

INDIGENOUS NATIONS AND DAKOTA STUDIES

Office: Social Science 103, 537-6224

Department: Social Science

Indigenous Nations and Dakota Studies (INDS) promotes awareness of native cultures and peoples in the U.S. through an examination of the ways in which traditional native cultures have persisted and adapted over time and how these cultures are expressed in present-day life and affairs. The program will study native cultures in general and focus on the Dakota people of Minnesota specifically. The interdisciplinary and multi-disciplinary nature of INDS will be illustrated by analytical concepts, methodologies, and contributions from key fields and disciplines such as anthropology, history, literature, and art. In a society and world characterized by diversity and multiculturalism, INDS serves both native and non-native students by broadening their knowledge of traditional and modern native history and culture. Decolonization provides both the theoretical framework and pedagogy for Indigenous Nations and Dakota Studies.

Minor: Indigenous Nations and Dakota Studies (18 credits)

Core Requirements:(12 credits)

INDS 101	Introduction to Indigenous Nations and Dakota Studies	3
INDS 230	Dakota History and Culture	3
INDS 310	Indigenous Spirituality and World View	3
INDS 325	Genocide, Survival, and Indigenous Peoples	3
	OR	3
INDS 326	Decolonization, Recovery, and Indigenous Peoples	3

Electives: (Suggested list from which to select 6 credits) *

ANTH 216	Indians of North America	3
HIST 315	Mexico and Central America.....	3
HIST 316	South America and the Caribbean.....	3
INDS 344	U.S. Policy, Imperialism, and Indigenous Peoples (Capstone)	3
LIT 355	Native American Literature	3
SOCI 331	Minorities in American Society.....	3

* Other elective courses may be selected in consultation with the INDS Coordinator.

INDIGENOUS NATIONS AND DAKOTA STUDIES COURSES (INDS)

INDS 101 (LAC, D, R, S) Introduction to Indigenous Nations and Dakota Studies (3 credits)

This course introduces Indigenous Nations and Dakota Studies (INDS) with an emphasis on its interdisciplinary and multi-disciplinary nature. An orientation to the complex and diverse cultures of the indigenous peoples of the United States will be provided. The course will examine common images and assumptions pertaining to “Indians.” Analytical concepts used in approaching American Indian peoples and concerns will be studied. The course will provide an overview and sampling of contributions from key fields and disciplines (e.g., history, anthropology, sociology, education, etc.). Contemporary issues will be introduced. Decolonization is the theoretical perspective for INDS. Finally, perspectives on the role(s) of Indigenous Nations and Dakota Studies within a modern university setting will be discussed.

INDS 217 (R, S) Indigenous Peoples of Minnesota (3 credits)

This course studies the history and culture of the three Indigenous peoples of Minnesota: the Dakota, the Anishinabe, and the Hocak. Origin and migration stories will be examined. Their interactions with each other, with the white man, and with other native groups will be focused on, as well as contemporary issues facing the indigenous peoples of Minnesota. Decolonization is the theoretical perspective of the course. Prerequisite: INDS 101 preferred.

INDS 220 (LAC, C, D) Difficult Dialogues: Breaking the Indigenous Stereotype (3 credits)

The course will examine the stereotypes, misconceptions, and images of the Indigenous Peoples of the U.S. from the beginning with Columbus and his term “Indians” to the 21st Century contemporary society with “casino Indian” and “immigrant Indian.” The purpose and use of stereotypes will be studied as well.

INDS 230 (D, R, S) Dakota History and Culture (3 credits)

A study of the Dakota people from antiquity to modern times. Primary attention is given to the Dakota people of Minnesota, especially the reservations located near Southwest Minnesota State University.

INDS 250 Indigenous Literature and Film (3 credits)

The course will focus on some of the more well-known contemporary works of Indigenous literature and some of the famous, modern-day indigenous authors. In addition to literary aspects of the works, various cultural and historical themes and topics will be examined. Topics will include: creation, transformation, symbolism, earth, death and dying, mixed-bloods, struggle for the land, genocide, assimilation, removal, allotment, urbanization and activism (“Red Power”). Close attention will be paid to the differences in perception that Native American writers bring to their fiction and how these differ from perceptions that non-natives have of native peoples. Examples of literature and film will be drawn from other parts of the world (e.g. Mexico, Hawaii, etc.) Decolonization is the theoretical perspective of the course.

INDS 286 Special Topics (1-4 credits)

Designed to provide lower-division students with an opportunity to experience a special or experimental curriculum enrichment course.

INDS 310 (D, R, S) Indigenous Spirituality and World View (3 credits)

This course will serve as an introduction to the religious thought and world view of indigenous peoples in the U.S. Special emphasis will be upon the world view and religious beliefs of the Dakota, the Anishinabe, and the Hockak peoples of our region. Major topics will include: creation/origin; migration stories; the cycle/circle; time and space; the group and the individual; death and dying; value systems; the American Indian Religious Freedom Act and recent Supreme Court decisions. Comparison and contrasts will be drawn between native religious thought and the Judeo/Christian traditions. Students will have the opportunity to examine their own spirituality, values, and beliefs in light of the texts, videos, and lectures. Decolonization is the theoretical perspective of the course. Christianity is viewed as the ideology of colonialism.

INDS 325 Genocide, Survival, and Indigenous Peoples (3 credits)

A survey of the history of the indigenous peoples of the United States from antiquity to the Dawes Allotment Act of 1887. Course will focus on the native peoples of the U.S. and their thousands of years of separate cultural development before the arrival of colonizers. Special emphasis will be given to origin accounts; native world views; interaction among Native Nations, the various European powers and the United States; imperialism; colonialism; treaties; the struggle for the land and resources; genocide; and the development of federal Indian policy and its impact.

INDS 326 Decolonization, Recovery, and Indigenous Peoples (3 credits)

A survey of the history of the indigenous peoples of the U.S. from 1887 (the Dawes Allotment Act) to the present. Special emphasis will be placed on native-white relations and the continuing development of federal Indian policy and its impact. Attention will be given to persistence, change, and adaptation in native cultures to contemporary social conditions. Also, topics such as self-determination, decolonization, urbanization, activism, gaming, and other crucial issues regarding the environment, energy, and treaty rights will be studied.

INDS 344 (M) U.S. Policy, Imperialism, and Indigenous Peoples (3 credits)

A seminar and capstone course for INDS minors. The course is a survey of the development of federal Indian policy as reflected through treaties, agreements, executive orders, legislation, and court cases. Decolonization methodologies will be an intellectual framework for the course. Topics will include: interactions with European nations before the U.S. became a political entity; federal Indian policy as “true American imperialism;” colonialism; selected treaties; and Indian law questions currently in court litigation will be among a number of important topics which will be studied.

INDS 345 Education, Colonialism, and Indigenous Peoples (3 credits)

A historical overview of the education of the indigenous people of the United States before and after the coming of the white man. Various topics will include: early tribal educational methods (informal); the role of missionaries and churches; and colonial and earlier federal ideologies, policies, and programs that have dominated the education of indigenous people.

INDS 486 Special Topics (1-4 credits)

Designed to provide upper-division students with an opportunity to experience a special or experimental curriculum enrichment course.