



A long time ago the Creator came to Turtle Island and said to the Red People: "You will be the keepers of Mother Earth. Among you I will give the wisdom about Nature, about the interconnectedness of all things, about balance and about living in harmony. You Red People will see the secrets of Nature... The day will come when you will need to share the secrets with other people of the Earth because they will stray from their Spiritual ways. The time to start sharing is today." –Mohican Prophecy



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or by Appointment

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- Please use **Canvas Messaging** for a speedier response.

Textbook and Course Materials

To keep costs down, only readings that are not otherwise available to FIU students have been printed in the textbook. All other required readings are available electronically through Canvas. New & used copies should be available at the University bookstore & Amazon.

1. Native North America

Larry J. Zimmerman and Brain Leigh Molyneaux
University of Oklahoma Press, 2000
ISBN-10: 0-8061-3286-8
ISBN-13: 9780806132860

*You may purchase your textbook online at the FIU Bookstore.

2. A Seat at the Table in Conversation with Native Americans

Huston Smith
University of California Press, 2006
ISBN-10: 0520244397
ISBN-13: 9780520244399

You may purchase your textbook online at the FIU Bookstore.

Recommended

1. High Stakes: Florida Seminole Gaming and Sovereignty

Jessica Cattelino
Duke University Press Books, Edition 1, 2008
ISBN-10: 0822342278
ISBN-13: 9780822342274

You may purchase your textbook online at the FIU Bookstore.

2. God is Red: A Native View of Religion

Vine Deloria
ISBN 9781555914981

3. Borderlands/La Frontera: The New Mestiza

Gloria Anzaldúa
ISBN 9781879960855

Course Description

In this introductory course, we will explore the rich and diverse religious expressions of indigenous peoples throughout the Americas, with a focus on North American nations.

Through a variety of histories, myths, symbols, and rituals, we will examine how Native American peoples approach the sacred not as a separate category of life, but as part of a cosmivision that permeates nature, politics, economics, art, and social structures. A primary goal of our short course is to analyze some of the archetypal characteristics of Native American spirituality, its constant transformation, and its role in the survival of Native communities throughout the Americas, especially after European colonization.

Students will be exposed to a plurality of Indigenous perspectives through interdisciplinary methodologies, engaging texts from history, literature, political science, and gender studies. We will draw heavily on voices from within, including academic scholars, elders, community leaders, and activists, to address pervasive stereotypes and misconceptions about indigenous peoples. We will also address pertinent questions about violence, colonialism, and Indigenous rights and sovereignty.

Texts from the course will be accompanied by electronic readings, videos, and art posted in folders in the course content.

Course Learning Outcomes & Related Assessments

#	Learning Outcomes	Corresponding Assessments (assignments, quizzes, exams, etc.)
1.	Discover key characteristics of Native Americans' sacred worldview, such as the centrality of land, storytelling, and ritual.	Readings, Film Analysis, Religious Site Visit (virtual).
2.	Develop your own positions about the role of the sacred in the making and maintenance of NA communal life.	Reading Responses, VoiceThreads & Discussion Boards, Religious Freedom Slideshow.
3.	Identify , access, & evaluate multiple sources of information about Native American religions.	Religious Freedom Slideshow,
4.	Gain literacy about the diverse Native American religious expressions across the Americas, including the conceptualization of "personhood," "salvation" and "transgression".	Reading Responses, Unit Tests, Film Analysis.
5.	Produce thoughtful writing that reflects persuasive positions & the conventions of academic discourse.	Reading Responses, Film Analysis, Religious Site Visit (in person or virtual).

Before starting this course, please review the following pages:

- Policies
- Netiquette
- Technical Requirements and Skills
- Accessibility and Accommodation
- Academic Misconduct Statement
- Panthers Care & Counseling and Psychological Services (CAPS)
- Course Prerequisites
 - There are no prerequisites for this course.

Instructional Methods and Expectations

Asynchronous lectures & discussions will be assigned weekly using posted lectures (screencast-o-matic), VoiceThread assignments, & Discussion Board Assignments. These can be found in Canvas in the Modules. They will have due dates associated with them.

As an online course, most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses

require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the getting started module.
- Introduce yourself to the class during the first week by posting a self-introduction in the appropriate discussion.
- Take the practice quiz to ensure that your computer is compatible with Canvas.
- Interact online with instructor and peers.
- Review and follow the course calendar.
- Log in to the course at least 3 times per week.

The instructor will:

- Log in to the course on a continual basis.
- Respond to discussion board postings within 2-3 days or sooner.
- Respond to emails within 24 hours or sooner.
 - **Please resend email if you do not receive a response within 24 hours.**
- Grade assignments within 1 weeks or sooner of the assignment deadline.

Course Communication: How to contact your professor.

- Communication in this course is best by **messages on Canvas**. You can also email me at slondono@fiu.edu, however, Canvas allows me to filter through my emails and give you priority for a speedier response.
- I will generally respond to emails within 24 hours of receiving them. If you don't hear back from me within 24 hours, please resend your inquiry.
- If it is urgent, you may also call my personal number provided above. The Email feature on Canvas is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.
- To facilitate communication, the university requires you to have an e-mail account ending in @fiu.edu.

I will be available to you during office hours through Zoom on Wednesdays from 10:00 to 11:00 AM. However, if this doesn't work for you, we can arrange for another time.

Assignments

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Quizzes	4	100	400	15%
Discussions	4	10	40	20%

Assignments

Course Requirements	Number of Items	Points for Each	Total Points Available	Weight
Religious Freedom Slideshow or Interview	1	100	100	20%
Creative Journal	1	100	100	20%
Research Paper (Part A and B)	2	Part A: 10 Part B: 90	100	25%
Total	13	N/A	740	100%

Grading Range Table

Letter	Range%	Letter	Range%	Letter	Range%
A	95 or above	B	83 - 86	C	70 - 76
A-	90 - 94	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

Grades and Assignments

- The instructor reserves the right to make any changes deemed necessary to the course regarding assignments, assessments, or course information.
- The syllabus is listed in weekly increments with modular titles for continuity within the course. Because this is online, it often requires more diligence than a classroom course. Check each assignment or assessment for due date to ensure you submit in a timely manner.
- A zero will be assigned to any item submitted late or missed. If you have any issue with an assignment or deadline, please email me as soon as possible to prevent a zero.

Course Calendar Table

Date	Topic
Week 1: June 19 - June 25	Defining Native American Religion and Identity: The Challenges of a Paradigm Shift
Week 2: June 26- July 02	The Foundations of a Sacred Worldview: NA Perspectives of Time and Space
Week 3: July 03 - July 9	The Sacred Patterns of NA Ways of Knowing: Orality, Myth, and Ritual
Week 4: July 10 - July 16	Gender and Sexuality: Being and Relationships Beyond Dualities
Week 5: July 17 - July 23	Religious Freedom: The Ongoing Struggle for Survival, Justice, and Sovereignty
Week 6: July 24- July 28	Final's Week

Note about the calendar:

The instructor reserves the right to update the syllabus and course calendar once the semester has started.

All readings and assignments can be found in the modules.

Discussion Forums

- Discussions topics are listed for the semester. You are expected to post your **initial response on Thursdays (unless otherwise stated), by 11:59 PM** for the week listed; **you should respond to at least 2 others posts by Sunday at 11:59 PM** of the same week or a date otherwise posted.
- The possible total score is 10 points, see the **Discussion Rubric** posted in the information folder and under the Discussion Tool in the drop-down course menu.
- Keep in mind that your discussion forum postings will be seen by other members of the course. Care should be taken when determining what to post.
- **Discussion Forum Expectations:**
 - See the rubric document for more details.
 - The approximate length of a response should be 150-300 words.

- Students are expected to post one initial response/ analysis and respond to at least three other posts from peers, for a total of a minimum of four posts per week.
- **Available dates:** Initial student responses are **due on Thursdays (unless otherwise stated), by 11:59** for the week listed, **and post your response to your peers by Sunday before 11:59.**
- Feedback and grades can be expected within 2-3 days.

Voice Threads

- Please follow the instructions to post video, audio, or text comments when asked to. When you are done, you should hit SUBMIT.
- After you have posted your responses, please go BACK INTO the VoiceThread & REPLY to one of your peers' comments. **A meaningful reply** will not just agree but will add to their point by 1) providing another example, 2) making a connection to your own experience, 3) making a connection to a reading we did or something we discussed in class, or 4) thoughtfully disagreeing with evidence. A reply can be video, audio, or text.
- Remember that VoiceThreads will replace attendance, participation, & discussion. They will also prepare you for the class test. So please take your time with it. Always feel free to post questions of any kind just like you would ask in class!
 - [VoiceThread accessibility information \(Links to an external site.\)Links to an external site.](#)

Creative Journal

This portion of the class is interested in providing a place where you can use/explore your creative potential through different genres of art. The material of this class can be intense/complicated/painful/frustrating, so feel free to react to our weekly readings and videos in the manner that you prefer.

- The only requirement is that you have four entries in your journal, which can be submitted as a document, video, podcast, song, etc. – or a mixture of these. Just make sure that if you are turning in a mixture of media, you convert your audio or video into a shareable YouTube link and paste this into a word doc (you can make it private to only share with me).
- Some artistic ideas: poems, sound clips, photos, articles, paintings, movie clips, and so on.

Open the assignment page for further details.

Quizzes

In order to mitigate any issues with your computer and online assessments, it is very important that you take the Practice Quiz from each computer you will be using to take your graded quizzes and exams. For quiz duration, grading criteria, and feedback response time, please review the important information about quizzes page.

Quiz Expectations (4 items)

- There will be 4 quizzes, 10 questions each.
- The quizzes should be completed within 35 minutes.
- Students will be able to take the quiz twice, and the highest score will be the one recorded.
- Quizzes are available from Monday 10:00 am – Sunday 11:59 pm.
- Students will be able to see the results immediately after the exam.
- Students will be able to see their total scores.
- The quiz with the lowest score will be dropped.

Religious Freedom Slideshow

For this assignment, you will be asked to examine a current issue of religious freedom in the United States. Because we are focusing on how religious freedom developed in the U.S., topics from other countries will not be accepted for this assignment. **NOTE:** There are resources available for this assignment on our [Library](#) research site (see sidebar).

- **Choose** an issue of religious freedom **concerning Indigenous/First Peoples** currently being contested anywhere around the world - Preferably in the Americas (within the last 5 years or so).
- Find at least **(3) three sources** covering your topic. We are not looking for academic sources for this assignment, but reliable journalistic sources such as:
 - Newspaper articles (such as *Philadelphia Inquirer*, *Wall Street Journal*, *New York Times*)
 - Magazine articles (such as *Time Magazine*, *The Atlantic Magazine*, *National Catholic Reporter*)
 - TV news segments (such as *ABC news*, *PBS*)
 - Radio sources (such as *NPR news*, *The Dean Obeidallah Show on SiriusXM*, *Podcasts*)
 - Reliable online journalistic coverage (such as Religion Dispatches, Religion News Service, *Sightings*)
- Try these excellent research databases to find journalistic sources:
 - **US Newsstream:** <https://libproxy.temple.edu/login?url=http://search.proquest.com/usnews/index?accountid=14270> (Links to an external site.) (includes the *Philadelphia Inquirer*, *Wall Street Journal*, *New York Times*, and thousands more)
 - **Academic Search Complete:** <http://guides.temple.edu/go.php?c=2805666> (Links to an external site.) (includes *Time*, *Newsweek*, *National Catholic Reporter*, *The Atlantic*, and thousands more)
 - **Search tip:** for both these databases, on the results list look at the **Source Type** and **Publication** limiters to narrow your results.
 - Please reach out to our librarian, Fred Rowland, if you need help locating sources: https://guides.temple.edu/prf.php?account_id=15115 (Links to an external site.)
- **Create** a (minimum) four-slide PowerPoint or Google slide presentation with images, captions, & links. That does the following:
 - **Describes** the facts surrounding the issue
 - **Explains** why it is a matter of religious freedom
 - **Explores** both the points of view of the Native People's religious community or individual **and** their opponents, and
 - **Advocates** a position (weigh in with your perspective)

- **Share.** If we have time, I may select a few presentations to share with the class. If your presentation is selected, I will ask your permission to post your slide show to our Canvas site for all to view. However, since we are not presenting these slides orally, the slides you submit should include all the required information above.
- **Cite** the sources you used. On a final slide (which does not count toward the 4 slide minimum), list the sources you used. Include source title, article title, article dates, & working hyperlinks if source is available online. You may use any citation format (APA, Chicago, MLA) but be consistent. So, for example ...
 - “Religious Freedom after 50 Years?,” *Sightings* (December 7, 2015). <http://divinity.uchicago.edu/sightings/religious-freedom-after-50-years> (Links to an external site.)
 - (Links to an external site. [\(Links to an external site.\)](#))
 - [\(Links to an external site.\)](#) “Conservatives Call for ‘Religious Freedom,’ But For Whom,” *All Things Considered, NPR* (December 11, 2015). <http://www.npr.org/2015/12/11/458969192/conservatives-call-for-religious-freedom-but-for-whom> (Links to an external site.)
- For guides on citing sources, see this page at the Temple Writing Center [\(Links to an external site.\)](#)<http://www.temple.edu/writingctr/support-for-writers/handouts.asp> (Links to an external site.)
- [\(Links to an external site.\)](#) **Tip:** If you use **Proquest Newsstand** or **Academic Search Complete** to find articles, use the “Cite” feature to format your citations. It’s easy!

Research Paper

- All essays and critical book reviews or research papers are written in academic style (1st person for personal reflection and otherwise 3rd person; avoid 2nd person pronouns: you, your, yours) and proper MLA or Chicago referencing of quotations or concepts from any author to avoid plagiarism (See Canvas for MLA and Chicago citation style instructions).
- **DOUBLE-LINE SPACE** your essays; you may include a title page (optional), date, course, and your name; properly list all references in a bibliography, even if it is only one resource is referenced
- **For this assignment, you have two options as to how to focus your research:**

Option A – Choose your topic:

For the final paper, you will have **the opportunity to focus on a topic of your choice. You will be** provided a list of prompts to help you in the process, but feel free to propose your own. I encourage you to connect your paper with your academic major or interest. For example, if your studying Business Administration or Medicine, you can focus your paper on the Native American perspective on business or healing and how it is impacted by their view of the sacred.

Option B – Book/Movie Review:

You will be provided a brief list of books and movies to choose from. This review must follow an academic framework by citing other reviews and materials used across our course modules- just as you would for a research paper (Option A).

Main book recommendation:

- **Jessica Cattelino's book *High Stakes***, with specific topics posted in the course calendar and on the assignment sheet. You select one of the topics for your critical review that must include at least one outside resource in addition to Cattelino's book.
- **This book is our main recommendation because it is based on the same land on which the course is taking place**, helping us put into practice the NA worldview studied in the course.

Assignment Expectations:

- This paper has two parts: Part A and Part B
 - Part A: Submit thesis, outline, and bibliography (5 points)
 - Part B: Submit a finalized paper (90 points)
- The paper should be at least 750 words long.
- MLA style or Chicago (be consistent).
- Must include at least one outside source.
- This is an individual assignment.
- All essays are to be submitted through Turnitin.com. A link will be provided for you to submit your paper.
- Information material is posted in the course content: "Academic Papers/Essay Recommendations," "Critical Book Reviews" and a "Grading Rubric."
- Grades will be posted within a week.

Review the detailed Turnitin instructions on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

If you encounter any technical difficulties, please contact LMS Help Support Services.

Detailed Course Objectives

Upon completion of the course, students will be able to:

- understand the predicament of the "Indian Problem" as Indian movements strive to challenge and transform the narrow Indian stereotypes ingrained in the American imaginary.
- identify American indigenous peoples by region and tribal societies (Module 1);
- note the differences that exist among various groups in the US, Canada, in some cases, Mexico where borders are crossed by the indigenous cultures or tribes. (Module 1);
- understand that indigenous groups are grounded and engaged with the land as sacred—the Earth is the source of human existence that shapes the meaning of motherhood—that is, the land becomes Mother or Grandmother and is honored accordingly through ritual and ceremony (Modules 1-2);
- interpret tribes as their right to be considered sovereign nations;
- define how indigenous life differs from religious life in Western culture as a reflection of the world's creation, the art of understanding about the Earth does not offer one species dominance over others, but all the Earth as interconnected and appreciated for its diversity (Module 2);

- describe the acts and laws by the US that govern American Indians, particularly AIRFA and NAGPRA;
- describe "Indianness" through rituals, beliefs, regalia, and habitation in North America prior to and after colonization by the Europeans (Modules 2-3);
- explain the differences between Indian social gatherings like a "powwow" and sacred ceremony (Module 3);
- formulate global perspectives of indigenous peoples who share critical issues involving their loss of sacred land, language and culture that affects their survival (Modules 1-4);
- understand and explain the importance of drumming, dancing and the regalia worn by American Indian indigenous groups for ceremony and social gatherings (Modules 2-3);
- describe the indigenous position on protection of the peoples, preserving their traditional cultural property and the safe keeping relics, many of which are endangered (Modules 1-4);
- explain the traditional use of masks from the tribes who use them; explain how masks are used in ceremony versus the common use in secular society for healing purposes (Module 3);
- identify problems that exist with "others" [those who are not indigenous members of tribes] who use Indian traditional property and "Indianness" for a personal economic gain (Module 1 & 4);
- identify the ancient and modern indigenous groups of South Florida (Module 4);
- identify ancient tribal groups of South Florida and peoples of the glades' cultures like Tequesta, the ancient Tequesta relic: the Miami Circle and the Tequesta Village; the Caloosa, northern Florida's Timucua, and today's tribal
- inhabitants of South Florida- the Miccosukees and the Seminole Tribes of Florida and illustrate their importance from past to present;
- explain the importance of The Miami Circle and the Tequesta Village. (Module 4);
- define Seminole healing and the use of plants for healing purposes (ethnobotany) (Module 4);
- interpret and explain the economic factors for the major South Florida tribes relating their tradition that allowed them to become financially successful (Module 4).