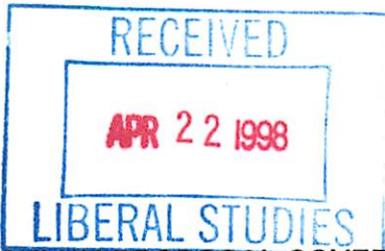


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Submission Date: _____
Action-Date: _____



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UWUCC USE Only
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Submission Date: _____
Action-Date: _____

Withdrawn 3/13/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Victor Garcia Phone x-2732
Department Anthropology

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE _____
Suggested 20 character title

____ New Course* _____
Course Number and Full Title

Course Revision AN/RS365 Native North American Religions
Course Number and Full Title

____ Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

____ **Course Deletion** _____
Course Number and Full Title

____ **Number and/or Title Change** _____
Old Number and/or Full Old Title

New Number and/or Full New Title

____ **Course or Catalog Description Change** _____
Course Number and Full Title

____ **PROGRAM:** _____ Major _____ Minor _____ Track

____ **New Program*** _____
Program Name

____ **Program Revision*** _____
Program Name

____ **Program Deletion*** _____
Program Name

____ **Title Change** _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Victor Garcia
Department Curriculum Committee

Maria Schair
Department Chair

[Signature] 4/21/98
College Curriculum Committee

[Signature] 4/21/98
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

PLEASE NOTE: RS/AN365 is a Religious Studies course taught by a Religious Study faculty member. It is cross-listed in Anthropology.



Summary of the Proposed Revisions

The revision for ANTH 365 consists of adding prerequisites. Currently, there are no prerequisites for the course. The proposed changes are 1) restricting enrollment to majors only and 2) adding ANTH 211, Cultural Anthropology, as a prerequisite.

Justification/Rationale for the Revision

Part of the justification for the proposed revision is to allow more anthropology majors to enroll in the course. The 8 seats currently set aside for majors are not enough to meet demand. Because of the popularity of the course and new registration sequences, the course quickly fills and many anthropology majors are unable to enroll. In order to accommodate more majors, the major-only restriction is needed. The RLST 365 section, which usually has 17 seats, does not need the majors only restriction because the number of seats is generally adequate for the demand from Religious Studies majors (the cross-listed class typically has 25 seats in total)

The prerequisites, mentioned above are requested by the instructor, Dr. Smith, to ensure that students enrolling will have sufficient background to optimally profit from the course, and to give preference to students who are beyond their freshman year (ANTH 211 is the introductory course for majors, usually completed during the freshman year). These changes will guarantee that more anthropology majors take the course, giving them a greater breadth of knowledge about Native Americans in our society.

New Syllabus of Record

I. Catalog Description

ANTH 365/RLST 365	3 credits
	3 lecture hours
Native North American Religions	0 lab hours
	(3c-01-3sh)

Prerequisites: Majors only, ANTH 211

An introduction to the indigenous religions of North America and to the people who practice these rich and varied approaches to the sacred. This course not only examines major religious themes and dimensions (myth, ritual, ethics, etc.), but includes an historical perspective on Native North American lifeways. This perspective involves discussion of the clash with Euro-American values and contemporary Native religious responses to social crisis and change.

II. Course Objectives

1. To introduce students to the traditional beliefs and practices of Native North Americans.
2. To show how the unity and diversity of tribal religions reflects the geographic and cultural unity and diversity of North America.
3. To increase students' appreciation for the continuity and vitality of Native North American religions through the study of historical and contemporary accounts.
4. To assist students in refining their critical skills by exploring the ways in which the development and character of native North American religions compares and contrasts with that of the Western or Judeo-Christian complex. To delineate the consequences and implications of the continuing differences in our world views.
5. To broaden and deepen students' appreciation for alternative ways of being religious, of comprehending the natural world, and of living in North America. And to introduce them, through the extensive use of texts by Native North Americans to the scholarship and literary expression of a non-Western culture.

III. Course Outline

A. Introduction

1. Introduction to the academic study of religion and to the distinctive character of Native North American religions as "lifeways". Survey of Native North American tribes and introduction to the unity and diversity of lifeways. [1.5 weeks]

Read: The Sacred, Chap.1

Articles: 1) "North American Indian Living Religious", fr. The Spiritual legacy of the American Indian, Brown

2) "Seeing With a Native Eye: How Many Sheep Will It Hold? ", Toelken, fr. Seeing With a Native Eye, Capps, ed.

3) "Objibwe Persons: Toward a Phenomenology of an American Indian Life-World", Smith

B. Learning to Live in the World

1. Cosmogony, cosmology, and sacred geography [1.5 weeks]

Read: The Sacred, Chap. 4

Articles: 4) " Tales from the Ojibway: Menabojou and the Deluge", fr. Kitchi Gami: Life Among the Lake Superior Ojibway, Kohl

5) " Weesakayjac, His Little Brother wolf and the Flood", fr. Legends from the forest, Chief Thomas Fiddler

6) "The Myths: creation of the Four Worlds",fr. The Book of the Hopi, Waters.

2. Traditional religious education [1 week]

a. Oral culture and the message of the myth.

b. Learning from the elders.

Read: The Sacred, Chap. 3

Articles: 7) " The Orphans and Mashos, Part I" fr. Ojibwa Texts, Jones

8) " The Return" (Navajo) fr. I Became Part of It, Dooling, ed

C. Life Sustaining Practices (Prayer , Song , Art , Dance , and Laughter)

1. The path of life: Rituals from birth to death. [1 week]

Read: The Sacred, Chaps. 8, 9

Article: 9) " Outcast Women", Smith

2. Hunting and planting rituals [1.5 weeks]

Read: The Sacred, chap.2

Article: 10) "Sustaining Life", fr. Native American Traditions, Gill,ed

Midterm exam [.5 week]

3. Medicine and Healing: cross tribal studies of shamanism [1.5 weeks]

Read: The Sacred, Chap.13

Begin Reading Lame Deer and Mountain Wolf Woman

4. The importance of laughter: mythic tricksters and ritual clowns[1 week]

Read: The Sacred, Chap.13

Articles: 11) " Coyote, Iktome, and the Rock" and "The Raven"fr. American Indian Myths and Legends, Erdoes and Ortiz,eds.

12) "The Trickster Myth of the Winnebago Indians", fr. The Trickster, Radin

13) "Boundaries of Belief", Tedlock fr. I become Part Of It, Dooling, ed.

D. The Crisis of Religious Belief

1. The European invasion, and the loss of life and land [1 week]

READ: The Sacred, Chap. 6

2. New religious movements [1.5 weeks]

READ: The Sacred, Chap. 7

Article: 14) "The Old Way of Handsome Lake", Smith.

E. The Survival and Continuity of Traditional Lifeways: Two Cases

1. The Greater Lakes/Winnebago: Mountain Wolf Woman [1 week]

2. The Great Plains/Lakota Sioux: Lame Deer, Seeker of Visions [1 week]

IV. Evaluation Methods

Evaluation Methods: Students will receive letter grades for this class based upon the following Equally weighted exercises:

1. Two exams: In class Midterm and Take Home Final.
2. One written assignment: 8-10 pg. Research paper on a specific aspect of religion from within a specific tribe. Students will be encouraged to follow their own interest but a list of suggested topics will be provided. (e.g.: The Significance of Navajo Sandpaintings; The Female Puberty Ritual of the Apaches; The Trickster Character in Ojibwe mythology.) Please submit your thesis statement and preliminary bibliography by the scheduled date and do not hesitate to discuss topics and/or bibliographies with me. Students are **REQUIRED TO USE NO FEWER THAN FOUR SOURCES** for each research paper and follow standard APA or MLA format for notes and bibliography.

All assignments will be graded on a numerical basis to be translated into final letter grades using the following schedule:

90-100 A
80-89 B
70-79 C
60-69 D
below 60 F

Exams will be based upon reading and class notes. If you miss a class it is your responsibility to secure notes from classmates. Please do not ask me to fill you in on missed classes during office hours. On the other hand please do take advantage of office hours to ask for clarification, to discuss materials and assignments and to talk with me about any related, or even unrelated concerns/thoughts you might have. Exam dates are firm and makeups will be given only if there is a valid medical or personal emergency. Likewise, due dates for papers are carved in stone. Any paper handed in late, without instructor's consent, will be graded down 5 percentage points per day.

Attendance Policy: Much of our class time will involve discussion and so it is important that you keep up with the readings and attend class regularly. While attendance and participation are not mandatory in my classes, experiences have shown that both attendance and participation have a direct impact on grade performance. More importantly, if you show up and pay attention,

you will LEARN MORE. You are adults so the decision is yours. While you are not penalized for lack of attendance, in the case of borderline grades (within 2 percent points), class involvement will be taken into account.

V. Required textbooks, supplemental books and readings

1. The Sacred: Ways of Knowledge, Sources of Life, Peggy V. Beck and Anna L. Walters, Navajo Community College Press, 1984.
2. Lame Deer: Seeker of Visions, John (Fire) Lame Deer and Richard Erdoes, several publishers and editions.
3. Mountain Wolf Woman, Nancy Lurie, ed.
4. Packet of Articles and Excerpts from COPIES NOW

VI. Special Resource Requirements

None

VII. Bibliography

1. Beck, Peggy and Walter, Anna. The Sacred: Ways of Knowledge, Sources of Life. Navajo Community College, 1977.
2. Beirhorst, John. The Mythology of North America. Quill Books, 1985.
3. Black Elk and Brown, Joseph Epes. The Sacred Pipe. Penguin Books, 1984
And Neihardt, John. Black Elk Speaks. University of Nebraska Press, 1979.
4. Brown, Joseph, Epes. The Spiritual Legacy of the American Indian. Crossroad, 1985.
5. Bullchild, Percy. The Sun Came Down. Harper and Row, 1985.
6. Capps, Walter, ed. Seeing with a Native Eye: Essays on Native American Religion. Harper and Row, 1976.
7. Courlander, Harold. The Fourth World of the Hopi. Crown Publishers, 1971.
8. Deloria, Vine Jr. God is Red. Laurel Books, 1973.
9. DeMaille, Raymond and Parks, Douglas, eds. Sioux Indian Religion. University of Oklahoma Press, 1987.
10. Dooling, D.M. ed. The Sons of the Wind: The Sacred stories of the Lakota. Parabola Books, 1989.

And Paul Jordan Smith, eds. I Become Part of It: Sacred Dimensions in Native

American Life. Parabola Books, 1989.

11. Evers, Larry and Molina, Felipe. Yacqui Deer Songs. University of Arizona Press, 1987.
 12. Gill, Sam. Native American Religions. Wadsworth, 1982. Native American Traditions: Sources and Interpretations. Wadsworth, 1983.
 13. Grim, John. The Shaman: Patterns of Religious Healing Among the Ojibway Indians, University of Oklahoma Press, 1983.
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 15. Hymes, Dell. In Vain I Tried To Tell You: Essays in Native American Ethnopoetics. University of Pennsylvania Press, 1981.
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 17. Kroeber, A.L. and Gifford, E.W. compilers. Karok Myths. University of California Press, 1980
 18. Lame Deer, John and Erdoes, Richard. Lame Deer, Seeker of Visions. Several Publishers and editions.
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 22. Ortiz, Alfonso. The Tewa World: Space, Time Being and Becoming in a Pueblo society. University of Chicago Press, 1969.
 23. Ramussen, Knud. Igulik and Caribou Eskimo Texts. AMS Press, 1976.
 24. Ray, Carl and Stevens, James. Sacred Legends of the Sandy Lake Cree. McClelland and Stewart, 1984.
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- And Tedlock, Barbara. Teaching from the American earth: Indian Religion and Philosophy. Liveright, 1975.
26. Thomason Smith, Tales of the North American Indians. Indiana University Press 1966.
 27. Tooker, Elizabeth, ed. Narrative North American Spirituality of the Eastern Woodlands. Paulist Press, 1979.
 28. Underhill, Ruth. Red Man's Religion. University of Chicago Press, 1965.

29. Vecsey, Christopher. Traditional Objiwa Religion and Historical Changes. American Philosophical Society, 1983.
30. Wallace, Anthony F.C. The Death and Rebirth of the Seneca. Vintage Books, 1972.

Old Syllabus of Record

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3 credits
3 lecture hours
0 lab hours
(3c-01-3sh)

Native North American Religions

Prerequisites: none

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80-90 B

70-80 C

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below 60 F

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7. Mountain Wolf Woman, Nancy Lurie, ed.

8. Packet of Articles and Excerpts from COPIES NOW

00-06

Gail Sechrist

From: chaiken <chaiken@grove.iup.edu>
To: <gailsech@grove.iup.edu>
Sent: Wednesday, October 04, 2000 3:57 PM
Subject: Fw: Terri's class

----- Original Message -----

From: Albert Bouffard <bouffard@grove.iup.edu>
To: chaiken <chaiken@grove.iup.edu>
Sent: Tuesday, September 12, 2000 2:59 PM
Subject: Re: Terri's class

> Miriam,
 > The department of Philosophy and Religious Studies supports the move
 to
 > make AN365 a majors only section.

>
 > Albert Bouffard, Chair

> ----- Original Message -----

> **From:** chaiken <chaiken@grove.iup.edu>
 > **To:** Al Bouffard <bouffard@grove.iup.edu>
 > **Sent:** Tuesday, September 12, 2000 12:54 PM
 > **Subject:** Terri's class

>
 >
 >> Hi Al, I sent you an email sometime over the summer about getting the AN
 >> section of Terri's Native N. Am. Relig. class specified for majors
 >> only...does this ring a bell? Anyway, I'm going to Senate today and that
 >> reminds me to keep at this, could you send me a brief email indicating
 > that
 >> PH/RS supports the move to make AN 365 a majors only section? If we
 don't
 > do
 >> this, we end up having all the seats snatched by students who get to
 >> register first (e.g. HC kids) who don't necessarily have the background
 to
 >> take the course, and truly interested majors get shut out. Let me know
 if
 >> you have questions or concerns about this.

>>
 >> Thanks,

>>
 >> Miriam

>>
 >>