NAS 284 Native American Religion 3 credits

I. Catalog Description: Introduction to Native American spirituality with a focus on balance in the four aspects of the human being: the physical, the mental, emotional, and spiritual. Covers our experimental relationships with all life forms in the natural world and explores the role of violation values, visions, dreams, mediation, renewal, reciprocity, spirits, and ceremonies.

II. Prerequisites, pre-/co-requisites, co-requisites, recommended: There are no prerequisites for this course. However it is recommended that the student test clear of reading comprehension, and be at least placed ion ENG-096

III. Rationale for Course Level: This course is at the correct level because it requires a significant amount of reading, writing, and critical thinking. Students must identify and research one aspect of Native religion unfamiliar to them, and must be prepared to engage each other during rigorous and constant classroom discussion.

IV. Suggested Textbooks:

There are few textbooks available for this course that stress the experiential nature of Native American religions, because most scholars are trained to view a subject objectively, and Native American religions may truly be understood only in the subjective. Therefore, anecdotal accounts will often be much more valuable than objective descriptions of ceremonial rituals in attempting to understand why Natives do what they do. The E.98 and E. 99 sections of the library are filled with books about Native American subjects, but the vast majority of them were written by non-Indians. That is not to say that there is no value in these books, but understanding or comprehending the abstract nature of Native religions requires a certain amount of experimental knowledge. However, there are a few books that lend themselves well to the subject.

Black Elk, Black Elk speaks
Deloria, Vine, The World We used to Live in: Remebrin the Powers of ther Medicine Men.
God is Red.
Demallie Ray. The sixth Grandfather
Standing Bear, Luther. Land of the Spotted Eagle.

V. Student Learning Course Objectives:

SCTC Institutional Learning Goals

1. Students will demonstrate competency in reading, writing, oral communication, and numerical literacy
2. Students will be able to evaluated information
3. Students will consider multiple perspectives from the diversity of human experience.

**Native American Studies Goals**

1. Students will be able to identify the impact of Native American historical experiences on contemporary Native American experiences.
2. Students will be able to compare and contrast the historical experiences and cultural expressions of the Anishinaabeg with other Native North Americans.
3. Students will demonstrate an understanding of Anishinaabe culture and traditional values.

**Course Student learning outcomes**

**Upon satisfactory completion of this course, a student will be able to:**

1. Differentiate between the “intellectual” religions of the books and the experiential nature of Native America religions. (God is Red, Black Elk)
2. Recognize the need for continued viability of Native American religions in the modern era. (Spotted Eagle, The World We Used to live in)
3. Identify the historical and cultural causes for the continuing degradation of Native religions.
4. Perceive Native religions as perfectly acceptable systems of moral thought and behavior, at least on par, or exceeding of the other great religions of the world.
5. Accept the possibility and potential need for incorporating practical Native religious concepts in to their personal lives.

**VI. Suggested Course Outline:**

**Week 1**

Class introduction

The universe. What is an Indian? What is a human being? Where did we come from? What are we supposed to be doing while we are?

**Week 2**

What is consciousness? Can you define it or describe it? Who has it? Can science tell us?

**Week 3**

What is consciousness? Have you ever wondered? Is it my mother? Is it an angel or a devil? Can you define it or describe it? Can psychological science tell us what it is?

**Week 4**

Consciousness cont.

**Week 5**

Spirits what are they?
Week 6  What is “religion”? Is it man made? How does it apply or not apply to Indians? Is there a right one or wrong one?

Week 7  Looking for Universals in Native Philosophy and Religious Concepts: Are we all that different?

Week 8  Philosophy/ Religious thought

Week 9  American Indian Wisdom and New Age Movement

Week 10  Cultural Appropriation

Week 11  Spiritual Technologies: Pipes, Lodges, Drums, Feathers

Week 12  Up On the Hill: Success and Failure. What’s the point?

Week 13  Sacrifice and Ceremonies: Blood, Thirst, and Fasting

Week 14  Non-Indians in the Arbor: Do they belong?

Week 16  What Does it All mean in the Modern day?

Week 16  Research Presentation

VIII. Suggested Course Evaluation:

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<th>Assessment Tools</th>
<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>In Class Papers</td>
<td>5 points each (70 points total)</td>
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<tr>
<td>Formal Papers</td>
<td>10 points each (130 points)</td>
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<tr>
<td>Final Research Paper</td>
<td>50 points</td>
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<tr>
<td>Class participation</td>
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<td>Attendance</td>
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Total points 300
Grading Scale

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<td>63-60%</td>
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<td>59% and Below</td>
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IX. Bibliography


Black Elk. 1979. Black elk speaks as told to John Neihart


him and him to sleep and


DeMallie, Raymond. The Six Grandfathers


Gutierrez, Ramon. 1991. When Jesus Came the Corn Mothers Went Away: Marriage Sexuality and Power in New Mexico, 1500 to 1846. Albuquerque: University of New Mexico Press.


Trachtenberg, Alan. The Incorporation of America. New York: Hill and Wang


Syllabus Prepared By:

(Signature of Faculty)_______________

Typed Name of Faculty, Credentials

(Date Syllabus Created/Updated if MCS Review)