

**SYLLABUS
FOR
SPECIAL TOPICS IN DAKOTA TRIBAL HISTORY
(HIST 299)**

Fall 2009

North Dakota State University

Instructor: Clifford Canku

Class meets TTh 9:30-10:45 a.m.

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Office hours: TBA

Credits: 3.00

Course Description

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.

Course Objectives

Students will be able to appreciate the Dakota Peoples struggle with the coming of the European people, resulting in the destruction of the old Dakota societal existence, the forced adaptation, acculturation, 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 second century.

Books

All students should purchase the following books:

Ohunkankan and Ehanna Woyakapi Accounts.

Collection of Dakota Historical Resources/Ehanna Woyakapi.

Videos, hand-outs

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	25 %
Quizzes	25 %
Mid-term	25 %
<u>Final exam</u>	<u>25 %</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	< 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 2009

- | | |
|----------------|--|
| August 2009 | Period of History: Ancient Dakota origins |
| 25 | Library Resources, Introductions, Orientation to Course
Students assignment read hand-out: Dakota Origin Account |
| 27 | Dakota Ohunkankan Accounts (ancient origins)
Students questions & input
Student assignment read hand-out: Components of the Seven Council Fires |
| September 2009 | |
| 1 | Seven Council Fires/Territorial Homelands
Students questions & input
Assignment read hand-out: Ancestral Spirits |
| 3 | Dakota Spiritual & Natural Laws
Students questions & input
Assignment read hand-out: Dakota Philosophy/way of life |
| 8 | Dakota Philosophy & way of life
Students questions & input
Assignment read hand-out: Ehanna Woyakapi migration accounts |
| 10 | Period: Indigenous North Americans Dakota existence 1000-1400 AD |
| 15 | Dakota Eastern Migrations & Discoveries
Students questions & input
Assignment read hand-out: Dakota Linguistic tree & family of tribes. |
| 17 | Dakota language & family of tribal associations
Student questions & input
Assignment read hand-out: The Santee Dakota Nation |
| 22 | Dakota leadership qualities & development roles
Student questions & input
Assignment read hand-out: Dakota stages of development/leadership |
| 24 | Dakota Chiefs & locations of villages in Minnesota Period: 1500-1800
Student questions & input
Assignment read Gary C. Anderson the preface |
| 29 | Identify the three important themes emerge about white explorers/Traders.
Student questions & input
Assignment read Anderson chapter 1. |

October 2009

- 1 Dakota Society described by Gary Clayton Anderson Period: 1650-1700
 Student questions & input
 Assignment second reading of chapter 1.
 Students write a one page critical review of chapter 1.
- 6 The Dakota Eco-system at first contact with the French
 Student questions & input
 Assignment read Anderson chapter 2.
 Students write a one page critical review of chapter 2.
- 8 Dakota Population decline, so many died and why ?
 Student question & input
 Second reading of Anderson chapter 2.
 Students write about the affect of the European Commercial expansion.
 Students read Anderson chapter 3.
- 13 Extensive Intertribal commercial network (Nearly coast to coast ?)
 Student question & input
 Second reading of Anderson chapter 3. Write a critical review paper on chap 3.
- 15 Mid-term examination (on all topics covered up to this point)
 Come only for the test no regular class today.
 Students read Anderson chapter 4.
- 20 Impact of the French & Indian war on Dakota survival Period: 1760-1800
 Student questions & input
 Second reading of Anderson chapter 4. Write a critical review on chap 4.
- 22 Traders & Dakota kinship building (Positive's & Negative's)
 Student questions & input
 Students read Anderson chapter 5.
- 27 International Boundary separating Canada & U.S. (Dakota Interests in jeopardy)
 Student questions & input.
 Second reading of chapter five.
 Write a critical review of chapter five.
- 29 Beginning of U.S. military sovereignty over Dakota tribes.
 Student questions & input
 Students read Anderson chapter six.

November 2009

- 3 The 1805 treaty & reason's for founding Ft. Snelling, Mn in 1819.
 Student questions & input.
 Second reading of Anderson chapter six.
 Write a critical analysis of chapter 6.
- 5 U.S. Colonial affects on Dakota leadership creating factionalism.
 Student questions & input
 Students read Anderson chapter 7.
- 10 President Andrew Jackson's major policies on Dakota survival.
 Student questions & input.
 Second reading of chapter 7. Write a critical analysis of chapter 7.

- 12 U.S. policy creating Dakota sub-cultures.
Student questions & input.
Students read Anderson chapter 8.
- 17 Traders, Dakota mixed bloods, Missionaries & fur companies.
Student questions & input.
Second reading of chapter 8. Write a critical analysis of chapter 8.
- 19 U. S. Treaty obligations annuities & funds circumvented.
Student questions & input.
Students read Anderson chapter 9.
- 24 U.S. & Dakota treaty of 1851 a Monstrous conspiracy.
Student questions & input.
Second reading of chapter 9. Write a critical analysis of chapter 9.
- 26 School Holiday, No Classes

December 2004.

- 1 Settlers attack Dakota villages 1853.
Student questions & input.
Students read Anderson chapter 10.
- 3 U.S. Representation in Dakota affairs & accountability issues.
Students questions & input.
Second reading of chapter 10. Write a critical analysis of chapter 10.
- 8 Minnesota became a State of the Union in 1858.
Students questions & input.
Students read Anderson chapter 11.
- 11 Final Examination. (Covering Anderson chapters 4-11)
50 multiple choice