New Course Request

Indiana University

Check Appropriate Boxes:

Undergraduate credit ☑

Graduate credit ☐

Professional credit ☐

1. School/Division: Liberal Arts
2. Academic Subject Code: Phil
3. Course Number: P356 (must be cleared with University Registrar)
4. Instructor: Chris. Kraatz
5. Course Title: American Indian Philosophies

Recommended Abbreviation (Optional): (limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2010
7. Credit Hours: Fixed at 3 or Variable from to
8. Is this course to be graded S-F (only)? Yes ☑ No ☐
9. Is variable title approval being requested? Yes ☐ No ☑

10. Course description (not to exceed 50 words) for Bulletin publication:
    An examination of the philosophical views, themes, and implications of North American Indian traditions, with applications to a variety of cross-cultural and philosophical issues.

11. Lecture Contact Hours: Fixed at 3 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 25 of which 0 percent are expected to be graduate students.
14. Frequency of scheduling: 1 in 3 yrs. Will this course be required for majors? No
15. Justification for new course: Diversity curriculum; contribute to Amer. Ind. Stud.
16. Are the necessary reading materials currently available in the appropriate library? Yes
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: 

Department Chairman/Division Director: J.S. Tilley Date 20 May 09

Approved by: 

Dean: J. Blom Date 12/4/09

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Re-order B-91 62/0000 from Central Stores

Revised March, 1977

University Registrar Final Copy
P356: **AMERICAN INDIAN PHILOSOPHIES**

An examination of the basic philosophical teachings of North American Indian traditions with focus on central themes of indigenous wisdom applying such to considerations of a wide range of philosophical issues relevant to cross cultural concerns.

Instructor: Walter Robinson  
Phone: 317 439-2201  
E-mail: warobins@iupui.edu

Instructor: Chris Kraatz  
Phone: 317-274-5344  
E-mail: cкраatz@iupui.edu  
Internet: [http://www.iupui.edu/~philosop/ckraatz.htm](http://www.iupui.edu/~philosop/ckraatz.htm)

**Required Texts:**

- *The Main Stalk: A Synthesis of Navajo Philosophy*, by John R. Farella  
- *The Sacred Hoop*, by Paula Gunn Allen  
- *Crow Dog*, by Leonard Crow Dog and Richard Erdoes  
- *Seven Arrows*, by Hyemeyohsts Storm

**Course Objective:**
While being mindful and respectful of a great diversity in North American Indian traditions, we will focus on some central themes in Indigenous thought which represent a wide range of philosophical issues. We will accomplish this focus principally through reading texts authored by Native writers, art produced by Native artists, welcoming guests from the local Native community, and discussing in class the material presented in all these different ways. Topics to be discussed include the following:

**Nature and the Physical Universe**
- What is a human being’s relationship to the natural world?  
- What is the nature of life and how did it originate?  
- By what processes do we gain insights into the nature of the universe.  
- What does it mean to call the Earth “Mother?”  
- What do traditional Native cultures “know” the world.  
- How is an Indigenous worldview different from the Western way of thinking?

**Social and Political Considerations**
- What is the individual’s relationship to the community?  
- How are gender roles observed in Indigenous cultures?  
- How are moral obligations to self, family, the poor, and the environment understood?  
- How many Indians live on reservations? What is reservation life like?  
- Why don’t Native people approve of sports teams with Indian names or logos?
History
- What is "genocide" and what does it have to do with "Columbus Day"?
- What happened at Wounded Knee in 1890 and 1973?
- What is AIM? And who is Leonard Peltier?
- How can we acknowledge the past and build a good future?

The Religious Dimension of Life
- What is a human being's relationship to the spiritual world?
- How do Indigenous religions differ from those of Western Europe?
- Is an Indigenous spiritual orientation compatible with Christianity?
- Can non-Indians practice "Indian religion"?
- Why are some places considered "sacred"?
- What does it mean and why is it important to "be religious"?

Principles of Undergraduate Learning relevant to this course:

Intellectual Depth, Breadth, and Adaptiveness

[Definition:] The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

[Outcomes:] Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to

a. show substantial knowledge and understanding of at least one field of study;

b. compare and contrast approaches to knowledge in different disciplines;

c. modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

[Definition:] The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

[Outcomes:] Understanding society and culture is demonstrated by the student's ability to

a. compare and contrast the range of diversity and universality in human history, societies, and ways of life;

b. analyze and understand the interconnectedness of global and local communities; and

c. operate with civility in a complex world
Learning Differences and Other Health Impairments:
Students with learning differences or other health impairments that will interfere with success in this class are encouraged to contact the office of Adaptive Educational Services or the office of Counseling and Psychological Services for assistance:

       Phone: 274-3241  Phone: 274-2548
       E-mail: aes@iupui.edu  E-mail: capsindy@iupui.edu

Student Advocate:  http://www.life.iupui.edu/advocate/
       Phone: 278-7594  E-mail: stuadvoc@iupui.edu

Conduct:
Respect for all the people in this class is essential. We shall, therefore, observe these principles: Plagiarism and other forms of cheating are serious offenses that may result in a grade of zero for an assignment and a report to the dean of students. Cell phones, CD players, and other potential disruptions must be deactivated during class time. Disagreements are highly encouraged, but they must remain free of insulting or offensive language. Clothing which displays a logo or message declared to be “disparaging” by the US Civil Rights Commission or cited as racially hostile and abusive by the NCAA should not be worn in this class.
http://www.aics.org/mascot/civilrights.html
http://www2.ncaa.org/media_and_events/press_room/2005/august/20050811_brand_edit orial.html

Course Requirements:
Student's grades will be determined based on the following criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>25%</td>
</tr>
<tr>
<td>Book review (5-7 pages)</td>
<td>20%</td>
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<tr>
<td>Outline for research paper</td>
<td>10%</td>
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<tr>
<td>Research paper (15-20pages)</td>
<td>45%</td>
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Students must have their research topics approved by the instructor. Due dates for all assignments are listed on the class schedule. See below for more information about these assignments and grade criteria.

Attendance:
The success of this class is built largely on class discussions and mutual sharing of ideas. It is, therefore, vital to this course that students attend. If you do not attend class, the
whole class will suffer the loss of your ideas and participation. We have 30 class meetings during the semester, and attendance counts 25% of your final grade. So, you are permitted 5 absences without penalty (that’s 2 ½ weeks!). After that, each absence will cost you 1% your final grade. Since you are permitted so many unexcused absences, make-up assignments will not be made available and late papers will not be accepted. Honestly, this is an easy 25%, here is good. If you plan on missing an excessive number of classes or are aware of future conflicts that will prevent you from attending class regularly, you should seriously consider dropping this class.

**Book review:**
Choose any book from the attached book list or choose another book that is relevant to the subjects or philosophers under consideration in this class (this latter option requires instructor approval) and write a critical review (5-7 pages). These assignments need not demonstrate a mastery of the material being covered. A critical review is not a summary. While you’ll need to do some summarizing of the book you’re reviewing (main topics, arguments, or position), you’ll need to be critical as well. This means evaluating the book: Is the author convincing? Does the author use/document appropriate resources? Are there problems or gaps in the authors reasoning or arguments? Are there reasonable objections to the author’s position that need to be addressed? Textbooks for this class may not be used for this assignment.

**Research Paper:**
This paper should be approximately 15 pages in length. You may do your research and writing on a topic of your choosing, but the topic requires instructor approval. Requirements for choosing a topic are simple; it has to be relevant to the subjects or philosophers under consideration in this class. Choose a topic that interests you.

The paper must be a philosophy paper, and that means a few things in particular. Although it will be very helpful for you to present and summarize some of the ideas of other thinkers in your work, you have to do more than this to write philosophy, you have to be critical. In essence, this means that your paper must ultimately be an attempt to convince. Draw on the work of others as much as you like (and always indicate when you do so), and somewhere in the paper you must say what you think about your topic/issue and try to present good reasons for thinking or believing whatever it is that you think or believe.

Your grade on this assignment will not be based on how much I agree with you, but rather on (a) how clearly your ideas are presented, (b) how thorough you are in constructing your arguments and considering pertinent ideas of other writers, and (c) to what extent you demonstrate an understanding of your chosen material/topic.
CLASS SCHEDULE ANED READING ASSIGNMENTS

Day 1: Introductions, remarks about this class.
Day 2: Read: *Seven Arrows*, Pages 1-29
Day 3: Read: *Seven Arrows*, pages 30-128

Day 4: Read: *The Main Stalk* pages 1-22
Day 5: Read: *The Main Stalk* pages 23-68
Day 6: Read: *The Main Stalk* pages 69-94
Day 7: Read: *The Main Stalk* pages 95-151
Day 8: Read: *The Main Stalk* pages 153-188
Day 9: Read: *The Main Stalk* pages 189-203

Day 10: Read: *Seven Arrows*, pages 129-252

*Outline for paper due today*

Day 10: Read: *The Sacred Hoop*, pages 1-12, 43-50.
Day 12: Read: *The Sacred Hoop*, pages 51-75.
Day 14: Read: *The Sacred Hoop*, pages 185-208.
Day 15: Read: *The Sacred Hoop*, pages 209-221, 245-261

Day 16: Read: *Seven Arrows*, pages 254-371

*Critical book review due today*

Day 17: Read: *Crow Dog*, pages 1-17.
Day 18: Read: *Crow Dog*, pages 19-39
Day 19: Read: *Crow Dog* pages 41-52
Day 20: Read: *Crow Dog*, pages 53-70
Day 21: Read: *Crow Dog* pages 71-90
Day 22: Read: *Crow Dog* pages 91-113
Day 23: Read: *Crow Dog*, pages 115-131
Day 24: Read: *Crow Dog*, pages 133-146
Day 25: Read: *Crow Dog*, pages 147-157
Day 26: Read: *Crow Dog*, pages 159-176
Day 27: Read: *Crow Dog* pages 177-198
Day 28: Read: *Crow Dog*, pages 199-220
Day 29: Read: *Crow Dog*, pages 221-244

Day 30: Conclusion and closing remarks

*Research paper due today*
-- American Indian Book List

- Sandoz, Mari. The Battle of the Little Big Horn. Univ. of Nebraska Press, Lincoln, NE, 1966. 0-8032-9100-0
- Eastman, Charles & Elaine. Wigwam Evenings. Univ. of Nebraska Press, Lincoln, NE, 1990. 0-8032-6717-7
- Eastman, Charles. The Soul of the Indian. Univ. of Nebraska Press, Lincoln, NE, 1911. ISBN: 0-8032-6701-0