I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>Anthropology/NAS</td>
</tr>
<tr>
<td>Course #</td>
<td>Course # 388</td>
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<tr>
<td>Name</td>
<td></td>
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<tr>
<td>Title</td>
<td>Native American Health and Healing</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
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</table>

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office

| Instructor             | Neyooxet Greymorning                  |
| Phone / Email          | X4409/neyooxet.greymorning@mso.umt.edu|
| Program Chair          | John Douglas                          |
| Dean                   | Gerald Fetz                           |

III. Description and Purpose of the Course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble:
http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm

This class provides an examination of traditional and contemporary uses of cultural medicine and health practices among Indigenous societies.

IV. Criteria:

Briefly explain how this course meets the criteria for the group. See:
http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

This perspective instills knowledge of diverse cultures in comparative and thematic frameworks. Students are encouraged to cultivate ways of thinking that foster an understanding of the complexities of indigenous cultures and global issues, past and present. Students will learn how geographically and culturally separate parts of the world are linked by various, multiple interactions. Indigenous studies focus upon “first peoples” and their descendants who derive their cultural communal identities from their long-standing and/or historical habitation of particular places. These courses foster an appreciation for indigenous peoples, their histories and cultures, and their struggles both to maintain their ways of life and gain equal positions in world spheres of power and change. Global studies investigate how societies and nations interact through human endeavor and/or natural processes. These courses encourage students to relate their knowledge of particular parts of the world, with their individual identities, to larger trends and issues that affect multiple societies and environments. These include regional, national, and even transnational cultural flows, as well as a multiplicity of environmental processes and economic relationships.

This course meets Group X - Indigenous and Global Perspectives criteria by introducing students to the manner in which Indigenous cultures are viewed by Indigenous peoples themselves. The course requires a very different way of looking at, organizing and coming to a level of understanding how several distinct Indigenous groups in South America, the United States and Canada utilize plants and spiritual forces within their environments to maintain their health.
### V. Student Learning Goals:

Briefly explain how this course will meet the applicable learning goals. See: [http://www.umt.edu/facultysenate/ASCRCx/Documents/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Documents/GE_Criteria5-1-08.htm)

1. place human behavior and cultural ideas into a wider (global/indigenous) framework, and enhance their understanding of the complex interdependence of nations and societies and their physical environments.

2. demonstrate an awareness of the diverse ways humans structure their social, political, and cultural lives; and

3. analyze and compare the rights and responsibilities of citizenship in the 21st century including those of their own societies and cultures.

The learning goals for group X- Indigenous and Global Perspectives, are accomplished by 1) students becoming familiar how Indigenous peoples utilize their environments to physically and spiritually maintain their health. 2) By comparing cultures from South America, Canada and the US, the class will also learn more of the social, political and cultural lives of the cultures of these countries.

3) By the end of the course students will have examined, analyzed and gained an appreciation of Indigenous belief systems regarding their worldview perspectives, ceremonies, and cultural ways utilized, in relating to their health. Students will also learn what Native health practitioners have traditionally done to respond to health imbalances within their communities.

### VII. Syllabus:

Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.

<table>
<thead>
<tr>
<th>ANTHROPOLOGY 388: Spring</th>
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<tbody>
<tr>
<td>NATIVE AMERICAN HEALTH AND HEALING</td>
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Instructor: Dr. Stephen Greymorning

Class Hours: 9:40 - 11:00 Tues./Thurs.; LA 202

Office: Social Science Building, Room 224  Office Hours: Tues. and Thurs. 8:30-9:30

Office Phone: 243-4409     Alternate Office Hours, Fri. 10:30 - 12:00, by Appointment only

I. Required readings for this course will be drawn from the following resources: Tales Of a Shaman's Apprentice, Sanapia & Cry of the Eagle.

II. This course is designed to acquaint students with how Native health practitioners traditionally respond to health imbalances and the role that plants have played in Native approaches to health and healing. Students will gain this perspective through lectures, assigned readings and discussions.

III. **Objective:** By the end of the course students should expect 1) to be familiar with aspects of ethnobotony, 2) to be familiar with the names of certain plants that possess medicinal value and 3) gain an understanding of how Native health practitioners traditionally respond to health imbalances.
IV. Graded assignments:

A. The **Short Answer Exam is worth 50 pts** and will consist of 4 short answers (10 pts ea.) and 5 identifications (2 pts ea.).

B. The **Mid Term is worth 50 pts** and will consist of 20 multiple choice (1 pt ea.), 5 identifications (2 pts ea.), and 2 short answers (10 pts ea.)

C. Each **Group Presentation is worth a maximum of 50 pts.** Assigned groups will be expected to present on a topic or issue involving an area of Native health and healing. Group presentations can cover areas such as the effectiveness of Native health practices, particular medicinal value of specific plants and their usages, a demonstration of how a plant might be used to treat a certain ailment, or how to prepare certain concoctions, potions elixirs, salves etc. Every member of the group must participate in the presentation or the presentation will lose points. The presentation can cover a maximum of 35 minutes including time for questions.

D. The **Final Research Paper is worth 50 pts** and should be a minimum of 2,400 words to a maximum of 2,800 words, approximately 10-12 pages in length. The paper should be properly referenced, with a properly written and formatted bibliography of no less than 6 references, of which only 2 can be internet references. Papers not adhering to the word length, bibliography and reference criteria will result in a lowered grade. Students must get their paper's topic approved by me first. Paper topics can be similar to group presentation topics mentioned in section C, or cover such aspects as; comparing how two different culture groups might treat a certain illness or health issue; Native health and healing from a psychological perspective, or the medicinal value of specific plants and their usages, etc.

E. The final research paper is to be turned in during the first class day of the week before finals week. **If the research paper is turned in late 2 points will be deducted for each day late.**

V. Grading Scale:

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>181 - 200</td>
</tr>
<tr>
<td>B</td>
<td>161 - 180</td>
</tr>
<tr>
<td>C</td>
<td>141 - 160</td>
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<tr>
<td>D</td>
<td>129 - 140</td>
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<tr>
<td>F</td>
<td>0 - 128</td>
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**Academic Honesty:** Under no circumstances should students represent another person's work or ideas as their own. To do this is to plagiarize, and it is an intolerable offense in the academic community. Students who plagiarize will fail the assignment.

ANTHROPOLOGY 388 NATIVE AMERICAN HEALTH AND HEALING  Course Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DISCUSSION TOPICS</th>
<th>ASSESSMENTS &amp; READING ASSIGNMENTS</th>
</tr>
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</table>
| 1    | Course Overview and Introduction  
The Lure of Healing Knowledge | TALES OF A SHAMAN'S APPRENTICE  
Read pages 1 - 18 and 53 - 80 |
| 2    | **Video:** The Hawaiian Art of Healing  
Under the Rainbow | Read Chapter 4; pages 81-125 |
| 3    | Curare | Chapter 5; pages 126-158 |
| 4    | **Video:** Medicine Man  
Questions from this video may appear on the Mid Term |
5. **A. Short Answer Exam** covering chapters 1, 4 & 5
   Feb. 24 The Ethnocentrism of Colonialism
   Read Chapter 6; pages 159-199

6. The craft of the Witch Doctor
   **Video:** The Yanomamo
   Read Chapter 7; pages 200-238
   Read Chapter 8; pages 239-271

7. Mar. 8 Comanche Historical and Cultural Background
   **B. Group 1 presentation**
   Sanapia and Medicine
   **B. Group 2 presentation**
   Read Chapter 1 - 2

8. Ghost Sickness, Witchcraft and Illness
   **C. MID TERM**
   Read Chapter 3 - 5

9. Spring Break

10. **B. Groups 3 & presentations:**

11. The Spiritual World
    **B. Group 5 presentation**
    **CRY OF THE EAGLE**
    Read to page 39

12. Good and Bad Medicine
    **B. Group 6 presentation**
    Read pages 40 - 77

13. Video: Gene Hunter

14. Native Medicine for Non-Natives
    **B. Group 7 presentation**
    **D. Final Research Paper Due next week**
    Read pages 78 – 111

15. Case Histories
    **B. Group 8 presentation**
    Read pages 112 – 138

16. **Finals Week**