I. ASCRC General Education Form

<table>
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<tr>
<th>Group</th>
<th>IV: Expressive Arts/X: Indigenous and Global Perspectives</th>
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<tbody>
<tr>
<td>Dept/Program</td>
<td>NAS</td>
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<tr>
<td>Course #</td>
<td>210</td>
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<tr>
<td>Course Title</td>
<td>Native American Sports and Games</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>3</td>
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II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor Wade Davies</td>
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<tr>
<td>Phone / Email X5835/wade.davies@mso.umt.edu</td>
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<td>Program Chair Wade Davies</td>
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<td>Dean Gerald Fetz</td>
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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](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This class explores Native American sports and games, both traditional and modern. The purpose is for students to gain an understanding of how play and competition have been vital to Native communities. A variety of games and sports from North and Central America will be covered with a focus on their physical, social, and spiritual importance. Stick game, running, the MesoAmerican ball game, lacrosse, hoop and pole, and basketball are just a few of the forms of competition included. The course is composed of a mixture of lecture, student presentations and hands-on activities. Students will be encouraged to take part in playing the games and sports. There are no prerequisites for this course. It is our only class that incorporates lecture, hands-on activities and individual oral and artistic presentations.

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](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)
| This class meets the Group IV criteria in that it is an activity-based course where students learn from the instructor and each other through a series of hands-on presentations and activities. | This class meets the Group X criteria in that we compare and contrast the sporting and gaming traditions of various Native American societies, and we also compare and contrast these traditions to those of the 21st century United States. The class includes a broad chronological and geographic focus, from precontact times to the present and from Central America to Canada. The subject matter is broader than the course title implies in that we use sports and games as a window to study history, spirituality, social institutions and norms, and even legal issues (e.g. the legal repression of traditional activities, including ones involving wagering). We also study the ways Native gaming/sporting traditions have adapted, changed and persevered over time, including during the boarding school era and the subsequent rise of modern professional sports. |
Students present on traditional sports and games during the semester. In doing so, they must teach each other about the spiritual, social and historical significance of these activities. They give an oral/visual presentation and then lead the class in playing these sports and games. They must also prepare the equipment for the games, which requires them to replicate or create artistic designs based on the significance of the game (e.g. certain dice games use symbols and colors on the dice or rackets that relate to spiritual power). Students work together through play, observation, and discussion to critically analyze the meaning of the sports/games. From reading about the traditional games, we only learn so much. By playing them, we often discover that certain social dynamics are encouraged, and we further see the educational value of each game. For example, some games, though not stated in writing, teach spiritual, mathematical, environmental, scientific, and social concepts.

A secondary purpose of the class is, through play and discussion, to acquaint non-Native and Native students with each other. As we learn about the importance of kinship and community in Native societies (as is expressed through sport) we endeavor to build our own community.

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

Students are assessed partially based on exams (which in large part are themselves based on what they have learned from each others’ presentations) and partially based on their “original work and creative performance” as is displayed in their preparation, oral presentation, and supervision of specific sports and games.

This course meets the learning goals for group X in that 1) students leave the class with a better understanding of contrasts, similarities and interdependence among many societies in regards to their cultural development and value systems as expressed through sports and games.
The Group IV learning goals include the need to “understand the genres and/or forms that have shaped the medium.” In this case the artistic creation of the equipment and the oral presentation do not equate to any definable western artistic standards, but students must understand how and why traditional Native craftsmen and women used symbols, shapes and colors for artistic, spiritual and instructional purposes.

2) In learning about these sporting traditions, students gain an understanding of the diverse social and even political structures they reflect (an example of the latter is how the MesoAmerican ball game could be used as a political tool of control and diplomacy).

3) Students should leave the class with the ability to explain how traditional sports and games were not just forms of entertainment, but means of community building and community service. Traditional players served their communities, and acted as responsible citizens, by sacrificing themselves for a greater good, abiding by social and spiritual codes of conduct, and cooperating with their teammates in order to serve their broader community. Students are encouraged to look for the perseverance of (or deviation from) these community values in modern sports (e.g. high school basketball, modern versions of lacrosse, etc.).

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

NAS 210: Native American Sports and Games Dr. Davies
TR 11:10-12:30, SG 303

Office: NAS 106
Email: Wade.Davies@mso.umt.edu
Office phone: 243-5835
Office hours: MWF 11:10-12:30 and TR 12:40-1:30

Course Description: This class explores Native American sports and games, both traditional and modern. The purpose is for students to gain an understanding of how play and competition have been vital to Native communities. A variety of games and sports from North and Central America will be covered with a focus on their physical, social, and spiritual importance. Stick game, running, the MesoAmerican ball game, lacrosse, hoop and pole, and basketball are just a few of the forms of competition included. The course will be composed of a mixture of lecture,
student presentations and hands-on activities. Students will be encouraged to take part in playing the games and sports (although any activities that involve physical exertion will be strictly voluntary).

Course Objectives: Students should leave the class:
1) with the ability to offer examples of the similarities and differences among Native communities in regards to how and why they play sports and games.
2) with the ability to offer examples of how sports and games reflect Native spiritual, community, and physical needs and views.
3) with the ability to explain how sports have been used as tools to control, destroy, and reenergize Native communities and their honored ways.
4) with the knowledge necessary to respectfully lead others (including children and adults) in playing various sports and games.
5) with stronger oral presentation and critical thinking skills.

Required Readings:

handouts distributed in class by the professor and classmates

Course Grade: (Please note that NAS classes cannot be taken as pass/no pass)

Two Midterms and one final Exam (20 points each) = 60 points
Presentation = 20 points
Participation = 20 points
100 points total

Based on your total points, your course grade will be determined as follows: 92 and up=A; 90-91=A-; 88-89=B+; 82-87=B; 80-81-B-; 78-79=C+; 72-77=C; 70-71=C-; 68-69=D+; 62-67=D; 60-61=D-; 59 and below=F

Examinations: There will be two midterms and one final, each worth 20 points and covering the preceding third of the course. Some of the exam questions will be based on assigned readings and lectures and others on individual presentations given by other class members. Review guides for these exams will be handed out a week prior to the exams. The test dates are listed at the end of this syllabus.

-If you have a documented medical emergency or make arrangements ahead of time you can take a make-up exam at no penalty. Otherwise, make-ups will still be allowed, but will be assessed a three point deduction and must be completed before the end of the semester.

Presentations: All class members are required to make one presentation during the semester worth 20 points. These can be done individually or in groups of two. If two people present together, they will each earn the same score. You can choose when to present and what sport or game to present on, within the guidelines listed below. If you put off your presentation until the end of the course you risk the chance of a scheduling conflict with other students who are also planning to present toward the end of the semester. If you are one of the last to request a time
during the last few weeks and I can’t fit you in, you lose these twenty points, so plan ahead!
You must meet with me at least a week before you present so I can schedule a time for you and help you with any necessary preparations.

Each presentation should take up half of a class period or longer (i.e. about forty minutes) and meet the following requirements:
- Your presentation must be on a Native American sport or game.
- You should open with about a ten to fifteen-minute presentation explaining how the sport/game is played, where and when it was/is traditionally played, and its significance to the community (or communities) who play it.
- You also must lead the class in a hands-on activity—whether playing the game/sport or simulating parts of it. Have enough necessary equipment to allow a majority of the class to take part in the activity simultaneously.
- You should be prepared to lead the class in a short discussion at the end of your presentation.
- Finally, have some questions related to your presentation prepared that I might be able to use on the exam. I may or may not use them on the actual test.

*Note that you only present once during the semester, but you are responsible for taking notes on and being prepared to answer questions related to all of the other student presentations.*

Participation: is worth another 20 points toward your final grade. This class only works if you are there every day and take part in the activities. Some of the sports we play require physical exertion. Physical participation in these activities is always voluntary. But even if you don’t get physically involved in these sports, you should take part in other ways (e.g. keeping score, helping set up the activity, cheering, taunting, asking questions during the presentation, etc.).
You should always take part in the games that don’t require physical exertion. If you ever feel it is culturally inappropriate for you to take part in a certain activity, please let me know and I will understand if you sit that one out—but your attendance is still required.

*IMPORTANT: Attendance is required, will be taken every class, and is part of your participation grade. If you miss more than four classes throughout the semester you will lose four points from your overall class grade for every class missed thereafter (for example, if you miss nine classes, your final grade will be lowered 20 points, which is equivalent to two full letter grades). This penalty counts whether the absence is excused or not—the four class buffer accounts for days you’ll have to miss due to illness or emergencies. Coming to class more than ten-minutes late or leaving early without arranging it with me will count as an absence.

*Also keep in mind that many activities and presentations will require us to leave the classroom and go to one of the outdoor fields on campus. I will announce at least one class ahead of time whether we will meet in our regular room or somewhere else for the next class meeting. If you miss a class it is your responsibility to get in touch with me or another student to find out where we will be. Otherwise you might not find us that day and will be counted absent.*

Required University of Montana Statement:

“All students must practice academic honesty. Academic misconduct is subject to an academic
penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VPSA/index.cfm/page/1321.”

Reading Assignments and Exam Dates: Because student presentations will be scheduled at various times it is not possible to provide a really specific course calendar. Reading assignments will be announced in class. The only dates set ahead of time are exam dates and will be as follows:

- First Midterm: during class, Thursday February 14
- Second Midterm: during class, Thursday March 13
- Final Exam: 8:00-10:00, Monday May, 5

*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.