

Kaya Lawrence, *Director of Diversity and Inclusion*
Rachel Ingal, *Student Body President*
Sarah Galbenski, *Student Body Vice President*
Aaron Benavides, *Chief of Staff*

**A RESOLUTION ENCOURAGING THE ADAPTATION OF THE MOREAU FIRST
YEAR EXPERIENCE COURSE TO TELL A FULLER AND MORE INCLUSIVE
VERSION OF THE HISTORY OF THE UNIVERSITY OF NOTRE DAME**

Whereas, this resolution is supported by the Native American Student Association of Notre Dame (NASAND), would contribute to the fulfillment of the Njomo-Bisner solidarity platform, and has been discussed with Lauren Donahue and Andrew Whittington, co-directors of the Moreau Program;

Whereas, the University of Notre Dame recognizes in its mission statement that “The intellectual interchange essential to a university requires, and is enriched by, the presence and voices of diverse scholars and students”;

Whereas, Catholic Social Teaching calls for each person to commit himself or herself to the care and the good of all others, Native and non-Native, who comprise a common global family, and Pope Francis recognizes a need to acknowledge and apologize for the Church’s history with Indigenous people;

Whereas, Native people play an integral role in the Catholic church past and present, and especially in Notre Dame’s identity as a Catholic institution, and allowing Native voices to permeate campus discussions would align with Notre Dame’s Catholic identity inasmuch as it would allow students to better care for the Indigenous members of their global family;

Whereas, the Notre Dame Moreau curriculum calls for students to be presented with “diverse if not controversial opinions and research” in a quest to foster critical and independent thinking and provide an opportunity for considering the views of others;

Whereas, the Notre Dame Moreau curriculum seeks to cultivate “formation of [one’s] mind, body, and spirit; by enriching the integration of [one’s] intellectual, extracurricular, and residential experiences”;

Resolution SS 2021-34**March 24, 2021**

Whereas, the Notre Dame Moreau curriculum opens with an excerpt of a 1849 letter from Blessed Basil Moreau to the Congregation of the Holy Cross, including the decree, “We do not want our students to be ignorant of anything they should know”;

Whereas, including Native voices and culture in the Moreau curriculum would increase students’ cultural awareness, exposing them to valuable and unique opinions with which they could develop enhanced intellectual and critical thinking abilities and open their minds and hearts to the voices, cultures, and experiences of Native peoples;

Whereas, interest in learning Native culture has been demonstrated on many occasions and in myriad ways: recent history has seen three successful Potawatomi Language and Culture Nights, two faculty-organized and -led conferences on Native issues across multiple disciplines, approximately 100 students enrolled in classes explicitly about Native history and culture in the 2019-2020 school year, and a growing number of students doing service in Indian Country through the Center for Social Concerns and Institute for Educational Initiatives, home of the Alliance for Catholic Education (ACE) program;

Whereas, in response to an open survey examining what students know about Indigenous histories and cultures, students referenced more than 30 courses in 10 departments in which they have learned about Indigenous histories and cultures, demonstrating that this is already a topic of discourse throughout the University;

Whereas, in response to the aforementioned survey, all students expressed moderate to extreme interest in learning more about Notre Dame’s history with Indigenous Nations, and students expressed, “Why aren’t we learning more of this?” and “I want Notre Dame to take responsibility for their actions and stop sugar coating their history,” when asked what questions they had about Indigenous histories and culture;

Whereas, significant interest exists, although these students must currently work diligently to seek out these opportunities themselves and it would behoove all to learn about Native culture, and this opportunity to learn should be made readily available to all students;

Whereas, the Pokégnek Bodéwadmik/Pokagon Band of the Potawatomi has a meaningful history with the University of Notre Dame and the land on which it sits that Notre Dame has

Resolution SS 2021-34**March 24, 2021**

an obligation to acknowledge;

Whereas, the Native people living self-sufficiently and devoutly on the land on which Notre Dame currently sits were foundational to the development of a robust Catholicism in the area, the arrival of Notre Dame's founders to the site of our campus, the success of the Notre Dame founders as they pursued a vision of Catholicism and education in an unfamiliar area, and the inspiration of those who made the University of Notre Dame a reality;

Whereas, Native voices are often left out of national and educational conversations, despite their critical function in enriching dialogue on all levels;

Whereas, history shapes the present, and Notre Dame's interactions with Native communities on all levels will be shaped by how it acknowledges Indigenuity in light of a shared history in which Native people played an active role;

***Resolved*, the Student Senate of the University of Notre Dame du Lac supports that Notre Dame's Native history and a greater discussion of Native culture be included in the Moreau FYE course curriculum.**

We acknowledge our presence on the traditional homelands of Native peoples including the Haudenosaunee, Miami, Peoria, and particularly the Pokégnek Bodéwadnik / Pokagon Potawatomi, who have been using this land for education for hundreds of years, and continue to do so.



Rachel Ingal
Student Body President