



## Alaska Native Studies Council



2013 Conference: Transforming the University: Alaska Native Studies in the 21st Century

Dear Conference Attendees and Presenters, Elders and Community members:

It is our pleasure to have you join us for the *first* Alaska Native Studies Conference April 5-6, 2013 at the University of Alaska Anchorage. The Conference is bringing together over 150 Alaska Native scholars, practitioners, teachers, students and leaders from throughout Alaska and the nation. The Conference participants are presenting Alaska Native-related research, science and educational strategies grounded in Alaska Native experience, culture, insights, and perspectives.

In designing the conference, the Alaska Native Studies Council worked with Alaska Native faculty from across the State. Particular care has been taken to include young Native scholars, including Master's and Ph.D. level students, as well as Elders. The conference will integrate Indigenous perspectives and research into understanding past, current, and future issues, actions, and paradigms. There are only 54 Alaska Native people who have received Ph.D.'s. Alaska Native Studies Council is committed to growing that number. The Conference provides a platform for emerging Indigenous scholars to present their research and creative-work. We also support the development and implementation of Native-focused curricula and research and pedagogical strategies. We aspire to create a strategic plan to promote a deeper and more sustained commitment to integrating Indigenous perspectives into a variety of educational settings.

We look forward to the next several days and feel truly blessed that so many individuals have worked very hard to make this happen. We deeply appreciate the support of Provost Baker at UAA, in addition to Chancellor Case, President Gamble and the UA Regents.

*Qa̱gaasakung*

Sharon *Chilu* Lind

Leonard

UAA

*Gunalchéesh!*

Maria *Shaa Tláa* Williams

UAA

*Dogldinh!*

Beth *Ginondidoy*

UAF

*Háw'aa*

Jeane *T'áaw xíwaa* Breinig

UAA

*Gunalchéesh!*

Lance *X'hunei* Twitchell

UAS



# Alaska Native Studies Council



## Alaska Native Studies Conference, April 5-6, 2013

### Friday April 5<sup>th</sup>

**8 -9 a.m.** Registration at Wendy Williamson Auditorium lobby

*UAA shuttle will start at 7:30 from University Lake hotel to Wendy Williamson auditorium*

**9-11 a.m.** Opening Session.

Blessing: Marie Meade (Yup'ik)

Introductory remarks and welcomes by President Gamble, Chancellor Case, UAA; Provost Baker, UAA; Maria *Shaa Tláa* Williams, UAA, Recognition of Elders and of the Chair and co-chairs of the Alaska Native Studies Council - Sharon *Chilux* Lind, Beth *Ginondidoy* Leonard, Lance *X'hunei* Twitchell, Jeane *T'áaw xíwaa* Breinig

**Key note speaker:** Graham *Hingangoroa* Smith, Distinguished Professor of Education and Vice Chancellor, *Te Whare wananga o Awanuiarangi*: Indigenous-university

**11 a.m. -12** – Box lunches in Wendy Williamson auditorium

**11a.m-4 p.m** *Native Student Services will be open as a place people can get coffee, water, a resting place for visitors, Elders, etc.*

## KeyNote Speaker

### **Graham Hingangaroa Smith**

Distinguished Professor of Education Te  
Whare Wānanga o Awanuiārangi:  
*indigenous-university*



Dr. Smith is currently one of the foremost influential educators in the world. He is a Distinguished Professor of Education Te Whare Wānanga o Awanuiārangi: *indigenous university* in New Zealand, where he also serves as the CEO/Vice Chancellor. Professor Smith is internationally renowned and is a prominent Maori educator who has been a leader in the alternative Maori initiatives in the education field. Dr. Smith has dedicated his entire life to Indigenous-based pedagogical approaches in education. His ground breaking work on *Kaupapa Maori* – which is a Maori-based educational and cultural philosophy has been universally acknowledged as a powerful and effective approach in Indigenous education that has created systemic change in New Zealand. Dr. Smith served as Distinguished Chair in Indigenous Education at the University of British Columbia, and most recently as Principal International Research Fellow at the University of Sydney. Dr. Smith was a close colleague and friend of the late Oscar Angayuqaq Kawagley and has made numerous visits to Alaska and worked very closely with the University of Alaska Fairbanks on the Indigenous PhD program. Dr. Smith has also been a keynote speaker at the Alaska Federation of Natives, and has travelled extensively through the U.S., Canada and Hawaii. Many Indigenous scholars worldwide have been influenced by the new models of Indigenous education that Dr. Smith has established.

We are so privileged to have him here at our first Alaska Native Studies Conference.

# PANEL SCHEDULE

Friday April 5th

1-3 p.m. Concurrent Sessions

in Rasmuson Hall (RH), Sally Monserud Hall (SMH) and Beatrice McDonald Hall (BMH)

## SB 130: Alaska Native Language Preservation and Advisory Council

The Alaska Native Language Council, created under Senate Bill 130 and signed into law by Governor Parnell, will host a roundtable presentation/Q&A session to inform the public about the mission, goals, and activities and priorities of the Council, as well as to receive public testimony on recommendations and ideas from the public.

*Participants:* Walkie Charles, PhD, Chair (Yup'ik); April Counciller, PhD (Alutiiq); Annette Evans-Smith (Athabascan, Yup'ik, Alutiiq); Delores Churchill (Haida); Bernadette Yaayuk Alvanna Stimpfle (Iñupiaq)

1 -3 p.m.

RH 101

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## Decolonization: Global Models Panel

Ray Barnhardt, Professor of Cross-Cultural Studies, UAF and University of Alaska Fairbanks/World Indigenous Nations Higher Education Consortium Accreditation Board **"The Implementation of a World Indigenous Accreditation Authority in Higher Education"**

**Abstract:** In August of 2002, representatives of Indigenous higher education institutions from around the world, ranging from Maori Wananga in New Zealand to Tribal Colleges from across the U.S., assembled in Kananaskis, Alberta and established the World Indigenous Nations Higher Education Consortium. WINHEC was created to provide an international forum and support for Indigenous Peoples to pursue common goals through higher education, including "creating an accreditation body for Indigenous education initiatives and systems that identify common criteria, practices and principles by which Indigenous Peoples live." This presentation will describe the rationale for and implementation of the WINHEC accreditation system and its unfolding contribution to Indigenous self-determination in higher education.

Heather E. McGregor, PhD Student, University of British Columbia **"Extending the Circumpolar Dialogue on Indigenous Education: Nunavut and Alaska"**

**Abstract:** Indigenous education in the Arctic regions of Circumpolar nation-states can differ substantially from the context of Indigenous education farther south. Recently enhanced dialogue amongst Alaska, Nunavut, and Greenland is drawing attention to these points of difference and commonality. Using both educational history and examples from Nunavut's new high school social studies curriculum, this presentation features the distinctive perspective offered from the only Canadian jurisdiction where the entire public education system is intended to be responsive to the Indigenous (Inuit) majority. Areas of common struggle that warrant further dialogue are proposed, with a particular focus on decolonizing history education in the Arctic.

Michael Marker, Associate Professor, Director, Ts'kel First Nations Graduate Studies, University of British Columbia. **"Indigenous Leadership and the Place-Based Collective Self"**

**Abstract:** I discussed principles of educational leadership with four Nisga'a elders in the Nass Valley of British Columbia. They emphasized the need for both spiritual foundations and an understanding of the history of the land and the people as the most important qualities for leaders. In many ways these two principles, the spiritual and the historical are underlying the differences between mainstream

approaches to leadership and Indigenous ways of guiding both youth and adults. Based on my work with the Lummi Nation, Northwest Indian College, and as an Indigenous high school teacher for Tlingit-Haida students in Juneau, this paper examines the challenges of designing and directing a teacher education program at a tribal college.

**Moderator:** Maria Williams, UAA

**RH 211**  
**1-3 p.m.**

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**Cultural Revitalization as a Pathway to Self-determination** - Self-determination issues are pervasive among indigenous peoples in Alaska. Alaska Natives are obliged to address sovereignty concerns and goals within non-indigenous political contexts, and in cultural contexts other than their own. How can leadership and social organizations stemming from indigenous cultural institutions be revitalized to meet non-Native governmental and political challenges on more equitable terms? By addressing issues of sovereignty in the context of rapid culture change, how can this change be guided in such a way as to foster cultural revitalization and sovereignty simultaneously? This session's papers will evaluate culture change through the development and revitalization of practices and institutions that foster autonomy.

Participants: Miranda Wright, Director and Associate Professor, Dept. of Alaska Native Studies and Rural Development, UAF; Gordon L. Pullar, Associate Professor, UAF; Michael Koskey, Assistant Professor, UAF

**Moderator:** Gordon L. Pullar, UAF

**RH 110**  
**1-3 p.m.**

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**Stories of Educational Persistence—Voices from the Villages** - Alaska Native graduate students in the Educational Leadership Department (EDL) of the College of Education who are currently in bush villages serving as teachers and principals in public K-12 schools will share stories of their educational experiences and to discuss barriers and successes in aspects of educational achievement. The panel represents a respectful form of activism honoring the lived experiences of graduate students. The stories of panelists can lead to new directions in integrating Indigenous perspectives into all aspects of educational programming.

Invited Panelists: Lewis Beaver, Site Administrator, Lower Kuskokwim School District; Vicky Charlie, Principal, Yukon Koyukuk School District, Dana Bartman, Associate Principal and Counselor, Southwest Region School District; and Janet Johnson, Administrative Intern, Lower Yukon School District. Panel convener: Susan Garton, Associate Professor, UAA, Advisor students in the Ed Leadership Program.

**Moderator:** Caitlin Montague-Winebarger

**RH 303**  
**1-3 p.m.**

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## **ANCSA I Panel**

Sharon Lind and George Geistauts **"The Alaska Native Claims Settlement Act Corporation: A Case Example for Indigenous Peoples' Business Development"**

Abstract: Alaska is home to indigenous Aleut, Eskimo and Indian peoples, and neither the Russian presence nor the U.S. purchase negated their legal and moral claims to the land. In 1971 the U.S. Congress passed the Alaska Native Claims Settlement Act (ANCSA). Suddenly Alaska Natives, for whom culture and

lifestyles had been tied to subsistence and the land, were thrust into a world of corporate structures and management. Today, some of these corporations do business all over world and have revenues in the billion dollar range. This paper looks at the ANCSA experiment's unique aspects and implementation, focusing on the regional corporations, and examines the effectiveness of the ANCSA approach.

George Geistauts and Bob Poe **"Strategic Analysis for Balancing Economic, Cultural, and Social Performance of Larger Indigenous People's Corporations"**

Abstract: We present a model of strategic analysis for larger indigenous people's corporations operating in a dual-culture world where mainstream business practices must be balanced with traditional indigenous values and social goals. In effect, many such corporations, in the minds of indigenous shareholders, are also to some degree socioeconomic development organizations which must be compatible with their cultural norms. The focus should be on balanced performance where acceptable levels of financial, as well as cultural and social performance are being pursued. The model is discussed with reference to ANCSA corporations, but has broad applicability in the U.S., Canada, and beyond.

Kristina D. Woolston (Vice President, Government Relations, Chenega Corporation): **"Chenega: A Case Study"**

Abstract: Chenega Corporation is arguably the most successful of the Alaska Native Village Corporations. Its storied history includes two tsunamis that wiped out the original village of Chenega and killed a third of its residents, and the tragic Exxon Valdez Oil Spill, which Chenega Bay was at ground zero for impact. These significant events make Chenega's business prominence all the more compelling. This paper delves into the background of the historical and cultural tenets of the Chenega people, examines the trajectory of business growth, explains Chenega Corporation's duality of purpose, and what the future may hold for Chenega's corporate and community investments.

**Moderator:** George Geistauts, UAA

**RH 111**  
**1-3 p.m**

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## **Education and Indigenous Pedagogy and Self Determination Panel**

Diane Hirshberg, PhD, Associate Professor of Education Policy, and Director, UAA Center for Alaska Education Policy Research (CAEPR)

Alexandra Hill, Senior Research Associate, CAEPR.

**"Indigenous Self-Determination in Education in Alaska: How Can Communities Get There?"**

Abstract: We recently looked at promising models of formal schooling for indigenous students around the globe and found that self-determination and local control over education appears to be very important in helping improve education outcomes. But in Alaska, indigenous control over schools is almost non-existent and communities generally have not succeeded in creating schools that reflect their aspirations for their children's education. In this presentation we examine the historical, social, legal, and political factors that challenge efforts by Alaska Native communities to control their children's schools.

Holly Guise, Yale University and Khalil Anthony Johnson Jr., Yale University

**"Education and Epistemology in Alaska Native Communities"**

Abstract: Epistemology—as informed by race, tribe, class, and region—has shaped and informed approaches to educating Alaska Natives. These papers present contrasting pedagogical approaches practiced historically by teachers within the BIA, the impact of these approaches on Native students, and the ways in which an understanding of education in the past can inform decolonizing methodologies in the present. Khalil Anthony Johnson Jr. discusses how, from 1945 to 1975, the BIA employed dozens of African American educators as teachers in Alaskan schools. Holly Guise will present her findings from

29 elder interviews to detail the segregationist regime that Alaska Natives overcame.

Maureen P. Hogan, PhD, Associate Professor, Chair of Graduate Programs, School of Education, UAF  
**“How and Why I Teach Epistemology in a Graduate Research Methods Class: A Self-Study “**

**Abstract:** In any research methods course, one must teach the underlying assumptions of various research paradigms, including the interrelated philosophical principles of epistemology, ontology and axiology. At an Alaskan university, many people do research and work in and with Alaska Native communities, and so a grasp of an Alaskan Native epistemology is crucial. Focusing just on epistemology for this paper, I propose to do an analytical self-study of how I teach epistemology (in general) and indigenous epistemology (in particular) in my graduate research methods course. I will also explore why I may or may not be successful in this task.

**Moderator:** Beth Leonard, PhD, UAF

**RH 204  
1-3 p.m.**

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## **Workshops**

Sally Monserud Hall

### **Workshop I: Focus-on- Focus: Rural Alaska Teacher Orientation Through the Lens of**

**Indigenous Educators** - Why put so much energy and effort into teaching non-native teachers about our culture, our lands and our people? Does this effort have a positive impact on how the non-native teachers view and work within our remote villages and communities? The presenters will share their experiences and expertise in orienting teachers to teach in remote village Alaska, since 2003 . This will be followed with activities where participants will be engaged in a culturally based activity. The participants will then determine how this activity can be integrated into the regular school program. The participants will have time for discussion on WHY the orientation classes need to be regionally based.

**Presenters:** *Yurrlig* Nita Rearden, Retired Alaska Native Yup'ik Educator and *Arnaq* Esther A. Ilutsik, Director of Yup'ik Studies Southwest Region Schools

**SMH 109  
1-3 p.m.**

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### **Workshop II: Critiquing Indigenous Literature for Alaska's Children** - This 30 minute workshop

will provide participants with a framework for reviewing literature written about and for Alaska's indigenous children. The content of the workshop provides a brief look at how children's literature influences the image of the indigenous children of Alaska. The goals of the workshop are to introduce participants to the genre of Alaska children's literature and the review/critiquing process. The workshop will contain the following topics: v Children's literature and cultural identity v Why review Alaska's Children's Literature v Tips on writing a professional Book Review: Guidelines.

**Presenter:** Vivian Faith Prescott (Saami) (Martindale). PhD Adjunct Professor, University of Alaska Fairbanks

**SMH 108  
2:30-3 p.m.**

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### **Workshop III: Accessing Language and Culture Resources at the Alaska Native Language**

**Archive** – The Alaska Native Language Archive (ANLA) is a permanent and enduring repository for Native language and culture materials, including nearly everything written in or about each of Alaska's Native languages. Thanks to recent cataloging and digitization efforts, more than 10,000

items are now available online and can be accessed remotely. This presentation will begin by reviewing the contents of the ANLA and then describe how to access the materials. The presentation will conclude with a workshop format, focused on a dialogue regarding digital repatriation and new ways to utilize archive materials in language revitalization contexts.

**Presenter:** Gary Holton, Director, Alaska Native Language Archive, University of Alaska Fairbanks

**SMH 108**

**3-5 p.m.**

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**Workshop IV: Envisioning Indigenous Evaluation in Alaska** – Indigenous evaluation is an approach that privileges indigenous epistemologies and ensures that evaluation processes and methods are tailored to fit projects that serve indigenous peoples. It involves giving voice and advocating for more meaningful and relevant evaluation assessments, honors Native ways of knowing and acknowledges Native sovereignty. This interactive presentation will feature developing Alaska Native evaluators who will share their perspectives on the future of Indigenous Evaluation in Alaska and lead the audience through hands-on exercises to increase understanding what Indigenous Evaluation is, why we do it and how we do it.

**Presenters:** Amelia Ruerup (Tlingit); Charlene Stern (Gwich'in); James Johnson III (Koyukon).

**SMH 109**

**3-5 p.m.**

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## **3-5 p.m. Concurrent Sessions**

**in Rasmuson Hall (RH) and Sally Monserud Hall (SMH) and Beatrice McDonald Hall (BMH)**

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### **Issues of Native Governance –**

**Abstract** - The panel will address issues of Native Governance and self-determination through the lens of local, regional, national, and global indigenous movements. From the abstract discussion of the right of peoples to self-determination as *jus cogens* or a peremptory norm and the impacts of discrimination perpetrated against Indigenous peoples. Tribal courts and tribal justice practitioners, the work of the Yukon River Inter-Tribal watershed Council, to governance in the corporate board rooms will be discussed.

**Moderator:** Dalee Sambo Dorough, Assistant Professor, UAA Department of Political Science  
Edgar Blatchford, UAA, Journalism and Public Communication  
Kevin Illingworth, UAF Tribal Management Program  
Mara Kimmel, Senior Fellow, Institute of the North  
Kimberly Martus, BBNA, Tribal Court Enhancement Program

**RH 111**

**3-5 p.m.**

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### **Speaking Truth to Each Other: Making Higher Education Accountable to Indigenous Communities in Thought, Word, and Deed**

**Abstract:** We will discuss how Native American Studies Programs can influence responsible connections with indigenous communities and how Native American Studies Programs can influence institutional change. We will discuss our Program's efforts to grow and maintain the teaching of tribal languages (Ojibway and Dakota) and how teaching Indigenous Methodologies and Traditional Knowledge



promote Native students returning to serve their communities. Finally, we will discuss how Native American faculty and administrators can build institutional infrastructure to support Native American students and communities.

**Presenters:** Kathryn W. Shanley (Nakoda) –organizer and chair, Professor of Native American Studies and Special Asst. to the Provost for Native American & Indigenous Education, University of Montana; Gyda Swaney (Salish), Director of Indians Into Psychology Program, University of Montana.

**Moderator:** Jeane Breinig, PhD, Professor of English, Associate Dean, UAA

**3-5 p.m.**

**RH 110**

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## **Community Arts Action: Developing a Localized Art Agenda for Alaska**

**Abstract:** Current movers and shakers in the Anchorage arts will discuss the projects they have recently completed. Anna Hoover, Independent Contractor/Filmmaker will discuss First Light-Artists, a Dillingham based community project that involves workshops taught by internationally acclaimed artists. The other presenters will address their recent art related programs.

**Presenters:** Anna Hoover; Dawn Biddison; Sonya Kelliher-Combs; Nadia Jackinsky-Sethi; Jonella Larson-White; Julie Decker.

**Moderator:** Dr. Emily Moore, UAA

**BMH 104**

**3-5 p.m.**

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## **Arts and Indigenous Alaska Native Cultures Panel**

Jennifer Aposuk McCarty

**“Iñupiat Iliquisiat: Those Things That make Us Who We Are”**

**Abstract:** For thousands of years before contact with non-Native explorers, traders, missionaries and others, essential bodies of knowledge found within Inupiaq stories that were passed orally from generation to generation both provided instructions on how to exist in partnership with the land and the animals of the arctic world, and relayed over time lessons of survival – triumph, failure and humorous details of everyday living. In this lecture, I will explore how these stories and their inherent values, both of which were passed down through the generations, can help contemporary Inupiaq people navigate today’s world, and, by applying the knowledge contained within to their everyday lives, how they can exemplify a good Inupiat – a good human being.

Heidi Aklaseaq Senungetuk, PhD candidate, Wesleyan University

**“Qanukiaq Ililuta: How Shall We Proceed?”**

**Abstract:** This paper explores the revitalization of traditional Alaska Native music and dance as a form of cultural sovereignty. In the 1990s a group of young urban Iñupiat living in Anchorage, Alaska with ancestral ties to their village of Kingigin, or Wales, started a dance group to reclaim Kingikmiut music and dance with the help of elders and video recordings. I present an indigenous research perspective to traditional performance as an innovative art form. I focus on issues of cultural sovereignty through the lens of an Iñupiaq song, “Qanukiaq Ililuta,” whose title translates into a question: “How shall we proceed?”

**Moderator:** Maria Williams, UAA

**RH 204**

**3-4 p.m.**

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## Poetry and Creative Writing

*Reading from new creative fiction (30 minutes)*  
Anna Smith Chiburis (Tlingit)

*An Offering of Words (30 minutes)*  
Alice Rose Crow – Maar'aq (Yup'ik)

RH 204  
4-5 p.m.

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## The Future of Alaska Native Languages

X'unei Lance A. Twitchell, Assistant Professor of Alaska Native Languages, UAS “**Alaska Native Language Revitalization: Changing the Fabric of Our People**”

Abstract: Alaska Native languages will go through a massive shift in the next decade. Some of those languages will continue to endure, or they will die, unless our people, organizations, and governments initiate radical change to preserve them. It could be argued the death of those languages is a form of institutional murder—and even suicide—as our people lose their connection to those languages. But that can change by understanding and revitalizing those languages. That is, it is important to understand the complexities of changing our individual and collective lives to allow our heritage identities to not only exist, but to thrive. This presentation examines the social and individual realities of language revitalization in Alaska.

Lawrence D. Kaplan, PhD, Director, Alaska Native Language Center, UAF “**Revitalizing Native Languages: Comparisons between Alaska and Other Situations**”

Abstract: As awareness grows of the decline in numbers of Alaska Native language speakers, Alaskans are becoming increasingly concerned with finding approaches that are likely to strengthen Native language use. There is an academic literature on the subject of language revitalization that focuses on what is possible and what is being tried elsewhere. In addition to reading, a number of Alaskans have visited language programs in other states and countries to see what they can learn. With the caution that every language situation is different, I will look at some of the efforts being conducted elsewhere, in particular the Hawaiian programs, which are widely known and with which I have first-hand experience.

April G.L. Counciller, PhD, Assistant Professor of Alutiiq Language and Culture, Kodiak College, UA “**Alutiiq Studies: Creation of a Program**”

Abstract: Alutiiq language and culture classes are now regular offerings in Kodiak, due to a 5 year Department of Education Title III project at Kodiak College. Initiated in the fall of 2011, the Alutiiq Studies & Student Support Project is creating an Associate Degree in Alaska Native Studies, certificates and endorsements in Alutiiq language and cultural revitalization, and a Native student mentorship program modeled after successful programs on other campuses. It also includes physical changes to campus, such as meeting areas, a language recording studio, and multilingual signage.

**Moderator:** Thomas Swensen, PhD Assistant Professor, Arizona State University

RH 101  
3-5 p.m.

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## The Strength of our Grandmothers and Grandfathers: Culturally Competent care for Alaskan Native and American Indian Elders - Western medicine defines health as the

absence of disease and focuses on the eradication of physical ailments. In contrast, traditional indigenous teachings define health as a balance between mental, physical, emotional, and spiritual components not only within the individual but also within the community. Two such diametrically opposed ideals collide when it comes to the care and wellness of Alaskan Native Elders. In a two-part panel, learn how the leadership of the Chickaloon Village Traditional Council (CVTC) changed the focus of elder wellness through the mobilization of the community to educate, feed and enhance health of the community elders.

Participants: Benjamin Olmedo, PA-C, Chickaloon Village; Lisa Wade, Director Health and Social Services, Chickaloon Village; Albert Harrison, Chickaloon Elder and Council Member; Patricia Wade, Chickaloon Elder and Traditional Storyteller

**Moderator:** Theodore W. Sery, UAA

**BMH 101**  
**3-5 p.m.**

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## Traditional Knowledge Panel

Benjamin Schleifman **“Internships in Indigenous Art”**

Abstract: Apprenticing with the Uncles: A brief discussion about the differences in teaching styles and artistry of Jim Schoppert and Kenny Jackson.

Judith Ramos, Indigenous studies PhD Student, UAF **“Documenting Indigenous Knowledge of the Yakutat Tlingit on historical and Contemporary Seal Hunting”**

Abstract: Indigenous knowledge about the environment and the changing climate is encoded in oral traditions and toponyms. This information can be chronologically correlated with archaeological and geological data. As the Hubbard Glacier was retreating from its maximum extension during the little Ice Age, it opened up and attracted major concentrations of harbor seals. This gave the opportunity for local and migrating Tlingit, Athabaskan, Eyak and Sugpiag peoples the opportunity for seasonal hunting this area. Over time, this resource became more and more intensively used as other villages became attracted to this area. A clan-based and traditional values based management system was used to manage these resources.

Christine Stewart, Assistant Professor, University of Alberta and Jason Moccasin, Graduate Student, English and Film Studies, University of Alberta. **“Transforming Scholarly Practice: Autobiography as Indigenous Intellectual Tradition”**

Abstract: In “Writing Autobiographically,” Cree Métis scholar, Deanna Reder argues that autobiography is an Indigenous intellectual tradition based in a collective and complex sense of self. In this paper, Graduate Student, Jason Moccasin (Saulteaux/Cree) and Assistant Professor, Christine Stewart (Irish Canadian) analyze the use of autobiography within the Indigenous Intellectual tradition in a special class that consists of Indigenous and non-Indigenous adult learners from the inner city of Edmonton and Indigenous and non-Indigenous students from the University of Alberta.

**Moderator:** Diane Benson

**RH 303**  
**3-5 p.m.**

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## New Models in Indigenous Education

Presenter: Cand. Pæd. Karl Kristian Olsen (Government of Greenland) & MSc. Social Anthropology Aviâja E. Lynge, Greenland (Institute of Learning Processes)

**“Reforming Education as a Decolonialization Process”**

Abstract: This presentation on Greenland's effort to implement a new school reform, will focus on the dialogues Inuit in Greenland were creating to formulate policies on education in all levels based on values, language and culture in Greenland. The major goal in the educational reforms was to change the colonial educational system based on Danish legislation and to create and implement a reformed education system based on research on education and the Greenlandic values and culture. What succeed in the ambitious reform works in Greenland and what was not succeeding?

Larry Steeves, PhD, Associate Professor, University of Regina, Canada. **"The Kokum Connection: A Consideration of Western and Indigenous Pedagogy within Chief Kahkewistahaw Community School**

Abstract: Chief Kahkewistahaw Community School was established in 2005 to fulfill a vision that saw their children experiencing academic success while retaining their traditional culture and beliefs. The Kokum (Grandmother in Cree) Connection, with its emphasis on family and community involvement, as well as its focus on culturally appropriate teaching and learning methods, provides a means of meeting these goals. Recent research conducted in New Zealand, Hawaii, Alaska and Arizona supports these aspirations. This presentation will report on this research and consider its implications for programming, both within Chief Kahkewistahaw School and the Faculty of Education, University of Regina which is currently reviewing its programming with a view to better preparing future teachers to work with Saskatchewan Indigenous students.

**Moderator:** Diane Hirshberg, UAA

RH 211  
3-5 p.m

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*UAA shuttle back to hotel is available from 5-6 p.m.*

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**5:30-7 p.m. Graduate student mixer and social**  
(live jazz and food)  
RH Lobby

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**Evening Performance: *The Defenders of Alaska Native Country***  
RH 101

**7-8:15 p.m. Ishmael Hope reading**

*The Defenders of Alaska Native Country* tells the story of the Alaska Native Brotherhood and Sisterhood through William and Louis Paul, Roy and Elizabeth Peratrovich, Andrew Hope and Frank Johnson, and their struggle for civil rights and aboriginal title. The ANB and ANS, now over 100 years old, achieved landmark legislation and lawsuits that helped to ensure the survival, safety and a measure of dignity for the Native people of Alaska. The leaders were heroic, feisty, brilliant, and often all-too-human. The play seeks to tell a Native story from a Native perspective, to honor the Elders, and to shed light on the history and legacy of the Alaska Native Brotherhood and Sisterhood.

Written by Ishmael *Angaluuk* Hope

Directed by Flordelino Laundino

Developed at Perseverance Theatre

Actors: Ishmael *Angaluuk* Hope, Anna Smith-Chiburis, Jack Dalton, *Xh'unei* Lance Twitchell, Mike *Aak'wtaatseen* Hoyt and TBA.

With the support of the Alaska Humanities Forum, Sealaska Heritage Institute, and 62 Kickstarter Donors, and the Alaska Native Oratory Society

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**8:15-8:30 p.m.**

*hotel shuttle will provide transpo back to Springhill Suites Marriott*

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## **Saturday April 6<sup>th</sup>**

*UAA shuttles to the Social Sciences building 7:30-8:30 a.m.*

### **8-10 a.m. Concurrent Sessions in the Social Sciences Building**

**Justice Education On-line to Rural Communities – round table-** The Justice Department, University of Alaska, Fairbanks, is working toward delivering the Justice Degree completely on-line. Within a year's time it will be possible for a student to obtain a BA in Justice from even the smallest and most remote village setting, provided that Internet service is available. Faculty experience suggests that selected high school students can benefit by taking three Justice courses – Introduction to Justice, Rural Justice and Introduction to Addictive Processes. This Roundtable will further develop the possibilities of a coordinated and dedicated effort to expand this type delivery to more rural communities.

**Presenters:** Jeffrey May, Assistant Professor, University of Alaska Fairbanks Justice Department  
Michael Daku, Professor and Program Director, UAF Justice Department  
Gary Copus, Emeritus Professor, University of Alaska Fairbanks Justice Department

**9 a.m. – 10 a.m.**

**SSB 250**

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**Teacher Education and Preparation –** This panel will highlight the partnership efforts of Iñisagvik College and Avant-Garde Learning Alliance as they work toward their shared goal of increasing the number of local teachers in our rural communities. Speakers will focus on current and future efforts and initiatives. Programs like Ugauchim Uglua (Language Nest) at Iñisagvik College will be featured, the Alaska Native Teacher Initiative by Avant-Garde Learning Alliance and some of the findings of the Iñisagvik/Avant-Garde Feasibility Study. Entire study will not be made public until June.

**Presenters:** Devin Bates, Ugauchim Uglua Director, Iñisagvik College; Mary Sage, Ugauchim Uglua Language Nest Coordinator, Iñisagvik College; Kameron Perez-Verdia, President/CEO, Avant-Garde Learning Alliance

**Moderator:** Ray Barnhardt, UAF

**SSB 253**

**8-10 a.m.**

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**Growing Our Own Educators -** University of Alaska Statewide is responsible for many Alaska K-12 Outreach efforts, including Alaska Native goals and objectives. At K-12, our goal is to "Grow Our Own Educators." There are four components of our K-12 Outreach efforts designed to support Alaska Native students from the K-12 public schools, through UA Schools and Colleges of Education, and into their teaching careers. Our K-12 Outreach current goals include embedding the AK Cultural Standards for Educators throughout all four strands. We would like to share with interested attendees how these four components interconnect and work, their differing objectives, together with their common connections.

**Participants:** Nita Rearden; Dr. Barbara Adams; Janice Littlebear, Nancy Douglas (members of Advisory Board of Cultural Knowledge Providers)

## **ANCSA II Panel**

Edgar Blatchford **"The Future of Alaska Native Corporations: Who will share the wealth of the subsurface Estate?"**

Abstract: The unresolved issues of the Settlement Act are complex and interwoven with public policies and the politics of special interests. The most complex issues are 7(i), corporate democracy, and how the "new" Natives (those born after 1971) are to be treated. Some of the regional corporations have attempted to resolve the issue of new Native status by creating life estate stock. The regional corporations and village corporations are independent, but are irrevocably connected. What should be considered in resolving the inequities should not be approached independently but with all Native interests seated at the table. Facts that should be considered are the growing population of new Natives and the migration of original shares to the Lower 48.

Zach Hozid **"Cultural Relationship and Impact on the Environment: A Look at how ANCSA and Capitalism has Impacted the Relationship to the Environment"**

Abstract: This paper assesses how the current neoliberal capitalist practices are being played out in the Alaskan Native owned corporations, mostly focusing on Sealaska. This paper is concerned with how and why the corporate model was chosen for the governing bodies for Alaskan Native land, cultural changes that occurred due to the neoliberal capitalist model and ideology. We must realize that this economic system has been altering the planet in ways that may not be able to sustain our existence much longer. The ANCSA corporations provide a unique opportunity to bridge these two, often contracting, systems in to one that is applicable to the global economy, and healthy for the environment and social organization.

Eve Tuck **"Claiming an Alaska Native Futurity: Settler Colonialism and the Alaska Native Claims Settlement Act"**

Abstract: This paper will analyze settler colonialism in the context of Alaska and the Alaska Native Claims Settlement Act (ANCSA), the largest land claim settlement in United States history. Contrasting understandings of land and place in the Settlement Act and by Alaska Native intellectuals, the paper will present a critical overview of the ANCSA, and theorize what is meant by surface and subsurface rights to land. The paper will argue that an under-examined strategy of settler colonialism is the entrusting of land to Alaska Native corporations instead of tribal governments, and the recasting of Alaska Native peoples into shareholders. Finally, the paper will describe Alaska Native futurity as a framework for understanding the contradictions built into the Settlement Act.

Victoria Hykes-Steere **"Refusing to be Defeated by Lies, Statutes, and False Doctrine"**

Abstract: In 1955, Tee-Hit-Ton, one of the most racist Supreme Court cases not overturned, illegally used the Doctrine of Discovery to determine Tlingits are not entitled to any compensation when their lands were taken. However, in 1946, the United States voluntarily listed Alaska in the United Nations Charter as a Territory-With-the-Right-of-Nationhood. By listing Alaska as a Territory under the Charter, the Doctrine of Discovery no longer applied to our peoples, as the Charter was ratified by Congress, thus having the force of the Constitution. To this day the obligations the United States put upon itself under the Charter and under the decolonization mechanism of the UN have never been fulfilled as they were by Denmark with Greenland.

Moderator: Dalee Sambo-Dorough, UAA

## RUSSIAN ENCOUNTERS (60 minute panel)

Leighton Suen, Vassar College

### **“Alternative First Contact: The Role of Tlingit Oral Narratives in Reaffirming Claims of Tribal Sovereignty in the Pacific Northwest”**

Abstract: The Tlingit oral narratives collected by Richard and Nora Dauenhauer reaffirm claims of tribal sovereignty in the Pacific Northwest by proclaiming the existence of an alternate first contact to what has been taught in most American schools. Through their very existence, these narratives disrupt the concept of manifest destiny. By adapting a method that was used to marginalize accounts of history that did not agree with Western discourse, the Dauenhauers demonstrate the resilience of native peoples against the effects of colonization throughout history and ensure that the Tlingit perspective will be preserved for generations to come.

Cheryl Jerabek Indigenous Studies PhD Student, UAF

### **“Russian Impact on Alaska Native Identity and Heritage in the Middle Kuskokwim Region of Alaska: A Historical Perspective”**

Abstract: The Russian colonization of Alaska, although brief, greatly impacted the local population of the middle Kuskokwim River region in ways much different from other parts of the state. The blending of Russian and Native cultures resulted in a group of people known as Creoles who were for the most part actively involved in the society and economy of the region and served as cultural brokers and intermediaries between the two divergent cultures. The paper will focus on the early Russian history and impact to the region and some of the changes that occurred after the ‘sale’ of Alaska.

**Moderator:** Thomas Swensen, PhD, Assistant Professor Arizona State University

**SSB 119**

**9-10 a.m.**

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## Indigenous Justice

Polly Hyslop Graduate Student in UAF Justice Department **“Restorative Justice in Rural Alaska”**

Abstract: A new wave of justice is finding its way to the interior region of rural Alaska creating a climate of cooperation between State court Magistrates and tribal people of rural Alaska. This community form of justice allows for more local participation using restorative justice principles and models that include input from victims, offenders and members of the community. Each model will show a working relationship between the western justice system of magistrates (local judges) and the communities. In addition, this paper will introduce a model used in Yukon, Canada called the Family Conference model of restorative justice. Restorative justice can be seen as a healing process.

Stephen Conn, Retired Professor of Justice, UAA **“Bush Justice in Alaska – A Proven Takeoff Point for Alaska Native Studies”**

Abstract: Bush Justice, the historical interplay between state and village law, both critical to defining behavior and resolving problems in rural Alaskan villages, focused my teaching and research. For Alaska Native Studies, it is an interdisciplinary lode-stone drawing upon law, history and anthropology. I studied historical village experiences with law, especially with alcohol, and conducted field experiments with bicultural legal education, village problem boards and native paralegals. None induced state change nor did studies in Canada, Greenland, Australia and Brazil. Interdisciplinary “Bush Justice” makes difficult, a discoverable, full bibliography. Sadly, Alaska justice agencies resisted power sharing with villages, however useful.

Presenter: Liza M. Mack M.S. Anthropology, MESAS Fellow

### **“Native by Policy: How Legislation Contributes to Indigenous Identity”**

Abstract: Precedent setting legislations in the United States and around the world have effectively changed the way that we as Native people define ourselves. Using my own history as a case study, this paper will take an in-depth look at the ways in which these biological, cultural and personal definitions of 'Native' have changed over time and how they play into our everyday lives.

**Moderator:** Emily Moore, UAA

**SSB 211**  
**8-10 a.m.**

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## Research and Indigenous Learning

Michael Covone, Chantel Justice, Mariana Ivanovic, Samantha Bacon PhD students, UAA-UAF in Clinical-Community Psychology. **"Project Puqigtut: Alaska Native Student Success in a Culturally Responsive Academic Program"**

Abstract: Project Puqigtut is an educational project implemented by Anchorage School District's (ASD) Department of Indian Education, to increase Alaska Native students' academic achievement and reduce dropout rates through on-line learning. The current research project is based on the involvement of UAA doctoral students and in a program evaluation led by an independent evaluator, Patricia Partnow, Ph.D, contracted by Anchorage School District. A unique aspect of this research will be analyzing the relationship, if any, between students' success in the program and their self-reported cultural identity.

Douglas Cost, NSF IGERT Fellow, UAF, Resilience and Adaptation Program **"Feasibility Study of Alternative School Programming for Village Schools"**

Abstract: The scope of this study was to explore how alternative school programming might be applied in a village school setting. Peggy Cowan, the superintendent of North Slope Borough School District, asked me to explore the feasibility of such programs in the villages of Pt. Hope and Pt. Lay. Specifically, I conducted field-study research at Kali School in Pt. Lay and Tikigaaq School in Pt. Hope. The purpose of the research was to evaluate the feasibility of employing an alternative school or alternative-type programming for village schools.

**Moderator:** Caitlin Montague-Winebarger

**SSB 223**  
**8-10 a.m.**

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## 10:30 a.m. – 12 noon BRUNCH in Library 307

10:30 a.m. – 4 p.m. **Poster Sessions** outside of Library 307

## Poster Sessions

**Alaska Native Heritage Center** – Updates on the survey recently completed by the Alaska Native Heritage Center on Alaska Native Languages. There will also be a round table during the conference as well.

*Participants:* Ember Thomas, Rochelle Adams, Marcella McIntyre.

**Festival of Native Arts, Unity through Cultures: Celebrating 40 years** – A reflection of how students working together for over forty years has provided cultural education and sharing through Native dance, music and the arts.



*Participants:* Cathy Brooks, Faculty Advisor for Festival of Native Arts/Assistant Professor, UAF; Sarah Walker, Student Coordinator for Festival of Native Arts, UAF; Carol Murphrey, Advisor, Rural Student Services, UAF.

**Growing Our Own Educators** - University of Alaska Statewide is responsible for many Alaska K-12 Outreach efforts, including Alaska Native goals and objectives. At K-12, our goal is to “Grow Our Own Educators.” There are four components of our K-12 Outreach efforts designed to support Alaska Native students from the K-12 public schools, through UA Schools and Colleges of Education, and into their teaching careers. Our K-12 Outreach current goals include embedding the AK Cultural Standards for Educators throughout all four strands. We would like to share with interested attendees how these four components interconnect and work, their differing objectives, together with their common connections.

*Participants:* Janice Littlebear, Lead Mentor – Curriculum Developer, University of Alaska Statewide

**Embedded: Confucian Thought, Inupiat Thought, and the Nature of Tradition** - This paper focuses on specific North Slope Inupiat values that convey Tradition as intrinsic to individuals but not located within the person. The values emerge from an extensive, essentially holistic philosophy that closely resembles East Asian ideals, particularly Confucian conceptions. Both Inupiat and Confucians hold Tradition as a separate entity, fluid and found within the universe. The metaphysical concept of Tradition is explained via comparisons of Inupiat and Confucian values on Tradition’s access, clarity, and importance on a daily basis. This beginning discussion will in its exhibition expand and create in-depth conversations on Inupiat philosophy.

*Participant:* Brittany Burns

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## 1-3 p.m. Concurrent Sessions in SSB

### **Alaska Native Heritage Center – 60 minute round table.**

Updates on Alaska Native Languages and the recent survey results. The Alaska Native Heritage Center developed a major survey instrument and over 700 individuals responded. The results of the survey and other updates will be discussed, along with a Q&A.

**1-2 p.m**

**SSB 211**

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**The Craft Shop: The Big Impact of a Little Shop at the Alaska Native Medical Center-** The Craft Shop—officially known as Tausigniaviat, “The People’s Shopping Place”—is a small shop that has sold Alaska Native art in the Alaska Native Medical Center since 1975. Well-known among artists and collectors for its quality collection and its mission to provide a trustworthy sales outlet for Alaska Native artists, the non-profit, volunteer-run Craft Shop has made a bigger impact on Alaska Native art than is commonly known. This panel will explore the history of this unique shop, including its origins in a telephone operator’s phone booth, its early work to combat racism against Alaska Native artists, its development of an award-winning Heritage Collection now on display throughout the ANMC hospital, and its funding of a scholarship program that aided several Alaska Native artists who went on to have successful careers.

*Panelists:* Agnes Coyle, Jeanne Dougherty, Audrey Armstrong, Sean Topkok, Da-ka-keen Mehner

**Moderator:** Emily Moore, UAA

**SSB 251**

**1-3 p.m.**

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**Bringing Culture Into the 21<sup>st</sup> Century Round Table** - Currently, online, virtual curriculum is dominated by mainstream culture and very slowly Indigenous populations are beginning to become producers rather than consumers regarding technology. As we continue to incorporate technology as a tool in the classroom, Iñisaġvik College is taking advantage of the opportunities that technology can provide to our students. On campus faculty and staff are using the Rosetta Stone Iñupiaq Language Program. These types of programs will be discussed along with a conversation around bringing together generations, our elders and our youth, who collectively have the cultural knowledge and the technological knowledge to make these connections for the support of our students and the perpetuation of our culture.

Participants: Birgit Meany, Dean of Instruction, Iñisaġvik College; Anna Edwardson, Iñupiaq Studies Coordinator, Iñisaġvik College; Dr. Edna MacLean, Adjunct Iñupiaq Studies Instructor, Iñisaġvik College

**Moderator:** Liza Mack, PhD candidate, UAF

**SSB 118**

**1-3 p.m.**

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**Growing the Road Home: Alaska Native Education Foundations Linking Higher Education to Workforce Development** – Panelists will discuss Alaska Native Education Foundations’

scholarship initiatives that provide shareholders and shareholder descendants with support. These initiatives encourage shareholders and their descendants to return to Alaska after leaving the state for higher education and/or to consider pursuing employment in an Alaska Native organization. This work raises questions about the role of Foundations in higher education and workforce development, draws attention to the need to network Alaska Natives pursuing higher education away from home, and highlights some efforts to create pathways home for those affected by diaspora.

Presenters: Tyan Hayes, Koniag Education Foundation; Alisha Drabek, PhD, University of Alaska Fairbanks; Malia Villegas, National Congress of American Indians Policy Research Center;

Invited: Fred Brooks, Old Harbor Tribal Council; Rosita Worl, Sealaska Heritage Institute; Sarah Obed, Government Relations Director, Doyon Limited, Inc.; Carol Wren, Senior Director of Programs, Cook Inlet Tribal Council; Shauna Hegna, Vice President of Shareholder Services, Afognak.

Moderator: Thomas Swensen, PhD, University of Arizona

**SSB 250**

**1-3 p.m.**

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**Who we are and what we’ve become: A discussion from SLATE PhD and Master’s**

**Graduates** - The Second Language Acquisition Teacher Education (SLATE) Project focused on second language teaching and learning that involved four (4) PhD students and 18 master’s students. This roundtable discussion will present three threads. First, masters and PhD graduates will share their challenges and successes as Alaska Native graduate students in this challenging program. Second, they will highlight their language advocacy and leadership activities since graduation. Finally, they will invite audience members interested in pursuing graduate work in Alaska Native language teaching to share their own experiences and discuss ways the group could network together to develop and further common goals for Alaska Native language survival.

Presenters: Walkie Charles, PhD, chair; Theresa John, PhD; April Laktonen-Counceller, PhD; Hishinlai’ Kathy Sikorski; Patrick Marlow, PhD; Sabine Siekmann, PhD

**Moderator:** Dalee Sambo-Dorough, UAA

**SSB 119**

**1-3 p.m.**

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### **Preparing our Youth for the Future Workforce, Summer Camp Programing at Iḷisaḡvik**

**College** - In order to expose middle and high school students to career options and higher education, Iḷisaḡvik College hosts a series of summer camps as part of the institution's mission of assisting to bridge the gap between secondary and tertiary education. Students from across the state are recruited to take part in these educational opportunities to explore educational and career paths in topic areas such as Allied Health, Construction Trades, STEM, Climate Change, Digital Media and Iḷupiaq Land Use Values and Resources.

Presenters: Amanda Sialofi, Allied Health Coordinator, Iḷisaḡvik College; Gloria Burnett, Dean of Students, Iḷisaḡvik College; Linda Nicolas-Figeroa, Science Instructor, Iḷisaḡvik College

**Moderator:** Ray Barnhardt, UAF

**SSB 223**

**1-3 p.m.**

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### **INDIGENIZING HEALTH PRACTICES PANEL**

Brittany N. Freitas-Murrell, M.S., Doctoral Student, Joint PhD Clinical-Community Psychology Program Rural Indigenous Emphasis **"Predicting Attitudes and Intentions: Seeking Professional Psychological Help in Alaska Natives"**

**Abstract:** Previous research has yet to examine attitudes toward mental health treatment options in Alaska Natives. This study furthers our understanding of the attitudes that Alaska Natives hold toward seeking professional psychological help. Specifically, in this study variables previously found to predict attitudes and intentions in other ethnic groups (locus of control, social support, public and self-stigma, psychological distress, and acculturation) were tested as potential predictors of attitudes and intentions in a sample of Alaska Native university students ( $n = 30$ ). This study contributes to the literature in the hope of providing services and interventions that suit the values, beliefs, and preferences of Alaska Native people.

Presenter: Benjamin Olmedo, PA-C

#### **Traditional Health/Healing vs. Western Teachings on Health –**

**Abstract:** Western teachings on health focus on "fighting disease" instead of supporting wellness through harmony and balance. Traditional indigenous teachings focus on the belief that mind, body and spirit can never be truly separated and unbalance can bring about a state of disease. There is no better example than the dichotomy in the care for our elders. Western medicine underestimates the role of culture in health, over-medicates elders and isolates them in the fight against disease. Where are the alternatives? Learn how to integrate community engagement, state of the art geriatric assessments and holistic views of health to improve elder healthcare.

Meda DeWitt Schleifman, TH

#### **"Women's Rites of Passage pilot project in Southeast Alaska by ANTHC"**

**Abstract:** Late last summer "out the road" in Juneau a group of women gathered for the purpose of revitalizing culture. Bringing light to a part of women's lives that has been treated as unclean and kept in the shadows of modern life. These milestones in women's lives once were celebrated and treated as sacred and necessary for the continued health and strength of the Family, Clan, Community, and Nation. There are many Rites of Passage in a person's life, but for this project we focused on Puberty and the transmission of knowledge from Elder women to the young lady transitioning into her womanhood.. Please join us to discuss the purpose and outcomes of this intense topic and gathering.

**Moderator:** Sheila Selkregg, UAA

**SSB 224**

**1-3 p.m.**

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## 3-5 p.m Concurrent Sessions in SSB

**Cup'ik Dreams: Chevak Teacher Education Initiative** - A partnership between the College of Education (COE) and the Kashunamuit School District and Chevak community supports twelve paraprofessionals who are working toward their bachelor's degrees in elementary education. This partnership, known as the Chevak Teacher Education Initiative, embraces the concepts of inclusivity and culturally relevant teaching. Course work reflects both Western and Cup'ik cultures and philosophies. This initiative is providing important insights about the power of collaboration as an indigenous community, school and university come together to create a space that supports cultural and language revitalization. We will hear perspectives from both students and faculty.

Presenter Nancy Boxler, UAA College of Education and members of the Chevak Cohort: Laura Atcharian, Elsie Ayuluk, Cora Charles, Twila Chayalkun, Susie Friday-Tall, Catherine Joe, Jacquelyn Kashatok, Priscilla Matchian, Mary Matchian, Neva Mathias, Pauline Miles, Liana Pingayak, Darlene Ulroan and Lisa Unin. Chairman of Kashunamuit School District and John Atchak, Superintendent Larry Parker. University Faculty and Staff: Dr. Claudia Dybdahl, Dr. Irasema Ortega, Dr. Cathy Coulter and Ms. Nancy Boxler

Travel is sponsored by the Kashunamuit School District and the College of Education at the University of Alaska.

**Moderator:** Pat Chesbro, Alaskan Educator

**SSB 223**

**3-5 p.m.**

**Factors Related to Teacher Retention in Arctic Alaska** - Preparing and retaining teachers for teaching in rural-indigenous communities throughout Alaska is a complex and challenging task. Panelist will share and discuss preliminary research results from a NSF funded study on teacher retention in rural Alaska with the objective to: Inform participants about challenges in teacher preparation and retention in rural Alaska; Discuss possible effective strategies for teacher preparation, induction, and retention. It is the intent of this presentation share and discuss factors related to teacher retention in rural-indigenous schools including teacher preparation and community integration, and to identify best practices.

Participants: Lenora "Lolly" Carpluk, M.Ed.; Ute Kaden Ed.D. (UAF); Beth Leonard Ph.D. (UAF); Phil Patterson Ph.D. (UAF); Barbara Adams Ph.D. (UA)

**Moderator:** Beth Leonard, UAF

**SSB 253**

**3-5 p.m.**

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### SPIRITUALITY, LAND AND ETHICS PANEL

Chad Cook

Abstract: The major theme of my paper highlights conservation ethics and notions of environmental stewardship amongst rural Yup'ik hunters of the Yukon River delta. My research findings are based on ethnographic research documenting eluga whale hunting, seal hunting, commercial and subsistence fishing, moose hunting, and the gathering of wild berries. The importance of maintaining direct relationships with the natural world, eating Native foods, and passing on hunting and gathering skills to future generations help develop the narrative of my analysis. I explore how the cultural heritage of the Yup'ik people are embodied in such practices, providing a direct link between culture and nature.

Michael Kirby **"The Ecuadorian Indigenous Movement: Its Origins and Coincidence with Liberation Theology for Social Transformation"**

Abstract: To establish a correlation between Ecuadorian Indigenous spiritual traditions and that of Jesuit Liberation Theology is an informed methodology for change within the Indigenous Peoples of the Arctic. To disarm the adversarial relationship that exists between Arctic Indigenous spiritual traditions and Christianity, by informing Christianity of the historical validity of those traditions in order to develop a mutually complimentary spiritual composition of progress and sustainability as joint stewards of the land for future generations. To reframe the dialogue in the Arctic over resource development through a comprehensive reassessment of values and needs based on the fundamental consistencies found within both Native and Christian spiritual traditions.

Tony Kaliss **“From the Spiritual to the Practical and Back: The Interaction of European and Native Societies”**

Abstract: This paper develops a model of the interactions of European and Native societies. Central is an exploration of how practical and spiritual issues are deeply interrelated in these interactions. The goal is to go beyond what happened or how it happened to the roots of a dynamic ongoing complex process. Deeper understandings of these interactions are necessary to develop strategies to strengthen Native societies, and to show Native societies and indigenous world views as essential active contributors dealing with basic issues affecting all peoples in the modern world. Specific examples are drawn from Alaska and the Russian Far East (Chukotka).

**Moderator:** Edgar Blatchford, UAA

**SSB 119  
3-5 p.m.**

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## **EDUCATION AND INDIGENOUS PEOPLES**

Pearl Brower, President, Iḷisaḡvik College. **“The Longest War: Overcoming the Era of Assimilation through Education”**

Abstract: This paper examines various Indigenous Nations and reviews the diverse forms of assimilation through education they have faced through history. Assessments on Indigenous Nations around the world, including Mozambique, Canada, Hawaii, Continental United States, and Alaska are included. As these Nations work to reverse the detrimental effects this has had on their communities, specific methods of revitalization are discussed. Various models which are discussed include community-based education, language immersion programs, culturally relevant curriculum, and the creation of tribal colleges. In addition, included in this document is a survey from one tribal college regarding how it incorporates the Indigenous value system of its region into each of its departments at the institution.

Caitlin Montague-Winebargar **“Average people don’t think about those types of things.” Examining notions of culture and cultural difference among pre-service teachers in an Alaskan University**

Abstract: This presentation will center on research conducted within the University of Alaska system which examines the ability of undergraduate students within a specific Education program to articulate a working definition of culture and cross-culture within an Alaskan context. Through the use of semi-structured interviewing and participatory/observational autoethnographic fieldwork, the presenter will provide several viewpoints from which to look at this complex issue.

Gail Weinstein, Cook Inlet Tribal Council, Anchorage, Alaska

**“Alaska Native Youth Transforming Public Education - Effecting Change from Within; More than a Decade of Indigenous Self-Determination in Public School”**

Abstract: The dynamics used to implement and grow the ability to significantly improve the well-being and graduation outcomes of Alaska Native youth in urban public school is presented. Cook Inlet Tribal Council's strength based, culturally responsive and academically rigorous program demonstrates students' self-determination in urban American public education. The daily presence of the CITC team with its unshakeable advocacy on behalf of the Alaska Native community provides a best practice program; pulling together ASD/school and community resources, modeling and reinforcing mainstream educators/administrators to implement systemic and behavioral change from within.

Recognizing the need for continued tribal vigilance within schools, educational achievement with prideful and empowered futures among Native youth, is the reality discussed.

**Moderator:** Phyllis Fast, PhD, Professor, UAA

**SSB 224**  
**3-5 p.m.**

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## **IDENTITY AND LANGUAGE DOCUMENTATION PANEL**

Alice Taff, PhD, Research Assistant Professor, Alaska Native Languages, UAS

### **“Collaborative language documentation; Alaska and around the world”**

**Abstract:** Alaska has a long history of invaluable language documentation. Have the activities of researchers changed over this period? This paper will showcase successful collaborative indigenous language documentation activities around the world. Collaborators include members of the indigenous communities, along with academics, videographers, funders, and others. In balanced collaboration, who decides what to document? Who holds the microphone and camera, designs and manages the budget, authors the results? Who gets funded for documentation projects? We will discuss the benefits of such collaboration in language documentation. What are others doing that we might learn from? What might they learn from Alaskans?

Jessica Lewis-Nicori

### **“Qaneryaram Tamangellra-Yuum Kituucia-Ilu Tamangellra: Cimiingelria Yupiit Qaneryarait, Qitevvnermek Ilallranek, Qaillun-Ilu Yuum Kituucia Cimingellra: Language Loss-Identity Loss: The Evolution of the Yup'ik and English Languages and the Effect on Individual Identity.”**

**Abstract:** The paper is about westernization and the effect that losing language has on today's youth. I will also touch on issues of language loss, i.e. Boarding Schools, introduction of religion and its effect on language. I will briefly discuss the Sapir-Whorf theory, the Whorfian hypothesis, and Chomsky's independent theory and what I think of them. This paper is my exploration of language loss and identity loss. In the process of writing it, I thought of what my grandparents would tell me and remembered their personalities and wisdom.

Frederick White, PhD, associate Professor, English Department, Slippery Rock University, PA

### **“Haida discourse patterns: Identity, Sovereignty, and Perpetuity”**

**Abstract:** Haida discourse patterns found in Swanton's recorded narratives at the end of the 19th century as well as contemporary stories reveal a continuity of themes regarding identity, sovereignty, and perpetuity. With traditional tales of Raven or historical accounts, these three themes suggest an awareness what it means to be Haida and how that identity is bonded to the land and sea, and stewardship to both. That stewardship has been bestowed in perpetuity, and these narratives affirm Haida identity, their sovereignty, as well as their survival and thrive from generation to generation.

**Moderator:** Jeane Breinig, PhD, Professor of English and Associate Dean, UAA

**SSB 211**  
**3-5 p.m.**

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## **Decolonizing History Panel**

Thomas Michael Swensen, Assistant Professor of Native Arts and Culture, Arizona State University

### **“Indigenous Subject/Citizens in Alaska”**

**Abstract:** Alaska Natives have long considered their colonial subjectivity within a nation granting them citizenship. For example during the 1970s, Fred Bigjim exclaimed, “[t]his is exactly where the danger is for Native people,” as he struggled to consider “the relationship between Native rights and Citizen rights,” in Alaska. This essay explores the history of political mutuality of the subject/citizen in Alaska.

Jordan Craddick, Research Assistant, UAF **“The Reluctant Assimilationist: Sheldon Jackson’s Motives for entering Alaska”**

Abstract: Presbyterian Missionary Sheldon Jackson became Alaska’s federally appointed General Agent of Education in 1885. He infamously implemented schools throughout Alaska with the intention of stamping out indigenous culture in favor of an Americanized Christian archetype. To explain his actions, historians have woven Jackson’s Alaska policies into a narrative that correlates with the late nineteenth century assimilation zeitgeist. Regrettably, this reform-minded thesis is based on backward induction. Primary Sources indicate that Jackson’s attraction to Alaska was born of rivalries in an elaborate scheme to coax financial support from Protestant women.

Dr. Janis Judson, Director of Law Program and Associate Professor of Political Science, Hood College, MD  
**“Justice for Native Americans and Alaskan Natives: What the US Could Learn from the Canadian TRC”**

Abstract: This paper is an exploration of the U.S.’s failure of restorative justice with respect to Native Americans and Alaska Natives, using the Canadian Truth and Reconciliation model as a normative lens for comparison. In 2012 the TRC of Canada held one of its inaugural commissions bearing witness to the legacy of human rights violations by the residential school system. The Canadian TRC is an important nexus in understanding why the US has no comparable truth commission for harms done to our own indigenous populations. And with no formal mechanism for truth we can never understand these wrongs. A geographical proximity of Alaskan Natives with Canadian First Nations also makes the Canadian research even more relevant for this discussion of truth and reconciliation.

**Moderator:** Maria Williams, UAA

**SSB 118**

**3-5 p.m.**

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***UAA shuttle to Alaska Native Heritage Center starting at 3:30 –***

**4-5 p.m.** Tour of the Alaska Native Heritage Center

**5:30-6 p.m.** light refreshments available at Alaska Native Heritage Center

6:00 Banquet starts – MC - Jack Dalton. Program will feature the Oscar Kawagley Award,  
7:30-8:00 Inupiaq Dance group will perform

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***UAA shuttles back to Hotel starting at 8:15 p.m.***

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**Sunday April 7<sup>th</sup>:** Business meetings –

10 a.m. – 12 Social Sciences Building room 223 for Graduate Students to organize

10 a..m – 12 Social Sciences Building room 119 for the de-compress for Alaska Native Studies Council (elect officers, plan for future conferences, etc.)

9 to 10 a.m. and 12- 5 p.m. Social Sciences building room 223, Debrief for Indigenous Studies PhD students, UAF. Ray Barnhardt, coordinator



Alaska Native  
Studies Council



**Alaska Native Studies Conference Closing Banquet**  
**Saturday, April 6, 2013**  
**Alaska Native Heritage Center**  
Emcee: Jack Dalton

Maria Williams 3/25/13 3:57 PM  
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4-4:45      Tour of Alaska Native Heritage Center  
5:30      Light refreshments  
6:00      Buffet style dinner

Maria Williams 3/20/13 2:32 PM  
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6:00      Opening blessing (Marie Meade)  
Welcoming: Provost Baker, Chancellor Case  
Acknowledgement of sponsors - Sharon Lind  
Recognition of Elders  
Recognition of Distinguished Professor Graham Hingangaroa Smith

6:45-7      Presentation of the 2012-2013 Angayuqaq Oscar Kawagley Award

In recognition of *Angayuqaq* Oscar Kawagley's role in articulating the significance of Indigenous knowledge systems, ways of knowing and worldviews in the contemporary world, the Alaska Native Knowledge Network has established the AOK Indigenous Scholar Award in his honor.

Maria Williams 3/26/13 4:40 PM  
Deleted: (?) -



7:30-8      King Island Dance Group performances

8:15      Buses depart to Hotel





## Pre-Conference Symposium

### The Things We Make: Alaska Native Art in the 21<sup>st</sup> Century

April 4, 2013  
Anchorage Museum  
625 C Street  
Anchorage, Alaska



"Weapons of Mass Defense" D. Mehner

- 9:30-10am** Registration and coffee
- 10-10:20am** Welcome/Opening remarks: Dena'ina welcome and blessing by Aaron Leggett, welcome by James Pepper Henry, comments by UAA Chancellor Tom Case
- 10:30-12pm** Artist Roundtable: Forty Years of Reflection  
Moderator: Perry Eaton  
Panelists: Alvin Amason, Larry Ahvakana, Ron Senungetuk, Nathan Jackson, Glen Simpson, Delores Churchill
- 12-1pm** Lunch break
- 1-1:50pm** Diverse Dialogue: Perspectives of Contemporary Alaska Native Artists  
Moderator: Da-ka-ween Mehner  
Panelists: Nicholas Galanin, Sonya Kelliher-Combs, Drew Michael, Joel Isaak, Benjamin Schleifman
- 1:50-2pm** Artist Performance: Ishmael Hope
- 2-2:50pm** Oral History and Modern Media: Filmmaking and Community in Alaska  
Moderator: Anna Hoover  
Panelists: Deborah Schildt, Sonya Senkowsky, Julien Jacobs
- 2:50-3pm** Artist Performance: Allison Warden

- 3-3:50pm** Native Curators Interpreting Native Collections for a Public Audience  
Moderator: James Pepper Henry  
Panelists: Darian LaTocha, Eleanor Hadden, Aaron Leggett
- 3:50-4:20pm** Artist Performance: Heidi Senungetuk
- 4:30-5:30pm** Birthright: Artists & Activism  
Moderator: Jack Dalton  
Panelists: Allison Warden, Ishmael Hope, Ethan Petticrew, Susie Bevins-Ericsen
- 5:30-7pm** Dinner break
- 7pm** Smithsonian Spotlight: Allison Warden

**Sponsored by:** Office of the Provost, University of Alaska Anchorage; Anchorage Museum

**Organizing Committee:** Emily Moore, UAA; Da-ka-xeen Mehner, UAF; Julie Decker, Anchorage Museum; Maria Williams, UAA; Alvin Amason, UAA; Perry Eaton; Marilyn Woods, UAA; and Anchorage Museum staff: James Pepper Henry, Suzi Jones, Dawn Biddison (Arctic Studies Center), Darian LaTocha, Aaron Leggett, Erin Gallagher, Justin Ovsak, Lindsay Glick



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*chin'an quyana qağaasakung doykshn way  
dankoo quyanaq háw'aa dogldinh  
tsin'aen mahsi' igamsiqanaghalek  
tsin'ee 'awa'ahdah maasee'  
gunatshéesh*

**Special people:** Jennifer Wisel, CBPP, UAA; Marilynn Woods, AKNS, UAA; Jeanne Taylor, CAS, UAA;  
Provost Elisha "Bear" Baker, UAA

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