

Your Professor

Dr. Emily Clark

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Humanities 335

Office phone: 313-6781

Office Hours: M 1:00-2:00

pm; Tues 11:00-2:00; and

by appointment

Inside this Syllabus

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How This Course Helps You Graduate

This meets the World/
Comparative Religion core
and fulfills [one of your
graduation requirements](#).

Course Texts

Joel Martin, [*The Land Looks
After Us: A History of Native
American Religion*](#)

Larry Cebula, [*Plateau Indians
and the Quest for Spiritual
Power*](#)

George Tinker, [*American
Indian Liberation: A Theology
of Sovereignty*](#)

Leslie Marmon Silko,
[*Ceremony*](#)

NATIVE AMERICAN RELIGIONS



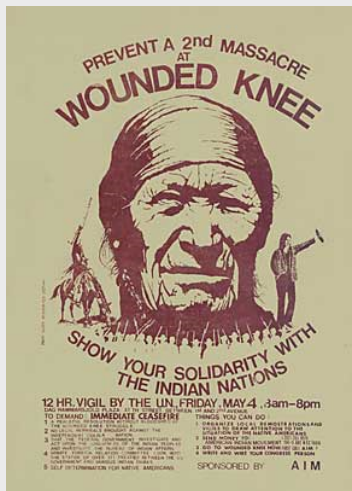
Course Description

This course introduces you to Native American religions and Native American religious history. As such, this class is taught from both a religious studies perspective and a historical perspective. We will be investigating various Native American religions and analyzing the interactions between Native American groups and between Native Americans and Euro-Americans.

This course is organized with three themes in mind—those being perspective, power, and persistence. The typical telling of American history casts Native Americans either agency-less victims or simply pushes them to the background. Therefore, beginning the course with attention to Native American perspectives reorients our narrative. We'll investigate sovereignty, colonialism, and indigenous identity/culture. Power is the second thematic section for the course and will

be used broadly to include politics, conflict, kinship/community, and Christian conversion. Power creates a language that best explains native conversions to Christianity and native conflict with Christianity and Euro-Americans. And Persistence combats the typical story of American religious history more generally. Native Americans today are relatively absent from popular culture outside stereotypical portrayals, and persistence notes how they combated Euro-American imperial perspectives.

World/Comparative Religion Core Course Learning Outcomes



1. Students will identify the sacred texts, traditions, and theological developments of one or more religious communities, attentive to insider perspectives, debates, and scholarly methods of analysis.
2. Students will categorize the theological language in one or more traditions concerning, for example, images of the divine or sacred, religious art, the human condition and liberation, sex and gender, community, worship, practice and ritual, ethical responsibility, and marginality, attending to intercultural competence and human diversity in the study of religion.
3. Students will evaluate the potential of religious teachings and practices to both empower and suppress social justice in the cultural contexts of

human life.

Native American Studies Learning Outcomes

1. Recognition that Native American arts (fine arts, literature, music, drama, film, material culture objects) and cultural practices illustrate individual and tribal identities, and also represent acts of cultural sovereignty.
2. Thorough comprehension of tribal homelands as locations of Native American spirituality, identity, culture, and sovereignty.

How to Succeed in this Course

- 1) Come to class, arrive on time, and stay for the entire meeting. Make-up quizzes will only be offered for documented University approved activities, major illness (doctor's note), or family emergencies.
- 2) Regularly check your email. I frequently email about grades, housekeeping issues, and more.
- 3) Complete assigned readings, in their entirety, on schedule. Engage with your reading. Consider coming to class with 3 Qs about the reading (a rich **q**uote to unpack, a discussion **q**uestion for the class, and a **q**uandary that the reading left with you.) And **bring** the readings to class.
- 4) Contribute to class discussions. You should come to class with questions and comments, prepared

to participate in a lively discussion.

5) Complete all assignments, in a timely manner. Due dates are firm but I allow requested extensions if requested 12 hours before due date. Otherwise late papers will be deducted a full letter grade for every day it is late.

6) Ask for help when you need it. I am happy to assist you in your attempts to master course materials and successfully complete course assignments (Really, I am). Come to my office hours and I am always available via email.

Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS

This course is not confessional in nature; that is, we are not here to promote a particular religious viewpoint or to debate religious “truth.” Rather, we will be engaging religious materials in order to understand their meanings for the people who have produced and used them. You may have your own religious commitment; if so, throughout this course you will likely encounter opinions and religious beliefs and activities with which you do not agree. This does not make them unworthy of your study, consideration, and respect. I ask you to imagine yourself in the shoes of someone else whose practices and beliefs may differ from your own and yet carry immense meaning and value for that person. Furthermore, you will be expected to communicate in a civil manner at all times, both in and out of the classroom. This means that interactions are to be carried out in a polite, courteous, and dignified way. Treat your peers and the subject material with respect.

COURSE POLICY ON RACE AND ETHNICITY

This class and classroom is one that respects and welcomes each other. Many of my classes cover topics related to race, colonialism, religion, and racism. These conversations and readings are difficult for some students, and I encourage you to live in that space of productive discomfort and allow yourself to be challenged. Gonzaga’s [Mission Statement](#) emphasizes a commitment to intercultural competence, diversity, and social justice. Let’s live that mission in the classroom. Through these sometimes-uncomfortable conversations, we will learn and grow together.



PLAGIARISM POLICY

I do not tolerate plagiarism or cheating. We are an intellectual and academic community, and all of us are responsible to act with integrity. All violations of the Gonzaga Academic Honesty Policy will

result in a zero on the assignment. Plagiarism is the act of passing another's work off as your own. Whether intentional or not, all plagiarized assignments will receive a zero. If you have questions or concerns about plagiarism, consult the guide on blackboard. [Click here for more on Academic Citizenship at Gonzaga.](#)

SCREEN POLICY

You are welcome to use your computer or tablet in class to take notes and refer to pdf readings you did not print out. Screens are **not** to be allowed for other purposes during class. If you have your screen open, you have agreed that I can cold-call on you at any time. The only exceptions to this rule are those with relevant disability accommodations.

DISABILITY ACCESS POLICY

Students with disabilities who need academic accommodations should:

1. Register with and provide documentation to the Disability Access.
2. Bring a letter to me from the Disability Access Office indicating the need for accommodation and what type. This should be done within the first two weeks of class. The sooner I know, the sooner we can work together.

For more information about services available to GU students with disabilities, contact:

disability@gonzaga.edu; 313-4134.

Or visit their office in Foley 209 www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Disability-Resources-Education-and-Access-Management/default.asp.



ATTENDANCE POLICY

According to the [Gonzaga University attendance policy](#), if you miss more than 6 class meetings (so 7 or more), you will receive a "V" for this class, which is the same as a "F." I do enforce the attendance policy because attendance is necessary for success in a reading and discussion-based course.

RELIGIOUS ACCOMMODATIONS FOR STUDENTS

"In compliance with Washington State law (RCW 28.10.039), it is the policy of Gonzaga University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. [The Policy on Religious Accommodations for Students](#) describes procedures for students requesting a Religious Accommodation and for faculty responding to such a request."

A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT

Consistent with its mission, Gonzaga seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and Gonzaga's policy prohibit harassment, discrimination and sexual misconduct. Gonzaga encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in [Gonzaga's Harassment and Non-Discrimination Policy](#).

As a faculty member, I want get you connected to the resources here on campus specially trained in and experienced in assisting in such complaints, and therefore **I will report all incidents of gender-based harassment, discrimination and sexual misconduct to Title IX**. A representative from that office will reach out to you via phone and/or email to explore options for support, safety measures and reporting. I will provide our Title IX Director with all relevant details, including names and identifying information, of the information reported. For more information about policies and resources or reporting options, please visit the following websites: Equity and Inclusion and Title IX. If you would like to directly make a report of harassment, discrimination or sexual misconduct directly, you may contact our Title IX coordinator (Stephanie Whaley; 509-313-6910; Business Services Building 018; whaleys@gonzaga.edu). For more information about policies and resources or reporting options, please visit our [Title IX](#) website or the website for [Equity and Inclusion](#). My office is a safe space but I am legally required to report sexual misconduct.

Assignments and Grading

- 1) Reading Quizzes. There will be 22 pop quizzes each worth 10 points. These quizzes will cover the day's reading assignment. At the end of the semester your two lowest quiz grades will be dropped and your total quiz score determined from the remaining quizzes. Make up quizzes will only be offered for students with excused (documented) absences. Worth 200 points.
- 2) News Media Comparison. You'll compare the news reporting between a Native American news source and a "mainstream" news source. Worth 100 points. (A general rubric for essays in this class is on blackboard in the Prompts/Guides area.)
- 3) Academic Book Review. You will write an academic style book review of one of our three non-fiction books. The due dates are different for them, so either pick the book that speaks to you more or the book that works better with your schedule. Worth 175 points.
- 4) Perspective Paper. A 1000-word essay answering the question: What is at stake in our perspective when studying Native American religions and cultures? A full prompt is on blackboard. Worth 150 points. (A general rubric for essays in this class is on blackboard in the Prompts/Guides area.)
- 5) Final Essay. You will create a narrative of Native American religions by selecting the three most significant persons, groups, trends, communities, and/or events from the course. Worth 250 points.
- 5) In-Class Participation: The least boring and most effective way to learn is to participate fully in the process. You are expected to contribute to the success of this course by: Reading the assigned materials, attending every class, taking notes, listening respectfully, staying on task, and **actively**

contributing to class discussions. Worth 125 points. (A rubric for class participation is on blackboard in the Prompts/Guides area.)

Reading Quizzes: 200 points	A range: 1000-895 points	D range: 694-595 points
News Comparison: 100 points	A/A- cutoff at 925	D+/D cutoff at 655
Book Review: 175 points	B range: 894-795 points	F: 594 points and below
Perspective Paper: 150 points	B+/B cutoff at 855	
Final Essay/Unessay: 250 points	B/B- cutoff at 825	
Participation: 125 points	C range: 794-695 points	
Total: 1000 points	C+/C cutoff at 755	
	C/C- cutoff at 725	

Course Schedule

Important: You need to come to class having already read the assigned reading for that day. In other words, readings are due the date listed.

Week 1: Introductions

Wednesday, Aug 28: Syllabus; Class Expectations

Friday, Aug 30: Defining Indigenous Identity

Reading: "Indigenous Identity" on blackboard



Week 2: Perspective

Monday, Sept 2: No Class. Labor Day

Wednesday, Sept 4: Reorienting our Perspectives

Reading: "Indians' Old World" on blackboard

Friday, Sept 6: Reorienting Theology

Reading: "God is Red" on blackboard

Week 3: Perspective

Monday, Sept 9: Reorienting Religion

Reading: "Is Religion Possible?" on blackboard

Wednesday, Sept 11: Reorienting our Perspectives

Reading: "Facing East" on blackboard

Friday, Sept 13: Colonial Contact and Conflict in New Spain

Reading: "Pueblo World of the 16th Century" on blackboard

Week 4: Perspective and Power

Monday, Sept 16: Colonial Contact and Conflict in New England

Perspective Paper Due. Upload to Turnitin link before class begins

Wednesday, Sept 18: Colonial Contact and Conflict in New England

Friday, Sept 20: The Algonquian and the Jesuits

Reading: "Algonkian Folklore, Jesuit Missionaries, and Kiwakwe, the Cannibal Giant" on blackboard

Week 5: Power

Monday, Sept 23: Land and Power, an Initial Overview

Reading: Preface, Chapter 1, and "The Navajo Creation Story" in *The Land Looks After Us*

Wednesday, Sept 25: Land and Power, an Initial Overview

Reading: Chapter 2 and "The Seer" in *The Land Looks After Us*

Friday, Sept 27: Christianity and Power, an Initial Overview

Reading: Chapter 3 and "Catholic Indian/Indian Catholic" in *The Land Looks After Us*

Week 6: Power

Monday, Sept 30: Innovation and Power, an Initial Overview

Reading: Chapter 4 and "Peyote Cures Drunkenness" in *The Land Looks After Us*

Wednesday, Oct 2: Power Today, an Initial Overview

Reading: Chapter 5 in *The Land Looks After Us*

Friday, Oct 4: Hawai'i, Religion, and Science

Reading: "Hawai'i Volcanoes National Park" on blackboard

**The Land Looks After Us Reviews Due
11:59pm, October 4**

Week 7: Power

Monday, Oct 7: Moving West and Manifest Destiny

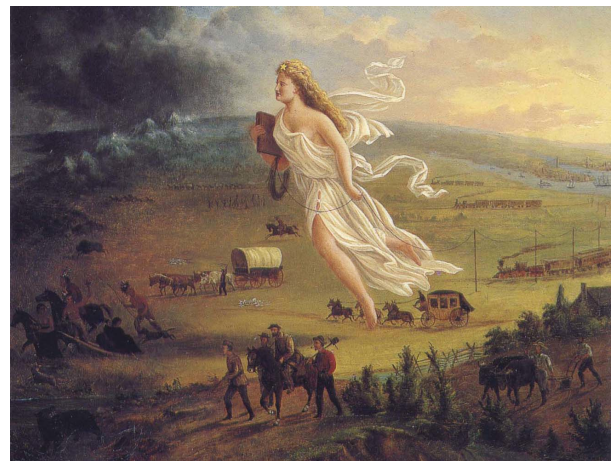
Reading: *Plateau Indians*, Introduction and Chapter 1

Wednesday, Oct 9: Power on the Plateau

Reading: *Plateau Indians*, Chapter 2

Friday, Oct 11: Power on the Plateau

Reading: *Plateau Indians*, Chapter 3



Week 8: Power

Monday, Oct 14: Power on the Plateau

Reading: *Plateau Indians*, Chapter 4

Wednesday, Oct 16: No Class. Dr. Clark will be in a meeting.

Friday, Oct 18: Power on the Plateau

Reading: *Plateau Indians*, Chapter 5

Week 9: Power

Monday, Oct 21: No Class. Founder's Day

Wednesday, Oct 23: Power on the Plateau

Reading: *Plateau Indians*, Conclusion

Friday, Oct 25: *Chief Spokane Garry: Indian of the Northwest*

Plateau Indians and the Quest for Spiritual Power Reviews Due 11:59 pm, Oct 25

Week 10: Power and Persistence

Monday, Oct 28: American Indian Liberation

Reading: Introduction and Chapter 1 in *American Indian Liberation*

Wednesday, Oct 30: No Class. Dr. Clark will be at a meeting.

Friday, Nov 1: American Indian Liberation

Reading: Chapter 2 in *American Indian Liberation*

Week 11: Power and Persistence

Monday, Nov 4: American Indian Liberation

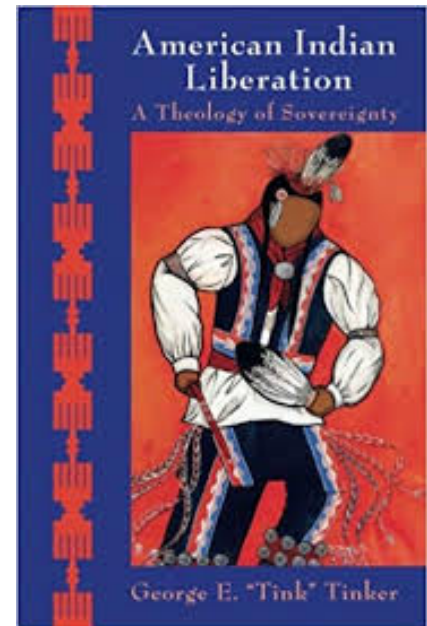
Reading: Chapter 3 in *American Indian Liberation*

Wednesday, Nov 6: American Indian Liberation

Reading: Chapter 4 in *American Indian Liberation*

Friday, Nov 8: American Indian Liberation

Reading: Chapter 5 and 6 in *American Indian Liberation*



Week 12: Persistence

Monday, Nov 11: American Indian Liberation

Reading: Chapter 7 in *American Indian Liberation*

Wednesday, Nov 13: *Mother Kuskokwim* and the Yup'ik

American Indian Liberation Reviews Due 11:59 pm, Nov 13

Friday, Nov 15: *Ceremony*

Reading: Check reading guide on blackboard

Week 13: Ceremony and Persistence

Monday, Nov 18: *Ceremony*

Reading: Check reading guide on blackboard

Wednesday, Nov 20: *Ceremony*

Reading: Check reading guide on blackboard

Friday, Nov 22: No Class. Dr. Clark will be at a conference.

Week 14: No Class.

Nov 25 - Nov 29: No Class. Dr. Clark will be out of town at a conference, and then the Thanksgiving holiday break.

News Media Comparisons Due by 5 pm, Nov 25

Week 15: Ceremony and Persistence

Monday, Dec 2: *Ceremony*

Reading: Check reading guide on blackboard

Wednesday, Dec 4: *Ceremony*

Reading: Check reading guide on blackboard

Friday, Dec 6: *Ceremony*

Reading: Check reading guide on blackboard

Final Exam Week

10:00 am Section: Tuesday, December 10 from 1-3 pm

11:00 am Section: Thursday, December 12 from 8-10 am

