

RSOC 91 NATIVE SPIRITUAL TRADITIONS
Religious Studies, Santa Clara University
Fall 2016
T/TH 12:10-1:50 Kenna 306

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NATIVE SPIRITUAL TRADITIONS (43249)

Course Description:

This course introduces Native American spiritual traditions of the Americas. In the first unit, we'll consider the relationship of land/sky, sacred places how Native peoples understand the Sacred, as expressed in their relation to land, creation accounts, and ritual. Here we also examine U.S. policies, prohibiting Native spiritual practices, and raise questions on how in the U.S. context, Native peoples have constructed, maintained, changed, resisted, retrieved and adapted their religious spiritual ways. The second unit examines the question of religious identity through literature – that is, how Momaday's *The Way to Rainy Mountain*, integrates story, place, ritual among the Kiowa. In the third unit, we turn to ceremony and ritual, to communal and transformative expressions in various Native communities. Finally, in a new unit, we will consider how environmental issues and climate change is affecting indigenous peoples, and ways they are relating to the environment, and confronting and resisting capitalist projects from their religious perspective..

This course relates to the second theme, "Global Societies: Methods of Inquiry, Interaction, and Analysis," Religious Studies courses ask, "What is the world like?" Such courses, predominantly at the second level of the religious studies curriculum, promote the examination of a variety of religious worldviews, spanning ancient traditions, the modern technological world, and east-west interaction. This breadth of exposure helps students realize the complexity and richness of life lived in modern global society. Course meets second level Religious Studies and Religion, Theology and Culture 2 Core Curriculum requirements. Students seeking RTC 2 credit must have completed an RTC 1 course. Recommendation is that you have completed 44 units.

"This course is associated with the following Pathways: American Studies; Beauty; Race, Place & Social Inequalities; Paradigm Shift and the Nature of Human Knowledge; Politics & Religion.

PATHWAYS: EVERYTHING YOU NEED TO KNOW ABOUT PATHWAYS You can find information about Pathways on the Core Curriculum website <http://scu.edu/core> including specific Pathways, all courses associated with them, and the Reflection Essay prompt and rubric used to evaluate the final essay you will submit. <http://www.scu.edu/provost/ugst/core/pathways/resources/>

SAVE YOUR WORK FROM THIS CLASS

If you declare this Pathway, you may use a representative piece of work from this course as one of the Pathway materials you will upload via eCampus during your junior or senior year. Therefore, we recommend that you keep electronic copies of your work using Dropbox or Google Docs, in addition to saving copies on your own computer or flash drives. This may ensure you will have a range of choices for retrieving your saved files when you analyze and assemble your Pathway materials in preparation to write the Pathway reflection essay.

Learning Objectives for Core Area:

- Students will be able to analyze complex and diverse religious phenomena (such as architecture and art, music, ritual, scriptures, theological systems, and other cultural expressions of religious belief).
- Students will be able to integrate and compare several different disciplinary approaches to a coherent set of religious phenomena.
- Students will be able to clarify and express beliefs in light of their critical inquiry into the religious dimension of human existence.

Course Goals:

After completing this course, students should be able to:

- **Discuss** ways indigenous peoples in the Americas have understood relations of land/sky and constructed sacred geography, sacred time, and ritual practice in diverse geographies, (*Focus on complex and diverse religious phenomena*)
- **Identify, discuss and amplify** characteristics of indigenous spiritual belief, religious experience, and practices of reciprocity, built up over time; (*Focus on complex and diverse religious phenomena*)
- **Integrate and compare** various approaches to indigenous religious belief and ritual practices from the disciplinary fields of: archaeoastronomy, ethnoastronomy, literature, art history, theology and ethnography (*multidisciplinary/interdisciplinary approaches to study of religious phenomena*);
- **Identify** processes of U.S. policies toward Native spiritual practices and raise questions on how in the U.S. context Native peoples have constructed, maintained, changed, resisted, retrieved and adapted their religious spiritual ways. (*Focus on complex and diverse religious phenomena*)
- **Clarify and express** beliefs in light of students' critical inquiry into the religious dimensions of human existence as understood by indigenous peoples of the Americas. (*Integrate critical inquiry and reflection on beliefs*).

Required Texts:

Crozier-Hogle, Lois, Darryl Babe Wilson. 1997. *Surviving in Two Worlds*. Austin: University of Texas Press (978-9-292-74695-4)
Molesky-Poz, Jean. 2006. *Contemporary Maya Spirituality*. Austin: University of Texas Press. (ISBN10 0-292-71309-6)
Momaday, N. Scott.1969. *The Way to Rainy Mountain*. Albuquerque: University of New Mexico Press. (1-800-249-7737)

Evaluations:

Class Attendance / Engagement	10
Quizzes/inventories	10
Panel or class facilitation	15
Midterm Exam	25
Final Project	40
Extra Credit options (3-5)	

Requirements:

Attendance & Engagement (30%): Class attendance and participation is a critical part of any course. Students are expected to have completed all the readings and be ready to engage in conversation with observations, connections, and questions for each class (including quizzes/inventories). Small group work, class conversations and lecture shape class format. Attendance is taken at the beginning class. Three unexcused absences is a drop in a letter grade; three late arrivals equal one absence. A student’s participation is measured and assessed in regular in-class, small-group discussions, and one group panel discussion.

Class Preparation: Occasionally, students will be asked at the beginning of class to identify on note-cards, author’s main arguments / contributions / key concepts, or your questions raised or be given an inventory/quizz. Questions will be drawn from reading guidelines posted on CAMINO. This works toward your attendance and engagement grade.

Midterm: (25%) based on course texts & lecture material, Thursday, October 20. Exam includes identification & essay formats.

Paper: Your final paper, examines an aspect of a native religious tradition (or compares one aspect in two traditions) through at least two the following fields: archeoastronomy, ethnoastronomy, literature, art history, theology, history, anthropology, ritual studies or ethnography. Or with discussion with professor, you may address this question: What significance does my neighbor’s Faith and Tradition have for my own? This final comprehensive and comparative project is 40% of your grade. Paragraphs will occasionally be assigned, but not collected, related to homework readings with the intention of supporting your longer papers. Suggestion that you choose paper topics, which will further and deepen your Pathway interests.

Incompletes, Plagiarism and Cheating. Late papers, make-up exams, or incompletes are not acceptable except under unusual circumstances and with prior permission. Please speak with me in anticipation of a problem. In accordance with the Student Handbook, plagiarism and cheating of any kind are a serious breach of morality and can lead to expulsion.

Disability Accommodation: To receive academic accommodations for a disability, students must contact Disability Resources located in Benson 216. The phone number is 408-554-4109 or inquiries can be emailed to Robin Cole, Administrative Associate, rcole@scu.edu. Students must register with Disabilities Resources and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.

Academic Integrity: Please see the universities policy regarding academic integrity.
<http://www.scu.edu/academics/bulletins/undergraduate/Academic-Integrity.cfm>

To encourage lively engaging with one another and with the material, no electronics are permitted in class: (laptops, “hidden” ipads, cell/smartphones, pagers, mp3 players, etc). If you need to use your phone, please step outside the room, before class, or during break. Get to know one another.

Grading Scale:

A 100-93.5; A- 93.4-90.0 excellent ;B+ 89.9-87.6 very good; B 86.6-83.3 good; B- 83.2-80.0 solid performance;
C+ 79.9-76.7; C 76.6-73.3; C- 73.2-70.0; D+ 69.9-66.7; D 66.6-63.3; D- 63.2-60.0;F <59.9