

Term Information

Effective Term Spring 2016
Previous Value Autumn 2015

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Add GEs Cultures and Ideas and Social Diversity in the US

What is the rationale for the proposed change(s)?

See attached.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There will be no changes in the program requirements or changes in available resources. The anticipated effect on other programs is that there will be an increase in enrollment in the class. The expectation is that this change will generate increased enrollments in other humanities courses, as well, by generating student interest.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Religious Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3672
Course Title	Native American Religions
Transcript Abbreviation	Native Amer Relign
Course Description	Comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. 2370 (270) recommended.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Prereq: English 1110 (110) or equiv.
Not open to students with credit for CompStd 3672 (322) or RelStds 322.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	38.0201
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Culture and Ideas; Social Diversity in the United States
The course is an elective (for this or other units) or is a service course for other units

Previous Value

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• n/a
Content Topic List	<ul style="list-style-type: none">• Native American• American Indian• Religion• Indigenous• Americas• Religious studies

Attachments

- GE rationale and assessment RS_CS3672.doc: rationale and assessment
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)
- Comp Std 3672_Native American Religions_syllabus.doc: syllabus
(Syllabus. Owner: Marsch,Elizabeth)
- Appeal for RELSTDS 2102.02.docx: Appeal 2102 and 3672
(Appeal. Owner: Heysel,Garett Robert)
- GE rationale and assessment RS_3672.doc: revised rationale and assessment
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)
- Religious Studies 3672_Native American Religions_syllabus.doc: revised syllabus
(Syllabus. Owner: Marsch,Elizabeth)
- GE Rationale and Assessment Plan examples.doc: direct measure example
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)
- Religious Studies GE Assessment of 3672.docx: indirect measure example
(GEC Course Assessment Plan. Owner: Marsch,Elizabeth)

Comments

- These revised documents and new examples should answer all contingencies and recommendations. *(by Marsch,Elizabeth on 10/22/2015 03:14 PM)*
- See 10-8-15 feedback e-mail to B. Shank and E. Marsch. *(by Vankeerbergen,Bernadette Chantal on 10/08/2015 01:41 PM)*
- Please accept the attached appeal. The college supports this request for action post deadline. Thanks, *(by Heysel,Garett Robert on 09/24/2015 01:46 PM)*
- Good now? *(by Shank,Barry on 09/23/2015 12:45 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Marsch,Elizabeth	08/25/2015 12:35 PM	Submitted for Approval
Approved	Shank,Barry	08/25/2015 12:43 PM	Unit Approval
Approved	Heysel,Garett Robert	09/22/2015 11:40 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/23/2015 12:40 PM	ASCCAO Approval
Submitted	Marsch,Elizabeth	09/23/2015 01:46 PM	Submitted for Approval
Approved	Shank,Barry	09/23/2015 01:52 PM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2015 01:46 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/08/2015 01:41 PM	ASCCAO Approval
Submitted	Marsch,Elizabeth	10/22/2015 03:14 PM	Submitted for Approval
Approved	Shank,Barry	10/22/2015 03:27 PM	Unit Approval
Approved	Heysel,Garett Robert	11/05/2015 07:46 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/05/2015 07:46 PM	ASCCAO Approval



Religious Studies 3672 (XXXX)
Native American Religions (3 credits)

Day/Time/Location

John N. Low JD, Ph.D.
Assistant Professor
Office Hours:

Office Phone: 740-755-7857
Office Location: 2057 Founders Hall
Email – low.89@osu.edu

General Education Goals and Expected Learning Outcomes:

This course fulfills the GE requirement for **Cultures and Ideas**

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for **Social Diversity in the United States:**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Description:

This course is a comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. There are currently more than 570 federally recognized American Indian Nations with which the United States maintains government to government relations. Some of the goals of this course are to broaden your knowledge of American Indian peoples; through the course, students will be exposed to, and gain an appreciation for, Native American Indian communities as reflected in the diversity of their spiritual beliefs, myths, rituals, ceremonies, and traditions. Lectures and class discussions are supplemented by audiovisual materials and guest speakers.

Required Texts:

- ❖ Deloria, Vine, Jr. *God is Red: A Native View of Religion* (Golden, CO: Fulcrum Publishing, 2003). ISBN-10: 1555914985, ISBN-13: 978-1555914981
- ❖ Hultkrantz, Ake, *Native Religions of North America: The Power of Visions and Fertility* (Waveland Press, 1997), ISBN-10: 0881339857, ISBN-13: 978-0881339857
- ❖ DeMallie, Raymond J., *Sioux Indian Religion: Tradition and Innovation* (University of Oklahoma Press 1989). ISBN-10: 0806121661, ISBN-13: 978-0806121666
- ❖ Maroukis, Thomas C., *The Peyote Road: Religious Freedom and the Native American Church* (Norman: University of Oklahoma Press, 2012). ISBN-10: 0806143231, ISBN-13: 978-0806143231
- ❖ Edmunds, R. David, *The Shawnee Prophet* (Lincoln: University of Nebraska Press; Reprint edition, 1985) ISBN-10: 0803267118, ISBN-13: 978-0803267114
- ❖ Benton-Banai, Edward, *The Mishomis Book: The Voice of the Ojibway* (St. Paul: Univ. Of Minnesota Press; 2 edition, 2010). ISBN-10: 0816673829, ISBN-13: 978-081667382
- ❖ Readings as assigned and available on **Carmen**

Course Requirements: class attendance, preparation and participation, discussion questions, research response journal, and final exam. **Attendance – no more than 2 unexcused absences – each additional unexcused absence lowers your grade by 10%.**

Class Participation – 20% - including preparation by doing the readings before class and the willingness to engage in discussions and class activities. Participation also means contributing something to the discussion while demonstrating respect for others. We will be discussing tough issues and I want to hear what you have to say in an objective and thoughtful manner. Other ways to contribute include, but are not limited to, bringing in news articles relevant to course topics, bringing websites and other media to the attention of the class, announcing American Indian cultural events, sharing relevant personal experiences, etc. Those too shy or uncomfortable speaking in class may see me during office hours or by email to contribute. Some of these topics are difficult so please come see me if you need more context or to discuss in a less public venue.

Discussion Questions – 20% - Each of you will be assigned a day to prepare two to three discussion questions for the readings for that day and be expected to facilitate discussion for that class.

Four Short Papers – 30% - You will write four short papers (2-3 pp. each). In the papers you will discuss what you have learned from the readings and class or use the paper as an opportunity to investigate and write on something prompted by the reading.

Final Exam – 30%

Grading Rubric:

Discussion questions – 20%
Four short papers – 30%
Final Exam – 30%
Class Participation – 20%
Total possible – 100%

Grading Scale:

A = 95 – 100%	B+ = 87 - 89%	C+ = 77- 79%	D = 60 - 69%
A- = 90 - 94%	B = 83 - 86%	C = 73 - 76%	E = Below 60
	B- = 80 - 82%	C- = 70 - 72%	

Resources: OSU – Newark has both a writer’s studio (<http://newark.osu.edu/academics/degreesatnewark/english/thewritersstudio/Pages/index.aspx>) and a tutoring center (<http://newark.osu.edu/studentlife/tutoring/Pages/index.aspx>) to assist you in your assignments. I encourage you to use them. It may be best for me to send them a copy of your assignments before you schedule an appointment.

Requirements & Expectations: The opportunity to create a learning environment and community lies with both the instructor and student. Clearly defined expectations and responsibilities facilitate this:

As a student in this class, your responsibilities include:

- ❖ Reading the assigned materials on time
- ❖ Coming to lecture and section prepared with questions about the readings and lectures
- ❖ Coming to lecture and section on time and prepared to participate
- ❖ Respecting the views and learning needs of other students
- ❖ Consulting with the Instructor about any problems with the course

As your instructor, I make a commitment to:

- ❖ Come to class prepared to facilitate discussion and learning
- ❖ Be responsive to the needs of students
- ❖ Provide guidance on ways to improve your academic performance
- ❖ Respect the views and learning needs of the students
- ❖ Work with you to resolve any problems in the course

I am looking forward to getting to know each of you as scholars. I also hope that you will take time and make the effort to get to know one another as members of an intellectual community. I encourage you to use me as a resource and hope you will take advantage of my office hours.

Grade Appeal Procedure: If you believe that your grade on any assignment should be different from the grade received, you must clearly explain *in writing* the basis for your request for re-evaluation. This gives you an

opportunity to prepare and present cogent arguments for reassessment. While a grade appeal may result in a higher grade, there is no guarantee and a re-evaluation may result in lower grade, if such is warranted. Further information on formal grade appeal rights and procedures are outlined in your student handbook.

Attendance: Research shows that regular attendance is one of the best single predictors of student performance. Good attendance = learning = Good grade. In addition, class is an opportunity to learn not only from me, but also from your classmates. Your classmates want to learn from *you*. Be sure you understand the penalties outlined above that result from more than two unexcused absences. *Please remember – attendance, participation and preparation for class is a part of your grade.*

Incompletes: All assignments must be completed in order to receive a passing grade for the course. I do not expect to approve any “incompletes” except under the most extraordinary circumstances.

Drop/Add Policy: Students should consult your student handbooks and university website regarding deadlines and relevant policies and procedures.

Major Illness or Crisis: If something of major concern has happened to affect your ability to be a part of this class, please contact me ASAP. In case of emergencies affecting your ability to participate in class, you will need to contact the appropriate University personnel for documentation, alternate arrangements, etc.

Disabilities: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services on the Newark campus is located at 226 Warner Center, (740) 366-9441.

Academic Misconduct: “It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).”

In the News: Articles and stories about Native American Indians appear frequently in the news. If you see something that seems relevant to the course, bring it in and share it!

On the Internet: One of my favorite sites is www.airos.org. AIROS is *American Indian Radio On Satellite* and provides an interesting and entertaining source of news and music from “Indian Country” throughout the United States. Popular online newspapers include www.indiancountry.com and www.indiancountrynews.com. I also like *Newspaper Rock, Where Native America Meets Pop Culture* at <http://www.bluecorncomics.com/newsrock.htm>. A very useful website has been launched by the Newberry Library in Chicago. Of particular value for this course is the section on “Peoples, Places & Time.” Click on it at <http://publications.newberry.org/indiansofthemidwest/>



COURSE SCHEDULE

Subject to Modification

Week 1: Introductions

Readings:

God is Red: A Native View of Religion

Anton Treuer, "Religion, Culture & Identity," pp. 39 – 67 (**on Carmen**)

Week 2: Overview

Film: *The Teaching Rocks* (20')

Readings:

God is Red: A Native View of Religion (continued)

"Introduction: Constructing the Indian", 1830's-1990's, S. Elizabeth Bird, *Dressing in Feathers, the Construction of the American Indian* (**On Carmen**)

"The Only Good Indian..." Racism, Stereotypes and Discrimination, in *Native American Voices, A Reader*, 1st ed. pp. 171-205. ((**On Carmen**))

Week 3:

Readings:

Native Religions of North America: The Power of Visions and Fertility

Week 4:

Response Paper 1 Due

Readings:

Native Religions of North America: The Power of Visions and Fertility (continued)

Gonzalez, Mario, "The Black Hills, The Sacred Land of the Lakota and Tsistsistas," in *Native American Voices, A Reader*, 1st ed. Lobo and Talbot, pp. 120-128. (**On Carmen**)

Week 5:

Readings:

Native Religions of North America: The Power of Visions and Fertility (continued)

Week 6: The Lakota

Film – *In the Light of Reverence* (60')

Readings: *Sioux Indian Religion: Tradition and Innovation*

Week 7:

Readings:

Sioux Indian Religion: Tradition and Innovation (continued)

Week 8:

Response paper 2 due

Readings:

Sioux Indian Religion: Tradition and Innovation (continued)

Week 9: Repatriation

Film – *Who Owns the Past?* (60')

Readings:

Anton Treuer, "Perspectives," pp. 146 – 158 (**On Carmen**)

Text to the Native American Graves Protection and Repatriation Act – NAGPRA (**On Carmen**)

History, Myth, and Identity in the New Indian Story, Elizabeth Cook-Lynn, (On Carmen)

Week 10: Native Spirituality and Syncretism

Readings:

The Peyote Road: Religious Freedom and the Native American Church

Week 11:

Response paper 3 due

Readings:

The Peyote Road: Religious Freedom and the Native American Church (continued)

Week 12:

Film: *Jimmy Jackson, Medicine Man* (60')

Readings:

The Peyote Road: Religious Freedom and the Native American Church (continued)

Week 13: Revitalization Movements

Readings:

The Shawnee Prophet

Week 14:

Film – *We Shall Remain – Tecumseh’s Vision* (60')

Readings:

The Shawnee Prophet (continued)

Website of movie at http://www.pbs.org/wgbh/amex/weshallremain/the_films/episode_5_about

Thursday, April 23 – The Ojibwe and other Great Lakes Indians

Response paper 4 due

Readings: *The Mishomis Book: The Voice of the Ojibway*

Final Exam: TBA (in classroom)



GE Rationale and Assessment Plan

Religious Studies 3672

Native American Religions

This course is a comparative survey of indigenous religions of North America; patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. This course will be an important component in the American Indian Studies minor, an interdisciplinary field of study that focuses on the histories, experiences, languages, arts, and cultures of peoples indigenous to the lands that now comprise the United States of America. In this class students are exposed to, and work with, Indigenous cultures and ideas within the United States that are a part of the American experience, and with which they may have previously had only a passing familiarity. The intention of this course is to introduce students to a small but important minority within the United States – Native American Indians. Although American Indians constitute only about 1% of the U.S. population, the histories, stories, and experiences of the first peoples of what is now the United States permeates much of historical and contemporary America. Exposure to the American Indian experience contributes to students' understandings generally of the diversity of peoples in the United States.

The portal for discussing a wide range of topics and issues affecting American Indians is the religion and spirituality and to do so requires a holistic and interdisciplinary approach, and draws together materials from a wide variety of sources. It seeks to broaden students' understandings of the diversity and complexity of American Indian individuals, communities, and nations; to make connections between Native peoples and cultures in the U.S. and Indigenous peoples and cultures across the Americas and around the globe; and to provide comparative and intersectional approaches to issues of race, ethnicity, gender, sexuality, class, and citizenship, as reflected in faith, myth, ritual, ceremony and spirituality.

The kinds of topics addressed in the course are similar to those that are considered in such courses as Religious Studies/Hebrew 2110 *The Jewish Mystical Tradition* which currently fulfill the Cultures and Ideas and Diversity: Global Studies GE requirements. RS 3672 is also similar to Comparative Studies 2370 Introduction to Comparative Religion, which satisfies GE requirements for Cultures and Ideas and Diversity: Global Studies; as well as, Comparative Studies 2367.07 *Religious Diversity in the U.S* which satisfies GE Writing and Communication: Level 2 and Cultures and Ideas and Diversity: Social Diversity in the US.

The general goals and the expected learning outcomes of the Cultures and Ideas category are fulfilled through the reading, viewing, and writing assignments that the class requires. More specifically, the course helps students develop a capacity for “evaluat[ing] significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.” It teaches students to “analyze and interpret major forms of human thought, culture, and expression” and “evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.”

Religious Studies 3672 addresses significant issues that arise within American Indian Studies, and the religious beliefs and expressions of “American Indian.” For example, how does the history of Native/ non-Native contact of the past influence American Indian spirituality today? How has Indigenous spirituality changed over time since contact? What do we know of Native spirituality before European contact? Students will read a range of texts and articles and view several films that speak to these and other issues. Through regular writing response papers throughout the semester, presentation of discussion questions, class participation, and a final essay exam, students will develop their critical analytical skills as well as their writing and oral presentation skills, as is expected in a humanities class.

The course has a variety of readings that will intrigue and challenge students, as well as inform them. Those texts include Vine Deloria, *God is Red: A Native View of Religion*; Ake Hultkrantz, *Native Religions of North America: The Power of Visions and Fertility*; Raymond DeMallie, *Sioux Indian Religion: Tradition and Innovation*; Thomas C. Maroukis, *The Peyote Road: Religious Freedom and the Native American Church*; R. David Edmunds, *The Shawnee Prophet* Edward Benton-Banai, *The Mishomis Book: The Voice of the Ojibway*. Lectures and class discussions will also be supplemented with several important films, including *In the Light of Reverence*, *Who Owns the Past?*, *Jimmy Jackson*, *Medicine Man*, and *We Shall Remain – Tecumseh’s Vision*.

These units give students a general overview of the religious and spiritual beliefs and traditions of people now identified as Native American Indian in the United States, from pre-contact to the present-day. Students are challenged in their assumptions about American Indian peoples and communities, and are exposed to the ways in which American “Indians” either assimilated into the mainstream and relinquished their Indian “religions” or resisted assimilation through rebellion, strategic accommodation, and innovation. Students also learn about the great diversity of Native Americans in what is now the United States as evidenced in politics, language, religion, worldview, lifeways, literature and expressive arts, and material culture as the expressions of their spiritualities. Students will complete the course with an understanding of the fundamental concepts, ideas and information necessary to complete or complement their American Indian Studies minor, if they so choose, as well as the skills gained generally from an Arts and Sciences course at the Ohio State University.

A. General Education Goals and Expected Learning Outcomes:
This course fulfills the GE requirement for Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course also fulfills the GE requirement for Social Diversity in the United States:

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Assessment plan for the course:

GE Cultures and Ideas and GE Social Diversity in the United States Assessment Plan

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes for Cultures and Ideas GE	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions(in final exams as well as discussion questions throughout the semester); writing assignment prompts(directions for the assignment will include questions that assess level of understanding/ critically analyze cultures and ideas; and end of the semester opinion survey questions, See attached for specific examples.</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded questions on exam ¹ Analysis of semester-long discussion and journal ²	Opinion survey ³

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded questions on midterm and final exams Analysis of semester-long discussion and journal	Opinion survey
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GE Expected Learning Outcomes for Social Diversity in United States	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions (in final exams as well as discussion questions throughout the semester); writing assignment prompts(directions for the assignment will include questions that assess level of understanding/ critically analyze social diversity in the United States; and end of the semester opinion survey question. See attached for specific examples.</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.	Embedded questions on exam Analysis of semester-long discussion and journal	Opinion survey
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	Embedded questions on midterm and final exams Analysis of semester-long discussion and journal	Opinion survey

¹ On the final, questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the

exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

²Throughout the semester, each student has the opportunity to demonstrate mastery of GE expected learning outcomes by participating in classroom discussions as well as writing a reading response journal. Elements that reprise the GE expected learning outcomes have been written into the assessments for each of these graded elements.

³ At the end of the semester, each student will be asked to fill out an evaluation of the course, the professor's guidance toward expected outcomes, and their performance regarding these outcomes.

b) Explanation of level of student achievement expected:

For the exam, success means that 75% or more of students will answer questions clearly reflecting their abilities in at least 75% of the GE ELO categories. For discussions and journals, success will mean that at least 75% of the students will reflect undergraduate-level mastery of 75% of the GE ELO categories for the two GE expected learning outcomes.

c) Description of follow-up/feedback processes:

At the end of the course, we will use an analysis of the exam outcomes, the discussion questions and response paper outcomes to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the two GE Cultures and Ideas expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses in the instructor's office so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee when required. We will also use these data to write a GE report when the ASCC Assessment Panel asks for one.

GE Rationale and Assessment Plan

Religious Studies 3672

Native American Religions

GE assessment plan: For each assessment method used, below are specific examples of embedded questions in testing, writing assignments, and opinion survey questions that assess level of understanding/ critically analyze culture & ideas and social diversity in the United States;

Examples of direct assessments are:

Pre/post test; course-embedded questions

The second day of class I have the students complete an online survey that we then discuss in class that gives them a self-evaluation of their understanding of American Indian peoples. I collect these surveys although I ask the students to NOT put their names on them so that their sense of privacy at the outset of the class is preserved.

<http://www.understandingprejudice.org/index.php?section=nativeiq&action=takeSurvey>

I also have students take turns leading discussions each class throughout the semester and many of the issues and questions from below will be the focus of many of those discussions.

Throughout the semester, students will be required to write 4 short essays that will be based upon their readings, class discussions, and outside research if they chose. They will be prompted in those writing assignments to consider and analyze the connections and intersections that Native American religion(s) has in culture & ideas, as well as, social diversity in the United States.

In the final exam I will assess student ability with the following types of questions.

Is religion and spirituality sometimes used as a vehicle for change? For taking a stand (advocacy, resistance or activism)? In your readings, interactions with non-Indians have sometimes been both a creator and a destroyer, a giver and a negative force? Provide at least three specific examples from your readings that represent the dualities that have accompanied native/non-Native relations? If religious myths are defined as truths important to a culture, what are some of the myths described in your readings? Legends, stories, and myths often present a process of establishing balance between dual forces: (a) peace/violence, (b) chaos/order, (c) darkness/light, and (d) protection/destruction. Discuss the role of these contrasting pairs in a Native world. Provide at least three specific examples from your readings. In what ways do/does Native religion(s) reflect cultural assimilation, accommodation, and/or resistance to settler colonialism? In what ways does Native spirituality and religion compare and contrast with mainstream American religion? What has been the response of mainstream America to Native religious

practices? Have they been embraced or suppressed? Has that changed over time? Why do you think there has been a change, if any?

Religious Studies GE Assessment of 3672

This course is designed to meet the following GEs: **Cultures and Ideas** and **Social Diversity in the United States**.
Expected Learning Outcomes for these GEs are:

Culture and Ideas ELO1: Students analyze and interpret major forms of human thought, culture, and expression.

This course provided opportunities for me to meet this objective. Strongly Agree – Agree – Strongly Disagree
How?

Cultures and Ideas ELO2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective. Strongly Agree – Agree – Disagree – Strongly Disagree
How?

SocDivUS1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

This course provided opportunities for me to meet this objective. Strongly Agree – Agree – Disagree – Strongly Disagree
How?

SocDivUS 2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course provided opportunities for me to meet this objective. Strongly Agree – Agree – Disagree – Strongly Disagree.
How?

Other Comments:

Appeal for RELSTDS 2012.02 and CompStd 3672see highlighted text below.
Please note as well the July 27 correspondence below that. Thanks.

On Thu, Sep 24, 2015 at 7:34 AM, Barry Shank <barryshank@gmail.com> wrote:
Dear Garrett,

Having re-read the instructions included here, I see that an Aug 25 submission is not early enough given that the committee probably did not meet between Aug 25 and Sept 1.

That said, I hope our appeal will be granted, given the existing listing with the Registrar for SP 16.

Yours,
Barry

On Thu, Sep 24, 2015 at 7:24 AM, Barry Shank <barryshank@gmail.com> wrote:
Dear Garrett,

I'd like to make a couple of quick corrections to this email. And then present an appeal.

This is not the correct listing for the course. Comparative Sacred Texts is RELSTDS 2102.02.

Secondly, we submitted our request August 25. I approved the submission August 25. That would seem to have met the deadline of Sept 1 for approval by SP 16.

The course is currently listed by the Registrar for SP 16 as a large lecture course with discussion sections. So the issue of scheduling should not be a problem. Students will be able to register for this class as soon as registration is open. Given that, we appeal to have this request approved now.

Yours,

Barry

Also note:
Garett,

Here is Melissa's approval of our putting the request in for SP 16. Elizabeth apparently got this okay last July.

Barry

----- Forwarded message -----

From: **Newhouse, Melissa A.** <newhouse.37@osu.edu>

Date: Mon, Jul 27, 2015 at 3:45 PM

Subject: RE: New class with Recitations

To: "Marsch, Elizabeth" <marsch.3@osu.edu>

Cc: "Shank, Barry" <barryshank@gmail.com>, "Horn, David" <horn.5@osu.edu>

Hi Elizabeth,

Can you go ahead and put in the course change in curriculum.osu.edu for SP16?

We can always change it back if the committee decides differently going forward.

I will expedite the request.

Thank you so much,
Melissa

From: elizabethmarsch@gmail.com [mailto:elizabethmarsch@gmail.com] **On Behalf Of** ELIZABETH MARSCH **Sent:** Monday, July 27, 2015 11:26 AM **To:** Newhouse, Melissa A. **Cc:** Barry Shank; Horn, David

Subject: Fwd: New class with Recitations

Hello Melissa,

I hope you're enjoying the summer! As I gather materials to have this course change approved by the curriculum committee in the coming year, can Comp Studies be granted an exception to teach COMPSTD 3645 with recitation sections for Spring 16?

Thanks very much,
Elizabeth Marsch

----- Forwarded message -----

From: **Gable, Michael** <gable.24@osu.edu>
Date: Mon, Jul 27, 2015 at 8:04 AM
Subject: RE: New class with Recitations
To: "Marsch, Elizabeth" <marsch.3@osu.edu>

Hi Elizabeth,

COMPSTD 3465 has never been approved to teach anything other than a lecture—so it's impossible to teach add a recitation in the system. You'll have to get the recitation approved in curriculum before it can be added.



Michael Gable, Assistant

Registrar **Enrollment Services**, University Registrar 540 Student Academic Services Building | 281 West Lane Avenue Columbus, OH 43210 [614.247.1694](tel:614.247.1694)
Office gable.24@osu.edu

From: elizabethmarsch@gmail.com [mailto:elizabethmarsch@gmail.com] **On Behalf Of** ELIZABETH MARSCH **Sent:** Thursday, July 23, 2015 5:28 PM **To:** Gable, Michael **Subject:** Fwd: New class with Recitations

Hi Mike,

Erin's message directed me to contact you with scheduling issues. I hope this is ok. I'm trying to build a class with recitations for Spring, but I'm getting held up on the Component box. I'm not sure why the system won't allow me to make the 4 sections after the lecture into recitations. It's for COMPSTD 3645. Could you take a look?

Thank you!

Elizabeth

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Elizabeth Marsch

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Elizabeth Marsch

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On Wed, Sep 23, 2015 at 10:34 PM, Heysel, Garrett <heysel.1@osu.edu> wrote:

Hello,

I'm writing concerning a course change request for COMPSTD 2102.01 comparative sacred texts which is in my work list for approval. You have asked for

the effective date to be SP16; however, the registrar requires that course changes effective SP16 complete the entire review/approval process by September 1. Put another way, the course would have to have been submitted, reviewed, approved by panels and ASCC and moved to the Office of the Registrar before September 1, 2015. Here is a link to the course: <https://curriculum.osu.edu/curriculum/course.jsf?id=1028981&scid=39032> and below is a screen shot of the notice regrading deadlines.