Course Information

RD 630 Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities
3 Credits
Prerequisites: Graduate standing or permission of instructor.
Recommended: RD 625.
Location: TBD
Meeting Time: TBD

Instructor

Name: TBD
Office Location: TBD
Office Hours: TBD
Telephone: TBD
Email Address: TBD

Course Reading/Materials

Course Textbooks:

Required:

Title #1: Alaska Native Corporations
Authors: Darrell Green & Maria B. Lopez, Editors
Edition/Publisher: Novinka (New York, 2013)

Title #2: Reservation Capitalism, Economic Development in Indian Country
Authors: Robert J. Miller
Edition/Publisher: Novinka (University of Nebraska Press, 2013)

Required Supplementary Readings (excerpts from)

Allaway, James, and Byron Mallott, ANCSA Unrealized: Our Lives Are Not Measured

Branson, Douglas M., Still Square Pegs in Round Holes? A Look at ANCSA Corporations, Corporate Governance, and Indeterminate Form or Operation of Legal Entities, 24 Alaska L. Rev. 203 (2007)

Buchanan, Travis G., One Company, Two Worlds: The Case for Alaska Native Corporations, 27 Alaska L. Rev. 297 (2010)

Case, David, and David Voluck, Alaska Natives and American Laws (3rd Edition), University of Alaska Press (2012), Chapter 1 – The Federal – Native Relationship Generally, and Chapter 5 – ANCSA: The Alaska Native Claims Settlement Act

Cheney, Gail, Understanding the Future of Native Values at an Alaska Native Corporation (Dissertation, Antioch

Newman, Dwight, Michelle Biddulph, and Lorelle Binnion, Arctic Energy Development and Best Practices on Consultation with Indigenous Peoples, 32 B.U. Int'l L.J. 449 (2014)

Pacheco, Michael, Toward a Truer Sense of Sovereignty: Fiduciary Duty in Indian Corporations, 39 S.D. L. Rev. 49 (1994)

Pullar, Gordon, Indigenous Culture and Organizational Culture, A Case Study of an Alaska Native Organization

Smiddy, Linda O., Company and Labor Law: Responding to Professor Janda – The U.S. Experience: The Alaska Native Claims Settlement Act (ANCSA) Regional Corporation as a Form of Social Enterprise, 30 Vt. L. Rev. 823 (2006)

Sorensen, Stephen F., Mineral Development on Native Lands: The Alaska Perspective, Rocky Mt. Min. L. Inst. 3-1 (1999)

Thomas, Clive S., Laura C. Savatgy, and Kristina Klimovich, Alaska Politics & Public Policy, The Dynamics of Beliefs, Institutions, Personalities, and Power (2016), Chapter 6, Alaska's Political Economy: Structure and Power Dynamics (by Britteny A. Cioni-Haywood), Chapter 7, Alaska's Political Economy: Outside Forces, Economic Viability, and Public Policy Options (by Gunnar Knapp), Chapter 9, Alaska Natives and the State's Political Economy: Changing Power Relationships (by Thomas F. Thornton and Emil Notti with Mary Sattler and George Owletuck), Chapter 21, Natural Resources and the Owner State: Economic and Political Realties and Policy Dynamics (by Anthony T. Nakazawa, Robert F. Gorman, George Goldman, and Clive S. Thomas)

Yang, Jenny, Small Business, Rising Giant: Policies and Costs of Section 8(A) Contracting Preferences for Alaska Native Corporations, 23 Alaska L. Rev. 315 (2006)

Course Description

RD 630 - Economic Development Policy and Entrepreneurship in Rural Alaska: Challenges and Opportunities
3 Credits
This course explores the questions - what does/should economic development and entrepreneurship look like in rural and Native Alaska? What national, state, and tribal policies and laws are desirable, given the history and experience of existing ANCSA corporations (and transnational corporations), tribal enterprises, and small businesses? This course further explores the unique origins and experiences of tribal enterprises and ANCSA corporations, exploring their contradictory purposes from a business standpoint, responsibilities to shareholders and tribal members,

transparency and accountability under federal and state laws, U.S. federal trust responsibility, special tax and business exemptions, and resulting business strategies for rural and Native Alaska.

Prerequisites: Graduate standing or permission of instructor.
Recommended: RD 625

Course Goals

The goal of this course is to provide students with an in depth understanding of the interrelationships between economic development policy, individual and corporate (ANCSA and other) business strategies, and economic development in rural Alaska and the tools to make change and improve economic development outcomes in rural and Alaska Native communities.

Student Learning Outcomes (more specific)

Students will:

(1) Recognize the profile and concerns of successful rural business enterprises/entrepreneurs;

(2) Examine the unique relationship between the U.S. federal government and laws, and U.S. federally recognized tribes and their enterprises;

(3) Explore aspects of the history and purposes of tribal enterprises informing their business structure, culture, legal obligations and limitations;

(4) Identify and compare successful tribal enterprises in the lower 48 (e.g., tribal resource extraction, gaming, etc.);

(5) Analyze the history and conflicting purposes of the Alaska Native Claims Settlement Act (ANCSA)(from a business standpoint), informing the existing business structure, corporate culture, and legal obligations and limitations, at the regional and village levels;

(6) Recognize that government has been intertwined with business in Native Alaska from the outset, e.g., historical problems with ANCSA corporation launch and U.S. federal government/law interventions (e.g., Net Operating Losses, Section 8(a) Minority businesses, etc.), & explore the lingering issue of whether there is a U.S. federal trust responsibility to keep ANCSA corporations solvent;

(7) Explore the purpose and experience of ANCSA corporations and the experience of 7(i) “revenue-sharing;”

withdraw from the course. Students should review the syllabus and schedule and make sure that they can schedule the time needed for attendance and assignments in this course. Students are responsible for checking their progress and making

Students are expected to respond to the specific questions accompanying each case study.

Case Study Presentation/Facilitation of Group Discussion

Each student will be assigned three case studies and/or readings and will be expected to (on three class dates): (a) prepare a 15 minute Power Point presentation summarizing key concepts; (b) facilitate a 20-30 minute group discussion; and (c) identify 3-4 discussion questions. Power Point presentations and discussion questions must be emailed to the instructor the day prior to your presentation.

Development of a New Case Study

Students will draft a new rural Alaska-specific case study on business concerns in rural Alaska, in one of the following areas:

- *Small, private enterprise*
- *Tribal enterprise*
- *ANCSA regional or village corporation*
- *Transnational corporation*
  Or
- *An approved variation/topic*

Case Study/Presentation

Students will prepare and present a 20-25 minute in-class presentation based upon their draft original case study. Students are encouraged to prepare a 10-12 slide Power Point presentation. Power Point presentations must be emailed to the instructor the day prior to your presentation.

What is a Case Study?

We will be using the approaches, methods, and materials (case studies) of Evergreen State College's Enduring Legacies Native Cases Initiatives at http://nativecases.evergreen.edu/index.html The following is taken and modified from the Evergreen materials.

"Cases are simply stories with an educational message, but they pose problems or dilemmas."

- Writer Guidelines for the Enduring Legacies Native Case Initiative, Evergreen State College.

Syllabus for RD 630 -

Grading System

Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog. I will apply plus and minus grades.

A+ 100–97%	A.....96–93%	A-.....92–90%
B+.....89–87%	B.....86–83%	B-.....82–80%
C+.....79–77%	C.....76–73%	C-.....72–70%
D+ 69–67%	D.....66–63%	D-.....62–60%

F.....less than 60%

A "A" (including A+ and A-) indicates a thorough mastery of course content and outstanding performance in completion of course requirements.

B "B" (including B+ and B-) indicates a high level of acquired knowledge and performance in completion of course requirements.

C "C" (including C+ and C-) indicates a satisfactory level of acquired knowledge and performance in completion of course requirements.

D "D" (including D+ and D-) indicates a minimal level of acquired knowledge and minimal performance in completion of course requirements. This grade does not satisfy requirements for courses in the major, minor, core or graduate programs.

F "F" indicates failure to meet a minimal level of understanding of course content and/or performance in completion of course requirements. All F grades, including those earned in pass/fail courses, are included in the GPA calculations.

Go to: https://uaf.edu/catalog/current/academics/regs1.html for more details and grade point computation.

Go to: https://www.uaf.edu/files/uafgov/Info-to-Publicize-C_Grading-Policy-UPDATED-May-2013.pdf for details on "C - Grading Policy."

Support Services

UAF Tutoring Center

The Student Support Services Tutoring Center is located in 514 Gruening and is open Sunday-Friday. Walk-in and scheduled tutoring for one-on-one or small group (up to 3 students) is available.

See the detailed schedule for available times and tutors. Please call 474-6844 to schedule an appointment.

Go to https://www.uaf.edu/sss/tutoring-center/ for more details.

The UAF Writing Center

Tutorials. Tutorial appointments at the Writing Center are 30 minutes long. Call or stop by to make an appointment. Walk-in sessions are often available, but in the last half of the semester are often booked.

E-mail/Fax/Telephone Tutoring: The UAF Writing Center provides a telephone tutoring service for those not able to come to the campus location: CRCD students, students enrolled in courses through E-Learning and Distance Education, and those in the Fairbanks-North Star Borough with life demands preventing easy campus access. If you would like a telephone session call the Writing Center (907/474-5314) for an appointment and then e-mail (uaf-writing-center@alaska.edu) or fax (1-800-478-5246) your paper the day of your appointment--by 5:00 pm for an evening session and 12:00 pm for a Sunday afternoon session. The UAF Writing Center will then call you at the set time and collaborate with you on your writing need or needs. They offer telephone tutorials on Monday through Thursday evenings (7:15, 8:15, 9:15) and Sunday afternoon (1:15, 2:15, 3:15, 4:15, 5:15).

801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
Email: uaf-writing-center@alaska.edu
Go to

Fax: (907) 474-5688
Disability Services E-mail: uaf-disabilityservices@alaska.edu

At UAF our goal is to provide UAF students with access to academic classes and course materials through an interactive accommodation process.

UAF Disability Services provides accommodations to students on the Fairbanks campus as well as on the Bristol Bay, Chukchi, Interior Aleutians, Kuskokwim, Northwest, Community Technical College (CTC), UAF eLearning & Distance Education, and College for Rural and Community Development (CRCD) campuses.

Students using community campuses or distance learning programs should contact Disability Services via telephone, fax, e-mail, U.S. postal mail, or in person to request and arrange for accommodations.

UAF is obligated to provide accommodation only to the known limitations of an otherwise qualified student who has a disability. Please identify yourself to UAF Disability Services by applying for accommodations.

To be considered for UAF Disability Services accommodations individuals must be enrolled for at least one credit as a UAF student.

Applications for services can be hand-delivered, emailed, faxed or mailed to Disability Services.

If you need assistance with completion of any form, contact UAF Disability Services by email at uaf-disabilityservices@alaska.edu, by phone at (907)474-5655, or by TTY at (907)474-1827.

Go to

** List available keypad commands

Student Code of Conduct

UAF students are subject to the Student Code of Conduct.
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UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others.
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Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:
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Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.