

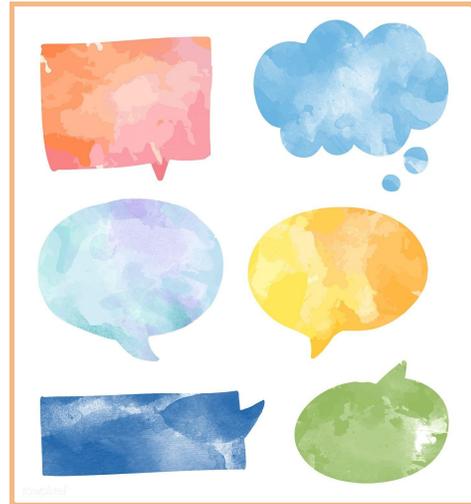
Syllabus: PA 5890 - 001 Spring 2021

Fact-finding Investigations on Human Rights

Meets remotely Mon. and Wed. 1:00 - 2:15 pm

3 credit, full-semester course

[Canvas course link](#)



Course Description

This course will familiarize you with core principles and techniques for human rights fact-finding, focusing especially on interviews.

You'll learn practical skills: how to plan and prepare for fact-finding interviews; navigate security challenges; tailor interviews for specific populations; interview government officials; conduct remote interviews; minimize the risk of retraumatization and vicarious trauma; and adapt fact-finding interview approaches for challenging locations. Readings and exercises will address specific considerations when interviewing LGBTQI+ survivors, children, people with disabilities, older people, and other groups.

This seminar uses role-play simulations as a learning tool. Most weeks, we will spend one class session discussing topics and interview techniques, and the other putting them into practice through role play exercises with pairs of students. After many shorter practice sessions in class, you'll do a full, in-depth mock interview with me.

The course draws heavily on my experience conducting fact-finding interviews and training staff at Human Rights Watch, where I was a director working on women's human rights globally, as well as previous experience as a lawyer. We'll also learn from the methodologies of specific projects of HRW and other organizations.

Instructor Information

Janet Walsh - Senior Fellow, Humphrey School

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Phone: (612) 695-1296 (mobile)

Office: Humphrey School, room 153 (enter through the Room 130 door; office is by the stairs)

Personal Zoom meeting room [link](#)

Pronouns: She/her/hers

Office Hours: Tuesday (11:30-1:00) and Thursday (2:00-3:00) or by appointment. I also welcome spontaneous chats any time.

About me: I'm a Senior Fellow in Humphrey School of Public Affairs, and in this role I teach, advise, and engage with students interested in human rights careers. I'm also a lawyer who has advocated for gender equality and women's human rights around the world through work with nonprofits, the United Nations, and law firms. Prior to joining the U of M last year, I worked for Human Rights Watch for 17 years, as the deputy director of the Women's Rights Division. There, I helped lead the organization's work on issues such as gender-based violence, sexual and reproductive rights, women's land and property rights, family laws, the rights of women workers, and work-family policies. I trained and guided staff, including on the interview skills we'll practice in this course.

Learning Objectives

Through this course, you will understand what fact-finding is, and how fact-finding interviews are used in the human rights field. More specifically, you will have developed interviewing skills and knowledge that will enable you to:

- Understand core standards and ethical considerations for human rights interviews
- Interview survivors of human rights abuses, and understand best practices for interviewing specific populations
- Interview government officials
- Navigate remote interviews
- Assess and handle security risks for interviews
- Obtain data and information from official sources
- Understand and mitigate risks of retraumatization and vicarious trauma

Course Mode, Structure and Approach

This is an **online** course due to the coronavirus pandemic. Most class sessions will be **synchronous**, but a few (about 4 of the 28 classes) will involve **asynchronous** modules. Dates for asynchronous modules will be confirmed at the beginning of the semester.

Most weeks, we will spend one class session discussing topics and techniques, and the other putting them into practice through in-class role play exercises with pairs of students. Toward the end of the semester, you'll do a full, in-depth mock interview with me.

I'm inviting several guest speakers, and will share more info at the beginning of the semester.

The basic flow of **topics** we'll cover is:

- Core standards and ethical considerations
- Informed Consent
- Demographic information
- Considerations for specific populations
- Preventing and addressing retraumatization
- Ending interviews; referrals
- Remote interviews
- Obtaining secondary information
- Interviewing officials
- Security planning; Restricted locations
- Multimedia interviews
- Ensuring Accuracy
- Stress, resilience, and mitigating vicarious trauma from human rights work

Assignments and Grading

The assignments are short and practical. They're designed to build your skills in planning and conducting human rights interviews. There is no lengthy written paper assignment, and no final exam. **Detailed instructions for written assignments and skills exercises** are in a **separate guidance [document](#)** posted on Canvas.

Students have the option for the final grade to be on the A-F grade scale or S/N (Satisfactory or Not Satisfactory). For additional information, please refer to:

<https://policy.umn.edu/education/gradingtranscripts>.

Grading overview

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|--|-----|
| ● Class participation | 60% |
| ● Written assignments (10 points each) | 20% |
| ● Mock interview with instructor (50 points) | 20% |

Elements of class participation include speaking, contributing through Zoom chats, and asking questions during class; participating in simulated interviews and skills exercises; and serving as a "class support person" (primarily to monitor the chat) during a [designated week](#).

Participation points will be lost if students repeatedly miss class without notifying me, but otherwise you're likely to get full credit for participation. Absences can of course be excused.

All class discussions must be respectful of diverse opinions. Please also be appropriate as you take on characters for your role play simulations.

Weekly Schedule

Week 1: Introduction to each other and the course	
<p>Week 1 / Class 1</p> <p>Jan. 20 <i>Synchronous</i></p>	<p><i>Read (total of 17 pages):</i></p> <ul style="list-style-type: none"> Human Rights Watch Interview Manual, 2019 (“HRW Manual”) (read Part I: Introduction - pages 1 - 3) OHCHR Manual on Human Rights Monitoring (“OHCHR Manual”), chapter 3, “Human Rights Monitoring, Fact-Finding and Investigations by the United Nations” (read pages 3 - 17) <p><i>In-class activity:</i></p> <ul style="list-style-type: none"> Discuss shared agreements for class <p><i>Assignment:</i></p> <ul style="list-style-type: none"> Information sheet (due Jan. 22)
Week 2: Basics, core standards and ethical considerations	
<p>Week 2 / Class 2</p> <p>Jan. 25 <i>Synchronous</i></p>	<p><i>Read (total of 24 pages):</i></p> <ul style="list-style-type: none"> The Advocates for Human Rights, chapter 3, “Monitoring,” in “Human Rights Tools for a Changing World: A Step-by-step Guide to Human Rights Fact-finding, Documentation, and Advocacy,” 2015 (“The Advocates for Human Rights Guide”) (skim pages 15 - 34) Ethical Journalism Network infographic, “7 Points for Covering a Pandemic,” 2020 WHO guidelines, “WHO Ethical and Safety Recommendations for Intervention Research on Violence Against Women,” 2016 (read pages 12 - 14 on confidentiality) Example: “Report of the Special Rapporteur on the rights to freedom of peaceful assembly and of association on his follow-up mission to the United States of America,” 2017 (<i>skim</i> paragraphs 1 - 25; 4 pages of skimming) Example: Arab Foundation for Freedoms and Equality and Outright International report, “Activism and Resilience: LGBTQ Progress in the Middle East and North Africa,” 2018 (<i>skim</i> methodology, pages 7 - 8) <p><i>In-class Activity:</i></p> <ul style="list-style-type: none"> Ice-breaker interviews
<p>Week 2 / Class 3</p>	<p><i>Guest speaker: Nisha Varia, HRW, advocacy director for women’s rights</i></p>

Jan. 27 <i>Synchronous</i>	<ul style="list-style-type: none"> ● Video to watch in advance of the guest speaker visit: “Nisha Varia: The Plight of Domestic Workers,” 2015 (26 minutes; you can watch part or all of it)
Week 3: Preparing for interviews; informed consent	
Week 3 / Class 4 Feb. 1 <i>Synchronous</i>	<p><i>Read (total of 56 pages):</i></p> <ul style="list-style-type: none"> ● HRW Manual (read Part III: Interviewing - pages 20 - 53; and pages 86 - 93 on taking and securing research notes; 40 pages of reading) ● OHCHR Manual, chapter 2, “Basic Principles of Human Rights Monitoring”(read pages 3 to 10) ● Example of possible informed consent topics (1 page) ● Example: Southern Africa Litigation Centre report, “Towards a human rights-based approach to learner pregnancy management in Malawi,” 2017 (<i>skim</i> methodology section, pages 15 - 20) ● Example: HRW report, “‘They Stay until They Die’: A Lifetime of Isolation and Neglect in Institutions for People with Disabilities in Brazil,” 2018 (<i>skim</i> methodology section, pages 11 - 13) <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Informed consent outline (due Feb. 3)
Week 3 / Class 5 Feb. 3 <i>Synchronous</i>	<p><i>In-Class Activity:</i></p> <ul style="list-style-type: none"> ● Practice discussing informed consent
Week 4: Demographic information; composition of interview teams	
Week 4 / Class 6 Feb. 8 <i>Synchronous</i>	<p><i>Read (total of 33 pages):</i></p> <ul style="list-style-type: none"> ● OHCHR Manual, chapter 11, “Interviewing”(read the whole chapter, 25 pages) ● Advocates for Human Rights, chapter 3, “Monitoring,” in “Human Rights Tools for a Changing World: A Step-by-step Guide to Human Rights Fact-finding, documentation, and Advocacy,” 2015 (read pages 34 - 37) ● Example: United Nations Support Mission in Libya and Office of the High Commissioner for Human Rights report, “Desperate and Dangerous: Report on the human rights situation of migrants and refugees in Libya,” 2018 (<i>skim</i> methodology section, pages 8 - 10) ● Example: Advocates for Human Rights report, “Asking the Right Questions: A Human Rights Approach to Ending Trafficking and Exploitation in the Workplace,” 2016 (<i>skim</i> methodology section, pages 17 - 18) <p><i>Assignment:</i></p>

	<ul style="list-style-type: none"> ● Outline demographic questions (Due Feb. 10)
<p>Week 4 / Class 7</p> <p>Feb. 10 <i>Synchronous</i></p>	<p><i>In-class activity:</i></p> <ul style="list-style-type: none"> ● Practice asking for demographic information.
<p>Week 5: Managing interviews; considerations for specific populations</p>	
<p>Week 5 / Class 8</p> <p>Feb. 15 <i>Synchronous</i></p>	<p><i>Read (total of 70 pages):</i></p> <ul style="list-style-type: none"> ● HRW Manual, sections on interviewing children, older people, people with disabilities, LGBT people, Indigenous people, and sex workers (read Part V, pages 134 - 185; 51 pages) ● Association for the Prevention of Torture (APT) and United Nations High Commissioner for Refugees (UNHCR) manual, "Monitoring Immigration Detention: Practical Manual," 2014 (read sections on interviewing, pages 62 - 72) ● Tip Sheet on mandatory reporting (1 page) ● Example, HRW report, "'I Needed Help, Instead I Was Punished': Abuse and Neglect of Prisoners with Disabilities in Australia," 2018 (<i>skim</i> methodology section; 4 pages) ● Example: HRW report, "'Don't Punish Me for Who I Am': Systemic Discrimination Against Transgender Women in Lebanon," 2019 (<i>skim</i> methodology section; 2 pages) ● Example: HRW report, "Make it Safe: Canada's Obligation to End the First Nations Water Crisis," 2016 (<i>skim</i> methodology section; 2 pages)
<p>Week 5 / Class 9</p> <p>Feb. 17 <i>Synchronous</i></p>	<p><i>Guest speaker - Rosario de la Torre, Co-Director of Family Advocacy & Community Engagement at Casa de Esperanza</i></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Draft an outline for the mock interview with "Jan" (Due Feb. 22)
<p>Week 6: Managing interviews; considerations for specific populations</p>	
<p>Week 6 / Class 10</p> <p>Feb. 22 <i>Synchronous</i></p>	<p><i>Read (total of 62 pages):</i></p> <ul style="list-style-type: none"> ● OHCHR, "Integrating a Gender Perspective into Human Rights Investigations: Guidance and Practice," 2018 (read pages 24 - 35) ● UK Foreign & Commonwealth Office, "International Protocol on the Documentation and Investigation of Sexual Violence in Conflict," 2017 (read chapter on interviewing, pages 161 - 186 and <i>skim</i> Annex 7; 4 pages) ● HRW Manual, Part V, read pages 186 - 233 on survivors of domestic violence survivors, torture, sexual violence (47 pages of reading)
<p>Week 6 / Class 11</p>	<p><i>Guest speaker - Kaarin Long, The Advocates for Human Rights</i></p> <p><i>In-class Activity:</i></p>

Feb. 24 <i>Synchronous</i>	<ul style="list-style-type: none"> Brainstorm about the content of your outline for the mock interview. <p><i>Assignment:</i></p> <ul style="list-style-type: none"> First draft of questionnaire for your mock interview with “Jan” (Due March 1)
Week 7: Ending interviews; referrals	
Week 7 / Class 12 March 1 <i>Synchronous</i>	<p><i>Read (total of 12 pages):</i></p> <ul style="list-style-type: none"> HRW Manual, on referral sheets (read pages 24 - 26) and on ending interviews (read page 84) Website explaining the draft “Murad code” (Draft Global Code of Conduct for Investigating and Documenting Conflict-Related Sexual Violence), 2020 (8 pages of skimming the website) <p><i>In-class Activity:</i></p> <ul style="list-style-type: none"> Practice ending an interview <p><i>Assignment:</i></p> <ul style="list-style-type: none"> Write part of a referral sheet (Due March 3)
Week 7 / Class 13 March 3 <i>Synchronous</i>	<p><i>Guest speaker - Annerieke Daniel, HRW</i></p> <ul style="list-style-type: none"> Video to watch in advance of guest speaker visit: “US: Alabama Missing Ways to Improve Young People’s Health” <p><i>Assignment:</i></p> <ul style="list-style-type: none"> Second draft of questionnaire (Due March 8)
Week 8: Remote interviews	
Week 8 / Class 14 March 8 <i>Synchronous</i>	<p><i>Read (total of 27 pages):</i></p> <ul style="list-style-type: none"> HRW Manual, read pages 102 - 112 on remote interviewing (10 pages) CPJ, “How do I cover COVID-19? Frequently asked questions for CPJ’s safety experts,” 2020 (6 pages) Ethical Journalism Network, “Reporting on Covid-19: remote interviewing” (1 page) HRW essay, “From Flight Logs to Homeschooling, Human Rights Watch Grapples with Covid’s Challenges,” 2021 (2 pages) Example: HRW report, “Revoked: How Probation and Parole Feed Mass Incarceration in the United States,” 2020 (skim the methodology section; 7 pages) Example: Amnesty International news release, “Myanmar: Indiscriminate airstrikes kill civilians as Rakhine conflict worsens,” 2020 (skim the first page, noting methodologies)
Week 8 / Class 15	<p><i>In-class activity:</i></p> <ul style="list-style-type: none"> Practice the beginning of a remote interview.

<p>March 10 <i>Synchronous</i></p>	
<p>Week 9: Obtaining data and information</p>	
<p>Week 9 / Class 16</p> <p>March 15 <i>Synchronous</i></p>	<p><i>Guest speaker - Mahesha Subbaraman</i></p> <p><i>Read (total of 41 pages):</i></p> <ul style="list-style-type: none"> ● OHCHR Manual, chapter 7, “Gathering Contextual Information” (read pages 3 - 22) ● Browse the Article 19 organization’s map of right to information laws around the world (to get a sense of where these laws might help fact-finding efforts) ● Center for Constitutional Rights report, “FOIA Basics for Activists,” 2019 (read pages 1 - 11) ● MN Counties Governmental Trust Resources guide, “An Introduction to the Minnesota Government Data Practices Act,” 2015 (read pages 1 - 4) ● News article, “Minnesota Supreme Court hands government transparency advocates major victory,” 2021 (1 page) ● Example: Amnesty International report, “Fragmented and Unequal: A Justice System that Fails Survivors of Intimate Partner Violence in Louisiana, USA,” 2019 (<i>skim</i> methodology section - pages 17 - 19) ● Example: HRW report, “No Support: Russia’s ‘Gay Propaganda’ Law Imperils LGBT Youth,” 2018 (<i>skim</i> methodology section, pages 10 - 11) ● Example: Boston University Center for Antiracist Research, “Racial Data Lab” (read some of the material on the “COVID Racial Data Tracker” page of the site, and notice aspects calling for more transparency of government data) <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Write a letter requesting data / information. (Due March 18)
<p>Week 9 / Class 17</p> <p>March 17 <i>Asynchronous</i></p>	<p><i>Asynchronous session. Instead of a live class meeting, please watch:</i></p> <ul style="list-style-type: none"> ● <i>The Nation</i> video, “The Power and Beauty of FOIA,” 2021 (37 minutes; you can watch about half of it, if you’re pressed for time) <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Outline questions for a mock government interview. (Due March 19)
<p>Week 10: Interviewing government and corporate officials</p>	

<p>Week 10 / Class 18</p> <p>March 22 <i>Synchronous</i></p>	<p><i>Read (total of 13 pages):</i></p> <ul style="list-style-type: none"> ● HRW Manual (review Part III: Interviewing, pages 54 - 58) ● OHCHR Manual, chapter 11, “Interviewing” (read section F of this chapter, pages 30 - 32) ● Example: Asian Forum for Human Rights and Development and Center for Human Rights and Development, “Our Land: Fact-finding Mission Report on the Impacts of Mining on Defenders and Environment in Khentii and Dorno Provinces, Mongolia,” 2019 (<i>skim</i> executive summary, methodology, and background sections, pages 1 - 6)
<p>Week 10 / Class 19</p> <p>March 24 <i>Synchronous</i></p>	<p><i>In-class Exercise:</i></p> <ul style="list-style-type: none"> ● Mock interview with a government official.
<p>Week 11: Security planning; Accessing restricted locations</p>	
<p>Week 11 / Class 20</p> <p>March 29 <i>Synchronous</i></p>	<p><i>Read (total of 77 pages):</i></p> <ul style="list-style-type: none"> ● OHCHR Manual, chapter 14, “Protection of Victims, Witnesses and Other Cooperating Persons” (read pages 4 - 42) ● HRW Manual (read Part II: Security, pages 5 - 19; pages 112 - 121 on institutional settings; and pages 121 - 133 on humanitarian crises and armed conflict; 35 pages of reading) ● Example: HRW report, “‘Just Like Other Kids’: Lack of Access to Inclusive Quality Education for Children with Disabilities in Iran,” 2019 (<i>skim</i> methodology section, pages 11 - 12) ● Example: HRW report, “‘When We Lost the Forest, We Lost Everything’: Oil Palm Plantations and Rights Violations in Indonesia,” 2019 (<i>skim</i> methodology section, pages 23 - 24)
<p>Week 11 / Class 21</p> <p>March 31 <i>Synchronous</i></p>	<p><i>Guest speaker - Juliana Nnoko-Mewanu, HRW</i></p> <ul style="list-style-type: none"> ● Video to watch in advance of guest speaker visit: “Indonesia: Indigenous Peoples Losing Their Forests”
<p>April 5 - 9: Spring Break</p>	
<p>Week 12: Multimedia interviews</p>	
<p>Week 12 / Class 22</p> <p>April 12 <i>Synchronous</i></p>	<p><i>Guest speaker - Leya Hale, TPT</i></p> <p><i>Read or view (total of 23 pages):</i></p> <ul style="list-style-type: none"> ● HRW Manual, read pages 94 - 102 on multimedia interviewing (8 pages of reading)

	<ul style="list-style-type: none"> ● Watch one or more of the short videos by Leya Hale embedded in this article: TPT Originals, “Why Indigenous Languages, Education, Hair and the Portrayal of Mascots Matter” ● WITNESS Video for Change guide, “Conducting Safe, Effective and Ethical Interviews with Survivors of Sexual and Gender-Based Violence” (download the guide from the link on this page, and read pages 3 - 13) ● WITNESS website, “4 new resources to help activists use video during COVID19,” 2020 (2 pages)
<p>Week 12 / Class 23</p> <p>April 14 <i>Asynchronous</i></p>	<p><i>Asynchronous session. Instead of a live class meeting, please watch:</i></p> <ul style="list-style-type: none"> ● WITNESS video, “How to film trustworthy video evidence of police abuse,” 2020 (17:39 min.) ● Hunter Johnson film, “Until We Find Them,” (30 min.) [Access info to come]
<p>Week 13: Ensuring accuracy</p>	
<p>Week 13 / Class 24</p> <p>April 19 <i>Asynchronous</i></p>	<p><i>Asynchronous session. Instead of a live class meeting, please watch:</i></p> <ul style="list-style-type: none"> ● Ted video, “How Fake News Does Real Harm,” (6:18 min.) ● ColumbiaLearn video, “6.2.1 Defamation - Part I -The Basics” (23:14 min.) <p><i>Read (total of 23 pages):</i></p> <ul style="list-style-type: none"> ● OHCHR Manual, chapter 12, (read section D on trauma and memory, pages 9 - 10. Relevant to memory and fact verification.) ● Columbia Journalism Review article, “Can I say that? A legal primer for journalists,” 2015 (read the whole article, 4 pages) ● Protect the Protest guide, “An Activist’s Guide: Reducing Exposure to SLAPP Lawsuits,” 2019 (<i>skim</i> the full guide, 17 pages)
<p>Week 13 / Class 25</p> <p>April 21 <i>Synchronous</i></p>	<p><i>Class debrief on how mock interviews went; review of fact-verification from Monday’s module.</i></p> <p><i>End class early for Student Rating of Teaching</i></p> <p><i>Assignment:</i></p> <ul style="list-style-type: none"> ● Mock in-depth interview with “Jan.” (This is the last week in which you can do this assignment. You can schedule it between Weeks 8 - 13) (Due April 23) ● Write a “thank you” email to “Jan” for the interview. (Due April 23)
<p>Week 14: Stress, resilience, and mitigating vicarious trauma from human rights work</p>	
<p>Week 14 / Class 26</p> <p>April 26 <i>Synchronous</i></p>	<p><i>Read (total of 37 pages):</i></p> <ul style="list-style-type: none"> ● HRW Manual (read pages 59 - 85 on understanding trauma and minimizing retraumatization, and pages 234 - 244 on stress and resilience) ● OHCHR Manual, chapter 12, “Trauma and Self-Care” (read section E, pages 11 - 19)

	<ul style="list-style-type: none"> Human Rights Resilience Project website, <i>skim</i> "Tools and Programs for Resilience" (3 pages)
Week 14 / Class 27 April 28 <i>Asynchronous</i>	<i>Asynchronous session. Instead of a live class meeting, please watch:</i> <ul style="list-style-type: none"> Urgent Action Fund for Women's Human Rights video, "Turning Towards Healing Justice," 2019 (6:30 minutes) No homework
Week 15: Final class	
Week 15 / Class 28 May 3	Open final discussion -- share how you might integrate fact-finding interviews into future work. No readings

Course Materials

There is no textbook. Our main readings are an online UN human rights monitoring [manual](#), portions of a Human Rights Watch training manual on interviewing (used with HRW permission), and resources from other organizations. You will receive a PDF with the HRW manual readings, and links for the rest are on Canvas. Please do not share the HRW manual materials with anyone other than participants in this class. HRW is kindly letting us use this resource, but the manual is not a public document.

To keep your reading load manageable, I'm asking you to "**read**" some sources carefully, and briefly "**skim**" others. Many of the materials for you to skim are methodology sections of human rights reports. You *can* skim other sections, which will help you understand why they chose this methodology, but this is not required.

Please always have a **pen and paper** handy during class, and use them to take notes during practice interviews.

Wellbeing and Minimizing Vicarious Trauma

Some of the readings and exercises for this course address violence and discrimination. The content may be disturbing and stressful to read or view. In class, I will suggest techniques to minimize the risk of vicarious trauma. I ask that we all work to create an atmosphere of respect and sensitivity in the classroom.

If you are struggling with the course because of the content, speak with me and/or seek help from the counseling center or other support services, including those explained under "Mental Health and Stress Management" at this [link](#).

Set Your Canvas Notification Preferences

This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas “notification preferences” to choose how and when you’d like to receive messages via text, email, or both. Find easy-to-follow [instructions](#) at “How do I set my Canvas notification preferences as a student?”

We strongly recommend that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don’t risk missing important class communication. For assistance, please contact me or help@umn.edu.

Prerequisites and Complementary Courses

There is no prerequisite for this course.

This elective course should be considered a *supplement* to other courses on research methods, *not a replacement*. **I strongly encourage students to take courses on qualitative research methods, surveys, and other methods-focused courses.** The approach taught in this course is more like investigative journalism paired with advocacy than like social science research or other scientific disciplines.

University and School policies

For links to University of Minnesota and Humphrey School policies, please click the “U of M Policies” link on our course Canvas site, or see <https://z.umn.edu/PolicyStatements>. Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.

Land Acknowledgment

The University of Minnesota - Twin Cities is located on the traditional, ancestral and contemporary homelands of the Dakota people. It is important to acknowledge the peoples on whose land we live, learn, and work as we seek to improve and strengthen our relations with our tribal nations. We also acknowledge that words are not enough. We must ensure that our institution provides support, resources, and programs that increase access to all aspects of higher education for our American Indian students, staff, faculty, and community members.

To learn more, visit:

- [American Indian Movement](#) and more from the [MN History Center](#)
- [Native Governance Center](#)
- [Treaties Matter](#)
- [Land-Grab Universities](#)
- [New York Times: Native Americans Paid for America's Land Grant Universities](#)