

Resources For Teaching ANCSA at 50

By Michael Hawfield
for the Alaska Historical Society, ANCSA Committee

Guide to Sources for the Study of the 1971 Alaska Native Claims Settlement Act VOLUME 3

DRAFT, DECEMBER 14, 2021

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I. Introduction to the Guide to Resources for Teaching ANCSA at 50

Teaching about ANCSA upon its 50th anniversary presents numerous challenges, but also several significant opportunities for developing a deeper understanding of the complex issues facing Alaska Natives, neighboring non-Native peoples, and the State of Alaska.

The history of the birth of ANCSA, its passage, and its impact over the first forty years is well known and the subject of numerous studies. Since the passage of ANCSA in 1971, the Alaska Native community, the University of Alaska, Alaskool, Alaska Native Corporations, Alaska Native organizations, the Anchorage Museum at Rasmuson Center, the Alaska Humanities Forum, and the Alaska State Department of Early Education have devoted considerable professional energies and expertise developing and offering the tools for examining and teaching about this extraordinary legislation up to 2020.

Currently, in 2021, there are well developed syllabi for elementary students (3rd grade), early high school students (9th grade), and for college/university students in lower as well as upper division courses.

The purpose of this guide to resources for teaching ANCSA at 50 is to add to and build upon the two principle syllabi that currently exist: (1) the Alaskool online course elementary and high-school students developed by Paul Ongtagook and Claudia Dybdahl; and (2) the 2011 online upper-division university level class developed originally by Professor Gordon Pullar (UAF Alaska Native Studies and Rural Development RD 493/693 — Alaska Native Claims Settlement Act: Pre-1971 to present] and taught subsequently by Professor Dixie Dayo and Professor Diane Benson.

There are other teacher guides readily available, such as “A Moment in Time--ANCSA: Alaska Native Claims Settlement Act” (the Education Department of the Anchorage Museum at Rasmuson Center), and a new syllabus for public schools has been developed by Joel Isaac on behalf of the Anchorage School District (not yet published; due in 2022, but included in the addendum to this guide).

Because the topic of ANCSA at its half-century anniversary is so complex and the resources so many and varied, it seems the most helpful initial tool for teachers and/or community leaders seeking to lead discussions is to organize a resource aid useful and accessible to teachers and/or community leaders to review the historical narrative and introduce the topics.

Because there are many excellent histories and syllabi devoted to understanding and teaching about ANCSA from its inception to the present, the “Guide to the Teaching Resources” seeks to focus on several “enduring critical issues” as identified by scholars, teachers, and Alaska Native leaders to add to the basic architecture for teaching ANCSA at 50. This Resource Guide is envisioned also as an introduction for instructors to the several “enduring critical issues” facing the Alaska Native and non-Native communities in the context of ANCSA legislation after half-a-century of experience.

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 in: http://www.alaskool.org/java/teachers_tour/tour1.html. **NOTE:** Navigate to “Revisiting the Alaska Native Claims Settlement Act (ANCSA)” – an important resource for many basic documents and discussions about the origins and development of ANCSA.

There are several documents mentioned below that are only available in PDF format. These are now available as electronic resources on the Alaska Historical Society website

(<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>). The link is provided below where these documents are mentioned.

II. What is ANCSA? (overall descriptions of ANCSA, its place in Alaska Native and State of Alaska history, and views on the significance of ANCSA)

a. Essays (*generally positive views emphasizing the successes of ANCSA, especially in comparison to American Indian tribes in the Lower 48*)

i. W. Schneider: "Introduction to the *AHS Guide to Archival Resources*" [needs most recent version]



Schneider_9-19-21
Brief History of the Al:

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

ii. S. Haycox: "Shock and Awe" (2021 AHS Conference presentation on the impact and significance of ANCSA)



Haycox_Shock and
Awe -- Passage of AN

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

iii. A. McClanahan, "Alaska Native Claims Settlement Act"

<http://www.litsitealaska.org/index.cfm?section=History-and-Culture&page=ANCSA-at-30&cat=Articles&viewpost=2&ContentId=849>



Callahan essay on
ANCSA basic provisio

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

b. "ANCSA," a four-part 1986 documentary with Nellie Moore, go to: Alaska Moving Image Preservation association (AMIPA) in [UAA/APU Consortium Library](https://consortiumlibrary.org/) at <https://consortiumlibrary.org/>

- c. W. Hensley essay, "[What Rights To Land Have the Alaska Natives?: The Primary Issue](#)" (in one 2MB pdf file) By William L. Hensley, May 1966 -- With a new May 2001 introduction by the author.

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>



Hensley paper of
1966.pdf

- "From Struggle to Strength: Willie Igiagruk Hensley," [Alaska Magazine](#), October 2021
www.alaskamagazine.com/
- d. Thoughtful one-hour interview program presented on November 18, 2021 by "Alaska Insight," a public service program produced by Alaska Public Media (PBS) with a focus on recent trends connected to ANCSA, especially for the rising generation of Alaska Natives <https://www.youtube.com/watch?v=nn4LYWdxvfo>
- e. Brief overall view of ANCSA presented by Diane Benson in 2016. Benson taught the continuation of the UAF course originally developed by Gordon Pullar.
<https://www.youtube.com/watch?v=nVEH09uEd7w&t=74s>
- f. Alaska Pacific University Webinar on the origins, structure, and impact (still unfolding) of ANCSA after half a century. <https://www.youtube.com/watch?v=ai2VDvW9gfM>
- g. Op Ed by Paul Ongtooguk, [ADN](#), 2012
<https://www.adn.com/commentary/article/ancsa-40-where-are-we-and-where-are-we-going/2012/03/17/>

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>



ANCSA at 40-Op-Ed
by Paul Ongtooguk-21

III. Some Voices Opposed to ANCSA

i. Charles Edwardson (“Etok”)

1. http://www.alaskool.org/projects/anca/articles/crd1969/dest_ak_native.htm

“How to Exploit and Destroy a People: The Case of the Alaskan Native” by Charles Edwardson

- d. Source: *Civil Rights Digest*, Washington, D.C.: U.S. Commission Civil Rights, Vol. 2, No. 3 (Summer 1969), pp. 6-13.

2. Robert Rude. *Alaska Powerbrokers*. New York: Barnes and Noble, 2020.

d. Interview with Robert Rude in Litsitealaska:

<http://www.litsitealaska.org/index.cfm?section=History-and-Culture&page=ANCSA-at-30&cat=Interviews&viewpost=2&ContentId=734>

3. “ANCSA: Sovereignty and A Just Settlement of Land Claims or An Act of Deception?”



Ward and
Rude-ANCSA-Sovereignty

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalandsociety.org/discover-alaska/resources-for-teaching-anca-at-50/>

4. APU Program “ANCSA at 50” (aired November 8, 2021): “Engaging the Present” – Alaska Native voices of concern

https://www.youtube.com/watch?v=tC34oJVf_Sg&t=3535s

5. Article at Alaska Public Media (Dec 12, 2021)
<https://www.alaskapublic.org/2021/12/07/a-historic-settlement-turns-50-but-questions-linger-over-whether-it-was-fair/>

b. Reflections and Critiques:

- i. Thomas Barger, Excerpts from *A Village Journey* (1985)



Thomas
Barger_Excerpts A Vill

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

- ii. **SERIES by Meghan Sullivan** *Indian Country Today* [reflecting on the 50th anniversary of the ANCSA]
This is part 1 of a 3-part series on Alaska Native identity as part of Indian Country Today's project on the 50th anniversary of the Alaska Native Claims Settlement Act.

<https://indiancountrytoday.com/news/alaska-natives-complicated-identities>

- iii. This is part 2 of the 3-part series:

<https://indiancountrytoday.com/news/ancsa-50-the-next-generation-of-alaska-native-shareholders>

- iv. This is part 3 of the 3-Part series:

<https://indiancountrytoday.com/news/alaska-native-identity-weighs-heavily-on-a-future>

**c. A Comparison: Alaska Natives Communities WITHOUT ANCSA:
Metlakatla**

<https://www.alaskapublic.org/2021/11/17/alaska-without-ancsa-look-to-metlakatla/>

IV. Tools for the Teacher/Instructor

- a. The Statutes
 - i. ANCSA (1971)

[United States Code ,TITLE 43 - PUBLIC LANDS, CHAPTER 33 - ALASKA NATIVE CLAIMS SETTLEMENT](#)

- ii. 1991 Amendments

[1991: Making It Work, A Guide to Public Law 100-24, 1987 Amendments to the Alaska Native Claims Settlement Act](#), Alaska Federation of Natives (Part 1 and Part 8 are included in this web site)

<http://ankn.uaf.edu/curriculum/ANCSA/OLOF/index.html>
<https://www.scotusblog.com/2021/04/are-alaska-native-corporations-indian-tribes-a-multimillion-dollar-question/>
<https://www.bia.gov/regional-offices/alaska/anca-program>

- d. Our land, our future : the 1991 Amendments to the Alaska Native Claims Settlement Act : teacher's guide
by John Creed ; Dixie Dayo, researcher, Northwest Arctic School District, 1988
<http://ankn.uaf.edu/curriculum/ANCSA/OLOF/index.html>

- iii. ANILCA (1980)

1. <https://www.congress.gov/bill/96th-congress/house-bill/39>
 - i. Fennegan, Chance. "The Alaska Lands Controversy, A Fight Bigger Than the Last Frontier,"
<https://www.jstor.org/stable/44131226>
2. <https://www.congress.gov/bill/96th-congress/house-bill/39>
3. <https://www.adfg.alaska.gov/index.cfm?adfg=habitatoversight.anilca>
4. <http://dnr.alaska.gov/commis/opmp/anilca/more.htm>
5. <https://www.fws.gov/alaska/stories/anilca-40-landmark-legislation-alaskan-conservation-ethic>
6. https://www.uaf.edu/tribal/112/unit_3/tribalhuntingandfishingrights_sustenanceanilca1980.php

7. <http://npshistory.com/publications/alaska/anilca-nps-primer.pdf>

b. Annotated Guide and bibliography to ANCSA by Paul Ongtooguk



Annotated-ANCSA.pdf

- i. f (by Ongtooguk)

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>



ANCSA Bibliography June 2011.pdf

- ii. (by Ongtooguk)

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

c. AHS Guide to the Archival Resources (Introduction by Dr. William Schneider), 2021
[ADD: PDF WHEN AVAILABLE]

d. There are other teacher guides readily available, such as “A Moment in Time-- ANCSA: Alaska Native Claims Settlement Act” (the Education Department of the Anchorage Museum at Rasmussen Center) “A Moment in Time: ANCSA” (Anchorage Museum at Rasmuson Center)

- i. <https://www.anchoragemuseum.org/programs/for-educators/teaching-resources/a-moment-in-time-ancsa/> Teacher Guide:
<https://www.anchoragemuseum.org/media/20964/teacher-guide-ancsa.pdf>

e. “ANCSA: Caught in the Act: The Alaska Native Claims Settlement Act: Teacher’s Guide,” Alaska Department of Education and The Alaska Native Foundation, 1987 [no longer linked on Alaskool]

- i. https://library.alaska.gov/hist/hist_docs/docs/asl_0400_video_teachers_guid_e.pdf and <http://www.ankn.uaf.edu/curriculum/ancsa/caught.html>

- ii. This guide Accompanies video series “ANCSA Caught in the Act,” available in various locations including on the Alaska Digital Archives at:
https://www.schooltube.com/media/ANCSAA+Caught+in+the+Act/1_y8obil0x

iii. <http://www.alaskool.org/>

http://www.alaskool.org/java/teachers_tour/tour1.html

Navigate to: “Revisiting the Alaska Native Claims Settlement Act (ANCSA)” – an important resource for many basic documents and discussions about the origins and development of ANCSA

“The Alaska Native Claims Settlement Act Teacher’s Guide”, Fairbanks ANE ANCSA Teacher’s Guide

<http://www.ankn.uaf.edu/curriculum/ANCSA/ane.html>

“ANCSA: Caught in the Act: The Alaska Native Claims Settlement Act: Teacher’s Guide,” Alaska Department of Education and The Alaska Native Foundation, 1987 [no longer linked on Alaskool]

https://library.alaska.gov/hist/hist_docs/docs/asl_0400_video_teachers_guide.pdf and <http://www.ankn.uaf.edu/curriculum/anca/caught.html>

Accompanies video series ANCSA Caught in the Act, available in various locations including on the Alaska Digital Archives at:

https://www.schooltube.com/media/ANCSAA+Caught+in+the+Act/1_y8obil0x

“Alaska Native Civics and Government” High School Curriculum and Resources. [source?]

<https://akncurriculum.com/anca/>

“ANCSA Curricula - Teaching about the Alaska Native Claims Settlement Act” [contains links to other guides of which 2 are broken 2/22/21]

<http://www.alaskool.org/projects/anca/ancacurric.htm>

“The Road to ANCSA: The Alaska Native Claims Settlement Act: Grade 7,” Sealaska Heritage Institute,

<https://www.sealaskaheritage.org/sites/default/files/SocialStudiesGrade7.pdf>

“Why is ANCSA Significant to Our Culture, Our Land, and Our State?,” developed by Amelia Rivera,

US Department of Education PR/Award #: S356A090050 2009-2012Wooch.een:

Together We Can

2012[?] [publisher?]

<http://www.goldbeltheritage.org/wp-content/uploads/2014/06/ANCSA-Unit.pdf>

Hays, Lydia, *Teacher's guide to accompany Alaska native land claims : textbook*, Alaska Native Foundation, 1976. [To accompany: Arnold, Robert, Alaska Native Land Claims, Alaska Native Foundation, 1976]

V. The History of the Act and Online Courses

a. Existing Online Courses

What Classes/syllabi Currently Exist

Since the passage of ANCSA in 1971, the Alaska Native community, the University of Alaska, Alaskool, Alaska Native Corporations, the Anchorage Museum at Rasmuson Center, the Alaska Humanities Forum, and the Alaska State Department of Early Education have devoted considerable professional energies and expertise developing and offering the tools for examining and teaching about this extraordinary legislation. Currently, in 2021, there are well developed syllabi for elementary students (3rd grade), early high school students (9th grade), and for college/university students in upper division courses.

b. Gordon Pullar, et al.



ANSand RD 47-670
Syllabus-2011_G Pulle

i.

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>



2014-03 RD F470
F670 Alaska Native Cl

ii. (G. Pullar and Diane Benson)

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

Martin Laster, Paul Ongtooguk, and Bob Walker with the Northwest Arctic Borough School District.

http://www.alaskool.org/native_ed/curriculum/nwabsd_ancsa/contents.htm



openANCSAcommunity.pdf

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

c. Anchorage Museum

<https://www.anchoragemuseum.org/media/20964/teacher-guide-ancsa.pdf>

d. Joel Isaack (new syllabus designed in 2021 for the Anchorage Community School District) – See the Addendum to this Guide



21-7-22 draft
Syllabus-Joel Isaac.pdf

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

ANCSA Regional (history and timeline/ also corporation stories)

<https://ancsaregional.com/ancsaat50/>

<https://www.alaskadigitalacademy.org/>

Alaska Native Knowledge Network course on ANCSA:

<http://ankn.uaf.edu/curriculum/ANCSA/Claims/book9.html#Top>

<http://alaskool.org/projects/ancsa/ancsacurric.htm>

UAF Dept ANSRD -- 2011

1. **Syllabus originally designed and created by Professor Gordon Pullar,**



Open ancsa-online
curriculum.docx

openancsa.community.uaf.edu

This syllabus is organized as 14 Learning Units

PART I:

1. Years Prior to ANCSA
2. Formation of the AFN
3. Alaska Land Freeze
4. ANCSA and Policy in the 1960s
5. Different Drafts of ANCSA
6. Legislative Process Challenges
7. Early ANCSA implementation
8. Business Leadership and ANCSA
9. Different Misconceptions about ANCSA
10. Village Corporations
11. Corporate Mergers
12. Problematic Provisions of ANCSA
13. Financial and Legal Options
14. Success and Failure of ANCSA

Syllabus as organized by Professor Diane Benson



2014-03 RD F470
F670 Alaska Native Cl:

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

Syllabus for Undergraduates, organized by Professor Jenny Bell Jones



2015-03 RD F110 AK
Native Claims Settle

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

B. ANCSA for Public School Students

1. http://alaskool.org/projects/ancsa/elem_ed/elem_ancsa.htm

By Paul Ongtooguk with Claudia Dybdahl

- a. Organized as six Learning Units largely focused on legal definitions and issues (concepts of ownership)) and on the importance of land:
 - 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”
2. Video by Kendra Nelson, Homer High School
<https://www.youtube.com/watch?v=phL3WGRDTwo&authuser=1>
 3. **Tribal Leadership History:** syllabus draft by **Joel Isaac** (see addendum)

<https://mail.google.com/mail/u/1?ui=2&ik=a4760b54c2&attid=0.1&permmsgid=msg-f:1706027862244110511&th=17ad074d41fab0af&view=att&disp=safe>

4. “A Moment in Time: ANCSA” (Anchorage Museum at Rasmuson Center)
<https://www.anchoragemuseum.org/programs/for-educators/teaching-resources/a-moment-in-time-ancsa/>

Teacher Guide: <https://www.anchoragemuseum.org/media/20964/teacher-guide-ancsa.pdf>

Primary Sources for “A Moment in Time:”

- [*Stewart Udall speaks at the Tundra Times banquet*; photograph by Jimmy Bedford; TT.00523; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Protestors at the Oil Lease Sale in 1969*; TT.00526; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Pipe work. Chugach Mountains near crossing of the Tsana \[sic\] River*; McCutcheon Collection, Anchorage Museum; b1990.14.3.1358](#)
- [*A Famous Howard Rock photograph, Seattle 1934*; TT.01155; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Howard Rock typing on an old fashioned typewriter*; TT.01189; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Howard Rock takes one last at Dec. 3, 1975 issue*; photograph by Sue Gamache; TT.01167; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Tundra Times Volume IX, Number 15 \(December 22, 1971\)*; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Gov. Hickel meeting with Native Leaders*; Alaska State Library portrait file, Alaska State Library, ASL-P01-4686](#)
- [*Howard Rock \(left\) looks on while Harry Carter, executive director of AFN, talks about the tasks and challenges after the passage of ANCSA*; TT.00891; photograph by Jimmy Bedford; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- [*Krauss, Michael, Gary Holton, Jim Kerr, and Colin T. West. 2011. Indigenous Peoples and Languages of Alaska. Fairbanks and Anchorage: Alaska Native Language Center and UAA Institute of Social and Economic Research. Online: https://www.uaf.edu/anla/map*](#)

- “ANCSA: Caught in the Act: The Alaska Native Claims Settlement Act: Teacher’s Guide,” Alaska Department of Education and The Alaska Native Foundation, 1987 [no longer linked on Alaskool]

https://library.alaska.gov/hist/hist_docs/docs/asl_0400_video_teachers_guide.pdf and
<http://www.ankn.uaf.edu/curriculum/anca/caught.html>

Accompanies video series ANCSA Caught in the Act, available in various locations including on the Alaska Digital Archives at:

https://www.schooltube.com/media/ANCSAA+Caught+in+the+Act/1_y8obil0x

- **Alaska Native Knowledge Network** - www.ankn.uaf.edu
- “The Alaska Native Claims Settlement Act Teacher’s Guide”, Fairbanks ANE ANCSA Teacher’s Guide

<http://www.ankn.uaf.edu/curriculum/ANCSA/ane.html>

- “Alaska Native Civics and Government” High School Curriculum and Resources. [source?]

<https://akncurriculum.com/anca/>

- **Alaskool** -- <http://www.alaskool.org>

Laster, Martin, Walker, Bob and Ontooguk, Paul “The Alaska Native Claims Settlement Act” Northwest Arctic Borough School District Curriculum 1986

http://www.alaskool.org/native_ed/curriculum/nwabsd_anca/contents.htm

1986 Annotated Bibliography by Paul Ongtooguk (21 pages)

http://www.alaskool.org/native_ed/bibliography.htm

“ANCSA Curricula - Teaching about the Alaska Native Claims Settlement Act” [contains links to other guides of which 2 are broken 2/22/21]

<http://www.alaskool.org/projects/anca/ancacurr.htm>

- e. Developed by Emily Ann Leon, B.A. Ed March 2015 ANCSA A Native’s Perspective High School Lesson Plans



ancaanativesperspe
ctivelessonplanshs.pdf

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

- f. Kristen English, “ANCSA Educational Seminar” (APU 90-minute survey of the history of Alaska Native Land Claims – helpful images and timeline)

<https://www.youtube.com/watch?v=C3F-wRjbO9w>

SOME HELPFUL WEBSITES FOR COURSE DEVELOPERS:

ANCSA Regional <https://ancsaregional.com/>

AFN <https://www.nativefederation.org/history/>

ANCSA AT 50 <https://ancsaregional.com/ancsaat50/>

Alaska Humanities Forum:

<http://www.akhistorycourse.org/modern-alaska/alaska-native-claims-settlement-act/>

Alaska Native Knowledge Network

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

A. Books

a. Basic secondary works:

- i. Mitchell, Donald Craig, Sold American: The Story of Alaska Natives and Their Land, 1867-1959. Hanover, NH, 1997
- ii. Mitchell, Donald Craig, Take My Land, Take My Life, The Story of Congress’s Historic Settlement of Alaska Native Land Claims, 1960-1971. Fairbanks, 2001.
- iii. Arnold, Robert. Alaska Native Land Claims. Anchorage, 1978.
- iv. Lael, Morgan. Art and Eskimo Power: The Life and Times of Alaskan Howard Rock. Fairbanks, 1988.
- v. Case, D.S & Vouck, D.A. Alaska Natives and American Laws. 3rd ed. Fairbanks, AK: University of Alaska Press, 2012
- vi. McClanahan, A. Growing Up Native in Alaska. Anchorage, AK: CIRI Foundation, 2001.
- vii. McClanahan, A. Sakuuktugut: Alaska Native Corporations. Anchorage, AK: CIRI Foundation, 2006.
- viii. Roderik, L. (2010). *Alaska Native Cultures and Issues: Responses to Frequently Asked Questions*. Fairbanks, AK: University of Alaska Press.
- ix. Merculieff, I. (2000). *Stop talking: Indigenous Ways of Teaching and Learning and Difficult Dialogues in Higher Education*. Anchorage, AK. University of Alaska Anchorage.

B. Articles:

1. Edwards, W. & Natarajan, T. "ANCSA and ANILCA: Capabilities Failure?" Native Studies Review, 17 (2), Retrieved from UAF Library, EBSCO, <http://library.uaf.edu/>.

VI. Conferences Reminiscences by Participants (links to various conference sessions)

i. ANCSA AT 50: Alaska Historical Society Conference (sessions)

d. Sessions found on line at:

<https://alaskahistoricalsociety.org/about-ahs/conference/2021-conference-presentations/>

2. "A Conversation on Native History with Emil Notti and Sam Kito," participants in drive for ANCSA (October 14, 2021)
<https://www.youtube.com/watch?v=hRGXeKb3JMQ>
3. "Looking Back, A Conversation with Willie Hensley and Oliver Leavitt," participants in the drive for ANCSA (October 14, 2021)
4. "Historical Perspectives on ANCA" (October 14) with:

Philip Wight – *Right of Way: The Trans-Alaska Pipeline System and the Alaska Native Claims Settlement Act*

Daniel Monteith – *William and Frederick Paul and their Contributions to Alaska Native Land Claims*

Stephen Haycox – *Shock and Awe: Understanding Early Perceptions of the Passage of ANCSA*

ii. ANCSA AT 40: Select Bibliography

https://scholarworks.alaska.edu/bitstream/handle/11122/11184/ANCSA_bibliographyjune2011.pdf?sequence=1&isAllowed=y

iii. ANCSA AT 45: 32D ANNUAL ALASKA NATIVE LAW CONFERENCE -- UAA Justice Center (2016) – ANCSA at 45 Conference "ANCSA and the Future of Tribal Jurisdiction in Alaska" and "Adapting for the Next Generation"

<https://www.youtube.com/watch?v=Gmvsw67gZnY>

iv. ANCSA AT 45: 32D ANNUAL ALASKA NATIVE LAW CONFERENCE -- UAA Justice Center (2016) – ANCSA at 45 Conference "Challenges and Opportunities for Alaska Native Corporations".

<https://www.youtube.com/watch?v=OQaMG4gHsYk>

v. ANCSA AT 40: UAF Conference (9-DVD collection of Sessions) also PDF of contents

<https://drive.google.com/drive/folders/1u-fqWsAvr96N8vkq4TWkKylV67g7JqWT>

ANCSA AT 40: Select Bibliography

<https://scholarworks.alaska.edu/bitstream/handle/11122/11184/ANCSA bibliographyjune2011.pdf?sequence=1&isAllowed=y>

vi. ANCSA at 30 (2001) –

<http://www.litsitealaska.org/index.cfm?section=History-and-Culture&page=ANCSA-at-30>



ANCSA
FAQs_UAA_APU - Cop

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

<http://www.litsitealaska.org/index.cfm?section=History-and-Culture&page=ANCSA-at-30&cat=Interviews&viewpost=2&ContentId=754>

vii. Rosita Worl, “Reconstructing Sovereignty in Alaska,” Cultural Survival Quarterly, September 2001

<https://www.culturalsurvival.org/publications/cultural-survival-quarterly/reconstructing-sovereignty-alaska>

viii. ANCSA AT 10

<http://ankn.uaf.edu/curriculum/ANCSA/TheCorporateWhale/index.html>

ix. Alaska Law Review Symposium [ANCSA at 45]

https://www.youtube.com/watch?v=5F4zJ9UAsrQ&list=PLL9bnD_dKPaR_Vyhd0Y-WkiEYwQySvdIEo

x.

b. Op Ed publications



ANCSA at 40-Op-Ed
by Paul Ongtooguk-21

i.

Dixie Dayo and Gary Kofinas, “Institutional innovation in less than ideal conditions: Management of commons by an Alaska Native village corporation”:
<https://www.thecommonsjournal.org/articles/10.18352/ijc.146/print/>

c. The Negative View:

i. Alaska Pacific University ANCSA at 50 Series

1. <https://www.alaskapacific.edu/ancsa-at-50-events/>

d. Robert Rude, ANCSA Powerbrokers and the Alaska Native Claims Settlement Act,
<https://www.turningthepagebooks.com/book/9781643768182>

VII. Legal

a. Statutes (ANCSA, ANILCA, 1991 AMENDMENTS TO ANCSA)

i. ANCSA (1971)

[United States Code ,TITLE 43 - PUBLIC LANDS, CHAPTER 33 -
ALASKA NATIVE CLAIMS SETTLEMENT](#)

ii. 1991 Amendments

[1991: Making It Work, A Guide to Public Law 100-24, 1987 Amendments
to the Alaska Native Claims Settlement Act](#), Alaska Federation of Natives
(Part 1 and Part 8 are included in this web site)

<http://ankn.uaf.edu/curriculum/ANCSA/OLOF/index.html>
[https://www.scotusblog.com/2021/04/are-alaska-native-corporations-
indian-tribes-a-multimillion-dollar-question/](https://www.scotusblog.com/2021/04/are-alaska-native-corporations-indian-tribes-a-multimillion-dollar-question/)
<https://www.bia.gov/regional-offices/alaska/ancsa-program>

d. Our land, our future : the 1991 Amendments to the Alaska
Native Claims Settlement Act : teacher's guide

by John Creed ; Dixie Dayo, researcher, Northwest Arctic
School District, 1988

<http://ankn.uaf.edu/curriculum/ANCSA/OLOF/index.html>

b. U.S. Constitution and American Indian Law

i. [https://www.uaf.edu/tribal/112/unit_4/generalprinciplesoffederalindianlaw.
php](https://www.uaf.edu/tribal/112/unit_4/generalprinciplesoffederalindianlaw.php)

ii. https://www.uaf.edu/tribal/112/unit_1/usconstitutionandcongress%20.php

iii. History of Federal Indian Law



Tribal Nations The
Story of Federal India

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

iv. History of Tribal Courts in Bush Alaska



Tribal Courts
history.pdf

To access this PDF, click on this link to the Alaska Historical Society website:
<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

Jaeger, Lisa. *Alaska Tribes: The Story of Federal Indian Law in Alaska*. Fairbanks, Alaska: Tanana Chiefs Conference, 2012. Videorecording. Provides an overview of federal law as it applies to Alaska with emphasis on ANCSA.

Jaeger, Lisa. *Tribal Nations: The Story of Federal Indian Law*. Fairbanks, Alaska : Tanana Chiefs Conference, 2006. Videorecording. Largely consisting of interviews with federal Indian law experts and tribal legal scholars, this survey puts ANCSA in the context of the greater federal Indian policy.

c. Publications

- i. Mitchell, Donald Craig, *Sold American: The Story of Alaska Natives and Their Land, 1867-1959*. Hanover, NH, 1997
- ii. Mitchell, Donald Craig, *Take My Land, Take My Life, The Story of Congress's Historic Settlement of Alaska Native Land Claims, 1960-1971*. Fairbanks, 2001.
- iii. Arnold, Robert. *Alaska Native Land Claims*. Anchorage, 1978.
- iv. Berger, Thomas R., *Village Journey: The Report of the Alaska Native Review Commission*. New York: Farrar, Straus and Giroux, 1985/1995.

d. Resources

- i. Landye, Bennet, Blumstein

<https://lbblawyers.com/attorneys/>

<https://ancsa.lbblawyers.com/>

<https://lbblawyers.com/wp-content/uploads/2016/11/4175505-Look-Back-To-Go-Forward-by-Hensley.pdf>

VIII. Connections for the Instructor

a. Alaska Federation of Natives (AFN)

i. <https://www.nativefederation.org/>

b. Regional Associations

i. ANCSA Regional

1. <https://ancsaregional.com/ancsaat50/>
2. <https://ancsaregional.com/ancsaat50/stories/>

c. Alaska Native Corporations and Statewide Organizations:

<http://fairbanks-alaska.com/alaska-native-corporations.htm>

d. “Contracting and Alaska Native Corporations: Historical Development” –
Congressional Research Service, 2001
<https://fas.org/sgp/crs/misc/R40855.pdf>

e. Regional Alaska Native Corporations

Sealaska: sealaskaheritage.org

“The Road to ANCSA: The Alaska Native Claims Settlement Act: Grade 7,” Sealaska
Heritage Institute,

<https://www.sealaskaheritage.org/sites/default/files/SocialStudiesGrade7.pdf>

Koniag:

<https://www.koniag.com/a-success-story-starting-with-alaska-native-people-and-a-tie-to-the-land-and-sea/>

Doyon:

<https://www.doyon.com/about/history/>

Chugach Alaska:

<https://www.chugach.com/about-us/history/>

Calista:

<https://www.calistacorp.com/>

Bristol Bay:

<https://www.bbnc.net/>

Bering Straits:

<https://beringstraits.com/>

<https://beringstraits.com/history-region/>

<https://beringstraits.com/ancs-are-eligible-for-cares-act-funding/>

<https://beringstraits.com/blm-alaska-conveys-lands-to-bering-straits-native-corporation/>

Arctic Slope:

<https://www.asrc.com/>

<https://www.asrc.com/about/history/>

Aleut:

<https://aleutcorp.com/>

<https://aleutcorp.com/our-corporation/our-history/>

<https://aleutcorp.com/our-corporation/>

Ahtna

<https://www.ahtna.com/>

<https://www.ahtna.com/about/history-and-culture/>

<https://www.ahtna.com/about/region-map/>

f. **URBAN/VILLAGE CORPORATIONS:**

<http://fairbanks-alaska.com/alaska-native-corporations.htm>

g. **Goldbelt (Juneau and Southeast):**

<https://www.goldbelt.com/>

<https://www.goldbelt.com/about/history-heritage/>

“Why is ANCSA Significant to Our Culture, Our Land, and Our State?,”
developed by Amelia Rivera,

US Department of Education PR/Award #: S356A090050 2009-
2012Woochen: Together We Can (2012)

<http://www.goldbeltheritage.org/wp-content/uploads/2014/06/ANCSA-Unit.pdf>

F. Alaska Native Heritage Center

<https://www.alaskanative.net/>

G. Alaska Native Learning Network

□ www.ankn.uaf.edu

□ “The Alaska Native Claims Settlement Act Teacher’s Guide”,
Fairbanks ANE ANCSA Teacher’s Guide

<http://www.ankn.uaf.edu/curriculum/ANCSA/ane.html>

□ “Alaska Native Civics and Government” High School Curriculum
and Resources. [source?]

<https://akncurriculum.com/anca/>

- **Landye, Bennet, Blumstein**

<https://lbblawyers.com/attorneys/>

- **Alaskskool**

<http://www.alaskool.org>

<http://www.alaskool.org/projects/anca/ancaindx.htm>

F. NOTE: “ANCSA: Caught in the Act: The Alaska Native Claims Settlement Act: Teacher’s Guide,” Alaska Department of Education and The Alaska Native Foundation, 1987 [no longer linked on Alaskool] but connect with this link:

https://library.alaska.gov/hist/hist_docs/docs/asl_0400_video_teachers_guide.pdf and <http://www.ankn.uaf.edu/curriculum/anca/caught.html>

Accompanies video series ANCSA Caught in the Act, available in various locations including on the Alaska Digital Archives at:

https://www.schooltube.com/media/ANCSAA+Caught+in+the+Act/1_y8obil0x

- **Anchorage Museum**

“A Moment in Time: ANCSA” (Anchorage Museum at Rasmuson Center)

<https://www.anchoragemuseum.org/programs/for-educators/teaching-resources/a-moment-in-time-anca/>

Teacher Guide: <https://www.anchoragemuseum.org/media/20964/teacher-guide-anca.pdf>

Primary Sources for “A Moment in Time:”

- Stewart Udall speaks at the Tundra Times banquet; photograph by Jimmy Bedford; [TT.00523; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- *Protestors at the Oil Lease Sale in 1969*; [TT.00526; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- *Pipe work. Chugach Mountains near crossing of the Tsana [sic] River*; [McCutcheon Collection, Anchorage Museum; b1990.14.3.1358](#)
- *A Famous Howard Rock photograph, Seattle 1934*; [TT.01155; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)
- *Howard Rock typing on an old fashioned typewriter*; [TT.01189; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska](#)

- [*Howard Rock takes one last at Dec. 3, 1975 issue; photograph by Sue Gamache; TT.01167; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska*](#)
 - [*Tundra Times Volume IX, Number 15 \(December 22, 1971\); courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska*](#)
 - F. [*Gov. Hickel meeting with Native Leaders; Alaska State Library portrait file, Alaska State Library, ASL-P01-4686*](#)
 - [*Howard Rock \(left\) looks on while Harry Carter, executive director of AFN, talks about the tasks and challenges after the passage of ANCSA; TT.00891; photograph by Jimmy Bedford; courtesy of Ukpeagvik Inupiat Corporation and Tuzzy Consortium Library of Utqiagvik, Alaska*](#)
 - [Krauss, Michael, Gary Holton, Jim Kerr, and Colin T. West. 2011. *Indigenous Peoples and Languages of Alaska*. Fairbanks and Anchorage: Alaska Native Language Center and UAA Institute of Social and Economic Research. Online: <https://www.uaf.edu/anla/map>](#)
- **Alaska Historical Society**
 - F. <https://alaskahistoricalsociety.org/>
- **ANCSA Regional**
 - <https://ancsaregional.com/ancsaat50/>
 - <https://ancsaregional.com/ancsaat50/stories/>
- **Alaska Native Heritage Center**
 - <https://www.alaskanative.net/>
- **University Classes and Programs**
- **Alaska Native Studies for University Undergraduates:**
 - **I. UAF**
 - UAF Degree Programs in Alaska Native Studies:
 - <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>
 - ANS F325 Alaska Native and Comparative Tribal Self-Government
 - <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>
 - ANS F112: Alaska Native Claims Settlement Act: Land Claims in the 21st Century. This course is an introduction to Federal Indian Law, focusing on the impacts to modern Alaskan Tribal Governments. Particular attention is given to 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 important for ANCSA topics)
<https://www.uaf.edu/tribal/112/index.php>

- **ANS F425 Federal Indian Law and Alaska Natives**
- <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>
- <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>

RD F470

The Alaska Native Claims Settlement Act: Pre-1971 to Present

- <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>
-

RD F265

Perspectives on Subsistence in Alaska

- <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>

TM F201

Tribal Government in Alaska II

- <https://catalog.uaf.edu/bachelors/bachelors-degree-programs/alaska-native-studies/ba/>
-
-
- **II. UAA**
- **AKNS A346 Alaska Native Politics 3 Credits**
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.
Special Note: May be used to fulfill the Alaska studies requirement for teacher certification.
Registration Restrictions: Upper-division standing
Crosslisted With: PS A346
- **AKNS A490 Advanced Topics in Alaska Native Studies 1-3 Credits**
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.
Special Note: Subtitle varies. May be repeated three times for credit with a different subtitle.
Registration Restrictions: Upper-division standing
Prerequisites: AKNS A201.
- **III. UAS – Alaska Native Arts and Studies**
- <https://catalog.uas.alaska.edu/course-descriptions/govt/>

- **ANS S101 *Introduction to Alaska Native Studies**
- 3 credits (3+0)
GER. 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.

- **ANS S260 Alaska Native Organizations and Economies**
- 3 credits (3+0)
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. [ANS S101](#) is recommended but not required.

- **ANS S360 Introduction to Federal Indian Law**
- 3 credits (3+0)
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. [ANS S101](#) is recommended but not required.

- **NS S460 ANCSA and Tribal Governance**
- 3 credits (3+0)
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.
Prerequisite: [ANS S101](#) or [PS S101](#) or [PS S102](#), or instructor permission.
-

- **IV. APU -- <https://www.alaskapacific.edu/programs/alaska-native-governance-angov/>**

- BA in Alaska Native Governance (focus on Alaska Native Governance Systems, Alaska Native Rights and the Law, and Tribal Governance)

- **ANS 20100: Alaska Native Governance Systems**

- 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. Satisfies SI Social and Behavioral Scientific Inquiry. Offered FA.

ANS 30100: **Alaska Native Rights & the Law**

- 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 resources law specific to Alaska, students consider and generate understandings of co-management agreements that honor traditional, tribal, and regional claims. Prerequisite: ANS 20100 Alaska Native Governance Systems. Offered SP every other year.

-

- **ANS 45000: ANGov Leadership Symposium**

- **Special topics** at an advanced level focused on current Alaska Native leadership practices and corporate governance. Symposium topics bring attention to current issues impacting Alaska Natives in their communities and regions, the state of Alaska, the nation, and the Arctic. Repeatable with different topics. Offered FA and SP.

IX. Enduring Critical Issues

1. The Use and Stewardship of the Land and what is meant by “Native Sovereignty”
 - i. How will Alaska Native Communities continue to control their corporate and tribal lands and resources
2. The Evolving Role and Place of the thirteen Native Corporations, the Native Tribes and Villages, and the Native Non-Profits
 - a. Corporate Leadership and Elections
 - b. Native Health Organizations
 - c. Scholarship Programs
 - d. How will the ANCSA community address corporate share-holding (alienation and rising generations [so-called “after-borns”])?
 - e. How will the ANCSA community address profit-sharing
3. The Meaning and Importance of “Subsistence Rights” and the challenges going forward
 - a. Control of Access to and Management of Fisheries and Hunting/Trapping
 - b. Impact of Climate Change
 - c. Impact of “Development” (mining, logging, etc.)
4. Alaska Native Leadership Today
 - a. The Role of the AFN
 - b. The Role of Tribes and Villages
5. Final Panel Discussion of young Alaska Native leaders reflecting on “ANCSA Going Forward in the Next Ten Years”

1. Alaska Native Sovereignty – Use and Stewardship of the Land

- a. What is meant by “Alaska Native Sovereignty” and what is the current status of establishing those rights?
- b. Concerning Native sovereignty, to date, it is correct to recognize that no tribal government in Alaska has been given formal Congressional recognition, which is necessary for the establishment of a tribal government. It still rests on Ada Deer's executive decision in the 1990s to recognize 227 Alaska Native

tribes. However, some believe this is a moot point now, for Congress has provided many grant programs and opportunities to those 227 tribes, giving them a tacit recognition through the back door, so to speak. CARES Act funding is just one source of funding, and recognition. But it still goes to the question of tribal legitimacy. The Supreme Court decision may clarify this, finally.

- c. How will Alaska Native Communities continue to control their corporate and tribal lands and resources?

- d. What is the impact of “Development” projects (mining, logging, etc.)?



Ward and
Rude-ANCSA-Sovereignty

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

View: Two Presentations at the Wood Center Ballroom, University of Alaska Fairbanks, Fairbanks, Alaska, October 5, 2011 [ANCSA at 40 Conference]. Session # s 1 & 2: “Impact of Alaska Native Claims Settlement Act (ANCSA) on Alaska – Reflection and Introduction on the Economic Impact of ANCSA.” Panelists: Dr. Willie Hensley; John Borbridge, Jr.; Dr. Emil Notti; Dr. Al Ketzler, Sr.; and Senator John Sackett. And, (2nd round) panelists: Tim Wallis, Jim Dodson, Wanetta Ayers, and Shauna Hegna.

[needs a viewable file]

Issue: Recognition of tribal governments: this is complex, and there are two positions on it. There is not SCOTUS finality on the question, but Congress has granted Alaska tribes virtually all the benefits any other tribes have. It's not unlikely that the question will rise to SCOTUS some day, and given the history, it's not unlikely that SCOTUS would confirm Congressional recognition, but who knows.

https://www.uaf.edu/tribal/112/unit_4/federalrecognitionofalaskatribesandrelationswiththestateofalaska.php

<https://www.scotusblog.com/2021/04/are-alaska-native-corporations-indian-tribes-a-multimillion-dollar-question/>

- e. What are “Lands in Trust?” – benefits, drawbacks, opportunities
 - i. Re DOI and Indian Land in trust:

<https://www.jdsupra.com/legalnews/department-of-interior-memorandum-6647399/>

[Department of Interior Memorandum Removes Bar to Secretary's Land Into Trust Authority in Alaska]

2. **What is meant by “subsistence rights,”** how is this fundamental right managed (federally and State of Alaska), and what is the current status of issues?

Key Issues:

- a. Historical foundations – What is the meaning and importance of “Subsistence Rights” and what are the challenges going forward?
- b. Federal, State of Alaska, and Traditional Alaska Native Rights
- c. What is the Federal subsistence board
 - i. This is the Department of Interior’s formal description of the program by The Office of Subsistence Management (in Anchorage). This is an entry site that will be useful to students and folks who want to look into the issues. Good timeline.
 1. <https://www.doi.gov/subsistence/statewide>
- d. What is the impact of Climate Change on subsistence resources?
- e. How do Alaska Native communities control access to and management of Fisheries and Hunting/trapping?

Visit: <https://www.doi.gov/subsistence/statewide>

Anderson, Robert. “ SOVEREIGNTY AND SUBSISTENCE: NATIVE SELF-GOVERNMENT AND RIGHTS TO HUNT, FISH, AND GATHER AFTER ANCSA. *Alaska Law Review* (2016)



Robert
Anderson-Sovereignty

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

Read: Berger, Thomas. *Village Journey*, Chapter 2 – “Subsistence: More Than Survival, a Way of Life”

View: Presentations at the Wood Center Ballroom, University of Alaska Fairbanks, Fairbanks, Alaska, October 5, 2011 [ANCSA at 40 Conference]. Session #s 6 & 7: “Reflections and Analysis of Social Change, Governance & Leadership in Alaska as a Result of ANCSA” comments by panelists Lisa Jaeger, Mike Williams, Bernice Joseph, Dr. Gordon L. Pullar, Andy Teuber, and Valerie Davidson

[needs a viewable file]

3. **The Role and Place of the Alaska Native Corporations Today**

- a. Social Responsibilities of the Corporations

- i. What are the Corporation “Non-Profits” and what is their evolving role?
- ii. Role of the Corporations in Village Life – health services (e.g., Seldovia Village Tribe Health and Wellness Center (Homer and Anchor Point)
- iii. This is section 14(h) of ANCSA. Here is the Bureau of Indian Affairs explanation of 14(h): <https://www.bia.gov/regional-offices/alaska/ancsa-program>
- iv. Series in Indian Country Magazine:
 1. <https://indiancountrytoday.com/news/alaska-natives-complicated-identities>
- v. Some years ago, Steve Colt at ISER did a study of services provided by regional and village corporations; he found there were almost none, all of it being handed off to the non-profit arms.
 1. E.g., protection of historic and cemetery sites is unfunded but deeply important.

READ: Pratt, Kenneth. *CHASING THE DARK-Perspectives on Place, History and Alaska Native Land Claims*

Chapter 3: “A History of the ANCSA 14(h) (1) Program” [historic and cemetery protection/preservation]

- b. Comments on the place of Alaska Native Corporations by Kim Reimeier, Executive Director of the ANCSA Regional Association (an association of the leadership of all the Alaska Native Corporations): <https://www.youtube.com/watch?v=MKWuwj3Wxwk>
- c. Corporation Profit “Sharing” among Corporations (ANCSA 7.i and 7.j) – what are the central issues/areas of concern/conflict?
- f. [Anchorage Daily News | Page A07](#) Friday, 1 October 2021
 - a. “Alaska Native corporations slowly approach shared revenue ‘cliff’”
 - i. Alaska Journal of Commerce



Alaska Native
corporations slowly a

- b. How will Alaska Native communities address “profit sharing” provisions in ANCSA?

- c. New Shareholders (“after-borns,” etc.)\

Read:

- d. Arnold, Robert. *Alaska Native Land Claims*. The Alaska Native Foundation, 1978. Part VI: Chapters 24 – 26 “Settlement Act Organizations”
- e. _____. Part IX (Chapters 37 - 39) “Shaping the Future” (as seen in 1975)
- f. Berger, Thomas. *Village Journey*, Chapter 4 – “The Unravelling of ANCSA” (risks and dilemmas)

View: (yet to be determined)

4. ALASKA NATIVE LEADERSHIP TODAY

- g. Principle Speaker: Role of the AFN: Julie Kitka, President, AFN (not committed)
 - i. The role of the AFN today (topic is on every list as an important one).

As tribal governments gain more confidence under the tutelage of NARF attorneys (Heather Kendal Miller, Lloyd Miller, Robert Anderson), they are more able to challenge AFN leadership and resolutions. And ASRC has always been more independent than any other corporation, even CIRI, because of the wealth in the region from Borough taxation.

One key, continuing issue is the 70/30 sharing split mandated under 7(i) and 7(j).

<https://ancsaregional.com/about-ancsa/#sharing>

<https://www.akrdc.org/alaska-native-corporations>

- h. Role of Leading Corporations (some more affluent/politically powerful than others taking the lead/contesting for leadership statewide??)
 - i. Here's an entry site for the requisites of ANCSA 7i and 7j. Different spokespeople and individuals have different takes on how it has worked. There's been a long history of litigation, and thus quite a list of cases; but most of the issues seem to have been worked out. <https://ancsaregional.com/about-ancsa/#sharing> Here's the Resource Development Council web page: <https://www.akrdc.org/alaska-native-corporations>

i.

5. FINAL SESSION IS A “WRAP-UP” PANEL DISCUSSION WITH YOUNG ALASKA NATIVE LEADERS COMMENTING ON THE KEY “ENDURING CRITICAL ISSUES”

Reflection Panel (for example): Young Alaska Native Leaders (voices, ???)

Aaron Leggett (Eklutna Tribe) – Curator, Anchorage Museum, Anchorage/Eklutna

Chuck Smythe – Tlingit – Education Director, Sealaska, Juneau

April Laktonen Counciller (Alutiiq) – Director, Alutiiq Museum, Kodiak

Patuk Glen (Inupiat) – Eagle River -- Executive Director at Arctic Slope Community Foundation.

Joel Isaak () -- Anchorage

Emily Edenshaw, president and CFO, Alaska Native Heritage Center

Gregory Stewart, Grant-Writer and Admin Manager, Alaska Native Heritage Center

Selena Ortega-Chiolero, Chickaloon Village Traditional Council

Panel to Comment on: How does ANCSA provide empowerment unlike any other U.S. policy re Indigenous peoples?

How does it differ from older U.S. policy toward indigenous peoples?

Is this actually what happened (or is this just another version of “Termination” of Indigenous Rights?

How is ANCSA a stirring success? [see Haycox “Shock and Awe”]



Haycox_Shock and
Awe -- Passage of AN

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<https://alaskahistoricalociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

View: Disc Seven of “ANCSA at 40”: **Continued Reflections and Analysis of Social Change, Governance & Leadership in Alaska as a result of ANCSA**

Various Academic Connections for Teaching ANCSA:

UAF Dept ANSRD -- 2011

2. Syllabus originally designed and created by Professor Gordon Pullar,



Open ancsa-online
curriculum.docx

openancsa.community.uaf.edu

This syllabus is organized as 14 Learning Units

PART I:

15. Years Prior to ANCSA
16. Formation of the AFN
17. Alaska Land Freeze
18. ANCSA and Policy in the 1960s
19. Different Drafts of ANCSA
20. Legislative Process Challenges
21. Early ANCSA implementation
22. Business Leadership and ANCSA
23. Different Misconceptions about ANCSA
24. Village Corporations
25. Corporate Mergers
26. Problematic Provisions of ANCSA
27. Financial and Legal Options
28. Success and Failure of ANCSA

Syllabus as organized by Professor Diane Benson



2014-03 RD F470
F670 Alaska Native Cl

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

Syllabus for Undergraduates, organized by Professor Jenny Bell Jones



2015-03 RD F110 AK
Native Claims Settle

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

B. ANCSA for Public School Students

1. http://alaskool.org/projects/ancsa/elem_ed/elem_ancsa.htm

By Paul Ongtooguk with Claudia Dybdahl

- a. Organized as six Learning Units largely focused on legal definitions and issues (concepts of ownership)) and on the importance of land:
 - 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”

4. **Tribal Leadership History:** syllabus draft by **Joel Isaac** (see addendum)

<https://mail.google.com/mail/u/1?ui=2&ik=a4760b54c2&attid=0.1&permmsgid=msg-f:1706027862244110511&th=17ad074d41fab0af&view=att&disp=safe>

X. Addendum

1. ANCSA at 40 (2011) – UAF (9-DVD collection of Sessions) also PDF of contents
<https://drive.google.com/drive/folders/1u-fqWsAvr96N8vkq4TWkKylV67g7JqWT>



ANCSA at 40 pdf.pdf

To access this PDF, click on this link to the Alaska Historical Society website:

<https://alaskahistoricalsociety.org/discover-alaska/resources-for-teaching-ancsa-at-50/>

See following for contents:



DEPARTMENT OF ALASKA NATIVE STUDIES AND RURAL DEVELOPMENT

University of Alaska Fairbanks

Fairbanks Campus: 1736 Tanana Loop P.O. Box 756500, Fairbanks, Alaska 99775-6500.

Office: 907-474-6528 Toll-free: (866) 478-2721 Fax 907-474-6325

fjdanrd@uaf.edu www.uaf.edu/dansrd

ANCSA at 40
The Impact of the Alaska Native Settlement Act on
Alaska 1971 – 2011
DVD Collection in mp.4 Format

Titles of Individual DVD's

1. Disc One: **Reflections on the Economic Impact of ANCSA**
 - John Borbridge, Jr.
 - Dr. Willie Hensley
 - Dr. Emil Notti
 - Sen. John Sackett

2. Disc Two: **Continued Reflections on the Economic Impact of ANCSA**
 - Tim Wallis
 - Jim Dodson
 - Wanetta Ayers
 - Shauna Hegna

3. Disc Three: **Senator Fred Harris**

4. Disc Four: **The Impact of ANCSA on Alaska's Environment**
 - John Shively
 - Tiel Smith
 - Jimmy Stotts

5. Disc Five: **Women and the ANCSA**
 - Alice Petrivelli
 - Betty Huntington

6. Disc Six: **Reflections & Analysis of Social Change, Governance & Leadership in Alaska as a result of ANCSA**
 - Lisa Jaeger
 - Mike Williams
 - Bernice Joseph

**7. Disc Seven: Continued Reflections and Analysis
of Social Change, Governance & Leadership in
Alaska as a result
of ANCSA**

- Dr. Gordon L. Pullar
- Andy Teuber
- Valerie Davidson

**8. Disc Eight: Reflections and Analysis
of the Impact on Alaska Native Culture,
Education and Leadership as a result of
ANCSA**

- Dr. April Kaktonen Counciller
- Dr. Sven Haakanson, Jr.
- Agatha John-Sheilds
- Dr. Rosita Worl

**9. Disc Nine: Continued Discussion of the Impact
on Alaska Native Culture, Education & Leadership as a
result of ANCSA**

- Dr. John Weise
- Major Wayne Don

**2. DRAFT SYLLABUS FOR HIGH SCHOOL STUDENTS, by Joel Isaac – 2021
(Because this syllabus has not been published, I include it here to give a good picture of
a first-rate approach to teaching young people about issues tied to ANCSA.**

Tribal Leadership History

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

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, "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>)

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.

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.

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

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>

Mercurieff, 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.

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