

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

**ANS 467/RD667 – Beyond Violence: Alaska Native Healing &
Justice**

COURSE SYLLABUS

Fall 2017

3 Credits – Audio-Conference Course

Course Meets:

Call-In Number: 1-866-832-7806

Student Pin: 2823276

Requirements:

INSTRUCTIONAL METHODS

The course will use the Blackboard on-line system for delivery of course materials and submission of assignments as well as audio-conference for course lectures, student discussions, and individual conferences, and the use of e-mail communications between students and the instructor.

REQUIRED TEXTS FOR COURSE (by title) (FOR EVERYONE)

- *Understanding the Crime of Rape*, edited by Sarah Deer,
Bonnie Clairmont, et al. (2008) Altamira Press

- *Violence Against Women: A National Curriculum*, by Jacqueline Agtuca,
edited by Dorma Sahneyah. (2014) NIWRC

(REQUIRED FOR RD 667 STUDENTS ONLY)

- *Understanding the Crime of Rape*, by Sarah
Deer, (2015) University of Minnesota Press: London

- *Violence Against Women: A National Curriculum*, by Andrea Smith, (2005)
Cambridge Mass: South End Press (Or latest edition).

(Not Required, but Strongly Recommended):

- *Understanding the Crime of Rape*,
Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

OTHER REQUIRED READINGS

. Amnesty International Report.
<http://www.amnestyusa.org/pdfs/MazeOfInjustice.pdf>
. Order
from www.ncjrs.gov/App/Publications/AlphaList.aspx
Sexual Assault Response Teams: Resource Guide
http://www.tribal-institute.org/download/SART_Manual_09_08.pdf
--Other required readings as assigned

RECOMMENDED READINGS & SOURCES (It is expected that at least some of these sources will be utilized by students for research)

- *Understanding the Crime of Rape*,
Laura van Dernoot Lipsky with Connie Burk. (2009) Berrett-Koehler Publishers, Inc.

Recommended Research Sources (FOR EVERYONE)

-Office for Victims of Crime, U.S. Department of Justice: www.ovc.gov
-National Indigenous Women's Resource Center: www.niwrc.org
- National Online Resource Center on Violence Against Women: VAWnet.org
-Mending the Sacred Hoop: www.msh-ta.org

Recommended Research Sources (FOR RD 667 STUDENTS ONLY)

- The Rights of Indians and Tribes, Fourth Edition, by Stephen L. Pevar (2012)
- Tribal Court Clearinghouse: www.tlpi.org
- Walking On Common Ground: www.WalkingonCommonGround.org

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Attendance: It is imperative that students attend every class and be on time. If you miss a class, you risk losing points for attendance as well as for any work or presentation due for that class period. You also will miss the lecture and the opportunity to ask questions. If, for some grave reason, you must miss a class session, out of courtesy to the instructor and your fellow students, please advise the instructor before class that you may be absent.

Participation: Students are expected to participate in classroom discussions and to be prepared. Students must read the assigned materials and bring thoughtful questions to class. It is expected that you will practice effective communications in both speaking and writing.

Competency: It is expected that students will demonstrate an appropriate level of competency in information literacy using skills learned from previous courses to identify, locate and access needed information, and to evaluate content and integrate and communicate information, and to otherwise read and write with college level ability.

Computer Ability: Students must have the knowl.1(tTJ0.003 908(t6 a)1m4MCID 6 BDC t10(uID 6 BDC t10(u

term and culturally relevant solutions. This is a serious course created to add a step in that direction. To take you there, you will work on a single project throughout the semester.

ABOUT THE PROJECT (467 & 667):

This project will serve as your Mid-term and as your Final Paper. The project accounts for 30% of your grade for ANS 467 students, and 60% of your grade for RD 667 students. Certain aspects of the project will be required at different stages.

The project will include the following:

- A topic proposal
- An outline
- A class presentation (mid-term) with a presentation support paper (may be an electronic document such as a power-point, a video, or other creation)
- A carefully drafted and polished final paper (ANS 467 students - minimum 10 pages, RD 667 students - minimum 20 pages. Minimums do not include cover pages, policy recommendations (for RD 667), and references.

If the class number is greater than fifteen students, you may be assigned to work in pairs on the project. Should this be the case, the two of you will work on the same subject, but work on different complimentary portions, and most importantly, you will write separate presentation (mid-term), and final papers. You would be required to make the (mid-term) oral/class presentation together, but handling separate parts of the presentation. Note: Pairs cannot include graduate and undergraduate students working together.

The final paper will conclude your own individual work on the project with individual follow-up research, added observations, new discoveries and a developed idea for solution(s) regarding your subject. Your project must involve a critical examination of a real problem and seek a real solution for ending violence in regard to a particular Native population. You are expected to work towards identifying and solving a problem; utilizing and expanding on information garnered from the course. RD 667 students must provide recommendations as a result of their research and direct those recommendations to a particular institution. (This will be further discussed in class).

PROJECT TOPICS PRE-APPROVED FOR SELECTION INCLUDE:

1. If a sexual assault occurred on a U of A campus, what would be the process for filing a charge, getting the victim assistance, recovery and other follow-up? Who would the victim initially contact? Now assume the victim was Native.

2. A sexual assault of a student occurs off-

another country (while the student was registered and in school at U of A). How would a charge be filed? What rights does the victim have? What services are available?

3. How does the State of Alaska work with Alaska Native tribes/villages in the enforcement of Protective Orders? (You must select a particular community as your case study, such as Emmonak or Angoon or Tanana for example). What funds are available and actually reach the community? How does the community typically respond to sexual violence? Do they have a tribal court? What needs to be changed? How could it be changed to better serve justice and protection of its tribal members?

4. Examine every aspect of what a person who is a victim of DV, SA, or other severe

rural) towards the issues of sex-trafficking and prostitution? How does sex-trafficking and prostitution intersect, or does it?

8. Other project topic ideas may be proposed, but must be pre-approved and must meet the requirements for inquiry.

Your project paper should include elements of two or more of the following:

- The role and power of actual damaging or dehumanizing imagery in media, print, and/or relevant identified societal attitudes
- How sexual violence hurts and effects more than the victimized individual
- Barriers that affect the safety of Native women or the obtainment of justice
- Methods for enforcing or ensuring protection of Native women and how that ensures protection of all citizens or tribal members
- An issue of policy change
- **RD 667** papers should include policy recommendations.

All papers should include:

- Ideas and creative solutions for curbing sexual violence and improving individual, community, state, tribal or federal responses and, should include some reference and add to global discourse on violence and trauma issues

Research: You should plan to draw upon a number of different sources for your paper. Library/internet, oral histories, and other media may be used.

RD 667 Students may also use oral sources (interviews/oral histories), if IRB trained and/or otherwise approved and if not in violation of UA policies and ethical research standards.

STUDENT EVALUATION AND GRADES

ANS 467 ASSIGNMENTS & EXAMS:

CLASS ATTENDANCE/PARTICIPATION: ANS 467 students will receive .5 point for each class attendance, and .5 point per class participation. Participation means speaking up in class and talking from knowledge gained from the readings. All students start with 1 point since there are 14 weeks in the semester and attendance and participation is worth 15 points (15% of the final grade) for the course.

QUIZZES: ANS 467 Students will take three quizzes throughout the semester worth 10 points each. Quizzes are based on readings and course discussions. This is worth 30% of the final grade for the course.

HOMEWORK ASSIGNMENTS: These are primarily discussion question essays posted on Blackboard that students will be expected to answer and to reply to posts by fellow students. These range in point value from 1 point to 3 points each.

MID-TERM PRESENTATION: All students will be expected to make a class presentation

project that the students will work on throughout the semester. (See "About the Project" above). The presentation is worth 15% of final grade for the course.

FINAL EXAM: Students will take a final exam based on readings and course discussions.

467 & 667 will take separate exams. This is worth 15% of the final grade for the course.

FINAL PAPER: A carefully drafted and polished final paper with a minimum of 10 pages. Minimums do not include cover pages, policy recommendations and references.

Successful completion of this course requires:

- early identification of your topic,
- completing all reading when it is assigned,
- timely completion of all homework (meeting deadlines),
- systematic search for appropriate sources and completion of interviews,
- creatively constructing and clearly articulating your oral/class presentation,
- turning in a clear supportive document to your oral/class presentation,
- reviewing your materials prior to quizzes and final exam,
- properly formatting, writing and polishing your final paper.

Grading for ANS 467 is based on the standards below and computed as follows:

- Class attendance and participation 15%
- Quizzes (3) 30%
- Homework assignments 10%
- Class presentation (Mid-term) 15%
- Final exam 15%
- Final paper 15%
- Total 100%

ANS 467	Number Given	Point per Unit*	Points Value	% of Grade
Attendance & Participation	15	1	15	15%
Quizzes	3	10	30	30%
Periodic Homework Assignments	5	Vary (1 – 3 pts)	10	10%
(Mid-Term) Presentation	1	15	15	15%
Final Exam	1	15	15	15%
Final Paper	1	15	15	15%
TOTALS			100 Points	100%

*

RD 667 ASSIGNMENTS & EXAMS:

CLASS ATTENDANCE/PARTICIPATION: RD 667 students will be expected to participate at a higher level, and give short introductions to readings once per week. All students start with 1 point since there are 14 weeks in the semester and attendance and participation is worth 15 points (15% of 6g)

HOMEWORK ASSIGNMENTS: These are primarily discussion question essays posted on Blackboard that students will be expected to answer and to reply to posts by fellow students. These range in point value from 1 point to 3 points each.

MID-TERM PRESENTATION: All students will be expected to make a class presentation utilizing visual tools such as Power Point. This is the completion of the first stage of the project that the students will work on throughout the semester. (See "About the Project" above). The presentation is worth 15% of final grade for the course.

RESEARCH AND FINDINGS REPORTS: RD 667 students will turn in two research and findings reports about the progress of their research for their final paper.

FINAL EXAM: Students will take a final exam based on readings and course discussions. **467 & 667 will take separate exams.** This is worth 15% of the final grade for the course.

FINAL PAPER: A carefully drafted and polished final paper with a minimum of 20 pages. Minimums do not include cover pages, policy recommendations (for RD 667), and references.

Grading for RD 667 is based on the standards below and computed as follows:

- Class participation/mini-presentations 15%
- Homework assignments 10%
- Class presentation (Mid-term) 15%
- Research & Findings Reports (2) 20%
- Final exam*

****667 students will turn in two reports about questions/progress of their research.

Plus and minus grades will be assigned. Their numerical values can be found under Academics and Regulations; Grading System and Grade Point Average Computation in the 2014-2015 UAF electronic catalog. Rules regarding "C" grades may be reviewed at http://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf

NOTE: Please, if you have any questions at any time throughout this course, or any questions about the syllabus, notify me. It is your responsibility to contact me for clarification and assistance as issues or concerns arise.

INSTRUCTOR POLICY ON INCOMPLETE GRADES:

An "I" (Incomplete) grade is strongly discouraged. An Incomplete will be given only in circumstances of documented serious emergency.

WRITING ASSISTANCE

The UAF Writing Center provides assistance as quoted from their website: uaf-writing-center@alaska.edu

"The UAF Writing Center employs a full staff of graduate level tutors who are trained to give writing and formatting advice on any project at any stage of conception -- from brainstorming to final edits. **For those of you unable to meet us on-site, we offer distance tutorials by phone from 7-10 pm on Monday through Thursday, and from 1-6pm on Sundays.**

Any interested students should contact the Writing Center by phone at [\(907\) 474-5314](tel:9074745314)

with disabilities. You may contact the UAF Office of Disability Services at (907)474-5655 or TTY: (907)474-1827. Please visit <http://www.uaf.edu/disability/> for more information.

TITLE IX BOR POLICY ON DISCRIMINATION, HARASSMENT AND VIOLENCE

University of Alaska Board of Regents have clearly stated in BOR Policy that discrimination, harassment and violence will not be tolerated on any campus of the University of Alaska. If you believe you are experiencing discrimination or any form of harassment including sexual harassment/misconduct/assault, you are encouraged to report that behavior. If you report to a faculty member or any university employee, they must notify the UAF Title IX Coordinator about the basic facts of the incident. Your choices for reporting include:

- 1) You may access confidential counseling by contacting the UA Health & Counseling Center at 474-7043
- 2) You may access support and file a Title IX report by contacting the UAF Title IX Coordinator at 474-6600;
- 3) You may file a criminal complaint by contacting the University Police Department at 474-7721.

Department of Alaska Native Studies & Rural Development Mission Statement

"Our mission is to strengthen leadership capacity for rural and indigenous communities in Alaska and the circumpolar North through degree programs that promote academic excellence, personal development, professional skills, global awareness, respect for indigenous cultures, and commitment to community. We seek to include a keen awareness of the scope, richness, and variety of Alaska Native cultural heritages, and a series of critical perspectives on the historical and the contemporary indigenous experience for all our students."

SCHEDULE FOR ANS 467/RD 667 Beyond Violence: Alaska Native Healing

Lecture/Discussion Part I: Victimization in Indian Country
Lecture/Discussion Part II: Barriers to Adequate Services/Justice
VIEW TOGETHER: On-line Video TBA
ASSIGNMENT:

WEEK 8 -- DUE: PRESENTATIONS Everyone (15 PTS) – Begin with ANS 467 (1/3 OF CLASS)

Lecture/Discussion: Incarceration and Trauma
Lecture/Discussion: Trauma Informed Cultures
GUEST SPEAKER –TBA (ACLU or Amnesty International)
ASSIGNMENT:

WEEK 9 -- PRESENTATIONS – (1/3 OF CLASS) Be prepared to discuss the Amnesty Report,

Lecture/Discussion: Safety and Advocacy in Rural Alaska
Lecture/Discussion: Justice, Jurisdiction, and Forensics Issues
GUEST SPEAKER - TBA
ASSIGNMENT:

PART IV: SOLUTIONS, SAFETY, AND COMMUNITY RESPONSE

WEEK 10 -- PRESENTATIONS (1/3 OF CLASS)

Lecture/Discussion Part I: Western & Indigenous Solutions to Native Problems
Lecture/Discussion Part II: Victim Centered Justice & Meeting the Needs of Underserved Victims
VIDEO (If available)/Discussion:
ASSIGNMENT:

**WEEK 11 -- IN CLASS DISCUSSION (QUIZ III ANS 467 – 10 PTS)
(RD 667 RESEARCH & FINDINGS REPORT 2 – 10 PTS)**

Lecture/Discussion Part I: Movements in Securing Protection for Native Women
Lecture/Discussion Part II: Indigenous Men & Women/Effort for Solutions
GUEST SPEAKER (TBA)
ASSIGNMENT:

WEEK 12 -- IN CLASS DISCUSSION

Lecture/Discussion Part I: Restorative Justice and other Alternatives
Lecture/Discussion Part II: Building Compassion & Community
ASSIGNMENT:

WEEK 13 -- IN CLASS Q & A AND REVIEW

Lecture/Discussion Part I: Trauma and Stewardship
Lecture/Discussion Part II: Review
ASSIGNMENT:

