

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 4/22/25

4. Department/discipline: American Indian Studies/Sociology

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Contemporary Indian Concerns  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: AMIN/SOC 8. Course Level: 2030

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This Course is an overview of contemporary and critical issues affecting the American Indian population and the state of affairs in Indian country. Critical issues will be analyzed in specific areas: Indian education, tribal economies, natural resources, culture & language revitalization, religion, health & welfare, and self-governance.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s): None

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor Choice

Suggested readings:

*Reclaiming Native Truth: A Project to Dispel America's Myths and Misconceptions.*  
rnt.firstnations.org. Accessed 12 Feb. 2025.

Jaimes, M. Annette. *The State of Native America: Genocide, Colonization, and Resistance.* South End Press, 1992.

Hill, Jr, Norbert and Kathleen Ratteree. *The Great Vanishing Act: Blood Quantum and the Future of Native Nations.* 1st ed., Fulcrum Publishing, 2017.

Baldwin, James. *The Fire Next Time.* First Vintage International edition., Vintage International, 1993. (Chapter 01 – “My Dungeon Shook”)

Additional Texts and Resources (determined by instructor)

Video resources, guest speakers from the tribal community and/or field trips to the local tribal community

**14. Course Content** (Provide an outline of major topics covered in course)

1. Contemporary Anishinaabe Communities
2. Contemporary Federal Indian-Policy
3. Tribal Self Governance & Contemporary Leadership
4. Natural Resources & Environmental Issues
5. Tribal Economies
6. American Indians in the Media
7. Cultural & Systematic Oppression
8. American Indian Religious Freedom Issues
9. Health & Welfare of American Indians
10. Indian Education
11. Cultural Revitalization
12. Theories regarding Native American substance abuse issues
13. Indian Child Welfare Act (ICWA)
14. Language Revitalization
15. Blood Quantum
16. Native American Identity (Who is a Native American and who is not, and who decides and how?)
17. MMIW/MMIR (Murdered and Missing Indigenous Women/ Murdered and Missing Indigenous Relatives)

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
1. Demonstrate an understanding of the historical and cultural aspects that influence the contemporary issues within tribal communities today.	A, B, C, D	1, 4, 5, 6, 7
2. Describe Contemporary issues that impact tribal people and their communities today.	A, B, D	1, 2, 5, 6, 7
3. Explain how individual tribal communities and collectives of tribal nations are addressing these issues.	B, C, D	6, 7

4. Define their individual positionality relative to the issues explored and their role in addressing those issues.	A, C, D	2, 3, 4, 5, 6, 7
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#### **WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
  2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
  3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
  4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
  5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
  6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
  7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.
16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 5

Goal Area 5: History and the Social and Behavioral Sciences

To increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

Outcome: Students will demonstrate an understanding of the historical and cultural aspects that influence the contemporary issues within tribal communities today.

Outcome: Students will demonstrate an understanding of the philosophical and contemporary issues that impact tribal people and their communities today.

Students will be able to:

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.

- Examine social institutions and processes across a range of historical periods and cultures.
- Use and critique alternative explanatory systems or theories.
- Develop and communicate alternative explanations or solutions for contemporary social issues.

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