

COURSE SYLLABUS

NATIVE AMERICAN RELIGIONS

REL3380, SUMMER B 2016 # (54628)

GENERAL INFORMATION • IMPORTANT INFORMATION • COURSE DETAIL • COURSE CALENDAR

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Mary Lou Pfeiffer, LL.M, MA	Phone:	(305) 348-4100 (MMC)
Office:	DM 233, The Honors College (MMC)	Fax:	(305) 348-2118
Office Hours:	By appointment only	E-mail:	Please use Blackboard course messages or only if necessary pfeiffer@fiu.edu

COURSE DESCRIPTION

This course is an overview of North American indigenous groups that demonstrates some of the complex issues surrounding their cultural richness where often their rituals and practices have often been denied by federal and state governments in the United States (US or USA) since 1776. Many indigenous groups existed prior to the border establishments between the US, Canada and Mexico. Texts are accompanied with DVD's/videos, art and music where appropriate and posted in folders under course content.

Modular Titles:

- 1) The Sacred in North American Indigenous Tribes
- 2) American Indian Religious Freedom
- 3) Rituals, Ceremony and Social Gatherings
- 4) Florida Indians, Past and Present

COURSE OBJECTIVES

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

- Identify many American indigenous groups 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 groups existed prior to border divisions. (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)
- 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 “Indianness” through rituals, beliefs, regalia, and habitation in North America prior to and after colonization by the Europeans (Modules 2-3)
 - 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, and; explain the importance of The Miami Circle and the Tequesta Village. (Module 4)
 - Formulate global perspectives of indigenous peoples who share critical issues like the 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 for social gatherings (Modules 2-3)
 - Describe the indigenous position on protection of the peoples, preserving their traditional cultural property and keeping relics safe, many of which are critically endangered, and relate those areas specific to the South Florida. (Modules 1-4)
 - Explain the traditional use of masks from the tribes who use them; explain how masks are used in ceremony versus a death or healing mask (Module 3)
 - Identify problems that exist with “others” who are not indigenous members but 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)
 - 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)
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POLICIES

STATEMENT OF UNDERSTANDING from the student handbook/guide.

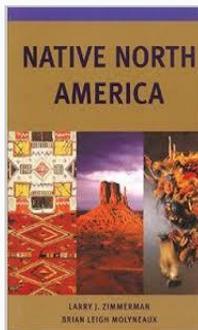
Please review the [policies page](#) as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

HONESTY AND PLAGIARISM, see FIU STUDENT HANDBOOK/guide

COURSE PREREQUISITES

There are no prerequisites for this course.

TEXTBOOKS

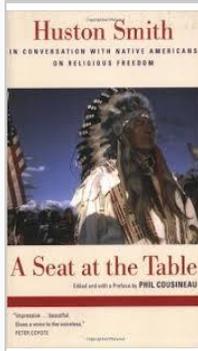


Native North America

Larry J. Zimmerman, Brian Leigh Molyneux

University of Oklahoma Press (2000)

ISBN: 0-8061-3286-8

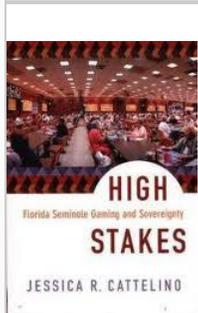


A Seat at the Table in Conversation with Native Americans

Huston Smith

University of California Press

ISBN: 0-520-24439-7



High Stakes: Florida Seminole Gaming and Sovereignty

Jessica R. Cattelio

ISBN 987-0-8223-4227-4

[Click here](#) to buy your textbook online at the FIU Bookstore.

This is an online course; all the course work is conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students. It is extremely important that you verify all assignment and assessment due dates and times.

Students are expected to complete the following in the information folder for the course content:

- **Review how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum with a photograph of yourself, a requirement for completion of the course before grades can be posted (Student Biography)
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- **Check announcements and course mail for any possible changes that might occur after the course commences**

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via **messages in Bb Learn**.

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication. This is the method to communicate with your instructor privately. Any communication sent to my FIU email cannot be transferred into the Blackboard course. Therefore all messages should be posted in the course.

DISCUSSION FORUMS

Discussions topics are listed for the semester. You are expected to post your initial response on Thursday, at 12:00 (noon) for the week listed; you should respond to at least 3 others posts by Sunday at 23:55 of the same week. (Possible total score is 10, see the Discussion Rubric posted in the information folder and under the Discussion Tool in the drop-down course menu). Keep in mind that forum discussions are public, and care should be taken when determining what you post.

QUIZZES/ EXAMS

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. It is your responsibility to make sure your computer meets the minimum **hardware requirements**. There are 4 quizzes, with 10 questions each (multiple choice, matching, true/false) and 1 midterm exam of 45 multiple choice, matching, or true/false items with 1 short response item, 10 points. A "study guide" is posted the week of the midterm.

ESSAY/CRITICAL BOOK REVIEW

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**); proper referencing of quotations, concepts or references from any author to avoid plagiarism. **DOUBLE-LINE SPACE your essays; a title page is optional, but please include your name, date, course and course one page one if you do not use a title page; properly list all references** in a bibliography, even if only one resource is used. There are three required short essays, approximately 300 words or more; the first essay will be returned with tracked changes for your information that allows a dialogue between us to occur regarding academic style writing. This offers an example of what I expect in written work. Information material is posted in the course content:

"Academic Papers/Essay Recommendations," "Critical Book Reviews" and a "Grading Rubric" are all posted in the information folder. Please reference them for writing requirements. The critical book review replaces a final exam. This is a 750-word critical book review taken from a topic of *High Stakes*, the book by Jessica Cattelino, in the course calendar for the final week of summer B, and on the assignment sheet. Information regarding a critical book review can be found @: <http://www.lc.unsw.edu.au/onlib/critrev.html>

IMPORTANT INFORMATION

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. NO EXCEPTIONS unless a dire emergency occurs** such as a death in the immediate family or hospitalization. **In such a case, the professor must be notified as soon as possible. There are no offerings** for a reduced grade for late or missed assignments or assessments because you have the course requirements, due dates and times posted online in advance! **Reminder: I use a 24-hour clock see below; all assignments and assessments close at 23:55 or 11:55 PM on the due date, usually on Sunday's unless otherwise listed. In the short summer session, some due dates and times differ from a fall or spring semester.** Some musical presentations will be added for your listening pleasure that should be of interest for each of the modules and **may be used** in your essays. **These need to be properly referenced in the bibliography.** A folder of the musical offerings is provided.



I use a 24-hour clock rather than the 12-hour clock. One example is many assignments are due at 23:55 (11:55 PM)

GRADING

3 Short Essay (300 words or more)	15%
1 Critical Book or research paper that serves as the Final Exam from Cattelino's book topics as listed on the assignment sheet (PART A: Abstract: 200 words, an outline and bibliography; PART B Critical Review of 750 words or more)	35%
4 Quizzes @10 questions (matching, multiple choice, true/false items)	10%
1 Midterm Exam (matching, multiple choice, true/false), 1 short response item	25%
4 Discussions	15%
Total	100%

LETTER GRADE	RANGE	LETTER GRADE	RANGE	LETTER GRADE	RANGE
A	93 and Above	B-	81-83	D+	67 - 70
A-	90 - 92	C+	77 - 80	D	64 - 66
B+	87 - 89	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61