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. 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.

Course Learning Outcomes

1. Describe and discuss a variety of non-Christian Native American religions, recognizing that there is no one category of "Native American religion" but rather individual and tribal identities.

2. Map how various Native Americans have adopted and adapted Christianity, thus making it their own. And in the process compare various forms of Native Christianity and compare these to Euro-American forms of Christianity.

3. Evaluate how religious ideas and practices allowed Native Americans to critique Euro-American imperialism and argue for social justice.

4. Identify how assumptions about religion and culture have shaped the ways Native Americans have been seen and treated in American history and contemporary American culture.

5. Assess how religion, colonialism, and race have intersected in American and Western history, and assess how arguments about Native sovereignty respond to these issues.

Student Responsibilities

As a student enrolled in this course, you agree to do the following:

1) Come to class, arrive on time, and stay for the entire meeting. Make-up accommodations will only be offered for documented University approved activities, extreme illness (i.e., not allergies or a cold), or family emergency.
2) Complete assigned readings, in their entirety, on schedule. You should complete assigned readings by the start of the class meeting. And bring the readings to class.
3) Contribute to class discussions. You should come to class with questions and comments, prepared to participate in a lively discussion.
4) Complete all assignments, in a timely manner. I will allow extensions for in distressing cases of family emergencies and extreme illness. Otherwise late papers will be deducted a full letter grade for every day it is late, starting immediately at the beginning of class.
5) Ask for help when you need it. I am happy to assist students in their attempts to master course materials and successfully complete course assignments. Come to my office hours and I am always available via email.

Course Policies

RESPECT FOR MATERIAL, OUR SUBJECTS, AND YOUR PEERS
This is a course in religious studies and 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 as anthropologists, historians, and sociologists 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. If your personal religious commitment is causing you to have difficulties doing this, please feel free to discuss it with me privately.
Furthermore, students 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 Policies

Americans with Disabilities Act:
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.

For more information about services available to GU students with disabilities, contact: disability@gonzaga.edu; 313-4134. Or visit their office in Foley 209. See also http://www.gonzaga.edu/Campus-Resources/Offices-and-Services-A-Z/Disability-Resources-
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 the Student Handbook: www.gonzaga.edu/studenthandbook about what happened so they can get the support they need and Gonzaga can respond appropriately. There are both confidential and non-confidential resources and reporting options available to you. Gonzaga is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: www.gonzaga.edu/titleix. My office is a safe space but I am legally required to report sexual misconduct.

ATTENDANCE POLICY
According to the Gonzaga University attendance policy, if you miss more than 6 class meetings, you will receive a “V” for this class, which is the same as a “F.”

Requirements and Grading

1) Reflection papers on readings to show critical engagement with texts. There will be the opportunity to complete one of these every week, and students will be required to complete 10 over the course of the semester. Each reflection paper is worth 25 points.

2) A 1200-word paper comparing the perspectives of Vine Deloria and Daniel Richter answering the question: What is at stake in our perspective when studying Native American religions? Worth 200 points.

3) A Digital Humanities group project involving the missionary archives of the Jesuits of the Oregon Province in Foley. After spending a couple weeks in the archives, student groups will complete a presentation to the class on the particular folder of archival documents they digitized and analyzed. Using the group presentations, we as a class will create a multi-modal project. Worth 400 points.

4) A final 1500-word paper that critically analyzes the strengths and weaknesses in The Land Looks After Us. Worth 300 points.

5) Preparation: 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, and contributing to class discussions. Also included in your preparation grade will be 11 pop quizzes each worth 15 points. These quizzes will cover the day’s reading assignment. At the end of the semester your lowest quiz grade will be dropped and your total quiz score determined from the remaining quizzes. Make up quizzes will only be offered for students with excused absences. Worth 250 points.

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<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>10 Reflection Papers</td>
<td>250 points</td>
<td>1400-1255: A range A/A- cut off at 1297</td>
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<tr>
<td>Perspective Paper</td>
<td>200 points</td>
<td>1254-1115: B range B+/B cut off at 1200</td>
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<tr>
<td>DH Project</td>
<td>400 points</td>
<td>1114-976: C range C+/C cut off at 1060</td>
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<tr>
<td>Final Essay</td>
<td>300 points</td>
<td>975-837: D range D+/D cut off at 920</td>
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<tr>
<td>Preparation</td>
<td>250 points</td>
<td>836 and below: F</td>
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<td>Total</td>
<td>1400 points</td>
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### 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, Jan 13**: Syllabus; Class Expectations
- **Friday, Jan 15**: Introduction
Reading: “Indians Old World” on blackboard

**Week 2: Perspective**
- **Monday, Jan 18**: No Class. Martin Luther King, Jr. Day.
- **Wednesday, Jan 20**: Perspective
Reading: “God is Red” on blackboard
- **Friday, Jan 22**: Perspective
Reading: “Is Religion Possible” on blackboard

**Week 3: Perspective**
- **Monday, Jan 25**: Perspective
Reading: “Invasion of America,” on blackboard
Wednesday, Jan 27: Perspective  
Reading: “Facing East, Day 1” on blackboard

Friday, Jan 29: Perspective  
Reading: “Facing East, Day 2” on blackboard

**Week 4: Power**  
Monday, Feb 1: Colonial Contact and Conflict  
Reading: “El Requiremiento” and “Sublimis Deus” on blackboard  
Wednesday, Feb 3: Colonial Contact and Conflict  
Reading: “A Narrative of the Captivity of Mary Rowlandson” on blackboard  
Friday, Feb 5: Colonial Contact and Conflict  
**Perspective Paper Due**

**Week 5: Power**  
Monday, Feb 8: Colonial Contact and Conflict  
Reading: “Algonkian Folklore, Jesuit Missionaries, and Kiwakwe, the Cannibal Giant” on blackboard  
Wednesday, Feb 10: Colonial Contact and Conflict  
Reading: “Jesuit Relations” on blackboard  
Friday, Feb 12: Colonial Contact and Conflict  
Reading: “The Catholic Rosary, Gendered Practice, and Female Power” on blackboard

**Week 6: Power**  
Monday, Feb 15: No Class. President’s Day  
Wednesday, Feb 17: Revitalization Movements  
Reading: TBA  
Friday, Feb 19: Redstick Revolt  
Reading: “Redstick Revolt”

**Week 7: Power**  
Monday, Feb 22: Manifest Destiny and the Indian Wars  
Reading: Plateau Indians, Introduction and Chapter 1  
Wednesday, Feb 24: Manifest Destiny and the Indian Wars  
Reading: Plateau Indians, Chapter 2  
Friday, Feb 26: Manifest Destiny and the Indian Wars  
Reading: Plateau Indians, Chapter 2 & start 3
**March 7-11: Spring Break!**

**Week 9: Jesuit Archives**
- **Monday, March 14:** Jesuit Archives
  - Reading: TBA
- **Wednesday, March 16:** Jesuit Archives
  - Reading: Begin Ceremony
- **Friday, March 18:** Jesuit Archives
  - Reading: Ceremony

**Week 10: Jesuit Archives**
- **Monday, March 21:** Jesuit Archives
  - Reading: Ceremony
- **Wednesday, March 23:** Jesuit Archives
  - Reading: Ceremony
- **Friday, March 25:** No Class. Good Friday.

**Week 8: Power**
- **Monday, Feb 29:** Pacific Northwest
  - Reading: *Plateau Indians*, Chapter 3
- **Wednesday, March 2:** Pacific Northwest
  - Reading: *Plateau Indians*, Chapter 4
- **Friday, March 4:** Pacific Northwest
  - Reading: *Plateau Indians*, Conclusion

**Week 11: Doing DH**
- **Monday, March 28:** No Class. Easter Monday.
- **Wednesday, March 30:** Computer Lab
  - Reading: Ceremony
- **Friday, April 1:** Computer Lab
  - Reading: Ceremony

**Week 12: DH and Presentations**
- **Monday, April 4:** Ceremony Discussion
  - Reading: Finish Ceremony
- **Wednesday, April 6:** Computer Lab/Presentations
  - Reading: TBA
- **Friday, April 8:** Computer Lab/Presentations
  - Reading: TBA
**Week 13: Power**

**Monday, April 11:** Ghost Dance
Reading: “Ghost Dance Religion” on blackboard

**Wednesday, April 13:** Massacre at Wounded Knee
Reading: TBA

**Friday, April 15:** What happened in 1890?
Reading: “The Lakota Ghost Dance”

**Week 14: Persistence**

**Monday, April 18:** Representations of Native Religions
Reading: “Ecological Indian” on blackboard

**Wednesday, April 20:** Representations of Native Religions
Reading: *The Land Looks After Us*, pages ix-31

**Friday, April 22:** Representations of Native Religions
Reading: *The Land Looks After Us*, pages 32-60

**Week 15: Persistence**

**Monday, April 25:** Persistence
Reading: *The Land Looks After Us*, pages 61-84

**Wednesday, April 27:** Persistence
Reading: *The Land Looks After Us*, pages 85-113

**Friday, April 29:** Persistence
Reading: *The Land Looks After Us*, pages 114-139

**Final Exam Week**

**Wednesday, May 4:** 3:30 pm - 5:30 pm