NAS 330 is a 8-week WEB course!
Credits: 4

Office Hours: Appointments work best.
Center Native American Studies
112 Whitman Hall
Check for on-line office hours on EduCat

Phone: 906-227-1397

CNAS Website: 
www.nmu.edu/nativeamericans

EMAIL: alindala@nmu.edu
Please put
YOUR LAST NAME NAS 330 F14
in the subject line every time. I will do my best to respond in a timely manner. Thank you.

Teaching Philosophy (Active Learning Credo)
• What I hear, I forget
• What I hear & see, I remember a little
• What I hear, see & ask questions about or discuss
  with someone else, I begin to understand
• What I hear, see, discuss, and do, I acquire knowledge
• What I teach to another, I master

Course Purpose and Description
Many people are still unaware that tribes had and still have their own belief and value systems as well as ancient ideological foundations linked to their traditional homelands. Tribes have their own creation stories, healing ceremonies, coming-of-age ceremonies, wedding ceremonies as well as seasonal gatherings (to name just a few).

The relationship between Native peoples and European visitors and ultimately, settlers was and still is complex primarily because of differing belief systems (thus, the complex title of the course). This course will introduce varying glimpses into the spirituality and religious life experiences of Native peoples historically and today through various texts (mostly first person or interviews). The Doctrine of Discovery will be examined as well the American Indian Freedom of Religious Act of 1978.

This online course is a 300-level, four-credit course with a significant amount of reading, viewing and writing in a short amount of time (eight weeks). I’m sure all of you know and expect that this course will not be any less rigorous than if offered during a full semester. Be prepared to do the same amount of reading, discussion and writing as if this were a 15-week semester. This course is approved for Liberal Studies – Division II Humanities requirement, an upper division (300 or above) Liberal Studies requirement as well as World Cultures graduation requirement.
Course Learning Objectives - By the end of this class, successful students will be able to…

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LO1 - recognize that American Indians/First Nations tribal groups had and still have distinct worldviews, ways of knowing and value systems,

LO2 - articulate how policies or proclamations from non-Native entities impacted tribal peoples in relation to their traditional belief systems and question the ethics associated with such policies,

LO3 - discuss the relationship between distinct tribal worldviews with traditional ecological knowledge and/or the environment of a tribe’s traditional homelands,

LO4 - comment on the ways tribal peoples maintain traditional ways of knowing within modern society and the challenges they face in doing so,

LO5 - and define terminology associated with course content.

If you have never taken a Native American Studies course before this semester

The Center for Native American Studies offers a holistic curriculum rooted in Native American themes that challenges students to think critically and communicate effectively about Indigenous issues with emphasis on Great Lakes Indigenous perspectives; stimulates further respectful inquiry about Indigenous people; and provides active learning and service learning opportunities that strengthen student engagement, interaction, and reciprocity with Indigenous communities.

Native American Studies: There are five primary themes found within Native American Studies: 1) culture, history and language; 2) traditional ecological knowledge; 3) education, families and communities; 4) governance and sovereignty with the theme of 5) identity being connected to all previous four listed themes.

What do I need to succeed in NAS 330? An open mind, a desire to participate… and…

#1 - Texts (available at the NMU bookstore and on Kindle)

Cousineau, Phil (ed.) Huston Smith: A Seat at the Table -- In Conversations with Native Americans on Religious Freedom. ©2006 University of California Press


#2 - Additional readings will be made available as PDFs via EduCat. However, you are welcome to purchase these books if you wish.

Barreiro, Jose (ed.) Thinking in Indian: A John Mohawk Reader © 2010 Fulcum Publishing


Lobo, Susan and Talbot, Steve and Morris, Traci (eds.) Native American Voices: A Reader © 2010 Pearson Education Inc.

#3 - Handouts, power points and videos will be made available via EduCat.
How will I be assessed?

Carefully follow the calendar to complete these assignments.

#1 – complete the on-line course pre-assessment (early due date). (Points for participation, not content knowledge)

#2 – Introduce yourself answering three questions and uploading a photo (early due date).

#3 - compose four unit written responses answering multiple question sets over material (every two weeks)

#4 - complete four course content on-line quizzes via EduCat (every two weeks)

#5 – participate in four discussions with your peers (every two weeks)

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course orientation, pre-assessment and survey</td>
<td>20</td>
</tr>
<tr>
<td>Introduction</td>
<td>30</td>
</tr>
<tr>
<td>Unit responses (4 @ 60 pts ea)</td>
<td>240</td>
</tr>
<tr>
<td>Content Quizzes (4 @ 35 ea)</td>
<td>140</td>
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<tr>
<td>Discussion Forums Participation (4 @ 15 pts ea)</td>
<td>60</td>
</tr>
<tr>
<td>General Participation Points (10 pts)</td>
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<td>TOTAL Points</td>
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Scale

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<tr>
<th>Grade</th>
<th>Range</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>475-500</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
<td>84-86%</td>
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<td>67-69%</td>
<td>335-349</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
<td>320-334</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
<td>300-319</td>
</tr>
</tbody>
</table>

Choosing a WEB course.

**Technology from My Perspective:** Teaching on-line is not my preferred way to convey the important and multiple themes found within the discipline of Native American studies. However, I know that this is a convenience for many students. If you find something that you feel I need to work on something during this eight-week on-line experience, let me know as soon as possible so I can address it. Thank you in advance for your understanding and participation.

**My Participation on EduCat:** On-line office hours will be held once a week. Feel free to “chat” with me if you have any questions. Additionally, I will post announcements on the “Announcements from April” discussion board. Check this often in case I have a general announcement. Thank you.

**Your Participation on EduCat:** Much of what you need is on EduCat. **Follow your UNIT GUIDES on EduCat carefully.** I have split you up into four groups (Eastern, Southern, Western and Northern) directions. These are random groupings but important since you will be reading, reviewing and responding to work from your peers. Remember, if you do not do the work to begin with, they have nothing to review and ultimately, YOU will lose participation points as well as a grade for the work involved.
Quotes to consider – some which you will find in readings (not necessarily specific to this course)

“I think all people have a religion. There are a lot of really good things about religion. It inspires humanity to the highest ideals and brings warmth to the human spirit; it actually reminds us that everyone has a spirit.”
-- Walter Echohawk (Pawnee)

“One of the greatest hindrances to the reestablishment of tribal religions is the failure of Indian people to understand their own history. The period of cultural oppression in its severest form (1887-1934) served to create a collective amnesia in contemporary people.”
-- Vine Deloria Jr. (Lakota)

“I’m amazed that there’s not more anger than there is, but I see it at times and in different persons. I think that if I were an Indian person, I’d be angry. My attitude toward the Indian, the Ojibwe medicine people, was quite negative before I came here. I thought that there was a lot of superstition in it. I no longer feel that way. I misunderstood what they were doing and saying.”
-- Father Bill Mehrkens in 2003, St. Mary’s Catholic Mission – Red Lake, Minnesota

“Despite these centuries of spiritual challenges, Native people continue, as we have for centuries to always express our thankfulness to Creation – in our prayers, our songs, and our understanding of the sacredness of the land.”
-- Winona LaDuke (Ojibwe)

“Learning most things is a messy process. Confusion, frustration, even despair regularly occur. If students never experience those feelings, they also never experience the thrill of finally figuring something out, of really understanding and of being changed by what they’ve learned.”
-- Maryellen Weimer, Ph.D., Penn State Professor Emeritus

SAMPLE Terminology Associated with Course Content

<table>
<thead>
<tr>
<th>American Indian Movement</th>
<th>Appropriation</th>
<th>Assimilation</th>
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<tbody>
<tr>
<td>Colonization</td>
<td>Cultural Context</td>
<td>Cultural Continuance</td>
</tr>
<tr>
<td>Cultural Renewal</td>
<td>Decolonization</td>
<td>Deconstruction</td>
</tr>
<tr>
<td>Egalitarian</td>
<td>Epistemology</td>
<td>Ethnocentrism</td>
</tr>
<tr>
<td>Homogeneity</td>
<td>Inclusion</td>
<td>Marginalized</td>
</tr>
<tr>
<td>Resilience</td>
<td>Resistance</td>
<td>Self Determination</td>
</tr>
</tbody>
</table>

SAMPLE of First Person Voices Contributing to this Course

Charlotte Black Elk (Lakota)  
Walter Echohawk (Pawnee)  
Douglas George-Kanentiio (Mohawk)  
Oren Lyons (Onondaga)  
Steven Newcomb (Shawnee/Lenape)  
Vine Deloria Jr. (Standing Rock Sioux)  
Louise Erdrich (Ojibwe)  
Winona LaDuke (Ojibwe)  
John Mohawk (Seneca)  
Suzan Shown Harjo (Muskogee)
This course is divided into four units over eight weeks. Follow UNIT GUIDES carefully.

This calendar does not include weekends. Obviously, you can work over the weekends.

### Unit 1  Tribal Ways of Believing and Ways of Being  
(weeks 1 & 2 – see UNIT GUIDE on EduCat)

<table>
<thead>
<tr>
<th>M 8/25</th>
<th>T 8/26</th>
<th>W 8/27</th>
<th>R 8/28</th>
<th>F 8/29</th>
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<tbody>
<tr>
<td>Review syllabus &amp; Unit 1 Outline</td>
<td></td>
<td>Read &amp; View Pre-assess DUE</td>
<td>Introductions due</td>
<td>Read &amp; View</td>
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<tr>
<td>M 9/1</td>
<td>T 9/2</td>
<td>W 9/3</td>
<td>R 9/4</td>
<td>F 9/5</td>
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<tr>
<td>Holiday – be safe</td>
<td>Read &amp; View Discussion Due</td>
<td>Response Unit 1 and Quiz Open</td>
<td>Read Peer work</td>
<td>Peer Response Quiz Closed</td>
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### Unit 2  Legacy of Religious Assimilation and Value Systems Unraveled  
(weeks 3 & 4 – see UNIT GUIDE on EduCat)

<table>
<thead>
<tr>
<th>M 9/8</th>
<th>T 9/9</th>
<th>W 9/10</th>
<th>R 9/11</th>
<th>F 9/12</th>
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<td>Read &amp; View</td>
<td>Read &amp; View</td>
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<tr>
<td>M 9/15</td>
<td>T 9/16</td>
<td>W 9/17</td>
<td>R 9/18</td>
<td>F 9/19</td>
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<td>Discussion Board Due</td>
<td>Read Peer work</td>
<td>Response Unit 2 and Quiz Open</td>
<td>Peer Response Due</td>
<td>Quiz Closed</td>
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### Unit 3  Religious Freedom and Recovering the Sacred  
(weeks 5 & 6 – see UNIT GUIDE on EduCat)

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<tbody>
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<td>Read &amp; View</td>
<td>Read &amp; View</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 9/29</td>
<td>T 9/30</td>
<td>W 10/1</td>
<td>R 10/2</td>
<td>F 10/3</td>
</tr>
<tr>
<td>Discussion Board Due</td>
<td>Read Peer work</td>
<td>Response Unit 3 and Quiz Open</td>
<td>Peer Response Due</td>
<td>Extra Credit Due Quiz Closed</td>
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### Unit 4  Healing, the Future and the Balancing of Two Worlds  
(weeks 7 & 8 – see UNIT GUIDE on EduCat)

<table>
<thead>
<tr>
<th>M 10/6</th>
<th>T 10/7</th>
<th>W 10/8</th>
<th>R 10/9</th>
<th>F 10/10</th>
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<tbody>
<tr>
<td>Review Unit 4 Outline</td>
<td>Read &amp; View</td>
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<td>R 10/16</td>
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<td>Discussion Board Due</td>
<td>Read Peer work</td>
<td>Response Unit 4 and Quiz Open</td>
<td>Peer Response Due</td>
<td>Quiz Closed</td>
</tr>
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</table>
Course Expectations and Policies

**Class Etiquette:** Communicate with mnaadem’mowin (Ojibwe = respect). Since we are on-line…it is especially important to do your best (as I will) to communicate in a fashion that is not viewed as reactionary or disrespectful. Think of any discussion as the board room -- not the water cooler.

**Assignments:** Unit responses MUST be uploaded using a Microsoft Word document (these are different from group discussions). It must be typed and double-spaced using Times New Roman at 12 point font. No more than 1 inch margins. Do not tab or indent answers. Remember to always put your name in the header as well as the title of the assignment. Word count should be at the beginning of each answer.

**Grammar:** Please do not use slang (please, please, please) when composing your written responses or group discussions. This is a 300-level college course. Follow proper grammar rules in all of your written assignments. You are required to use APA style for all written responses and group discussions. HOWEVER, if we are chatting in real time for an on-line meeting…I do understand the need to abbreviate.

**Plagiarizing** is considered academic dishonesty. You may fail the assignment or even the class. Worse yet, you may be charged with academic dishonesty which is then put in your permanent academic file (yes, this file will follow you to say, law school). Here is the thing. Students tell me that don't know what plagiarizing is. You cannot use someone else's words to call them your own. Do not copy something from a website (I'll find it). Do not copy something from your peers in this course (I'll find that too). Do not copy something from a journal article without proper citation and -- really important for all college students -- LEARN how to do proper APA citations yourself. [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**NMU’s Writing Center** will be open. Tutors are offering both face-to-face and on-line tutoring. The service is free and available to NMU students. All information regarding tutoring could be accessed through the Writing Center website at [www.nmu.edu/writingcenter](http://www.nmu.edu/writingcenter). Seriously underutilized!

**My Response to Assignments:** I will e-mail you within five working days of due date of assignment (provided you hand in your work on time). Holidays are not working days. Weekends are not working days. I will provide comments regarding the content and quality of your work. I will also grade you on “skill” of writing. However, I am more interested in content. Remember for each written assignment, I have to read that x 25 assignments and I read each one twice. Assuming each one takes 20 minutes to read and correct, imagine that is 500 minutes of reading and correcting (over 8 hours). I may be moving quickly and it may appear to be “rude.” Please know there is never intentional rudeness…just moving fast. Thank you.

**Criticism:** do not be fearful of criticism. All of us are human and make mistakes. This is how we learn. Embrace college as the arena for making mistakes before going out into the professional world. How you react to criticism is the challenge. It took me a long time to figure out how to gracefully accept criticism.

**EduCat:** Use your power points, discussion boards, study mates and the glossary (usually severely underused). I will also create “games” to help you with vocabulary and other items of interest. Consider utilizing the discussion board if you have a question concerning the class and/or content (10 other students might have the same question).

**Teaching vs. Coaching:** A coach stands in the dugout or on the sideline; she does not play the game. My goal as a teacher is to be your facilitator of learning. This means work on your part because you, in essence, are playing the game. You need to read. You need to write. You need to communicate with your peers. You need to take the quizzes. Not everyone is a star player, but we all contribute to the end game. **What do I need to do as your coach?** Help you to better understand the subject. Help you to think critically. Help foster curiosity. Make myself available for questions. Provide you with timely feedback on your work.
High School Education vs. College Education: In high school you were prompted to know the correct answers. In college, you are instead prompted to think of questions. This requires you to read the subject matter differently, more analytically. This requires you to deconstruct what you read and think critically about the subject matter. Let me know early if you are experiencing challenges in this area.

Working in groups: This is a valuable lesson for all students because in the workforce you have to work in groups all of the time. And yes, I’ve worked with people I’ve never met face-to-face. Working on-line can be done successfully. You need to make some of this happen on your own.

Value of this class: Are you taking this class because it meets requirements? That’s okay. How might this subject bring value to your education, to your career? Regardless of your career choices -- you have the potential to meet people from all over the world. All peoples on this earth have different belief systems that they hold dear. Having an appreciation and respect for those beliefs are extremely important tools for global understanding and appreciation.

Release of Previous assumptions: You come to this class with your life experience and your cultural context. All of us have a different life experience. All of us live within a cultural context unique to our own life and cultural experience. Think about what this might mean as it relates to this course. Has your cultural context ever been threatened? Have you ever felt threatened or marginalized because of what you believe in? Only you know the answer to this. By allowing yourself to stand and walk in another’s shoes for a minute…it might help you become a better global citizen.

ON-LINE Assistance: Contact the NMU help desk *right away* if your EduCat is not working or if you are experiencing difficulties (906-227-2468). Make certain you have access to high speed internet and that your computer is working properly. Unfortunately, I cannot help you with technological problems.

Extra Credit: Extra credit is not replacement credit. If you do not complete your assignments or quizzes, you lose your right to earning extra credit points. Take advantage of extra credit early in the semester. You are limited to 50 points of earned extra credit. I will post some ideas for extra credit on EduCat.

Shopping/Dropping: I’ve done it, we all do it. If you know you must drop, let me know. No hard feelings.

What did I get myself into? If you are having a tough time with the material, let me know as early as possible. That’s what I am here for. I am very willing to work with you -- but you need to let me know.

NMU’s Non-Discrimination Statement
Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact Equal Opportunity at 906-227-2420.

ADA Statement: If you have a need for disability related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students office located in 2001 Hedgecock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state and University guidelines.
NAS 330 Native Cultures and the Dynamics of the Religious Experience
Fall 2014 – April E. Lindala

How will my writing be assessed? Know this rubric and know the learning outcomes.

Superior
Content Analysis: Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.
Use of evidence: Primary source (text) information used to support every point with at least one example (from text). Examples support mini-thesis and fit within paragraph.
Structure: Evident, understandable and appropriate. Strong transitions from point to point.

Good
Content Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.
Use of evidence: Examples from text used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.
Structure: Generally clear and appropriate, though may wander occasionally.

Borderline
Content Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.
Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes poorly integrated into sentences.
Structure: Generally unclear, often wanders or jumps around. Few or weak transitions.

Needs Help
Content Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.
Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.
Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear.

Poor or Failing
Shows minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis.

Don’t know how to start a conversation with your peers?

How to strike up conversation ...(some suggestions)
• "What most strikes me about the text we read or viewed this unit is…"
• "The question that I'd most like to ask the author of the text is…"
• "The idea I most take issue with in the text is…"
• "The most crucial point from last week's film was…"