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**SYLLABUS
FOR
SEMINAR IN DAKOTA TRIBAL HISTORY
(HIST 291)**

Fall 2011

North Dakota State University

Instructor: Dr. Clifford Canku

Class meets Tues. Thurs. 9:30-10:45 a.m.

Barry Hall Rm. 262

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Office hours: Tues. & Thurs. 1:00 -3:00 P.M. or by appointments/open door policy

Credits: 3.00

Course Description

Dakota history as seen from different historical periods. The Santee Dakota bands, Sissetonwan-Wahpetonwan-Mdewakantonwan-Wahpekute. Historical periods, pre-history, prior to European contacts, the 1600's with the French, British, American colonial period onward through the present period, the future of Dakota tribes.

Course Objectives

Students will be able to appreciate the Dakota history prior to contact with other European Nations. History of Dakota Nations struggle with the coming of the European people, resulting in the destruction of the old Dakota societal existence and the forced adaptation, acculturation, and civilization process involved with the U.S. Colonial era, regulated to becoming wards of the new United States government since 1800's to the current twenty-first century.

Students will learn about Dakota History in four major areas of study, Ancient origins, Indigenous Americans, European contacts, Trading era, Treaty era, Removal era, War of 1862 era, Exile era, Reservation era, Allotment era, Reorganization era, Termination era, Self-determination era, and Future.

Books:

students should purchase the following books:

Gary C. Anderson, *Kinsmen of Another Kind: Dakota-White Relations in the Upper Mississippi Valley, 1650-1962.* (Minnesota Historical Society Press, 1997)
Mark Diedrich, Little Paul: Dakota- White Christian Missionary effort to convert, civilize, and create an agricultural lifestyle for the Dakota people.

additional references:

Ohunkankan and Ehanna Woyakapi Accounts. Dakota ancient theories and Accounts.
Collection of Dakota Historical Resources. Hand-outs
Videos, Dakota Conflict, and Dakota Exile.

Grading Policies

Weekly quizzes will be taken by Students to measure their learning skills on materials covered each week. No late or tardy make ups will be allowed on the weekly material that are to be learned in this course.

Class Attendance	20 %
Quizzes	20 %
Mid-term	20 %
Critical reviews	20%
<u>Final exam</u>	<u>20 %</u>
Total	100 %

Other Important Class Policies

We use the following grading scale in this class:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Tests and quizzes are made up (or not) at the discretion of the professor. Be forewarned: quizzes are typically not made up. That's why we drop the lowest grade.

All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct.
(See <http://www.ndsu.nodak.edu/policy/335.htm>)

Plagiarism and cheating on quizzes or tests are punishable by grades of "0" on the given task (paper, quiz, or exam); in addition, other penalties, such as a failing grade for the course, or notification of the student's advisor, dean, or other appropriate university officials, may apply. Bear in mind what plagiarism is: it means not only a failure to cite directly borrowed ("quoted") material, but also failure to cite the sources for unique or controversial information, analytical perspectives, paradigms, images, and interpretations. As the History Department's policy on plagiarism states: "Plagiarism is theft of thought." Beware "cutting-and-pasting" from the internet! Plagiarism from the internet is every bit as impermissible as traditional plagiarism from printed sources. See me at any time if you have questions about this policy.

Arrangements for students with disabilities or other special needs will be made on an individual basis. If you have special needs, please contact me as soon as possible.

Students in Teacher Education should be sure to save copies of their work in this class for their INTACS portfolio.

Schedule of Class Activities

Dakota Tribal History Course Outline Fall 2011

August:

Ancient Dakota origins

- 23 Introductions and orientation to Tribal History Course
Assignment read hand-out: The four Dakota Origin Accounts
- 25 Dakota Origin Accounts (ancient origins)
Students questions & input
Student assignment read hand-out: Bands of the Seven Council Fires
- September
- 6 Seven Council Fires/Territorial Homelands.
Students questions & input
Assignment read hand-out: Ancestral Spirits
- 8 Dakota Spiritual & Natural Laws.
Students questions & input
Assignment read hand-out: Dakota Philosophy/way of life.
- 13 Dakota Philosophy and way of living.
Assignment read hand-out: Dakota existence in two worlds.
- 15 Dakota adaptation to two world existence.
Read the Introduction-Preface Kinsmen of another kind.
- 20 Nature of Tribalism: Formalist theory vs Substantivist Theory.
Read Dr. Gary Clayton Anderson three important themes xxvi

- 22 The three important themes.
Read chapter 1. Nature of Dakota people and ecosystem 1650-1700.
- 27 Description of Dakota Warriors and ecosystem. 50 years
Read chapter 2. Reason's for Dakota de-population.
29. Dakota people dying and economic disaster.
Dakota Trading & kinship bonds.

October

- 4 Extensive Intertribal commercial network (Nearly coast to coast ?)
Student question & input
Read Anderson chapter 5-6. Conflicting Loyalties 1805-1820
6. International Boundary separating Canada & U.S. (Dakota Interests in jeopardy)
Student questions & input.
Write a review of chapter five.
11. Beginning of U.S. military sovereignty over Dakota tribes.
Student questions & input
Students write a review of chapter 6.
Read Anderson chapter 7.
- 13 The 1805 Treaty & reason's for founding Ft. Snelling, Mn in 1819.
Student questions & input. (Mid-term) Student presentations.
Students write a review of chapter 7. Read Anderson chapter 8
18. U.S. Colonial affects on Dakota leadership creating factionalism.
Student questions & input
Students write an analysis of chapter 8. Read Anderson chapter 9.
20. President Andrew Jackson's major policies on Dakota survival.
Student questions & input.
Students read chapter 10. Write an analysis of chapter 8.
25. U.S. policy creating Dakota sub-cultures.
Student questions & input.
Students write an analysis of chapter 9. Read Anderson chapter 11.
27. U.S. Treaty of 1851. Referred to as a monstrous conspiracy.
Student questions & input.
Students write an analysis of chapter 10. Read Anderson chapter 12

November

1. U. S. and Dakota war of 1862.
Student questions & input.
Students write an analysis of chapter 11. & chapter 12.
Assignment read Mark Diedrick chapter 1.
3. Examination/ test of the book: Kinsman of another kind.
Assignment read Mark Diedrick chapter 2.
Question and input session
8. Little Paul. Dakota Christian convert from tribalism
Assignment read chapter 3 Question & input session
10. The coming of the White Missionaries
Student questions & input.
Assignment read chapter 4. Write a critical analysis of chapters 1-3.

15. 1851 U.S. treaty and Traders paper.
Assignment read chapter 5. Question and answer session
Write analysis of chapter 4.
17. Dakota rescue of Abbie Gardner.
Assignment read chapter 6. Question and answer session
write analysis of chapter 5.
22. 1858 U.S. treaty with Dakota.
Assignment read chapter 7. Question and answer session
Write analysis of chapter 6.

24-25 Thanksgiving Holiday

29. Agent Brown and the Growing Dakota Factionalism.
Assignment read chapter 8. Question and answer session
Write analysis of chapter 7.

December

1. The Blunders of Galbraith and the Indian Department.
Assignment read chapter 9. Question and answer session
Write analysis of chapter 8.

5-9 Dead week Assignment read chapter 10-15
Write analysis of chapter 10-15

9. Opposing the war and saving the captives.
Final Examination. (Power point student presentations)

12-16 Finals week

Appreciation and wopida tanka, great thanks to all students who have worked hard to learn about the Joys and Sad events experienced in the history of Dakota Oyate, people.

Dr. Clifford Canku