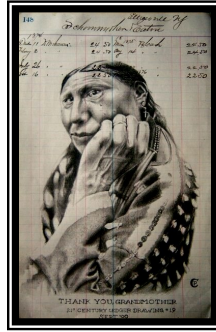


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Religious Studies 3672/xxxx - Spring 20xx
Native American Religions (3 credits)
M/W – xxxx – Location: xxxx

John N. Low JD, Ph.D.
Associate Professor
Office Hours: by appointment

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Email – low.89@osu.edu

This is an Arts and Humanities class fulfilling the old (legacy) General Education Curriculum (GEL) requirements: Historical Study, Cultures and Ideas, and Social Diversity in the United States, under the old GE's and under the new GE's (GEN) is a Theme, "Traditions, Cultures, and Transformations" course.

Legacy (old) General Education Goals and Expected Learning Outcomes:

This course fulfills the GEL 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 GEL 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.

New GE (GEN) Goals: This course satisfies the new GE requirements for:

Traditions, Cultures, and Transformations theme

Goals shared by *all* Themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Goals of “Traditions, Cultures, and Transformations”

Goal 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

Goal 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture. The “big idea” transformation that is being examined is settler colonialism and the response to this idea.
- 3.3. Examine the interactions among dominant and sub-cultures.
- 3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

Questions relevant to assessing the achievement of these goals will be administered at the outset of the semester, at the end of the semester, and during regular exams and quizzes.

Through the readings, lectures, discussions, course materials, assignments and examinations, the student will acquire the above ELO's if they successfully complete and pass the course. Emphasis will be on developing critical thinking skills, deep, scholarship, fluency in the theme, develop more fully a sense of self, develop an understanding of aspects of culture, specifically, religious belief, faith, ceremony, and ritual, understand the transformative power of settler colonialism, develop familiarity of cultural change over time, understand the relationships of dominant and sub cultures, hegemony, and resistance, be exposed to ways in which social constructs such as race, gender and ethnicities impact perceptions and outcomes.

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 (*God is Red*)
- ❖ Neihardt, John G., *Black Elk Speaks: The Complete Edition* (Bison Books; Reprint edition, 2014). ISBN-10: 0803283911: ISBN 13: 978-0803283916 (*Black Elk Speaks*)
- ❖ Hultkrantz, Ake, *Native Religions of North America: The Power of Visions and Fertility*(Waveland Press, 1997), ISBN-10: 0881339857, ISBN-13: 978-0881339857 (*Native Religions*)
- ❖ Kehoe, Alice B., *The Ghost Dance: Ethnohistory and Revitalization*, 2nd Edition (Waveland Press, 2006) ISBN-10: 1577664531: ISBN-13: 978-1577664536 (*Ghost Dance*)
- ❖ Benton-Banai, Edward, *The Mishomis Book: The Voice of the Ojibway* (St. Paul: Univ. Of Minnesota Press; 2nd edition, 2010). ISBN-10: 0816673829, ISBN-13: 978-081667382 (*Mishomis*)
- ❖ Readings as assigned and all PowerPoints available **On Carmen**

Course Requirements: class attendance, preparation and participation, syllabus quiz, discussion questions, four response papers, midterm exam 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. **There will be an extra credit towards participation opportunity Field Trip to Moundbuilders Country Club in April.**

Syllabus Quiz – 5% - I want to motivate you to read the syllabus thoroughly.

Discussion Questions – 10% - 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. Also post on the online discussion board.

Midterm Exam – in class (10%)

Four Short Response Essays – 40% - 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 – 15%

Grading Rubric:

Class Participation – 20%

Syllabus Quiz – 5%

Discussion questions – 10%

Four short papers – 40%

Midterm Exam – 10%

Final Exam – 15%

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

As your instructor, I make a commitment to:

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.

Information on Learning Support Services: 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. Weekly one-on-one tutoring is available through the Tutoring Center, in the John L. and Christine Warner Library and Student Center, Room 211. Students work together to learn concepts, study for tests, plan projects, complete assignments and generally figure out how to make the most of the classroom experience. Students requesting tutors select which hours are most convenient for them. Requests can be made for tutoring in any subject. Assignments are made on a first-come first-served basis according to tutor availability. Two hours a week are scheduled for each class. Online tutoring is also available 24/7. Tutoring is FREE to all students. For more information, please visit the Tutoring Center webpage at <http://www.newark.osu.edu/studentlife/tutoring/Pages/index.aspx> or call (740) 366-9168

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.

Diversity, Equity, and Inclusion at The Ohio State University: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Disability Statement: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. At Newark Campus you can call Student Life at 740-364-9578 or stop by Warner Center 226. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is in your best interest to disclose your needs during the first week of class.

About Turnitin: Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students Note that submitted final papers become part of the Ohio State database."

Academic misconduct statement: Do NOT plagiarize! 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://studentlife.osu.edu/csc/>.

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: 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/>

Diversity Statement: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Land Acknowledgement: The Ohio State University acknowledges that its campuses have long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, Delaware, Potawatomi and the People of Fort Ancient, Hopewell, and Adena cultures also known as the earthworks builders, as well as other tribal nations of the region. The Ohio State University honors and respects the diverse Indigenous peoples connected to this land in which we gather. Further commitments need to be articulated.

House Rules: Students are expected in class on time, and are expected to remain in class for the duration of the

period. If you do need to leave class early for any reason, please be courteous enough to let me know in advance. Due to food allergies and distraction, you may not eat food in class. Laptops, tablets, and other devices are permitted in class for use in note taking, Carmen access, or other course-relevant activities and information. If you are using your phone to text, watch cat videos on YouTube, check sports scores, for social media, etc., you will be asked to leave the classroom and your attendance will be nullified for the day. This is of particular importance when viewing films; however, I always pay attention to such activities and will request that you remove yourself whenever class is in session. Such behavior is disruptive, and disrespectful to both the instructor and your classmates.



COURSE SCHEDULE (*Subject to Modification*)

Week 1: Preliminaries – How to Succeed in this class!

Class 1 - Welcome, Review of Syllabus, Expectations, Introductions, Photos, Questions & Concerns

Class 2

Readings:

Anton Treuer, Introduction and “Terminology,” pp.7-14; “Religion, Culture & Identity,” pp. 39 – 67 (**on Carmen**)

Task: Take the test of your “Native IQ” at www.understandingPrejudice.org Bring your results to class

Week 2: What is Religion? How do we “study” Native American Religions?

Class 3

Readings:

God is Red: Foreword, Introduction, and Chapters 1-3

Class 4 – Culture Areas and Sacred Spaces

Syllabus Quiz Due (load onto *Carmen* by the time class starts)

Readings:

God is Red: Chapters 8-9

Week 3: Indigenous Perspectives of “God”

Class 5

MLK Day?

Class 6

Film: *The Teaching Rocks* (20’)

Readings:

God is Red: Chapters 10-12

Week 4: Native/ non-Native Relations and the Impact on Native Religions

Class 7

Readings:

God is Red: Chapters 13 14

Class 8

Readings: *God is Red*: Chapters 15

Response Essay 1 Due- (load onto *Carmen* by the time class starts)

Week 5: Traditional Native Spiritualities – two case studies

Class 9

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

Readings:

God is Red: Chapters 16-17

Class 10

Readings:

Native Religions: Preface, Chronology, Chapter I

Week 6: Traditional Native Spiritualities – two case studies (continued)

Class 11

Readings:

Native Religions: Chapter II

Class 12

Readings:

Native Religions: Chapter IV and V

Week 7: Diversity of Native Religious Traditions

Class 13

Midterm (in class)

Class 14-

Readings:

Black Elk Speaks: *Introductory Material*

Week 8: Lakota Spirituality and Prophecy

Class 15

Readings:

Black Elk Speaks: Chapters 1-6

Class 16

Response Essay 2 due – (load onto *Carmen* by the time class starts)

Readings:

Black Elk Speaks: Chapters 7 - 13

Week 9: *Black Elk Speaks*, Lakota history and teachings

Class 17

Readings:

Black Elk Speaks: Chapters 14 - 19

Class 18

Readings:

Black Elk Speaks: Chapters 15 - 26

Spring Break Week?

Week 10: Revitalization Movements and Adaptation versus Resistance

Class 19

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

Readings:

Gregory Dowd: *Thinking and Believing: Nativism and Unity in the Ages of Pontiac and Tecumseh* (**On Carmen**)

Class 20

Film: Aaron Huey TED Talk

Readings:

Ghost Dance: Preface, foreword

Week 11: The Ghost Dance as Revitalization Movement

Class 21

Readings:

Ghost Dance: Chapters 1- 4

Class 22

Response Essay 3 due – (load onto *Carmen* by the time class starts)

Readings:

Ghost Dance: Chapters 5 - 7

Week 12: The Ghost Dance (continued) Missionization & Reservation.

Class 23

Readings:

Ghost Dance: Chapters 8 – 10

Class 24

Readings:

Ghost Dance: Chapters 11 - End

Week 13: The Native American Church as Revitalization Movement

Class 25

Readings:

Thomas C. Maroukis, “*The Peyote Controversy and the Demise of the Society of American Indians*” (On *Carmen*)

Class 26 –

Film: N. Scott Momaday – “*Words from a Bear*”

Readings:

Mishomis: Chapters 1-5

Week 14: Ojibwe Midewiwin Spirituality

Class 27

Readings:

Mishomis: Chapters 6-10

Class 28

Readings:

Mishomis: Chapters 11-15

Week 15: (half week): Repatriation and Sacred Items

Class 29 – last day of class

Response Essay 4 due – (load onto *Carmen* by the time class starts)

Film – *Who Owns the Past?* (60’)

Readings:

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

Final Exam: due xxxx (take home exam load onto *Carmen*)