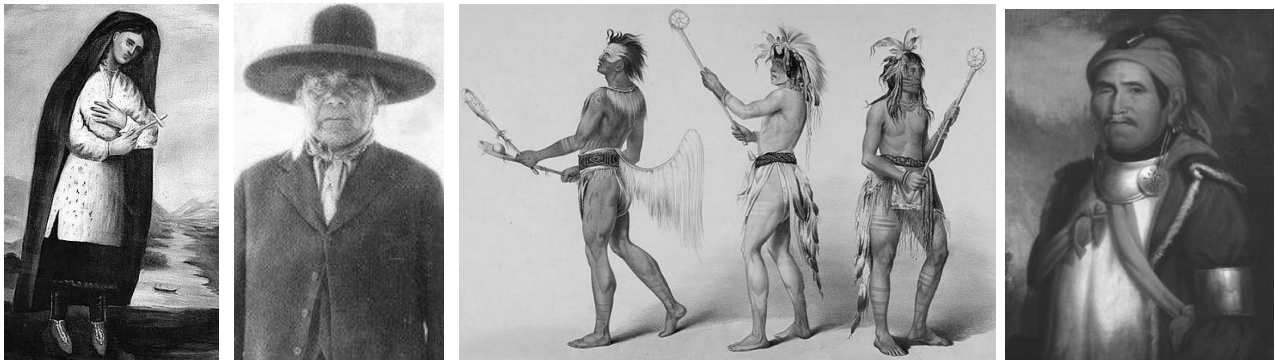


Oakland University
College of Arts and Sciences
Religious Studies
REL 3900 Native American Religions
4 Credits
Fall 2018

Professor: Joshua Fleer
Office: 448 Varner
Class Time: online

Email: jfleur@oakland.edu
Office Hours: T&Th by appointment



Course (Catalog) Description:

Introduces students to key events and people in the study of Native American religions and explores concepts of power and ways of knowing, spanning from prehistory to Indian/European contact, and up to contemporary times.

Course Prerequisites/corequisites: none

Course Objectives:

- 1) For you to learn about the major events, movements, themes, and people related to religion among Native Americans from the prehistory era to the present.
- 2) For you to understand ways that religion functions during times of physical movement and relocation.
- 3) For you to understand the complex interaction between religious belief and the political, social, economic, cultural, intellectual, and familial context in which religious people inhabit and enact their faith.
- 4) For you to learn how to read, contextualize, and interpret historical arguments, including those related to the ecological Indian, European contact, historical inevitability, and religious freedom.

Required Texts:

Daniel Richter, *Facing East From Indian Country*;
Tisa Wenger, *We Have a Religion*;
John G. Neihardt, *Black Elk Speaks*;
Leslie Marmon Silko, *Storyteller*

The required books for this course may be purchased at the OU campus Barnes & Noble, at the Textbook Outlet on Squirrel Road, or online. Other required reading, noted on the syllabus, will be available through Moodle.

Required Technology: As a student enrolled in this course, you will need:

- 1) a computer with the most updated versions of your chosen web browser. Use of smartphones and tablets is not recommended.
- 2) a backup computer in the event that your computer crashes or internet goes down. We've all been there before; technology can fail. In addition, it is highly recommended that you utilize a cloud solution for saving all of your work instead of relying on your hard drive or USB stick. Have a backup plan for your backup plan.

Expectations of Students: As a student enrolled in this course, you agree to do the following:

1) Participate in virtual class. It is essential for you to participate in all class assignments. You should expect to log into the class 3 to 5 times per week, or more. Excused absence includes documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will be done in a way that does not penalize students who have a valid excuse. If you have advance knowledge of upcoming excusable absences, you should bring them to my attention in advance.

2) Complete assigned readings, in their entirety, on schedule. You must complete assigned readings by the start of the class meeting on the date indicated in the syllabus.

3) Complete all assignments, in a timely manner. I will excuse late submissions of work and permit incompletes only in distressing cases of death or extreme illness. You must bring such cases to my attention promptly. Late papers and exams will be substantially penalized by 50 points per day.

4) Contribute to online discussions. You should prepare for class and participate in lively discussions.

5) Communication. As a student enrolled in this course, you are expected to:

- a) login to the course 3–5 times per week.

- b) anticipate email responses from your professor in 1–2 days, or less.
- c) respond to professor emails within 2 days.
- d) observe netiquette. For more information on netiquette, please [click here to view netiquette](#)
- e) seek technical assistance if issues arise with Moodle by contacting the e-Learning and Instructional Support office at: Phone (248) 805-1625 or their help ticket submission website <http://www2.oakland.edu/elis/help.cfm?lms=2>

6) Obey the OU Conduct Code. The Oakland University Academic Conduct Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the [Academic Conduct Policy](#) and for living up to their pledge to “...practice and uphold standards of academic integrity and honesty. . . . [by] representing oneself and one’s work honestly” (Academic Conduct Policy is available at <http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Other Academic Policies>). Violations of the OU Academic Conduct Policy will result in a student automatically receiving a failing grade for the course. In addition, I will pursue full administrative consequences against any and all cases of plagiarism and cheating, including any form of collaboration on course quizzes and exams intended to be completed individually.

7) Ask for help when you need it. I am always happy to assist students in their attempts to master course materials and successfully complete course assignments. I am available via email, and you can also schedule an office appointment with me on campus. Please contact me if you have questions about readings, lectures, or topics raised in course forum discussions. I also am happy to provide guidance about how to refer to or cite another work in the assignments you complete for this course.

8) Register with Disability Support Services if you need accommodation. Students with disabilities needing academic accommodation should: (1) register with and provide documentation to Disability Support Services (DSS); and (2) provide a DSS letter to the instructor indicating the need for accommodation and what type. This should be done during the first week that class meets. This syllabus and other class materials are available in alternative format upon request. For more information about services available to OU students with disabilities, contact [Disability Support Services](#), 103A North Foundation Hall, Oakland University, Rochester, MI 48309-4401; phone: (248) 370-3266; fax: (248) 370-4327; TTY: (248) 370-3268; email: dss@oakland.edu; <http://www.oakland.edu/dss>.

9) Preferred Name Policy. If you do not identify with the name that is listed with the registrar, you may change their name in MySAIL. Please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me.

10) Technical Skills Required. As a student enrolled in this course, you are expected to have access to a computer with internet access. You should be able to operate your chosen computer and internet server with moderate level proficiency, and troubleshooting basic computer problems. Should you experience problems with Moodle, you may seek assistance from OU's e-Learning and Instructional Support. Click here: [OU's e-Learning and Instructional Support](#).

Grade Determination:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Your grade will be calculated according to the following formula:

Reading preparation quizzes	110 points
Course Discussions	200 points
Course Assignments	290 points
Comic Depictions (90 points)	
Focus Analyses (100 points)	
Classmate Research Paper Feedback (100 points)	
Term Paper	200 points
<u>Final Exam</u>	<u>200 points</u>
TOTAL	1000 points

1) Weekly preparation quizzes, each worth 10 points, (110 points total). In order to do well in this course you must keep up with the reading schedule. The preparation component of your grade will be based on your numerical performance on weekly reading quizzes. Starting in week 2, each week will offer you the opportunity to earn 10 points toward your final tally of 110 possible points for preparation.

I give a short quiz on the assigned reading at the start of each week, starting in week 1. These quizzes serve two functions. First, they allow you to demonstrate that you did the assigned reading; second, they highlight central topics to be discussed throughout the week. Each quiz is worth 10 points. Reading quizzes consist of simple short-answer and multiple-choice questions. If you have done the assigned reading you will do well on the quizzes.

2) Course Discussion Forums, worth 200 points total. In addition to preparing for each class, you will be expected to participate in and contribute to class discussion based on your critical reading and comprehension of weekly virtual lectures and videos. You will post a reading Reflection to each discussion forum every week (one-to-two per week) by Wednesdays at midnight, and you will post two Responses per Reflection prompt to your colleagues' Reflections by Fridays at midnight. The Reflections and Responses will be

posted to course discussion boards on our course Moodle site. Your weekly Reflections, due Wednesdays, will critically engage the reading based on Reflection prompts. Your colleague Responses, due Fridays, will engage your colleagues' posts. Reflections are worth 10 points each, and Responses are worth up to 3 points each (16 points total). During the first week of class, you will introduce yourself and respond to your colleagues. This Introduction Forum is worth 5 points total.

3) Course Assignments, worth 290 points. Course Assignments have been selected for the purpose of introducing integrative modes of learning and demonstration focused on a variety of learning styles. Course Assignments will include:

Comic Depictions (90 points total). You will depict in comic strip format three unit/interlude themes under consideration throughout the course. Based on the reading, lectures, and forum discussions each unit, you will depict the diverging questions posed in comic strip format. In other words, you will illustrate the theme under consideration in a visual format. Your visual images should be created by hand and spatially organized in the layout of a comic strip. Illustrations should be to the best of your ability, but you will not be graded on your artistic ability. You will be assessed on your analytical depiction through the overall "craft" rather than your artistic skill. Think of this assignment as the creation of a miniature model. This assignment is intended to tap into **visual and kinesthetic learning styles**. You will upload your comic each unit, worth 30 points each, to the course Moodle site. Selected comics will be made available for class-wide access each week.

Focus Analyses (100 points total).

Classmate Research Paper Feedback (100 points total). You will earn up to 10 points each (100 points total) for reading and responding with feedback to your ten (10) colleagues' term paper drafts between Monday, December 3 and Wednesday, December 5. You will be graded on the content of your feedback to your colleagues.

5) Term Paper, worth 200 points. You will select a topic of historical and religious significance, approved by the professor, and write a 7–10 page research paper. You should discuss potential topic selections with the professor prior to finalizing your research topic choice. You will complete a draft of your paper by 12:00 noon on Monday, December 3 (of Week 14) to share with the class for the purpose of your colleagues' feedback. Your draft should be uploaded to the link on the course Moodle site by 12:00 noon on December 3 for viewing by your colleagues and professor. You will not be graded on the content of this draft, but up to 25 points will be deducted from your final term paper for incomplete, late, or missing drafts. You will have an opportunity to edit your draft based on the feedback you receive before submitting your final paper. Your final paper is due the last official day of classes, December 8, and should be uploaded to the link on the course Moodle site by the end of the day on December 8. Late papers will be penalized 50 points for each day they are late.

Final Papers are worth 200 points. Papers will be graded according to the following criteria. An A term paper demonstrates not only a factual command of the material but also the ability to construct a coherent and complex argument-driven thesis that is supported by evidence and presented in clear and accurate prose. B grades will be

assigned to term papers that possess both an identifiable thesis and adequate factual command, but that lack sufficient detail, or clarity and/or complexity in thinking or writing. Grades in the C range reflect papers that lack a thesis, or that provide minimal detail or evidence, or that exhibit significant writing problems. D grades will be assigned to papers that are clearly inadequate in content, organization, and writing. For a writing rubric, see:

<https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/PhilosophyPaperRubric.doc>.

6) Final Exam, worth 200 points total. You will take a final exam. It will include short-answer and essay components covering course readings, lectures, discussions, and other assignments. You will have one hour to take the final exam on Saturday, December 15.

Grading Scale:

Final numerical grades for the course will be assigned according to [OU's Grading System](#) (found here:

http://catalog.oakland.edu/content.php?catoid=11&navoid=483#Grading_System): A (4.0) 930–1000; A- (3.7) 900–929; B+ (3.3) 870–899; B (3.0) 830–869; B- (2.7) 800–829; C+ (2.3) 770–799; C (2.0) 730–769; C- (1.7) 700–729; D+ (1.3) 670–699; D (1.0) 600–669; No credit (0.0) 0–599.

Academic Conduct Policy: Cheating on examinations, plagiarism, falsifying reports/records, and unauthorized collaboration, access, or modifying of computer programs are considered serious breaches of academic conduct. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures. See also, Obey the OU Conduct Code, in Expectations of Students section (no. 6) above.

Adds/Drops: The University add/drop policy will be explicitly followed. It is the student's responsibility to be aware of the University deadline dates for dropping the course.

Special Considerations: Students with disabilities who may require special considerations should make an appointment with campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible. See also, Register with Disability Support Services, in Expectations of Students section (no. 8) above.

Time Schedule and Topical Outline: The class schedule, below, indicates class dates, exam date, specific topical material to be covered, and reading/homework assignments. The instructor reserves the right to make minor adjustments to this schedule.

Week 1, September 5–7: Starting Foundations

Introduction to course themes and requirements
Introduction to Religious Studies methodologies

- McCutcheon, “What is the Academic Study of Religion?” (2 pp.)
- Friday, September 7: Introduction forum post & responses due

Unit 1: *What Is the Impact of Religious Encounter? Pluralism and Syncretism*

Week 2, September 10–14: The East Coast

Reorienting Our Scholarly Lens

- *Facing East*, chapters 1 & 2

Wednesday, September 12: Reading Reflections due

Friday, September 14: Reading Responses due

Week 3, September 17–21: From the South

Introduction to the Spanish

- Ramón Gutiérrez, “The Pueblo Indian World in the 16th Century” (Moodle)

Wednesday, September 19: Reading Reflections due

Friday, September 21: Reading Responses due

Week 4, September 24–28:

Adaptation of Migratory Religions; Comparing Catholic Missions: Franciscan v. Jesuit

- *Facing East*, chapter 3

Wednesday, September 26: Reading Reflections due

Friday, September 28: Reading Responses due

Week 5, October 1–5

Contact, Invasion, Encounter?

- *Facing East*, chapters 4–6

Wednesday, October 3: Reading Reflections due

Friday, October 5: Reading Responses due; Unit 1 Comic due (first comic assignment)

Interlude 1: *Black Elk Speaks: Presumption of Inevitability*

Week 6, October 8–12

Tropes of the “Noble Savage”

- Neihardt, *Black Elk Speaks*, first half

Wednesday, October 10: Reading Reflections due

Friday, October 12: Reading Responses due

Week 7, October 15–19

“Ecological Indian”

- Neihardt, *Black Elk Speaks*, second half

Wednesday, October 17: Reading Reflections due

Friday, October 19: Reading Responses due; Interlude 1 Comic due (second comic assignment)

Unit 2: *What Is the Impact of Religious Freedom?* Religious Belief and Religious Practice

Week 8, October 22–26

- Wenger, *We Have a Religion*, Introduction & chapter 1

Wednesday, October 24: Reading Reflection due

Friday, October 26: Reading Responses due; Comic due

Week 9, October 29–November 2

- Wenger, *We Have a Religion*, chapters 2 & 3

Wednesday, October 31: Reading Reflection due

Friday, November 2: Reading Responses due; Comic due

Week 10, November 5–9

Embodiment

- Wenger, *We Have a Religion*, chapter 4

Wednesday, November 7: Reading Reflection due

Friday, November 9: Reading Responses due

Week 11, November 12–16

Religious Freedom

- Wenger, *We Have a Religion*, chapters 5 & 6

Wednesday, November 14: Reading Reflection due

Friday, November 16: Reading Responses due; Comic due

Week 12, November 19–21: Assignments Due

No new assigned readings (You may get a head start on *Storyteller*, the assigned reading for the next section of the course)

Work on your Paper Draft

Wednesday, November 21: Unit 2 Comic due (third and final comic assignment)

Wednesday, November 21: Extra Credit assignments due

Thanksgiving Recess: November 22–23

Interlude 2: *Storyteller*:

Week 13, November 26–30

- Silko, *Storyteller*, first half

Wednesday, November 28: Reading Reflection due

Friday, November 30: Reading Responses due

Week 14, December 3–7

- Silko, *Storyteller*, second half

Monday, December 3: Paper Draft due

Wednesday, December 5: Colleague Feedback due; Reading Reflection due
Friday, December 7: Reading Responses due
Saturday, December 8: Final Term Paper due

Final Exam: Saturday, December 15