Proposal to create RELI 355, *Health & Healing in American Indian Religious Traditions*, for Tier Two – Humanities and Diversity Emphasis

*Approved by COH Assoc. Dean Kim Jones, 1/30/15*

### Course Offerings

- **Academic Career:** GRAD  
  **Subject Area:** RELI  
  **Catalog Nbr:** 355  
  **Academic Organization:** RELIGION  
  **Course Typically Offered:** FALLSPRING  
  **Co-Convened:** N  
  **If Yes, Co-Convened with (ID and offer nbr):** 0

### Enrollment Requirements

### Course Requisite Information

- **Requisite Type:**  
  - **Course ID:**  
  - **Requisite Details:**

### Existing Requirement Groups to be added

- **Requirement Group:**  
  - **Long Description:**

### New Requirement Group Information

- **Description:** Healing: American Indian  
  **Long Course Title:** Health and Healing in American Indian Religious Traditions  
  **Long Description:** Definitions of health, wellness, healing, and medicine are not universal but vary from culture to culture. In American Indian communities, religion and healing are intertwined and wellness involves not just the body but the mind the "spirit" and the larger community, which includes humans, the spiritual realm, and the natural world. In this course we will explore how different American Indian communities and individuals understand healing, health, and wellness and how these ideas intersect with religious traditions and conceptions of the self and the universe.

- **First Term Effective:** 2154: Fall 2015  
  **Course Type:** Permanent

### Instructors

- **Instructor** 22059116  
  **Name:** Andrea McComb

### Course Attributes

- **Course Attribute**  
  - **Description:** General Education  
  - **Course Attribute Value:** T2-HUM  
  - **Description:** Tier 2 Humanities  
  - **Honors Course**  
  - **Course Attribute Value:** HCON  
  - **Description:** Honors Contract
### Additional Course Information

| Minimum Units | 3 |
| Instructor Edit | N |
| Add Consent | N |
| Grading Basis | GRD |
| Repeat for Credit | N |
| Allow Multiple Enroll in Term | N |
| Total Units Allowed | 3 |
| Total Completions allowed | 1 |

### Course Components

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default Section Size</td>
<td>30</td>
</tr>
<tr>
<td>Workload Hours</td>
<td>3</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Y</td>
</tr>
<tr>
<td>Graded Component</td>
<td>Y</td>
</tr>
<tr>
<td>Primary Component</td>
<td>Y</td>
</tr>
<tr>
<td>Optional Component</td>
<td>N</td>
</tr>
</tbody>
</table>

### Funding Analysis

Is proposal of this course associated with a new hire? N

Intended Course Fees: Indicate if you intend to add a course fee and the amount N/A

*What programmatic need does this course satisfy*: required or optional in what undergraduate or graduate majors, minors, or certificates?
Option in the curriculum for Religious Studies majors and minors.

*Field Trips*: N/A

*Provide a minimum of three learning outcomes for the course.*

- Develop critical reading and writing skills in the field of American Indian religious studies with an emphasis on health and healing.

- Introduce students to a variety of interpretations of health and healing through the exploration of different cultures, spiritual systems, and experiences of American Indians.

- Analyze the category of religion as it relates to health and healing in American Indian communities.

### Requester Details

Name: Frank Simmons Whitehead  
Email: frankw1@email.arizona.edu  
Date: 01/16/2015  
Phone: -  
Department: School of International Languages, Literatures and Cultures

### General Education

Please explain how the course satisfies the criteria below:

*Writing:*

Writing Assignments:
Take home essay exam week 7: 3-4 pages  
Take home essay exam week of finals 3-4 pages
Research paper with first draft that is submitted and then revised 6-8 pages

**Total number of pages the student must write:** 12

*Will at least one writing assignment involve revision* after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis? Y* This course focuses on American Indian religious traditions and approaches to health and healing.

*Honors:*
Course is eligible to be contracted for Honors credit.

*Assessment:*
Quizzes: 15%
Discussion Leading: 15% Take-home essay exams 30%
Attendance and Participation 15% Quizzes 15%
Group Project 20%
Final Research Paper: 20%

*Critical Thinking Skills:*
- The following goals of this course emphasize and result in critical thinking:
- Develop critical reading and writing skills in the field of American Indian religious studies with an emphasis on health and healing.
  - Introduce students to a variety of interpretations of health and healing through the exploration of different cultures, spiritual systems, and experiences of American Indians.
  - Analyze the category of religion as it relates to health and healing in American Indian communities.

*Interactive Modes of Instruction:*
Student will engage in large and small group discussions on the course materials during each class period. Students will give an oral presentation on their research topic.

*Information Literacy:*
- Standard One: the ability to determine the nature, extent, and sources of information needed. (Via library and the books and sources made available through D2L and class materials.)
- Standard Two: the ability to access information effectively and efficiently. (via papers and exams)
- Standard Three: The ability to critically evaluate information and information sources. (via papers and exams).
- Standard Four: The ability to use information effectively to accomplish a specific purpose or complete a specific project. (via Papers, Class Presentations, and Exams- taking a stance and making a persuasive argument to support that stance)

*Explain how required readings and materials will be available to students:*
Required textbooks available at the UA bookstore and other required materials on the D2L course site.

*Course Format* - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Section</td>
<td>0</td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
</tr>
<tr>
<td>Practicum/Service Learning</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
</tbody>
</table>
*Will 40% of grade points be completed by the 8th week of classes?  Y

SYLLABUS:

RELI 355
Health and Healing in American Indian Religious Traditions

Dr. Andrea McComb Sanchez

Email: amccomb@email.arizona.edu
Office: Learning Services Building 212  Mail Box: LSB
Office Hours: Wednesdays 10-12 and by appointment
Course Website: http://d2l.arizona.edu
Phone #: (520) 621-1383

Course Description: Definitions of health, wellness, healing, and medicine are not universal but vary from culture to culture. In American Indian communities, religion and healing are intertwined and wellness involves not just the body but the mind the “spirit” and the larger community, which includes humans, the spiritual realm, and the natural world. In this course we will explore how different American Indian communities and individuals understand healing, health, and wellness and how these ideas intersect with religious traditions and conceptions of the self and the universe.

Learning Objectives:
- Develop critical reading and writing skills in the field of American Indian religious studies with an emphasis on health and healing.
- Introduce students to a variety of interpretations of health and healing through the exploration of different cultures, spiritual systems, and experiences of American Indians.
- Analyze the category of religion as it relates to health and healing in American Indian communities.

Required Texts:


Recommended Texts:
Many of your readings will be taken from the following texts and posted on D2L. You do not need to purchase these books, the citations are provided for further independent exploration.

Course Requirements:

Attendance, Participation (15%)
- It is essential that you complete the reading assignments on time and bring these assigned readings to each class meeting.
- Every other week there will be an in-class writing assignment where you will have the opportunity to demonstrate your comprehension of the material we have covered thus far.
- You earn credit towards your grade by being present in the classroom, participating in discussion, and through your in class writing assignments.

Quizzes (15%)
- Each week (except weeks 7, 15, and 16) quizzes on the reading will be posted to D2L and must be completed before our class meeting. These are multiple choice and will be graded instantly by D2L.

Take home essay exams (30%)
- Take home essay exams based on the topics covered. The midterm will be longer and more heavily weighted because of the focus on the research projects in the second half of the semester.
- Midterm (20%) – Due week 7 on D2L
- Final (10%) – Due during scheduled final exam period on D2L
  [https://www.registrar.arizona.edu/schedules/finals.htm](https://www.registrar.arizona.edu/schedules/finals.htm)

Group Project (20%)
- Several topics for further research will be developed in conversation with the class. During Week 7 groups and topics will be assigned based on shared interest and the size of the class. Groups will decide on a project and divide up research based on interest and upload a detailed plan of their research project to D2L at the end of Week 7, this will be worth 5% of project grade.
- The group will pursue their areas of focus while collaborating on the creation of a group presentation. This will be presented together orally to the class during Week 16. Group presentation worth 10% of project.
- Each individual will complete a Peer Evaluation on D2L, worth 5% of project.

Research Paper (20%)
- Individual paper based on own focus during group collaboration
- 6-8 pages
- First draft is due on D2L week 13
- Final draft is due on D2L week 15

*Students will have 40% of their grade by the 8th week*
  7.5% - Attendance and Participation, 7.5% - Quizzes, 20% - Take Home Exams, 5% - Group Project = 40%
Honors Credit
Honors students are welcome to take this course for honors credit. Please contact Dr. McComb Sanchez at the beginning of the semester to discuss an honors contract for this course.

Grade Scale
A = 90-100
B= 80-89
C= 70-79
D = 60-69
E = below 60

Reading and Assignment Schedule
This schedule is subject to change. Any changes will be announced in class.
All readings marked with a * can be found on D2L under “Contents”

Week 1: Introduction
Introduction
*“Body Ritual among the Nacirema”

Week 2: What is health?
* Jerome Levi “Power and Process in Raramuri Ritual Healing”
Susan Crawford O’Brien “Theoretical Orientation: Embodied Subjectivity and the Self in Motion” from O’Brien 2013

Week 3: What is illness?
*Suzanne Crawford O’Brien “A Power Makes you Sick: Illness and Health in Coast Salish and Chinook Traditions” from O’Brien 2013
*Schwarz, Chapter 1 “Grounding”

Week 4: Sacred narratives
*Excerpts from Red Medicine
*Eva Marie Garrouste “The Stories are very Powerful: A Native American Perspective on Health, Illness, and Narrative” in O’Brien 2008

Week 5: Community
*Elizabeth L. Lewton “Identity and Healing in Three Navajo Religious Traditions: Sa’ah Naagháí Bik’eh Hózhó” in Medical Anthropology
*Julianne Cordero “The Gathering of Traditions: The Reciprocal Alliance of History, Ecology, Health and Community among the Contemporary Chumash” in Barnes Religion and Healing in America

Week 6: The natural world, the spiritual world and the importance of place
*David H. Begay “The Whole Universe is My Cathedral: A Contemporary Navajo Spiritual Synthesis” in Medical Anthropology
**Week 7:**

*Midterm due on D2L at beginning of week
Group formation and development of research project
Upload group topic to D2L – worth 5% of project grade

**Week 8: Healers and Childbirth**

Students will have 40% of their final grade
*Buckley, Chapter 5 “Doctors”
*excerpts from Raymond Bucko *The Lakota Ritual of the Sweat Lodge: History and Contemporary Practice*
*Excerpts from *Red Medicine*

**Week 9: Impacts of colonialism – mental, physical, spiritual**

*John F. Garrity “Jesus, Peyote, and the Holy People: Alcohol Abuse and the Ethos of Navajo Healing” from Medical Anthropology Quarterly

**Week 10: Impacts of colonialism cont.**

Michelle M. Jacob “This Path Will Heal Our People: Healing the Soul Wound of Diabetes” from O’Brien 2008
Dennis Kelley “Alcohol Abuse Recovery and Prevention as Spiritual Practice” from O’Brien 2008

**Week 11: Healing through the generations**

Denise Nadeau “Restoring Sacred Connection with Native Women in the Inner City” in O’Brien 2008

**Week 12: The development of new forms - The Indian Shaker Church and Curanderismo**

*Excerpt from *The Handbook of North American Indians*
*Excerpts from *Curandero Conversations*

**Week 13: Integration with Western Medicine**

*Excerpts from Wade Davies *Healing Ways*
*First draft of research paper due on D2L*

**Week 14: Synthesis**

Silko *Ceremony*
*Paper will be returned with comments*

**Week 15: Synthesis cont. and Group presentations**

Silko *Ceremony*
*Final draft of paper due on D2L*
Week 16: Groups Presentations

Peer reviews due by end of the week

Week 17: Upload final exam during scheduled exam time

Policies:

Policies for writing assignments:
- Writing assignments are expected to be turned in on time. For each day an assignment is late it will be marked down one-half letter grade.
- Assignments must be proofread and spell-checked.
- Papers must be typed, double-spaced, with one-inch margins, 12 point font, Times New Roman or Arial.

Electronics Policy
- Students will be expected to turn off all electronic devices during class.
- If you require a laptop to take notes, please discuss this with me at the beginning of the semester.

Attendance:
- Students are required to attend all classes.
- If extenuating circumstances such as illness force a student to miss one or more classes, the student remains responsible for the material covered during her/his absence.
- For absences due to illness, in each instance a faculty member may decide whether a physician’s note (from UA Campus Health Service or elsewhere) is required. However, students who consult with Campus Health Service or with their private physician and are told to stay home until they are well, rather than coming in for a medical visit, should not make a special appointment in order to obtain a physician’s note.
- Absences necessitated by religious observance will be honored, according to University policy. See: http://deanofstudents.arizona.edu/religiousobservanceandpractice
- Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.
- The Dean of Students Office provides excused absences for university-sponsored events. See: http://uhap.web.arizona.edu/chap7.html#7.04.02
- Students who need to miss a class for personal reasons should let their professor know in advance of that absence, if possible. Although professors are not obligated to excuse student’s personal absences, they may accommodate pre-arranged personal absences. The Dean of Students Office does not issue excuses for individual personal absences.
- For the UA’s policy concerning Class Attendance and Administrative Drops, see: http://catalog.arizona.edu/2010-11/policies/classatten.htm

Code of Student Conduct

The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change, and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities. To read the Student Code of Conduct, see: http://deanofstudents.arizona.edu/studentcodeofconduct .
Disruptive behavior:
- Students may not use cell phones during class.
- Texting is prohibited.
- Students may not use computers during class time for any purpose other than for taking notes for this class.
- Students may not chat, read newspapers, listen to music or otherwise behave disruptively during class time.
- Students must abide by the UA policy concerning disruptive behavior: http://web.arizona.edu/~policy/disruptive.pdf

Threatening behavior:
- THREATENING BEHAVIOR IS PROHIBITED. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.
- Students must abide by the UA policy concerning threatening behavior. See: http://web.arizona.edu/~policy/threatening.pdf

Student Policies, Procedures and Codes:
- For the UA Student Code of Conduct, see: http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct
- For the UA Non-Discrimination and Anti-Harassment Policy, see: http://equity.arizona.edu/oiefiles/Nondiscriminaton%20anti-harassment%20policy%20FINAL%2011-08.pdf
  - For UA Academic Policies and Procedures, see: http://catalog.arizona.edu/2010-11/policies/aaindex.html
  - For Student Assistance and Advocacy, see: http://deanofstudents.arizona.edu/studentassistanceandadvocacy

Academic Integrity

Students in this course must comply with the University “Code of Academic Integrity.” They may not plagiarize or represent the work of others as their own, nor modify academic work for the purpose of obtaining additional credit. Plagiarism is defined as using the ideas and words of others without indicating whose ideas and whose words they are. Do not plagiarize, even inadvertently. If you quote as few as three words (sometimes only one word, if it is a major idea developed by the writer), use quotation marks and provide the reference. If you use someone’s ideas but not their actual words, provide the reference but do not use quotation marks.

The penalty for cheating or plagiarism in this course is zero credit for any assignment in which it occurs and/or failing the course.

In addition, students who cheat will be reported to the Dean of Students. For the UA Code on Academic Integrity, see: http://deanofstudents.arizona.edu/codeofacademicintegrity

For further information on how to avoid plagiarism see: http://www.library.arizona.edu/help/tutorials/plagiarism/index.html
Policy on for-profit note-taking (and any publishing of course materials & notes)

There are a number of organizations that sell notes from classes to students — such as Notehall, ClassBusters, and the like. Any such endeavor is prohibited in this class, and anyone found to be engaged in selling or buying such notes will be in violation of the rules of academic integrity for this course. All lectures and class materials are copyrighted, and any reproduction or distribution of them for profit is prohibited. Posting class materials and notes for free public access is also prohibited. See information about the University’s course copyright policy here: http://www.help.d2l.arizona.edu/content/copyright-advice-lecture-notes

While it is acceptable for students to study together, writing up the “answers” to the Exam Study Guides and distributing them to the entire class (for free or for profit) is also prohibited in this class.

In this class, anything that is meant to take the place of students doing the work for themselves is considered cheating, and is a violation of academic integrity.

Accessibility and Accommodations

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For more information, see: http://drc.arizona.edu/

Veterans The University of Arizona has a Veterans Education and Transition Services program. For more information, see: http://www.vets.arizona.edu/ .

Changes to the Syllabus

*Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed necessary by the professor.