

CPRL/AFRO 337 AMERICAN INDIAN RELIGIONS & PHILOSOPHY

AFRO 337-01 Schedule #:19102

CPRL 337-01 Schedule #:18916

Fall Semester, 2012

Instructor: Larry Smith

Office Location: UH-220

Office Hours: Monday 8:30am to 9:30am or by appointment

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Class Schedule: MW 10-11:15am in H-128

Course Syllabus

Prerequisite

Completion of GE C.2 Introduction to the Humanities.

Course Description

American Indian religious and philosophic perspectives. Religious interpretations and thought in various facets of belief, ranging from traditional Indian religion to Christianity. Highlights contemporary religious activities (CSUF Catalog).

Extended Course Description

This course will provide a multidisciplinary, multicultural, plurinational and pluricultural exploration of the nature, structure, and meaning of Indigenous cultural practices, languages, landscapes, philosophies, and symbols in the religious and spiritual life of Indigenous peoples in the Americas. In addition, this course will focus on Indigenous peoples from the larger North American continent, but students will be encouraged to examine the religious/spiritual traditions of other Indigenous Nations elsewhere. A cultural-historical method will be used in conjunction with a comparative-thematic approach. The cultural approach emphasizes the different Indigenous Nations and worldviews studied, whereas the historical approach is concerned with changes and continuities in Indigenous religious and philosophical ideas and practices over time. Finally, this course also highlights Indigenous ways of knowing which focuses on the interconnected, interrelated, as well as cultural and personalized perspectives.

Course Objectives

The student will be introduced to different American Indian religions and philosophies demonstrating that these are the foundations of being a complete culturally American Indian person by lectures, interviews, videos, research, selected readings which will develop critical thinking with an understanding to the needs of a Indigenous cultures verses a non-Indian predominant culture.

General Education Category

This course fulfills GE area C.3 Explorations in the Humanities, *and* GE Z Cultural Diversity. (The “home” department for this course is AFRO; it is cross-listed with CPRL. Thus, if you are pursuing a Major in Religious Studies you can double count this course with GE and as one course toward your

upper division “Development of Non-western Religious Thought” major requirement, because CPRL is not the home department. However, if you are a Major in Ethnic Studies you may count this course toward your upper-division elective units for the major, but it cannot count for GE. If you are a Minor in Religious Studies, or a Minor in Afro-Ethnic Studies you can “double count” this course for GE and the minor—up to nine units of GE courses from one department may be used to meet minor requirements.)

General Education Learning Goals

General Education Learning Goals applied to this Course (UPS 411.201) 6/20/11

The learning goals for subarea C.3 include the learning goals for area C.2, namely:

1. Cultivate their intellectual reasoning skills, expand their capacity for creative imagination, develop their reasonable moral sensibilities, and increase their capacity for sensitive engagement through studying great works of human imagination and reason (which are to be primarily—although not exclusively—written texts and literature).
2. Understand how the humanities have contributed to the development of culture, including the comparative study of the humanities in diverse cultures.
3. Understand how the humanities have sought to provide answers to complex problems facing humanity, including the relationship of the self to culture and the natural world, the nature of moral and legal obligations, and the meaning and purpose of human existence.

In addition, students taking courses in subarea C.3 shall:

1. Understand broad, unifying themes from cross-disciplinary perspectives in the humanities.
2. Understand the relevance of the humanities for the thoughtful consideration of complex contemporary problems.
3. Appreciate the complex relationship and interaction between the humanities and other fields of learning, including the natural sciences, social sciences, and arts.

This course also fulfills the learning goals for GE Z Cultural Diversity:

1. Demonstrate understanding that culture is socially constructed and fundamental to social interaction.
2. Demonstrate appreciation of the complex relationships that various factors such as gender, ethnicity, race, sexual orientation, religion, and class bring to a discussion of society and culture.
3. Demonstrate understanding that because we live in an inter-connected world, we need to understand the diversity and relationships within and among cultures.

4. Recognize and evaluate how one's cultural history affects one's sense of self and relationship to others.

GE Writing requirement

The written assignments for this course are designed to meet the General Education writing requirement. The substance as well as the manner of organization and expression of the information and ideas will be evaluated. In other words, the content as well as the style and grammar of the paper will be graded. To encourage each student to advance his/her writing competence, the assessment of all papers will include suggestions for improvement on papers for future courses.

Department of Comparative Religion Student Learning Goals & Outcomes

All students majoring in Religious Studies shall achieve competence in the following domains of skill and knowledge:

A. Skills

Learning Goal: Students possess the ability to perform research and interpret materials related to the study of religion.

Outcome 1: Students can analyze written materials related to the study of religion.

Outcome 2: Students have acquired information literacy in the study of religion.

Learning Goal: Students can effectively communicate in written and spoken mediums.

Outcome 3: Students are able to write well-organized critical and analytical research papers related to the study of religion.

Outcome 4: Students are able to speak clearly and effectively using relevant and adequate supporting evidence. *[Not applied to the Course.]*

B. Knowledge

Learning Goal: Students can demonstrate an understanding of the beliefs, rituals, texts, and figures related to a variety of religious traditions.

Outcome 5: Students can describe the basic teachings and practices of major religious traditions and can compare and contrast the principal similarities and differences between them.

Outcome 6: Students are able to identify the history and development of specific religions and their contemporary relevance.

Outcome 7: Students can compare key theories and theorists in the study of religion. *[Not applied to the Course.]*

Outcome 8: Students can interpret key thinkers and figures within religious traditions.

Policy on Academic Dishonesty

The minimum penalty for cheating on an examination or for plagiarism will be an "F" on the assignment (zero points), without the possibility to re-do the work. In addition, the final course grade will be no higher than a "C" regardless of the final point total. Depending upon the severity of the offense, a final course grade of "F" may be assigned. In all cases the Dean of Students, Judicial Affairs will be notified. Plagiarism is a serious issue. It is the student's responsibility to be clear of the meaning of plagiarism. For examples of when to document your sources, and additional

explanation, see the web site referenced below. The “Student Guide to Avoiding Plagiarism” advises:

The best way to avoid plagiarism is to be careful to document your sources, even when you are making use of data or ideas rather than an actual quotation. In academic assignments, writing is assumed to be the original words and thoughts of the student unless told otherwise (i.e., material from other sources is clearly and properly cited) [<http://www.fullerton.edu/deanofstudents/judicial/Plagiarism.htm>].

Disability Accommodations/Special Needs

During the first week of classes, inform me of any disabilities or special needs that you have that may require special arrangements. Students with disabilities need to document the disability at the Disabled Students Services office in UH 101.

Emergency Procedures

http://www.fullerton.edu/emergencypreparedness/ep_students.html

Course Rubrics

Grading Scale

Plus-minus +/- will be used. Final grades will be calculated on the following basis:

A+	97.0-100% (194-200 points)	B-	80.0-83.9% (160-167 points)
A	94.0-96.9% (188-193 points)	C+	77.0-79.9% (154-159 points)
A-	90.0-93.9% (180-187 points)	C	74.0-76.9% (148-153 points)
B+	87.0-89.9% (174-179 points)	C-	70.0-73.9% (140-147 points)
B	84.0-86.9% (168-173 points)	D+	67.0-69.9% (134-139 points)

Exam 1 - 25 points
Exam 2 - 25 points
Exam 3 - 25 points
<u>Final - 25 points</u>
100 points

Attendance - 20 points
Participation - 20points
<u>Research Paper - 60 points</u>
100 points

Research Paper

Students will be required to write a five to six field enrichment research paper on their “living experience” on the Ancestors Walk and Bear Dance Ceremony as well as research material on the Tongva/Gabrielino Nation. The Ancestors Walk and Bear Dance Ceremony will take place at *Puvungna* (California State University, Long Beach) on October 6th, 2012, from 4:30pm to, approximately, 10pm. Students papers should demonstrate an applied knowledge of the religious and philosophical theories and concepts covered in the course towards their direct participation in this Indigenous event/ceremony; there, however, will be an emphasis on the Tongva/Gabrielino Nation – other Indigenous Nations such as the *Chumash* and the *Acjachemen/Juaneno* will be part of paper.

Students should approach the paper as a blend between Indigenous and Western thought. Meaning, apply Indigenous religious and philosophical ways of thinking within the context of articulating your narrative experience as well as incorporate western research methods of information regarding the Tongva/Gabrielino Nation. Students, who cannot participate in the Ancestors Walk and Bear Dance, must notify the instructor as soon as possible. Papers should be typed, double-spaced, have Time New Roman Font, have one-inch margins, and be cited in M.L.A. Papers will be accepted via electronic drop box only.

Required Texts: *The Sacred Ways of Knowledge, Sources of Life* by Peggy V. Beck, Anna Lee Waters, and Nia Franscico. (Available at: the campus bookstore; The Little Professor Book Center, 725 Placentia Ave. (Major cross streets: Placentia Ave. & Nutwood Ave.) 714-996-3133; or order online at www.FullertonTextbooks.com and they will mail your order to you.)

American Indian Religions & Philosophy Course Reader (available on Titan)

Suggested Texts: *Native Science: Natural Laws of Interdependence* by Gregory Cajete.

God Is Red: A Native View on Religion by Vine Deloria Jr.

American Indian Thought edited by Anne Waters.

Columbus and Other Cannibals by Jack D. Forbes.

Original Instruction: Indigenous Teachings for a Sustainable Future edited by Melissa K. Nelson.

Course Schedule

Week One

Aug. 27th – 29th

Review course syllabus, purchase required text, Introductions, class discussions, and course lecture outlining the foundational and problematic political, cultural, religious spaces between the United States and Indigenous Nations.

Week Two

Sep. 3rd – 5th

Monday, September 3rd, 2012 – Labor Day – CAMPUS CLOSED.

The Sacred Ways of Knowledge, Sources of Life, Chapter 1 “Seeking Life: Definitions of Religion and the Sacred” (pg. 1-32).

American Indian Religions & Philosophy Course Reader, “Philosophy and the Tribal Peoples” by Vine Deloria Jr.

Week Three

Sep. 10th - Sep. 12^t Monday – NO CLASS. Students will participate in field experience on October 6th, 2012.

The Sacred Ways of Knowledge, Sources of Life, Chapter 2 “Ritual, Drama and Prayer” (pg. 35-63).

Media literacy presentation: “The World of American Indian Dance”.

Week Four

Sep. 17th – Sep. 19th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 3 “Learning the Way: Traditional Education” (pg. 47-63).

American Indian Religions & Philosophy Course Reader, “What Coyote and Thales Can Teach Us” by Brian Yazzie Burkhart.

Week Five

Sep. 24th – Sep. 26th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 4 “The Boundaries of the World: Seasons, Origins, and Other Worlds” (pg. 67-94).

American Indian Religions & Philosophy Course Reader, “Notes on Identity, Time, Space, and Place” by Ted Jojola.

Wednesday - Exam 1 (Weeks 1-4). Scantron Form 882E and #2 pencil required.

Week Six

Oct. 1st – Oct. 3rd *The Sacred Ways of Knowledge, Sources of Life*, Chapter 5 “Shamanism and the World of Spirits: The Oldest Religion” (pg. 95-136).

Wednesday, October 3rd, 2012, Guest Lecturer - pending

October 6th, 2012, Saturday, 4:30pm to, approximately, 10pm – Field Experience.

Week Seven

Oct. 8th – Oct.10th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 6 “The Colonizers and Genocide” (pg. 141-163).

American Indian Religions & Philosophy Course Reader, “Crippling the Spirit, Wounding the Soul: Native American Spiritual and Religious Suppression” by Maureen E. Smith.

Media literacy presentation: “Columbus Day Legacy”.

Week Eight

Oct. 15th – Oct. 17th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 7 “The World Out of Balance” (pg. 165-187).

Media literacy presentation: *Inuit Knowledge and Climate Change* (2011).

Week Nine

Oct. 22th – Oct. 24th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 8 “The Path of Life” (pg. 189-206).

American Indian Religions & Philosophy Course Reader, “Ontology of Identity and Interstitial Being” by Anne Waters (pg. 153-169).

Wednesday - Exam 2 (Weeks 5-8). Scantron Form 882E and #2 pencil required.

Week Ten

Oct. 29th – Oct. 31st *The Sacred Ways of Knowledge, Sources of Life*, Chapter 9 “Girl’s Puberty Ceremony” (pg. 209-223).

Media literacy presentation: “Kinaalda: A Navajo Rite of Passage” -tentative.

Week Eleven

Nov. 5th – Nov. 7th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 10 “The Peyote Spirit” (pg. 225-243).

Media Literacy Presentation: “The Peyote Road”

Week Twelve

Nov. 12th – Nov. 14th Monday, November 12th, 2012 – Veteran’s Day – CAMPUS CLOSED.

The Sacred Ways of Knowledge, Sources of Life, Chapter 11 “Sacred and

Secular: Seminole People and Their Habitat” (pg. 246-265).

Media Literacy Presentation: “The Oneida People”

Nov. 19th – Nov. 21st Fall Recess – NO CLASSES

Week Thirteen

Nov. 26th - Nov. 28th **Monday - Exam 3 (Weeks 9-13).** Scantron Form 882E and #2 pencil required.

The Sacred Ways of Knowledge, Sources of Life, Chapter 12 “Navajo Traditional Knowledge” (pg. 267-289).

Media Literacy Presentation: “Season of the Navajo”

Week Fourteen

Dec. 3rd – Dec. 5th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 13 “Sacred Fools and Clowns” (pg. 291-317).

Media Literacy Presentation: “The American Indian Comedy Slam” (excerpts).

Week Fifteen

Dec. 12th – Dec. 14th *The Sacred Ways of Knowledge, Sources of Life*, Chapter 14 “The Wondering Ground” (pg. 319-336).

Due: Field Enrichment Research Papers via course electronic drop box.

Week Sixteen

Dec. 17th **Monday – Final (Weeks 14-16), Noon – 1:50pm.**
Scantron Form 882E and #2 pencil required.