



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: AIST

Course and Section #: 4600-001

Course Title: Contemporary Indian Issues

Credits: 3

Course Description

Studies the founding of American constitutional government. Considers the cultural, economic, legal, political, and social ramifications of the Constitution of the United States.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dustin Jansen, Associate Professor

Student Learning Outcomes

1. Describe what constitutes an Indian tribe and identify who is considered an Indian as related to Indian law.
 2. Describe the historical development of federal Indian law and policy
 3. Explain the special federal-tribal relationship
 4. Describe major issues facing Native American Communities
 5. Identify and analyze Indian tribal sovereignty, federal supremacy, and state rights
 6. Demonstrate knowledge and recognition of complexities inherent in in globaland/or intercultural issues
 7. Interrelate knowledgably, reflectively, responsibly, and respectfully with a society of increasing intercultural connections.
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Course Materials and Texts

1. Contemporary Native American Cultural Issues, by Duane Champagne
2. Water Lily, by Ella Cara Deloria
3. Other selected readings (handouts) will be provided by the instructor through canvas

Course Requirements

Course Assignments, Assessments, and Grading Policy

Attendance is critical for viewing weekly videos and taking quizzes. Only a doctor's note will allow you to make up a quiz.

Exams—Mid-Term and Final exams are each worth 50 points and will include matching, true/false, fill-in-the-blank, and short answers.

Internet Article Presentations--Each student will be required to share information from articles on the internet. Because Native American issues are not usually discussed in the American Heritage, all articles will concern Native American tribes. Each student must present three (3) articles to the class. The content should include the name of the article, the author, what tribe is mentioned, where the tribe is located, and a brief summary of the article. The summary should include your reasoning for choosing the article. Some helpful websites to look at are www.Indianz.com or IndianCountryToday . There are specific tribal newspapers out there, but these two websites are a great place to start.

Insight Paper is a 7-page paper (double spaced, 12 pt font) with an introduction, body and conclusion, based upon a current Native American Issue. Identify the different arguments/solutions for each topic and which solution would best address the issue.

In writing this paper, whenever possible, show how this interview relates to the topics from our texts/syllabus/lectures. Plagiarism and fabrication will not be tolerated. Be sure to cite any ideas/phrases that are not original to you and give credit to the source you used. Cite the origin of any statistics that are used to strengthen your argument.

Extra Credit Reaction Papers—Write a 3-page (double spaced, 12 pt font) reaction paper (NOT a book report) giving your opinions/reactions on a topic approved by the instructor. Use proper English and take advantage of spelling and grammar checks available through your writing software. Up to 15 points per paper will be awarded. Maximum of 3 papers will be allowed.

Point System:

Points from quizzes, mid-term & final exams, and insight paper, and extra credit work will be totaled for the maximum score possible for the semester. Grades will be determined by your individual point total divided by the maximum points possible to give you a percentage score. Your letter grade will be determined by your percentage.

Grading Scale:

A	95-100%	C	73-76%
A-	90-94%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	59%+below

Required or Recommended Reading Assignments

1. Contemporary Native American Cultural Issues, by Duane Champagne
2. Water Lily, by Ella Cara Deloria
3. Other selected readings (handouts) will be provided by the instructor through canvas

*All required readings use chapters from the course text that align with the lectures below

General Description of the Subject Matter of Each Lecture or Discussion

NATIVE IDENTITY

- 1 American Indian Identities
- 2 Native Tradition vs. Colonial Imposition
- 3 Aboriginal Women and Self-Government

GENDER

- 4 Native Women's Writing
- 5 Contemporary Tribal Codes and Gender Issues

CONTEMPORARY POW WOW

- 6 The Pow-Wow
- 7 Gourd Dance

FILM & MEDIA

- 8 Cultural Imperialism
- 9 **Film: Reel Injun**

SPRING BREAK

- 10 Native Media's Communities
- 11 Shadow Catchers or Snatchers

HEALTH

- 12 Alcohol Abuse
- 13 Tobacco Use Among American Indians
- 14 Cancer Among Native People

ENVIRONMENTAL ISSUES

- 15 Friendly Fire: When Environmentalists Dehumanize American Indians
- 16 Ecological Risk Assessment and Management
- 17 Uranium is in My Body

Required Course Syllabus Statements

Generative AI

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Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.