

University of Central Florida
Department of Philosophy

Native American Philosophy (or Indigenous Philosophies)

PHH 3701 – 0001

Credit Hours: 3.0

Class Time: 1:30 p.m. – 2:45 p.m.

Class Location: BA1 0209

Table of Contents

1. Instructor Information
2. Course Description
3. Course Objectives
4. Required Texts
5. Grading Scheme
6. Assignments and Descriptions
7. University Policies and Information
8. Instructor Policies

1. Instructor Information

Name: Dr. Nick Shrubsole

Office Location: Psychology 234

Office Hours: Thursday, 11:00 a.m. to 12:50 p.m., or by appointment

Email: Nicholas.Shrubsole@ucf.edu (or use the 'Inbox' tab to the left of your screen)

Brief Biography

Dr. Shrubsole received his PhD in Religious Studies from the University of Waterloo in southwestern Ontario (just outside of Toronto). His doctoral dissertation is titled *Religion, Land, and Democracy in Canadian Indigenous-State Relations*. The dissertation explored the various ways in which Indigenous Religions are treated in the courts, at negotiating tables, and at blockades. He is author of the forthcoming book *What Has No Place, Remains: The Challenges for Indigenous Religious Freedom in Canada Today* (University of Toronto Press, 2019).

While Dr. Shrubsole is not a trained Philosopher, his research is rooted in postcolonialism, political philosophy and ethics. In particular, the works of Iris Marion Young and Will Kymlicka

have been important Western resources, while scholars such as Dale Turner, John Borrows, and Taiaiake Alfred have been important Indigenous interlocutors in his work.

2. Course Description

This course explores contemporary Indigenous (Native American) philosophies. First and foremost, we must remember that “Native American” and the broader term “indigenous” are umbrella terms used to categorize diverse nations. While each indigenous thinker explored in this course may express similar ideas, it is important to highlight the unique traditions and contexts from within which each writer teaches. We should not mistake common ground for a homogenized singular philosophical approach.

Until Indigenous Peoples secured access to the academy as part of their ongoing pursuit of self-determination and self-development, settler societies viewed indigenous peoples as a historically-locatable singularity in need of transitional support into superior Euro-American epistemological frameworks. Indigenous peoples have always possessed their own ways of knowing, but the rest of the world largely turned a deaf ear. This course provides an opportunity to listen. The struggle for recognition and acceptance within the academy remains a pressing issue for Indigenous Peoples.

Following a broader introduction to the subject of Native American philosophy in McPherson and Rabb’s *Indian from the Inside*, we will explore some of the most critical thinkers in Native American philosophy. Apache scholar Viola Cordova was one of the first indigenous woman to receive a doctoral degree in Philosophy. Sioux scholar Vine Deloria Jr. is largely renowned as one of the most influential writers in Native American thought. Mohawk scholar Taiaiake Alfred, living in a country he does not recognize, may be one of the most impactful and influential indigenous philosophers today. Finally, Anishinaabe scholar Winona LaDuke is a well-known indigenous activist on the environment and recovery of tribal lands, among other causes.

Catalogue Description: Prerequisite PHI 2010 or C.I. Academic Native American philosophy in epistemology, political philosophy and environmental studies.

3. Course Objectives

By the end of the course, students should:

1. Understand the key topics and questions in Native American philosophy
2. Develop a more critical stance towards your own culture(s) and the ability to evaluate ideas within a cultural and historical context

3. Think, speak, and write analytically about the ontological, ethical, political, and epistemological issues raised within the context of Native American philosophies
4. Think in terms of the interrelatedness of diverse bodies of knowledge; the development of a critical epistemological stance
5. Argue effectively both in oral and written form
6. Identify and critically evaluate philosophical arguments

4. Required Texts

You can find many of the books at the UCF library, including two (*Indian from the Inside* and *Metaphysics*) that are available electronically. To view details on text availability at the library, visit the [Course Resource Page at the Library](#).

1. Alfred, Taiaiake. *Peace, Power, Righteousness: an Indigenous Manifesto*. Oxford University Press, 2008.
2. Cordova, V.F. *How It Is: The Native American Philosophy of V. F. Cordova*. Edited by Kathleen Dean Moore, Kurt Peters, and Ted Jojola. University of Arizona Press, 2007.
3. Deloria, Jr., Vine. *The Metaphysics of Existence*. Fulcrum Publishing, 2012.
4. LaDuke, Winona. *Recovering the Sacred: the Power of Naming and Claiming*. South End Press, 2005.
5. McPherson, Dennis H. and Douglas Rabb. *Indian from the Inside: Native American Philosophy and Cultural Renewal* 2nd ed. McFarland and Co., 2011.

Recommended Reading

Waters, Ann, ed. *American Indian Thought*. Oxford: Blackwell, 2004.

5. Grading Scheme

Note that all grades in Webcourses are final and will not be rounded.

A	90% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
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B	80% - < 90%	Very good. Above average, fully meets average understanding as evidenced in course work, fully understands the basics and can engage material somewhat beyond that level.
C	70% - < 80%	Average, meets minimum expectations and satisfies course requirements.
D	60% - < 70%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
F	0% - < 60%	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

6. Assignments and Descriptions

Assignment	Weight	Description
Syllabus Quiz	Ungraded	As of Fall 2014, faculty members are required to document students' academic achievement for each course. In order to document that you began this course, please complete this requirement by the end of the first week of classes, or as soon as possible after adding the course by the end of January. Failure to do so may result in a delay in the disbursement of your financial aid. To complete the requirement, complete the short syllabus quiz located in the "Quizzes" section. Click on the link to the left.
Take Home Mid-Term Exams (Midterm and Final)	40% (2 x 20%)	At the midterm point of the semester and toward the final week of the semester, you will have two exams consisting of multiple choice questions based on course material. They will be responsible for answering those questions within a designated time frame (5 days). <ul style="list-style-type: none"> The first midterm will cover all readings from Modules 1 and 2 and the first exam The second exam will cover the remaining two modules <p>You are expected to adhere to the guidelines provided in the assignment regarding exams. You should be prepared to cite your course material as if you were writing a short essay.</p>
Book Response Paper	10%	Students are required to read <i>How It Is: The Native American Philosophy of V.F. Cordova</i> and answer the following three questions, which make up the major section headings of the book. <p>What are V.F. Cordova's answers to the following questions?</p> <ul style="list-style-type: none"> What is the world? What is it to be human? What is the role of a human in the world?

		<p>The task here is comprehension and concision. You'll notice that themes of the book are scheduled readings for discussion. If you have problems dividing the reading up on the suggested guideline for the book:</p> <ul style="list-style-type: none"> • Read "Bridges" and "Windows" by February 2 • Read "What is the World" by February 9 • Read "What does it mean to be human" by February 14 • Read "What is the role of a human in the world?" by February 21 <p>The paper will be approximately 900 words, double-spaced in Times New Roman 12-point font. Margins. Page numbers should appear on each page. A title page is unnecessary. Your name, instructor name, and date should appear at the top of the first page of the paper.</p>
Research Paper	25%	<p>Each student will be responsible for writing a research paper in the field of Native American Studies. Students are encouraged to engage a thinker discussed within the course, investigate a topic of that scholar. Students must provide the instructor with an outline by the midway point of the semester. Students are encouraged to engage with Indigenous philosophies creatively. Some topics include:</p> <ul style="list-style-type: none"> • Critical application of Indigenous Philosophies to better understand issues (e.g., Standing Rock) • Critical application of Indigenous Philosophies on matters that affect all people (e.g., climate crisis) • A more intensive look at an Indigenous Philosopher and their work (e.g., Red Jacket) <p>You are encouraged to speak with the professor early and often about your project. The paper should be approximately 2500-3000 words, double-spaced in Times New Roman 12-point font. Page numbers should appear on each page. A title page is unnecessary. Your name, instructor name, and date should appear at the top of the first page of the paper.</p> <p>You are required to speak with your professor or submit a formal statement regarding your research paper. This is due no later than March 9. Failure to contact your professor prior to the deadline will result in a deduction to your research paper grade. You can see a complete/incomplete for the semester.</p>
Reading Introduction	5%	<p>In order to facilitate classroom discussion and preparedness, each student will be responsible for one reading over the course of the semester. The schedule for this assignment will be provided each week. Students will be responsible for a brief one-to-two minute summary of the reading, their thoughts on the content of the reading (no more than two minutes), and a critical question posed should not be to test the knowledge of your classmates whom you are reading. The question should inspire a deeper, critical engagement with the text.</p>
Participation	10%	<p>You are expected to be in class, on-time and prepared to discuss the scheduled readings. Your participation will be assessed on their preparedness.</p>
Participation Assignments	10%	<p>For each class students will be expected to submit a short response to the assigned readings. Students are prepared to participate in the discussions. Participation assignments will be graded as complete or incomplete. Participation assignments must be completed by the start of class on the day of the assignment.</p>

7. University Policies and Information

1. Academic Integrity
2. Course Accessibility Statement
3. Campus Safety Statement
4. Deployed Active Duty Military Studies
5. Copyright
6. Third-Party Software and FERPA
7. UCF Cares
8. Diversity Statement

Academic Integrity

Students should familiarize themselves with [UCF's Rules of Conduct](#). According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.

For more information about Academic Integrity, students may consult [The Center for Academic Integrity](#). (Links to an external site.)[Links to an external site.](#)

For more information about plagiarism and misuse of sources, see "[Defining and Avoiding Plagiarism: The WPA Statement on Best Practices](#) (Links to an external site.)[Links to an external site.](#)".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, [The Golden Rule](#). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://goldenrule.sdes.ucf.edu/zgrade>.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with [Student Accessibility Services](#) (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your

Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. [You CAN Survive an Active Shooter \(Links to an external](#)



[site.\)\(Links to an external site.](#)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

UCF Cares

We want all students at the university to know that UCF not only cares about their academic success, but their overall wellbeing. Life can get difficult at times, especially while in college. Many students are faced with stressors and challenges that begin to impact their success as a student. These stressors can appear in many different forms: difficulty adjusting to university life, family issues, financial difficulties, abusive relationships, etc. Our goal is to “build a culture

of care, one knight at a time, where every UCF Knight cares about the health and safety of one another.” For support of these matters, please visit [UCF Cares](#).

Diversity Statement

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

8. Instructor Policies

E-mail correspondence

Please use your Knights e-mail account whenever corresponding with your instructor. Ensure that the Course Code and Section Number appear in the subject line of any e-mail sent to the instructor. Think of an e-mail as a formal letter when corresponding with instructors (as opposed to a text message). Begin with a salutation (a greeting) and conclude with your name. Be respectful and considerate in your language and re-read your e-mail before sending.

Late Assignment Policy

All late assignments will be penalized one full letter grade a day for up to 4 calendar days after the close of the assignment. Ensure that you submit early whenever possible.

All Participation Assignments assignments must be completed by the time class begins. Failure to complete the assignment on time will result in an "incomplete" for that day.

NOTE: The exception to this policy is for the final take home exam. There will be no late assignments accepted for the final take home exam since its due date is already at the end of the exam period.

Open Door Policy

I am always available to talk about this class or your educational experience in general. Feel free to stop by or make an appointment at any point over the semester. If you ever require clarification on your grades or concepts discussed within the course, make an appointment to come and chat.

No Extra Credit Policy

There will be no extra credit offered in this course.