [“Proposed Ambler Road Project Underscores Promise and Peril of the Alaska Native Claims Settlement Act.”](#) December 14, 2021.

Part 4: [“ANCSA Made Only Natives Born Before December 1971 Corporate Shareholders. Those Born After Want Change.”](#) December 16, 2021.

Part 5: [“Profits Eluded Sealaska for Decades. Not It’s Ditching Timber and Plastics and Investing in Kelp.”](#) December 21, 2021.

7. [“Excerpts from *Village Journey: The Report of the Alaska Review Commission*.”](#) Thomas Berger, 1985: 155-172 (used with permission of the Inuit Circumpolar Conference-Alaska, for educational purposes only).

8. [“Alaska Natives’ Complicated Identities.”](#) Meghan Sullivan. Three-part series on Alaska Native identity marking the 50th anniversary of ANCSA. *Indian Country Today*, 2021.

Part 1: [“Can ANCSA Answer, ‘Where Are You From?’”](#) July 15, 2021.

Part 2: [“ANCSA@50: The Next Generation of Alaska Native Shareholders.”](#) July 26, 2021.

Part 3: [“Alaska Native Identity ‘Weighs Heavily’ on Friends and A Future.”](#) August 12, 2021.

[For more stories about ANCSA by Meghan Sullivan in *Indian Country Today*, see their [ANCSA 50 Project webpage](#).]

9. [“Alaska Without ANCSA? Look to Metlakatla.”](#) Meghan Sullivan. Alaska Public Media, November 17, 2021.

V. Critical Discussion Topics for Students

Below are some key questions that can be used to start discussion in your classroom about ANCSA and its legacy, and to inspire students to pursue research projects of their own. A brief background of the topic is provided along with a short list of suggested readings to help both teachers and students better understand the issues surrounding these complicated topics. These lists of questions and reference materials are by no means comprehensive, but instead are designed to be starting points for continued discussion.

1. Question: *What is the extent of Native sovereignty today?*

BACKGROUND

ANCSA abolished Aboriginal title to the land and Aboriginal hunting and fishing rights in Alaska, severely restricting consideration of sovereign control of the land they own and the resources they depend upon for subsistence. In other states, Native sovereignty has been established by treaty between the government and federally recognized Native tribes. Although there are no such treaties with Alaska Natives and no tribal government in Alaska has been given formal Congressional recognition, there are federally recognized tribes in Alaska and questions of sovereignty have yet to be fully resolved.

In 1993, Assistant Secretary of the Department of the Interior for Indian Affairs, Ada Deer, gave tribal status to 229 Alaska Native villages, and in 2018 Alaska Governor Bill Walker issued an administrative order stating that it was state policy to consult with tribal entities on a government-to-government basis, which is standard practice at the federal level. But tribal sovereignty is not enshrined in state law or the Alaska constitution. That leaves a lot of uncertainty over how the state will interact with tribes and makes it hard for tribes to address problems and move forward with solutions.

Why is tribal recognition important? Tribal status recognizes two things: 1) a degree of sovereignty for Alaska Native groups (recognized authority within certain bounds for controlling tribal affairs, such as child welfare cases and village justice issues); and 2) the United States government's continuing legal relationship and responsibility



Herbert Smelcer, Deputy Director and Regional Planning Coordinator for AHTNA Regional Corporation, reviews village and regional land selections at a public hearing in Copper Center, March 1973. B2009.049.2. Dave Hickok Collection. Anchorage Museum.

to maintain governmental relations with tribal groups (particularly in the area of services, contracting, and land use issues).

Currently (January 2022), a ballot measure is proposed for Alaskan voters to vote up or down an initiative that would provide for formal state recognition of federally recognized American Indian tribes in Alaska. The State of Alaska and Alaska Native tribes already work together informally in a government-to-government capacity with tribal compacts. For example, the state has a compact that allows tribes to take charge in providing their own child welfare services, many villages have tribal courts, and in 2022, the administration of Governor Mike Dunleavy has proposed creating tribal compacts in education. The initiative would not give tribes any new powers, but aims to have the state acknowledge their inherent sovereignty. This could lead to more stability for tribes, the potential for increases in tribal compacts, and tribes being able to access more economic and social resources.

The full extent of tribal sovereignty over village affairs continues to be disputed. There have been court cases decided in favor of tribes, such as in 2001 when the Alaska Supreme Court (<https://casetext.com/case/matter-of-crh>) announced that “Native residents of a community who qualify as an ‘Indian tribe’ for the purposes of the Indian Child Welfare Act, have authority to create courts for the purposes of...child custody matters” (Donald C. Mitchell, *Tribal Sovereignty in Alaska: How It Happened, What it Means*. Durham, NC: Carolina Academic Press, 2022: 261), or the Alaska Supreme Court decision in 2011 (State of Alaska v. Native Village of Tanana: <https://www.narf.org/cases/state-alaska-v-native-village-tanana/>) that upheld tribal authority to initiate child custody proceedings. Some believe sovereignty is a moot point now, because Congress has provided many grant programs and opportunities to Alaska’s 229 federally recognized tribes, thereby giving them tacit recognition. For example, the tribes qualified for Coronavirus Aid, Relief, and Economic Security (CARES) Act funding in 2020, while initially the Native regional corporations did not. In 2021, the U.S. Supreme Court ruled that Alaska Native regional corporations were also eligible for CARES Act relief (<https://www.natlawreview.com/article/supreme-court-confirms-alaska-native-corporation-eligibility-cares-act-relief>).

REFERENCE MATERIAL

- [Sealaska Regional Corporation’s statement of support for ballot initiative](#) to formally recognize all 229 Alaska Native tribes.
- “Federal Recognition of Alaska Tribes and Relations with the State of Alaska.” Unit 4, Section 2, Federal Indian Law of Alaska Tribes course (TMF112). Tribal Governance Program, University of Alaska Fairbanks.
- “Reconstructing Sovereignty in Alaska.” Rosita Worl. *Cultural Survival Quarterly Magazine*, September 2001.
- *The Special Relationship of Alaska Natives to the Federal Government: An Historic and Legal Analysis*. David Case. Anchorage, AK: Alaska Native Foundation, 1978.
- *Tribal Sovereignty in Alaska, How It Happened, What It Means*. Donald Craig Mitchell. Durham, NC: Carolina Academic Press, 2022.
- “State of Alaska V. Native Village of Tanana.” Native American Rights Fund website (accessed April 9, 2022).
- “State of Alaska V. Native Village of Tanana: Enhancing Tribal Power By Affirming Concurrent Tribal Jurisdiction To Initiate ICWA-Defined Child Custody Proceedings, Both Inside and Outside of Indian Country.” Heather Kendall-Miller. *Alaska Law Review*, 28:2 (2011): 217-244.
- “Are Alaska Native Corporations Indian Tribes? A Multimillion-Dollar Question.” Gregory Ablavsky. SCOTUSblog, April 16, 2021 (accessed April 9, 2022).

- [“Supreme Court Confirms Alaska Native Corporation Eligibility for CARES Act Relief.”](#) Jonathan D. Simon, Van Ness Feldman LLP. *The National Law Review*, Volume XI, Number 222 (August 10, 2021).

2. Question: *What is the impact of ANCSA Regional Corporation development projects (mining, logging, etc.) on other Native uses of the land and resources?*

BACKGROUND

The Alaska Native regional corporations are charged with the responsibility of making money for their shareholders. Sometimes the development projects they undertake have an adverse impact on natural resources that affect the environment and in particular subsistence resources. This has been most notable in the past with timber harvest.

REFERENCE MATERIAL

- [“ANCSA – Reflection and Introduction on the Economic Impact of ANCSA.”](#) Session 1, ANCSA at 40: The Impact of the Alaska Native Claims Settlement Act on Alaska Lecture Series, October 5, 2011, Wood Center Ballroom, University of Alaska Fairbanks. Video of a panel discussion with Willie Hensley, John Borbridge, Jr., Emil Notti, Al Ketzler, Sr, and John Sackett hosted on Gwhanzhii’s Vimeo channel.
- [“Continued Discussion of the Economic Impact of ANCSA.”](#) Session 2, ANCSA at 40: The Impact of the Alaska Native Claims Settlement Act on Alaska Lecture Series, October 5, 2011, Wood Center Ballroom, University of Alaska Fairbanks. Video of a panel discussion with Tim Wallis, Jim Dodson, Wanetta Ayers, and Shauna Hegna hosted on Gwhanzhii’s Vimeo channel.
- [“Reflections on the ANCSA Impact Series.”](#) Catherine Brooks. Department of Alaska Native Studies and Rural Development, University of Alaska Fairbanks, December 15, 2021.

3. Question: *What is the relationship between the regional corporations, village corporations, and tribal entities? How do they interact to serve Native people?*

BACKGROUND

ANCSA established Alaska Native regional and village corporations as profit-making economic institutions, but did not spell out their social and community responsibilities. ANCSA did not provide a mechanism to replace the specific governmental services, such as healthcare (Indian Health Service) and education (Bureau of Indian Affairs), that previously had been provided through the federal government’s trust responsibility to Native Americans and which ANCSA extinguished in favor of self-determination.

In the years after passage of ANCSA, non-profit regional Native organizations were established to serve the social, cultural, educational, and health needs of the regions, such as Tanana Chiefs Conference for the Doyon Region in the Interior, the Southcentral Foundation in the Anchorage area, and Maniilaq Association in the NANA region of north-west Alaska. The regional corporations work alongside these non-profits, as well as with tribal governmental entities and, in some cases, city and borough governments that are not tribal, to meet community needs. The proliferation of entities serving Alaska Natives has been striking and has raised issues over areas of responsibility, purpose, and organizational identity, and the need to think about their evolving roles in village and urban life.

The social responsibility of each of these entities is evolving to meet new opportunities as well as the needs and expectations of corporate shareholders, tribal members, and non-Native villagers. For example, the establishment of tribal recognition for villages means they are entitled to a certain degree of sovereignty in terms of village affairs, such as child custody, and because of their relationship with the federal government they have special opportunities for federal support not available to the other Native organizations. The variety of available services and eligibility requirements creates a complex mix of conditions that influences whether a person qualifies for benefits (ie. as corporate shareholders and tribal membership). As noted earlier, these qualification requirements are reported to have an effect on some in terms of their sense of Native identity: shareholder, tribal member, regional resident, “after-born,” or not Native enough (blood quantum issue).

However, cooperation amongst the various profit, non-profit and tribal entities has proven successful in the delivery of healthcare. For example, in 1984 Native organizations were authorized for federal contracting for health services and Cook Inlet Regional Corporation established the non-profit Southcentral Foundation (<https://www.southcentralfoundation.com/>) and Alaska Native Tribal Health Consortium (<https://anthc.org/>) and now operate the Alaska Native Medical Center in Anchorage that provides medical care to Alaska Natives from all across Alaska. Or the Tanana Chiefs Conference’s network of health clinics in rural villages of the Interior (<https://www.tananachiefs.org/services/wellness-prevention/>), the Seldovia Village Tribe Health and Wellness Center in Homer (<https://svthw.org/>), Kodiak Native Association Village Health Services on Kodiak Island (<https://kodiakhealthcare.org/health-services/medical/village-health-services/>), and other clinics in small communities which, despite being Native run entities, provide services to local Native and non-Native residents.

Besides healthcare, regional corporations also have successfully been serving Alaska Natives in other ways beyond the economic realm. For example, Arctic Slope Regional Corporation’s Arctic Education Foundation supports and provides assistance to students pursuing higher education (<https://arcticed.com/>). Sealaska Heritage Institute (<https://www.sealaskaheritage.org/>) was created by Sealaska Corporation to promote Southeast Alaskan Native culture, and maintains an archive of Southeast Alaskan Native ethnographic material and produces public education and cultural programming.

This is not to say there are not persistent problems and shortcomings in the universe of Indigenous peoples’ health-care and educational opportunities. This is true throughout the United States.

REFERENCE MATERIAL

- Information about the Alaska Area Indian Health Service (HIS) and the federal government’s continued connections to Alaska Native healthcare: <https://www.ihs.gov/alaska/>
- Information about the State of Alaska, Department of Health and Human Services, Alaska Medicaid Tribal Health Program services for Alaska Natives: <https://dhss.alaska.gov/health/dhcs/Pages/Tribal-Health/default.aspx>
- *Chills and Fever: Health and Disease in the Early History of Alaska*. Robert Fortune. Fairbanks, AK: University of Alaska Press, 1992.
- “Alaska Natives’ Complicated Identities.” Meghan Sullivan. Three-part series on Alaska Native identity marking the 50th anniversary of ANCSA. *Indian Country Today*, 2021.

- “Are Alaska Native Corporations Indian Tribes? A Multimillion-Dollar Question.” Gregory Ablavsky. SCOTUSblog, April 16, 2021 (accessed April 9, 2022).
- “Alaska Native Corporations.” Resource Development Council for Alaska website (accessed April 9, 2022).
- “How Alaska Native Corporations Can Better Support Alaska Native Villages.” E. Barrett Ristroph, Esq. *American Indian Law Journal*, Volume 10, Issue 1, Article 5 (2022): 1-30.

4. Question: Who is responsible for managing the ANCSA 14(h)(1) land selection of Historic and Cemetery Sites?

BACKGROUND

Under Section 14(h)(1) of ANCSA, the Alaska Native Regional Corporations had the opportunity to select historic and cemetery sites to own and protect. Extensive research was undertaken by the corporations and by the National Park Service and the Bureau of Indian Affairs (BIA) to collect information on sites the corporations might want to select to be surveyed and conveyed to them. The archive of original research and documentation from this effort presently is housed at the BIA office in Anchorage, Alaska.

REFERENCE MATERIAL

- “A History of the ANCSA 14(h)(1) Program.” Chapter 3 In *Chasing the Dark: Perspectives on Place, History and Alaska Native Land Claims (Volume 1: Shadowlands)*. Kenneth L. Pratt, editor. Anchorage, AK: U.S. Dept. of the Interior, Bureau of Indian Affairs, Alaska Region, Division of Environmental and Cultural Resources Management, ANCSA Office, 2009.

5. Question: What are the central questions surrounding ANCSA’s provisions for “revenue sharing” among the regional corporations?

BACKGROUND

Under Sections 7(i) and 7(j) of ANCSA, regional corporations must share profits from mineral and timber development with all other regional corporations. The provisions were established to ensure that corporations in regions with few profitable extractable resources could benefit more fairly from the overall success of corporations in areas more favorably endowed with marketable resources. Membership in regional and village corporations has become a dimension of Native identity and economic benefit for many people who qualify and has left out others who do not qualify, therefore creating contention in some regions. These two revenue sharing provisions that ultimately passed as a part of ANCSA were meant to ensure that all Alaska Native corporations and their shareholders benefit from revenues derived from natural resources developed on ANCSA lands. While typical for-profit corporations would balk at such provisions, many people believe that without Sections 7(i) and 7(j), ANCSA would not have passed nor would it have been as successful.

REFERENCE MATERIAL

- “Alaska Native Corporations.” Resource Development Council for Alaska website, no date.
- “Alaska Native Corporations Slowly Approach Shared Revenue ‘Cliff,’” Elwood Brehmer. Alaska Journal of Commerce. *Anchorage Daily News* website, September 30, 2021. Also available at: <https://www.adn.com/business-economy/2021/09/30/alaska-native-corporations-slowly-approach-shared-revenue-cliff/>.
- “Settlement Act Organizations.” Part VI, Chapters 24 – 26 in *Alaska Native Land Claims*. Robert Arnold. The Alaska Native Foundation, 1978.
- “Shaping the Future” (as seen in 1975). Part IX, Chapters 37 – 39 in *Alaska Native Land Claims*. Robert Arnold. The Alaska Native Foundation, 1978.
- “The Unravelling of ANCSA (Risks and Dilemmas).” Chapter 4 in *Village Journey: The Report of the Alaska Native Review Commission*. Thomas Berger. New York, NY: Hill and Wang, 1985.
- “Issuing New Stock in ANCSA Corporations.” Maude Blair. *Alaska Law Review* 33. No. 2, 2016: 273-286.
- “ANCSA Section 7(i): \$40 Million Per Word and Counting.” Aaron Schutt. *Alaska Law Review* 33, No. 2, 2016: 229-271.

6. Question: *What is meant by “subsistence rights” and how is this fundamental right managed by the federal government and by the State of Alaska? What is the impact on Native subsistence users?*

BACKGROUND

ANCSA abolished Aboriginal hunting and fishing rights and Aboriginal title to the land. The federal government implemented a rural subsistence preference on federally managed land in the Alaska National Interest Lands Conservation Act (ANILCA) of 1980. Under Alaska state law, there can be no preference for rural users for hunting, fishing, and trapping, thereby creating a discrepancy between the state and federal systems and the establishment of a dual system of subsistence management. This has been contentious with numerous court cases filed and efforts made to amend State law or otherwise solve this problem.

REFERENCE MATERIAL

- A good timeline of events relevant to this issue can be found in: http://www.alaskool.org/projects/ancsa/subsistence_chron/subchron.htm



An Iñupiaq whaling crew launches their umiak (skinboat) in pursuit of a bowhead whale as part of their traditional subsistence activities. Photo by Jenny Evans. Courtesy of the Alaska Eskimo Whaling Commission.

- Another good timeline relevant to this issue is: “[Subsistence: Alaska’s Contentious History](#).” *Anchorage Daily News*, May 12, 2002: A-8.
- “[Sovereignty and Subsistence: Native Self-Government and Rights to Hunt, Fish and Gather after ANCSA](#),” Robert T. Anderson. *Alaska Law Review* 33, No. 2, 2016: 187-227.
- “Subsistence: More Than Survival, A Way of Life.” Chapter 2 in *Village Journey: The Report of the Alaska Native Review Commission*. Thomas Berger. New York, NY: Hill and Wang, 1985.
- “[When a Small Typo Has Big Implications](#).” William Schneider. *Alaska History*, Volume 36, Number 1, Spring 2021: 1-30.

7. Question: How is Alaska Native leadership responding to the challenges they face today?

BACKGROUND

The economic success of the Alaska Native regional corporations has been a huge boost to the Alaskan economy. The wealth distribution under revenue sharing has distributed money throughout the state. The future development of the corporations and in turn the Alaskan economy depend upon development opportunities. There is a challenge to find good economic opportunities that are environmentally sound and meet the needs of the shareholders, while maintaining cultural values and traditions.

REFERENCE MATERIAL

- [History of the Alaska Federation of Natives](#). Alaska Federation of Natives website, 2021.
- [Alaska Federation of Natives’ Policy Priorities and 2017-2022 Strategic Plan](#). Alaska Federation of Natives website, 2021.
- “[Alaska’s Conflicting Objectives](#).” Rosita Kaaháni Worl and Heather Kendall-Miller. *Daedalus*, 147, No. 2, 2018: 39–48.
- “[Institutional Innovation in Less Than Ideal Conditions: Management of Commons by an Alaska Native Village Corporation](#),” Dixie Dayo and Gary Kofinas. *International Journal of the Commons*, Volume 4, Number 1, 2010: 142-159.
- “[The Next Generation of Alaska Native Shareholders](#).” Meghan Sullivan. Alaska Public Media, July 28, 2021.

8. Question: How does ANCSA differ from older U.S. policies toward Indigenous people?

BACKGROUND

Unlike tribes in the rest of the United States, there were no treaties made with Alaska Natives, so ANCSA represents the formal settlement of their land claims. However, ANCSA has been amended many times over the years and is a work in progress. As times change and Alaska Natives are faced with new circumstances, ANCSA continues to raise questions, such as: Is this just another version of “termination” of Indigenous rights? How is ANCSA a success?

REFERENCE MATERIAL

- “Shock and Awe: Understanding Early Perceptions of the Passage of ANCSA.” Stephen Haycox. Paper presented at the 2021 Alaska Historical Society Conference, Historical Perspectives on ANCSA Session, October 14, 2021. For video of the presentation, see: <https://alaskahistoricalsociety.org/about-ahs/conference/2021-conference-presentations/>.
- “Reflections and Analysis on the Social Change, Governance and Land Ownership in Alaska as a Result of ANCSA.” Session 6, ANCSA at 40: The Impact of the Alaska Native Claims Settlement Act on Alaska Lecture Series, October 6, 2011, Wood Center Ballroom, University of Alaska Fairbanks. Video of a panel discussion with Lisa Jaeger, Mike Williams, and Bernice Joseph hosted on Gwhanzhii’s Vimeo channel.
- “Continued Discussion on Social Change, Governance and Land Ownership in Alaska as a Result of ANCSA.” Session 7, ANCSA at 40: The Impact of the Alaska Native Claims Settlement Act on Alaska Lecture Series, October 6, 2011, Wood Center Ballroom, University of Alaska Fairbanks. Video of a panel discussion with Gordon Pullar, Andy Teuber, and Valerie Davidson hosted on Gwhanzhii’s Vimeo channel.

VI. Teacher Guides and Curriculum for Elementary and Secondary Levels

The following is a list of existing elementary and secondary level course material and teacher guides related to the teaching of ANCSA that has been developed over the years from around Alaska. It is provided so teachers can draw upon them as templates for their own curriculum and as resources to assist them in developing their own approaches to teaching ANCSA.

1. [“ANCSA: Caught in the Act.”](#) Alaska Department of Education, The Alaska Native Foundation, and Nine Star Productions, 1987. A six-part video series designed to help instructors explore the Alaska Native Claims Settlement Act with their students. [The original



Presentation in a school gymnasium in rural Alaska. *Courtesy of Alaska Native Heritage Center.*

videotapes held by the Historical Collections, Alaska State Library, Juneau, Alaska (Collection ASL-0400-Video) have been digitized and are available on the Alaska Digital Archives website. The videos are also available from the Alaska Film Archives, University of Alaska Fairbanks (Collection AAF-8251 to AAF-8253).]

Part 1: [“Common Ground.”](#) A drama set in St. Mary’s that sets the scene for two young people to discuss the importance of land to rural people (25 minutes).

Part 2: [“Losing Ground.”](#) A documentary, narrated by Jay Hammond, that traces the evolution of American policies toward Indian people with respect to their rights to the lands (16 minutes).

Part 3: [“The Struggle.”](#) A documentary that presents the efforts of Alaska Native people to secure the adoption of ANCSA by Congress (18 minutes).

Part 4: [“ANCSA Plain & Simple.”](#) A documentary that highlights the major provisions of ANCSA - land, money and a corporate structure (14 minutes).

Part 5: [“Beyond the Bottom Line.”](#) A documentary that compares the experiences of two village corporations - one successful and one that has filed for bankruptcy. What decisions led to such different results? (17 minutes).

Part 6: “[Land at Risk](#).” A documentary that explores perceptions about the future. ANCSA lands are at risk from bankruptcy, take-over and taxation. How do different people view solutions to these problems? (17 minutes).

2. *ANCSA: Caught in the Act: The Alaska Native Claims Settlement Act: Teacher’s Guide*. Alaska Department of Education and The Alaska Native Foundation, 1987. This is a teacher’s guide to accompany the “Caught in the Act” video series. Also available at: <http://www.ankn.uaf.edu/curriculum/ancsa/caught.html>.

3. “Alaskool” website is an important resource for many basic documents and discussions about the origins and development of ANCSA. It was created in 1998 by Paul Ongtooguk and Bill McDiarmid as part of the Alaska Native Curriculum and Teacher Development Project (ANCTD) (<http://www.alaskool.org/>). While the website contains a wealth of primary source documentation of the battle for and passage of the Alaska Native Claims Settlement Act, and a bibliography of clickable links to ANCSA materials (<http://www.alaskool.org/projects/ancsa/ancsaindx.htm>), it also includes **samples of curricula for teaching about the Alaska Native Claims Settlement Act** (<http://www.alaskool.org/projects/ancsa/ancsacurric.htm>). To help teachers navigate the site, a [guided tour of key sections](#) with commentary is provided.

The list of teaching guides on ANCSA includes:

- [Northwest Arctic Borough School District’s Curriculum, “The Alaska Native Claims Settlement Act,” Contents and Teachers Guide](#) by Martin Laster, Paul Ongtooguk, and Bob Walker. Kotzebue, AK: 1986 - includes readings and streaming videos
- [ANCSA for Elementary Students](#) - by Paul Ongtooguk with Claudia Dybdahl
- [Impact of ANCSA in the Arctic Slope Taking Control: Fact or Fiction?](#) by Pat Aamodt. Includes book “Taking Control” and video clip from “Our Children: Their Language and Culture.”
- *Our Land, Our Future: The 1991 Amendments to the Alaska Native Claims Settlement Act. Teacher’s Guide*. John Creed (Dixie Dayo, Researcher). Center for Alaska Native Studies, Northwest Arctic School District, Kotzebue, AK:1988.
- “[Revisiting the Alaska Native Claims Settlement Act](#).” Alaskool’s online archive of ANCSA documents.

4. “[The Road To ANCSA: The Alaska Native Claims Settlement Act](#).” Eleven-unit courses developed for teaching 7th and 8th grade students about ANCSA by Linda Belarde, Ryan Hamilton, Dr. Rosita Worl, Michael Obert, Joshua Ream, and Zachary Jones of Sealaska Heritage Institute, 2012.

Grade 7 Curriculum:

Unit 1: First Contact

Unit 2: Treaty of Cession

Unit 3: Navy Rule

Unit 4: Kohklux Map

Unit 5: Education

Unit 6: Land Rights

Unit 7: Indian Rights Movement

Unit 8: Central Council of the Tlingit and Haida Indian Tribes of Alaska

Unit 9: Alaska Native Claims Settlement Act

Unit 10: The Persistence of Native Culture

Unit 11: Appendices and Works Cited

Grade 8 Curriculum:

Unit 1: History (a)

Unit 2: History (b)

Unit 3: History (c)

Unit 4: History (d)

Unit 5: The Land (a)

Unit 6: ANCSA Provisions (a)

Unit 7: ANCSA Provisions (b)

Unit 8: Impacts

Unit 9: The Land (b)

Unit 10: The Future

Unit 11: Appendices and Works Cited

5. *Teacher's Guide to Accompany Alaska Native Land Claims*. Lydia Hays. Prepared for Alaska Unorganized Borough School District by the Alaska Native Foundation, 1976. To be used when using *Alaska Native Land Claims* by Robert Arnold as a textbook. [This source is not available online but is available in hard copy at Elmer E Rasmuson Library at the University of Alaska Fairbanks (E78.A3 H32 ALASKA) and through interlibrary loan.]

6. "A Moment in Time: ANCSA." Anchorage Museum at Rasmuson Center, no date. A booklet and teacher's guide for use with 7th to 12th grade students to investigate the history and events surrounding the 1971 passage of ANCSA.

- "Booklet: A Moment in Time: ANCSA: Alaska Native Claims Settlement Act." Education Department, Anchorage Museum at Rasmuson Center, no date.
- "Teacher's Guide: A Moment in Time – ANCSA: Alaska Native Claims Settlement Act." Education Department, Anchorage Museum at Rasmuson Center, no date.

7. *Northwest Arctic Borough School District's Curriculum, "The Alaska Native Claims Settlement Act," Contents and Teachers Guide*. Martin Laster, Paul Ongtooguk, and Bob Walker. Kotzebue, AK: 1986.

8. *The Alaska Native Land Claims Settlement Act. Teacher's Guide: An Instructional Series for High School Students.* Martin Laster and Bob Walker. Juneau, AK: Alaska Department of Education, Office of Instructional Services, 1986.
9. “Why ANCSA for Elementary Students?” Paul Ongtooguk with Claudia Dybdahl, 1998. Organized as six learning units:
 - i. Object Ownership
 - ii. Land Ownership
 - iii. Alaska Natives and the Land Before Contact
 - iv. Russian Arrival and Impact on Alaska Natives
 - v. Russian Claims to the Land: “Law of Discovery”
 - vi. Russian Sale to the United States of the Land it Called “Alaska”
10. “Alaska Native Claims Settlement Act: Beginning to Speak After a Long Silence.” Video by Kendra Remsen that was made for an educational technology class at the University of Alaska Southeast in Juneau, Alaska in partial fulfillment of a Master’s of Arts degree in teaching, 2012-2013.
11. “Why is ANCSA Significant to Our Culture, Our Land, and Our State?” Amelia Rivera. U.S. Department of Education PR/Award #: S356A090050 2009-2012 Woonch.teen: Together We Can, 2012. Middle and high school curriculum made available by Goldbelt Heritage Foundation: <https://goldbeltheritage.org/curriculum/>.
12. “Tribal Leadership History.” A course under development by Joel Isaak for the Alaska Department of Education directed at high school level students to foster leadership skills. Draft syllabus, February 3, 2022.
13. *The Nest Egg* book and rigorous and culturally authentic project-based third grade curriculum about Alaska Native history and culture. Completed in 2021 by the Anchorage School District in collaboration with Educurious and a team of community stakeholders and Indigenous cultural consultants from all regions of Alaska. The project was led by Jennifer Romer, K-12 Social Studies Curriculum Coordinator for the Anchorage School District. The curriculum is currently in the process of copyright and will soon be available to other school districts.

VII. College Level Courses on ANCSA and Tribal Governance

The following college level courses are listed for teachers who may wish to draw on them as resources for personal development and to assist in developing their own approaches to teaching ANCSA.

UNIVERSITY OF ALASKA FAIRBANKS

1. “Alaska Native Claims Settlement Act: Pre-1971 to Present” (RD 493/693). Course syllabus, content, and related resources for Web-based Open Course, University of Alaska Fairbanks, Department of Alaska Native Studies and Rural Development, no date. Instructor: Gordon Pullar.

Unit 1: Years Prior to ANCSA

Unit 2: Formation of AFN

Unit 3: Alaska Land Freeze

Unit 4: ANCSA and Policy in the ‘60s

Unit 5: Different Drafts of ANCSA

Unit 6: Legislative Process Challenges

Unit 7: Early ANCSA Implementation

Unit 8: Business Leadership and ANCSA

Unit 9: Misconceptions about ANCSA

Unit 10: Village Corporations

Unit 11: Corporate Mergers

Unit 12: Textbook Review

Unit 13: Problematic Provisions of ANCSA

Unit 14: Financial and Legal Options

Unit 15: Success and Future of ANCSA



Gordon Pullar, Professor Emeritus, Alaska Native Studies, University of Alaska Fairbanks. *Courtesy of Alaska Humanities Forum.*

2. “Alaska Native Claims Settlement Act: Pre-1971 to Present” (RD 470/670). Course Syllabus for Audio-conference Course, University of Alaska Fairbanks, Department of Alaska Native Studies and Rural Development, Fall 2011. Instructor: Gordon Pullar.

3. “Alaska Native Claims Settlement Act: Pre-1971 to Present” (RD 470/670). Audio-conference Course, University of Alaska Fairbanks, Department of Alaska Native Studies and Rural Development, Fall 2014. Instructor: Diane Benson. *[Syllabus not available. Summary description from online UAF Catalog: “Overview and analysis of the Alaska Native Claims Settlement Act. An in-depth examination of the land claims movement of the 1960s and resulting legislative process. Firsthand accounts from Native leaders will be featured. Case studies describing challenges of individual Native villages and regions. Contemporary issues facing ANCSA corporations will be examined”* (<https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>, accessed March 27, 2022).]

4. “Alaska Native Claims Settlement Act: Land Claims in the 21st Century” (RD F110/ANS F112). University of Alaska Fairbanks, Department of Alaska Native Studies and Rural Development, Fall 2019. Instructor: Jenny Bell Jones. By request of the author, this course syllabus is not available for duplication, but these are the main components showing the scope of the course:

Module 1: Why the need for land claims?

Module 2: Who can pursue lands claims?

Module 3: ANCSA Sections 1 through 10

Module 4: ANCSA Sections 11 through 20

Module 5: ANCSA Sections 21 through 27 and the Congressional Conference Report

Module 6: The ‘1991’ amendments, ANILCA, and the Berger Report

Module 7: Corporations and tribal governments, lands into trust

Module 8: International land claims

Module 9: The ANCSA corporations today

Module 10: Final wrap-up. Review of course material highlighting key provisions of ANCSA and going over the international comparisons.

5. “Federal Indian Law and Alaska Natives” (ANS F425). University of Alaska Fairbanks, Department of Alaska Native Studies. *[Syllabus not available. Summary description from online UAF Catalog: “The special relationship between the federal government and Native Americans based on land transactions and recognition of tribal sovereignty. Federal Indian law and policy evolving from this relationship. Legal rights and status of Alaska Natives”* (<https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>, accessed March 27, 2022).]

6. “Alaska Native and Comparative Tribal Self-Government” (ANS F325). University of Alaska Fairbanks, Department of Alaska Native Studies. *[Syllabus not available. Summary description from online UAF Catalog: “Indigenous political systems, customary law and justice in Alaska emphasizing the organization of Alaska Native governance under federal Indian law and Alaska state-chartered local government. Comparisons between Alaska Native political development and those of tribes in the contiguous 48 states and northern hemisphere tribal people”* (<https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>, accessed March 27, 2022).]

7. “Federal Indian Law for Alaska Native Tribes” (TM F112). University of Alaska Fairbanks, Tribal Governance Program. This is a four-unit university course that is an introduction to Federal Indian Law, focusing on the impacts to modern Alaskan Tribal Governments, and the relationship between Federal Indian Law and tribal justice systems in Alaska. Parts of [Unit 2](#), all of [Unit 3](#) and much of [Unit 4](#) are particularly focused on ANCSA and its impact on land use, legal status, subsistence and tribal sovereignty.

UNIVERSITY OF ALASKA ANCHORAGE

1. “Alaska Native Politics” (AKNS A346). University of Alaska Anchorage, Alaska Native Studies Classes, Spring Semester 2022. Instructor: Edgar Blatchford. *[Syllabus not available. Summary description from online UAA Catalog: “Introduction to historical relationships among federal, territorial, state and local laws and policies as they affect Alaska Natives and Native/non-Native relations. Includes contemporary issues and comparative case studies”* (<https://www.uaa.alaska.edu/academics/college-of-arts-and-sciences/departments/alaska-native-studies/classes.cshtml>, accessed March 27, 2022).]

2. “Advanced Topics in Alaska Native Studies” (AKNS A490). University of Alaska Anchorage, Alaska Native Studies Classes, Subtitle varies. *[Syllabus not available. Summary description from online UAA Catalog: “Examines topics on contemporary issues in Alaska Native studies at an advanced level. Course can include political, social and historical aspects of Alaska Native people and culture”* (<https://www.uaa.alaska.edu/academics/college-of-arts-and-sciences/departments/alaska-native-studies/course-descriptions.cshtml>, accessed March 27, 2022).]

3. “Alaska Policy Frontiers: Exploring Future Realities” (PADM A671 801). Course Syllabus for University of Alaska Anchorage, College of Business and Public Policy, Fall Semester 2021. Instructor: William (Willie) Iggiagruk Hensley. *[Summary description from the course flyer: “This course will focus on Alaska and its future. It will address major historical eras that shaped Alaska. This will provide a backdrop for understanding and meeting challenges of creating policies and practical actions that will shape a livable and dynamic Alaska for future generations.”]*

4. “Traditional Values and Native Corporations” (PADM A671). University of Alaska Anchorage, College of Business and Public Policy. Instructor: William (Willie) Iggiagruk Hensley. *[Syllabus and course descriptions not available.]*

5. “Alaska Native Corporation Business Management” (BA A401). University of Alaska Anchorage, Alaska Native Business Management Program, College of Business and Public Policy. *[Syllabus not available. Summary description from online UAA Catalog: “Covers the history, development and management of Alaska Native corporations and their economic and social impact on Alaska. Compares Native and non-Native corporate structures and governance; strategies, goals and core competencies; management practices and performance; and future challenges”* (<https://catalog.uaa.alaska.edu/search/?search=Alaska+Native+Corporation+Business+Management>, accessed March 27, 2022).]

UNIVERSITY OF ALASKA SOUTHEAST

1. “Introduction to Alaska Native Studies” (ANS S101). University of Alaska Southeast, Alaska Native Studies Department. *[Syllabus not available. Summary description from online UAS Catalog: “Course focus is on learning how to listen to indigenous voices. Students will learn about Alaska Native languages, cultures, histories, oratory, and philosophies. Students will discuss cultural groupings, current political and social issues, and the history of Alaska Native people. Emphasis will be placed on how Natives relate to the land, each other, religions, and state and federal governments. Covers major political landmarks, cultural language revitalizations, and the recent histories of ANCSA, subsistence, self-governance, and racism towards Alaska Native people”* (<https://catalog.uas.alaska.edu/course-descriptions/govt/>, accessed March 27, 2022).]
2. “Alaska Native Organizations and Economies” (ANS S260). University of Alaska Southeast, Alaska Native Studies Department. *[Syllabus not available. Summary description from online UAS Catalog: “This course examines the complexities of Alaska Native organizations and economies, including a history of their formation and both historical and current trends in economies and methods of acquiring and distributing resources. Students will develop an understanding of the relationship between Tribes, Non-Profits, ANCSA based organization, consortia, and more”* (<https://catalog.uas.alaska.edu/course-descriptions/govt/>, accessed March 27, 2022).]
3. “Introduction to Federal Indian Law” (ANS S360). University of Alaska Southeast, Alaska Native Studies Department. *[Syllabus not available. Summary description from online UAS Catalog: “An introduction to Federal Indian Law from an Indigenous post-colonial perspective, with particular attention paid to colonial legal theories based upon racial and cultural superiority. Covers major federal laws, treaties, and court rulings that allowed for the development of the United States at the expense of Tribal land holdings, sovereignty, and rights to self-determination”* (<https://catalog.uas.alaska.edu/course-descriptions/govt/>, accessed March 27, 2022).]
4. “ANCSA and Tribal Governance” (ANS S460). University of Alaska Southeast, Alaska Native Studies Department. *[Syllabus not available. Summary description from online UAS Catalog: “Examines the complex history, implementation, and effects of the Alaska Native Claims Settlement Act (ANCSA) - the largest land claims settlement in United States history. From early land claim efforts to the current state of Alaska Native corporations, tribes, subsidiaries and consortia, this class explores the interconnected web of modern Alaska Native organizations and how they are impacted by and influence federal, state, and Indian law in the United States and Alaska”* (<https://catalog.uas.alaska.edu/course-descriptions/govt/>, accessed March 27, 2022).]

ALASKA PACIFIC UNIVERSITY

1. “Alaska Native Governance Systems” (ANS 20100). Alaska Pacific University, Alaska Native Studies Department and Alaska Native Governance Program. *[Syllabus not available. Summary description from online APU Catalog: “This course provides an introduction to political science and governance studies through a survey of the overlapping governance*

systems that shape Alaska Native experience in the contemporary world. Students look back to various traditional governing systems to understand how Native peoples in Alaska governed themselves prior to Western contact, and how those governing systems are realized today. Introductory attention is given to the Indian Reorganization Act and major developments of present-day tribal governance. The course also includes an overview of village and regional corporate governance specific to Alaska Natives and emanating from the Alaska Native Claims Settlement Act” (<http://catalog.alaskapacific.edu>, Course Descriptions, accessed March 27, 2022).]

2. “Alaska Native Rights & the Law” (ANS 30100). Alaska Pacific University, Alaska Native Studies Department and Alaska Native Governance Program. *[Syllabus not available. Summary description from online APU Catalog: “This course examines the legal history related to land and resources traditionally held by Alaska Native Peoples. Particular attention is paid to subsistence rights, the Alaska Native Claims Settlement Act, and the Alaska National Interest Lands Conservation Act. Beyond basic examination of natural resource law specific to Alaska, students consider and generate understandings of co-management agreements that honor traditional, tribal, and regional claims” (<http://catalog.alaskapacific.edu>, Course Descriptions, accessed March 27, 2022).]*

VIII. Alaska Native Regional Corporations

The purpose of this section is to give teachers a quick reference to the websites of Alaska Native regional corporations so they and their students can explore how the corporations explain their history and implementation of ANCSA.

1. ANCSA Regional Association: <https://ancsaregional.com/>
2. Alaska Native Corporations and Statewide Organizations: <http://fairbanks-alaska.com/alaska-native-corporations.htm>
3. Alaska Federation of Natives (AFN): <https://www.nativefederation.org/>
4. Individual Alaska Native Corporations
 - Ahtna Corporation, Glenallen: “Ahtna Villages.” <https://www.ahtna.com/>
 - Aleut Corporation, Unalaska: “Our Corporation/Our History.” <https://aleutcorp.com/>
 - Arctic Slope Regional Corporation (ASRC), Utqiagvik: “History.” <https://www.asrc.com/>
 - Bering Straits Native Corporation (BSNC), Nome: “About BSNC: History and Region.” <https://beringstraits.com/>
 - Bristol Bay Native Corporation (BBNC), Dillingham: No specific ANCSA or history section. <https://www.bbnc.net/>
 - Calista Corporation, Bethel: No specific ANCSA or history section. <https://www.calistacorp.com/>
 - Chugach Alaska Corporation, Kenai Peninsula and Prince William Sound: “History Page.” <https://www.chugach.com/>
 - Cook Inlet Regional Corporation (CIRI), Anchorage: “Staking Our Claim: CIRI’s Land Story” <https://www.ciri.com/>
 - Doyon Limited, Fairbanks: “Our History.” <https://www.doyon.com/>
 - Koniag Corporation, Kodiak: “A Success Story Starting with Alaska Native People, and a Tie to the Land and Sea.” <https://www.koniag.com/>
 - NANA Corporation, Kotzebue: No specific ANCSA or history section. <https://www.nana.com/>
 - Sealaska Corporation, Juneau: No specific ANCSA or history section. <https://www.sealaska.com/>. And Sealaska Heritage Institute established in 1980 to be the stewards of their past: <https://www.sealaskaheritage.org/>