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<td>ENG</td>
<td>000-368</td>
<td>Reps of Arabs &amp; Jews in Israeli &amp; Palestinian</td>
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<td>Logic and Practice of Political Research</td>
<td>A</td>
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<td>REL</td>
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<td>Religion and Sport/Sport as Religion</td>
<td>OA</td>
<td>1/17/2014</td>
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</tbody>
</table>
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: AS - College of Arts and Sciences

Dept: English

Course: ENG 368

Is this an experimental course? O N O Y

Effective Date: 11/01/13

# of Credits: 3

Is taken for Credit Only: O N O Y

Full Time Indicator*: O N O Y

Alt Title: O N O Y

Frequency: 30 - By Announcement

Abbreviated Title: Arabs&Jews LitFilm

Full Title: Representations of Arabs and Jews in Israeli and Palestinian Literature and Film

Prerequisites: ENG 106 or equivalent

Co-requisite(s):

Identifiers: WRITE

Course Description:

This class draws on a range of literary narratives and films, by both Arabs and Jews, to discuss the relationship between the portrayal of Arabs and Jews within Israeli and Palestinian society. The core question we will address concerns the writer's empathic response to the identity and history of the other. Other issues to be examined include the influence of the literary imagination on empathy and the role of dissent and protest in society.

Dept Contact: Frank Stringfellow

Email address: stringfellow@miami.edu

Phone: 305-284-4073

Department Chair Signature: [Signature]

Date: 10/28/22

Academic Dean/Director Signature:

Date: ______

Dean of the Graduate School:

Date: ______

Curriculum Committee Chair:

Date: ______

*Justification for course being worthy of full time status must also be submitted (see second page).
"There they were, sitting around the dinner table, knocking off a bottle of Côté-du-Rhône and blathering about the Middle East—you've never heard such shallow, simplistic reasoning in your life—and one of them turns to me and says, 'And what do you think, Barney? What do you think we should do?' and all I could come up with was 'Woof.' I felt like such an ass."

Professor: Ranen Omer-Sherman
Class Time & Room: MWF, 11:15-12:05/ MM 315
Office: 401 Ashe Building
Office Hours: Tuesday: 10:00-11:30 and by appointment
Email: rosherman@miami.edu
Office Tel: (305) 284-4072

Titles for Purchase:
Yehuda Amichai, The Selected Poetry of Yehuda Amichai
Sudam Amiry, Sharon and My Mother-in-Law: Ramallah Diaries
Boianju, Shani. The People of Forever are Not Afraid
Daniella Carmi, Scmir & Yonatan
Ghassan Kanafani, Palestine's Children: Returning to Haifa and Other Stories
Sayed Kashua, Let It Be Morning
Savoy Liebrecht, Apples From the Desert
Eshkol Nevo, Homesick
Amos Oz, A Perfect Peace
David K. Shipler, Arab and Jew: Wounded Spirits in a Promised Land
Yahya Yakhlf, A Lake Beyond the Wind
A.B. Yehoshua, The Lover
S. Yizhar, Khirbet Khizeh

The Following Selections are either: distributed in class or Blackboard (as indicated on the syllabus below)
Oz Almog, "The Stamp of His Country's Landscape" (from The Sabra)
Almog Behar, "Ana Min al-Yahud - I am One of the Jews"
Mahmoud Darwish’s “The Appeal of the Palestinian People on the 50th Anniversary of al-Naqba”
David Grossman, excerpt from *To the End of the Land*
Sayed Kashua, “Cinderella, or Herzl Disappears at Midnight”
Naim Kattan, “Jewish of Arab Origin and Culture”
Elgar Keret, “Cocked and Locked”
Gabriel Levin, “Attir” (on Israeli Bedouin) from *The Dune’s Twisted Edge*
Amos Oz, “Nomad and Viper”
Donna Rosenthal, “The Muslims” (chapter from *The Israelis*)
Raja Shehadeh, excerpts from *Strangers in the House: Coming of Age in Occupied Palestine*
Benjamin Tamir, “The Swimming Race”
A.B. Yehoshua, “Facing the Forests”
S. Yizhar, “The Prisoner”

*The destruction of the collective memory of the Other, through the construction of one's own, is a central element in the formation of all national identities.*
—Ilan Gur Ze’ev and Ian Pappe

*Ever since its formation, Israeli Jewish society has been connected with Arab society as if it were its Siamese twin...The Arab perceived as the 'ultimate Other' by Israeli Jewish society is the one who defines this society.*
—Nurith Gertz

*Neither people can develop without the other there, harassing, taunting, fighting: no Arab today has an identity that can be unconscious of the Jew, that can rule out the Jew as a psychic factor in the Arab identity; conversely, I think, no Jew can ignore the Arab in general, nor can he immerse himself in his ancient tradition and lose the Palestinian Arab and what Zionism has done to him. The more intense the modern struggles for identity, the more attention is paid by the Arab or the Jew to his chosen opponent or partner. Each is the other.*
—Edward Said

*Zionism created an impossible hybrid of Jewish democracy as part of a mechanism of civic exclusion and segregation, but Israel has no choice but to include Arabism as part of it. It's the responsibility of the majority to take care of the minority within it, in this case the minority that it created. It's a known fact that a minority always knows more about the majority that the majority knows about the minority. The Israeli Arab speaks Hebrew, knows about the Jewish holidays and the history of European Jewry.*
—Dor Guez, an Israeli artist, 3rd-generation Holocaust survivor on his father's side, Palestinian Christian on his mother's side

*Empathy...is a form of virtual, not vicarious experience...in which emotional response comes with respect for the other and*
the realization that the experience of the other is not one’s own.

---Dominick LaCapra

Course Description:
This class draws on literary narratives and film documentaries (as well as a few exemplars of fictional Israeli cinema) to discuss the relationship between the Zionist dream of Homeland and the marginal figure of the Arab, both as perceived external threat and as the “Other” within Israeli society. We will also consider works written by Palestinians and Arab citizens of Israel. The core question we will address concerns the writer’s empathic response to the plight of Palestinians and the Arab minority within Israel itself. This course focuses on the artist’s response to Israeli politics and culture and issues such as human rights, Israel’s historical relations with its Arab neighbors, as well as its current struggle to accommodate a nascent Palestinian nation. Other dynamics to be examined will include: the influence of the literary imagination on Israeli society; the role of dissent and protest in Israeli society; the Jewish state’s ambivalence regarding Jews of Arab origin. We will see how the narrative forms of literature and cinema often challenge the rigid lines formed in ideological narratives to distinguish the “West” from the “East” and expose the contradictions in the dominant narrative. The instructor will also create opportunities for students to participate in a lively dialogue about current news headlines and important cultural and political trends in Israel, Palestine, and the Middle East, as they develop. Assignments will include midterm and final essay exams as well as brief and informal response papers.

Please note: During the duration of this course, I strongly encourage you to read newspapers such as Israel’s Haaretz, Egypt’s Al Ahram, and the Jordan Times [online in English] on a daily or at least a weekly basis to get a reasoned spectrum of current information and views. Read both news stories and editorials/op-ed’s to get a full range of political perspectives and events. Haaretz: http://www.haaretz.com/ Jordan Times: http://www.jordantimes.com/ Al Ahram: http://weekly.ahram.org.eg/index.htm/ Ma’an News Agency (Palestine): http://www.maannews.net/eng/Default.aspx

Students with little Jewish background may want to read an introductory work such as Stephen Einstein’s Every Person’s Guide to Judaism, especially in the early weeks of the class (This is not a requirement). This is a useful site for anyone interested in quick and easy access to general information about Jewish religious beliefs and practices as well as culture, including contemporary literature:


There are also a number of worth sites that provide an introduction to Islam, such as:

http://www.islam.com/introislam.htm

I will always be happy to learn about other resources from students.

Note: Free tutoring for the crucial writing component of this course is available throughout the semester in the Writing Center, located at 5225 Ponce de Leon. Extra credit will always be granted to students who take advantage of this resource during the semester.

All cell phones and beepers MUST BE TURNED OFF during class; laptops should not be activated except for taking class notes.

Grading Policy:

Attendance, position papers, and participation 20%
Regular attendance and active participation in class discussion are essential to this course. Please note that, because of the unique nature of our course meetings, no more than 3 unexcused absences will be allowed and more will be grounds for lowering your course grade. After five, the student fails the course. Any questions about this policy should be raised with me as early as possible.

Position papers
Come to class on the due date with a short paper (1 ½-2 pages 12-font) addressing the question which usually invites you to take an interpretive position on that day's reading. The papers should not involve outside research, but they must have a clear thesis statement supported by a logical argument and backed up with evidence from the texts under analysis. Position papers will be assigned from time to time as the basis of class discussion the day they are due; extensions will be granted only for late credit.

Midterm Essay Exam 40%
My Comments on Your papers: You must be willing to take both the positive and negative reactions gracefully. Positive reactions don't make you a genius, and negative ones don't brand you a fool. All they do is point out how and why an essay managed to communicate or failed to communicate what you intended. All reactions teach you something, so try to learn from them. More information on grading criteria appears below.

Research Paper or Final Essay Exam 40%

ESSAYS AND POSITION PAPERS MUST FOLLOW ALL TECHNICAL GUIDELINES POSTED TO OUR BLACKBOARD SITE

Class discussion: This class will meet twice a week in both discussion and lecture format. Most of that time will be devoted to discussing the assigned texts, occasionally in pairs or small groups. In these discussions, you will be asked to raise questions, pose problems, interpret material, and debate and argue over the possible implications of what we've read.

Paper Submission Guidelines for ALL WRITTEN WORK:
• All assignments prepared outside of class must be typed.
• Please use an 11 or 12pt, readable font such as Times, Times New Roman, Courier, or Arial,
• Title all essays, left-justify the text and use 1-inch margins.
• Number (paginate) the pages.
• Reference all quotations with parenthetical citations and remember to italicize book titles, short fiction in quotes, etc. Examples: (Grossman, 114) ;(Panther, 126); (“Short Story” 22).

Essay Grades: You should also be aware that I have high expectations for all members of this class. In my opinion, a “B” is a very respectable grade, and indicates work well done. I reserve “A”s for those who perform exceptionally well, in effort as well as achievement, in written as well as oral work. Following is a general outline of how I determine essay grades.
A The truly excellent essay: shows unusual polish and style; presents a fresh, highly original approach to its subject; integrates and interprets quotations seamlessly to support assertions; avoids clichés; presents controversial or unorthodox ideas successfully; has an absence of mechanical and grammatical flaws; displays an adept use of language; has a strong opening which entices the reader to continue and a conclusion which leaves the reader in command of the essay's implications; is well structured; and displays a comfortable, readable, mature writing style. After reading, the reader feels that they have learned something and is ready to read the essay again.

B An above average essay presents an interesting point of view and shows attention to the use of language or to structuring the essay and contains a minimum of technical errors. Little is included to distract or disturb the reading process. Reading is a pleasure.

C The average essay meets the assignment and has a clear purpose (thesis) that is supported by the body of the essay. Some technical and/or structural flaws may be present. The paper is often too vague or general and does not use examples or quotations from the text adequately. The reader is not instructed and is not tempted to read the paper again.

D The below average essay fails to make its point, or the purpose of the essay is unclear. The essay may also contain a combination of the following deficiencies: failure to respond to constructive advice offered by instructor; highly clichéd writing; has incoherent structure; contains logical contradictions; does not meet minimum page length or other specific assignment requirements; preaches rather than persuades; does not provide adequate evidence (including quotation of text) to support its assertions.

F Failure results from and egregious combination of the errors listed in D above. Failure to turn assignment in. Disregard of assignment instructions.

Course Schedule:
This syllabus is only a close approximation of how the course will be structured. I reserve the right to reschedule readings, films, and activities, but for the most part we will follow the order mapped out here. Reading assignments are provided the date before the session they will be discussed.
Calendar

Aug 26 Introduction; in-class assignment: Please candidly describe your hopes and expectations, as well as apprehensions and fears, regarding this class; handouts on background to Arab-Israeli conflict; read David Shipler’s Arab and Jew: Wounded Spirits in a Promised Land (Pages 165-244)

Aug 28 discuss Shipler’s Arab and Jew: Wounded Spirits in a Promised Land; Read: Alan Dowty, “Israel/Palestine” (pp. 137-203 on Blackboard). “Palestinian & Israeli Comparative Narratives of History” (PDF Blackboard);

Aug 30 discuss Shipler’s Arab and Jew: Wounded Spirits in a Promised Land; “Palestinian & Israeli Comparative Narratives of History”; Dowty, “Israel/Palestine”; read S. Yizhar’s novella Khirbet Khizeh

Sept 2 view film version of Khirbet Khizeh (begin to discuss); Read: Ehud Ben-Ezer’s “Introduction” and S. Yizhar’s “The Prisoner” (BLACKBOARD PDF) and additional Yizhar readings: obituaries and excerpt from Yizhar’s novel Preliminaries (photocopy)

Sept 4 Discuss Yizhar’s Khirbet Khizeh (both versions) also Yizhar’s “The Prisoner”

Sept 6 finish discussing Khirbet Khizeh and “The Prisoner”; Read excerpts from Raja Shehadeh’s Strangers in the House: Coming of Age in Occupied Palestine (BLACKBOARD PDF); with Tammuz’s short story “The Swimming Race” (BLACKBOARD PDF)

Sept 9 Discuss Shehadeh’s excerpts from Strangers in the House; Tammuz’s “The Swimming Race”; read Yehoshua’s “Facing the Forests” (BLACKBOARD PDF)

Sept 11 Discuss “Facing the Forests”; read Amos Oz, “Nomad and Viper” (BLACKBOARD PDF), Gabriel Levin’s essay, “Attir” (Blackboard PDF), and David Grossman, excerpt from the novel To the End of the Land (BLACKBOARD)

Sept 13 Discuss Oz’ “Nomad and Viper”, Levin’s “Attir,” & Grossman’s excerpt from To the End of the Land; read Yahya Yakhlf, A Lake Beyond the Wind

Sept 16 Discuss Yakhlf’s A Lake Beyond the Wind

Sept 18 Discuss Yakhlf’s A Lake Beyond the Wind

Sept 20 View & discuss documentary 500 Duman on the Moon; read A.B. Yehoshua’s The Lover

Sept 23 Discuss Yehoshua’s The Lover

Sept 25 Discuss Yehoshua’s The Lover; read “Returning to Haifa” in Ghassan Kanafani’s Palestine’s Children: Returning to Haifa and Other Stories; Mahmoud Darwish’s “The Appeal of
the Palestinian People on the 50th Anniversary of al-Naqba” (BLACBOARD PDF) midterm assigned

Sept 27 Discuss Kanafani’s “Returning to Haifa” in Palestine’s Children; Darwish’s “The Appeal of the Palestinian People on the 50th Anniversary of al-Naqba”; read Savyon Liebrecht’s short stories “A Room on the Roof” and “The Road to Cedar City” (in Apples From the Desert)

Sept 30 Discuss Liebrecht’s “A Room on the Roof” & “The Road to Cedar City”; rend Yehuda Amichai, The Selected Poetry of Yehuda Amichai (assigned poems will be announced in class)

Oct 2 Discuss The Selected Poetry of Yehuda Amichai

Oct 4 Discuss The Selected Poetry of Yehuda Amichai; read Selected Poetry by Mahmoud Darwish and others (Blackboard PDF)

Oct 7 discuss poetry by Darwish and others; view excerpts from “Valentino’s Ghost”

Oct 9 midterm due; View “Out for Love: Be Back Shortly”; read Sayed Kashua’s Let it Be Morning

Oct 11 Discuss Kashua’s Let it Be Morning; view excerpt from Kashua’s “Arab Labor”; read Kashua’s very short story “Cinderella, or Herzl Disappears at Midnight” and Donna Rosenthal’s essay “The Muslims” (Blackboard)

Oct 14 View Sayed Kashua: Forever Scared; discuss Kashua’s “Cinderella, or Herzl Disappears at Midnight” and Rosenthal’s essay “The Muslims”; final essay assigned

Oct 16 No class scheduled; read Amos Oz, A Perfect Peace

Oct 17-20: Fall Recess

Oct 21 discuss Oz, A Perfect Peace

Oct 23 discuss Oz, A Perfect Peace

Oct 25 View 5 Broken Cameras

Oct 30 View and discuss 5 Broken Cameras; Read Sund Amiry, Sharon and My Mother-in-Law: Ramallah Diaries

Nov 1 discuss Amiry, Sharon and My Mother-in-Law: Ramallah Diaries

Nov 4 discuss Amiry, Sharon and My Mother-in-Law: Ramallah Diaries

Nov 6 View and discuss To See if I’m Smiling; read Eshkol Nevo, Homesick

Nov 8 discuss Nevo, Homesick

Nov 11 discuss Nevo, Homesick

Nov 13 read Shani Boianjiu, The People of Forever are Not Afraid
Nov 16: discuss Boianjiu, *The People of Forever are Not Afraid*

Nov 18: View *Promises*

Nov 20: View and discuss *Promises*

Nov 22: No class scheduled; read: Daniella Canni, *Samir & Yonatan*

November 23-December 1: Thanksgiving Recess

Dec 2: discuss Canni, *Samir & Yonatan*; read Almog Behar, "*Ana min al yahoud*: I am one of the Jews" and "Sheikh Jarrah 2010" Blackboard

Dec 4: discuss Behar, "*Ana min al yahoud*: I am one of the Jews"; "Sheikh Jarrah 2010"

Dec 6: View and discuss *My Neighborhood* (a short film about the struggle for Sheikh Jarrah) Evaluations

Dec 9: Last Class; Final papers due
**Course and Curriculum**  
**Course Addition Form**

**Course as you wish it to appear in the Bulletin:**

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<th>AS-College of Arts And Sciences</th>
<th>Dept/Course #:</th>
<th>INS612</th>
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**Effective Date:**  
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

**Full Title:**  
Graduate Seminar in Qualitative Research Methods

**Abbreviated Title:**  
Qualitative Research Methods

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<th>03</th>
<th>Frequency:</th>
<th>05 - Fall &amp; Spring</th>
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**Is taken for Credit Only:**  
N Y  
Indicates whether the course is flagged as credit only course. If flagged "Y", student receives CR or NC instead of a letter grade.

**Full Time Indicator:**  
N Y  
Indicates whether the course is flagged as full-time credit status. If flagged "Y", students who register for the course section will be considered full-time student during the specific term.

**Alt Title:**  
N Y  
The Alternate Title replaces the actual title on the student’s transcript.

**Prerequisites:**

**Identifiers:**  
Identifier 1  
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

**Non-Credit:**  
N Y  
Gen. Ed. Req.:  
N Y  
Is this an experimental course:  
N Y

Attach course description when submitting form to your curriculum committee or dean; when approved please email full course description to scheduling.rg@miami.edu  
Use the course number as the subject line of the email.

<table>
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<tr>
<th>Dept Contact:</th>
<th>Alexis Fernandez</th>
<th>Email address:</th>
<th><a href="mailto:alexis.fernandez@miami.edu">alexis.fernandez@miami.edu</a></th>
<th>Phone:</th>
<th>8-4087</th>
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**Department Chair Signature:**  
_________________________________________  
Date: ______

**Academic Dean/Director Signature:**  
_________________________________________  
Date: ______

**Dean of the Graduate School:**  
_________________________________________  
Date: ______  
required for graduate courses only

**Curriculum Committee Chair:**  
_________________________________________  
Date: ______

*Justification of full time status must also be submitted (see supplemental information course addition form).*
Dr. Margarita Rodriguez
Qualitative Research Methods Syllabus

UNIVERSITY OF MIAMI
DEPARTMENT OF INTERNATIONAL STUDIES

SYLLABUS
INS610
QUALITATIVE RESEARCH METHODS
Fall 2013

Professor: Margarita Rodriguez, Ph.D.

Class time and place: Tuesday 6:10- 8:40 pm, MB-307.
Professor’s contact information margarita.rodriguez@miami.edu
Office hours: Office hours are allocated by appointment via email.

MAIN GOAL AND KEY ISSUES

The main goal of this seminar is to enable students to become proficient in qualitative research methods. The seminar covers specific research methods and techniques, their relevance and limitations, their relationships with epistemological and methodological debates, and ethical and practical considerations involved in qualitative research.

The students should bear in mind some critical issues as we start moving forward:

- This is a hands-on graduate seminar on research methods. Early in the semester you will be asked to discuss your specific research interest/s and how far you have gone in the articulation of a research proposal.

- The members of the seminar may be at different levels concerning their research progress; some students may be advanced in the making of a formal proposal or design while others may not have identified a topic yet. The training for the proposal requirement is structured accordingly.

- As researchers, you should be aware of your ethical and professional obligations. These issues will be formally discussed in the seminar. In addition, all the participants of the seminar should be familiar with the Written Policies and Procedures for the Protection of Human Subjects in research, which are available at: http://eproest.med.miami.edu/Eproest/Rooms/DisplayPages/LayoutInitial?Container=com.webbridge.entity.Entity%5BOID%5D15D4E20D35E20946A7CFA798949121DF%5D

- Required books will be available at the University Bookstore. The other required readings will be: (a) under Course Materials on Blackboard or (b): they can be accessed directly through links provided in the syllabus. Exceptionally, they may be on library reserve. The syllabus specifies where each reading can be found.
Dr. Margarita Rodriguez
Qualitative Research Methods Syllabus

- Students must make sure (the first week of classes) that they can access all the links and readings that are posted. If there is any difficulty in accessing any of them, let me know immediately via email. I don’t expect last-minute communications about the impossibility of accessing a given reading because of browsing incompatibilities or other issues. Create your own course library ahead of time.

- Being ready to present when you are responsible for specific assignments is a requirement in this graduate seminar. If because of religious observance you expect to miss a class, you must let me know about it by the second week of classes.

COURSE SCHEDULE

Tuesday August 27: Introduction to the contents of the course and organization.

MODULE I

COMPREHENSIVE DEBATES ON METHODOLOGIES AND METHODS

Tuesday, September 3: Epistemology grounding: Great debates and beyond.

Discussant 1


Discussant 2


Discussant 3

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*** Check the list of additional recommended readings for this module in the Appendix section.

MODULE II
ETHNOGRAPHIC METHODS

Tuesday, September 10:


  Discussant 1 Chapters 1, 2 and 3
  Discussant 2 Chapters 4, 5 and 6
  Discussant 3 Chapter 7, 8, and 9

Tuesday, September 17:

Discussant 1


Discussant 2


*** Check the list of additional recommended readings for this module in the Appendix section.
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MODULE III

SOCIAL NETWORK ANALYSIS

Tuesday, September 24:

Discussant 1

- Heath, Sue, Alison Fuller and Brendan Johnston, “Chasing Shadows: Defining Network Boundaries in Qualitative Social Network Analysis” Qualitative Research (2009), No. 9: 645-661. [Blackboard].

Discussant 2


Discussant 3


*** Check the list of additional recommended readings for this module in the Appendix section.

MODULE IV

GLOBALIZATION, THE STATE, AND INTERNATIONAL RELATIONS:
- SCALING * HISTORICITY * DIALECTICS

Tuesday, October 1.

Discussant 1

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Discussant 2

Discussant 3

*** Check the list of additional recommended readings for this module in the Appendix section.

Tuesday, October 8.

MODULE V

REALISM * DISCOURSE ANALYSIS * CONSTRUCTIVISM

Discussant 1

Discussant 2

*** Check the list of additional recommended readings for this module in the Appendix section.
Tuesday, October 15:

***** Tuesday, **October 15** Collective Discussion: Whether the methods discussed so far apply to your research; why and how can they be applied (formal arguments).

***** Thursday, **October 17**: Memo is due by 10 pm.

You are encouraged to consult the following materials as you prepare your presentation and memo.

- Locke et al. 2007. *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals*. Thousand Oaks: Sage Publications. Part 1: Section 1 (pp. 3-22); Sections 5 and 6 (pp: 91:134); Appendix section (pp. 223-339) and Bibliography: 341-348 [Blackboard].

**MODULE VI**

**LOGICS OF INQUIRY IN CASE STUDY RESEARCH * GROUNDED THEORY * PARTICIPATORY RESEARCH**

Tuesday, October 22:

**Discussant 1**

**Discussant 2**
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Discussant 3


Discussant 4

- Loretta Pyles Advances in Social Work Vol. 12 No. 2 (Fall 2011), 301-317

*** Check the list of additional recommended readings for this module in the Appendix section.

Tuesday, October 29:

MODULE VII

GENDER, FEMINIST AND POSTCOLONIAL APPROACHES TO RESEARCH

Discussant 1


Discussant 2

Dr. Margarita Rodriguez. 
Qualitative Research Methods Syllabus


Discussant 3

- Tolstanova, Madina and Walter Mignolo. Learning to Unlearn: Decolonial Reflections from Eurasia and the Americas: The Ohio State University Press. Chapter 1 [Blackboard].

FOOTNOTE: UTOPIA AS METHOD

Discussant 4


*** Check the list of additional recommended readings for this module in the Appendix section.

Tuesday, November 5: Catching up with pending discussions.

***** COLLECTIVE DISCUSSION OF THE INTEGRATED VERSIONS OF THE RESEARCH PROPOSALS STARTS *****

I encourage all the students to discuss a draft of the proposal before the collective presentation in class. Make an appointment (or more than one if necessary) for that purpose.

***Tuesday, November 12: Collective discussion of research proposals continues.

*** Tuesday, November 19. Collective discussion of research proposals continues.

Tuesday, November 26: Thanksgiving Holiday. (November 23-December 1)

*** Tuesday, December 3: Course Summary (I)

*** Tuesday: December 10: Last day of classes. Course Summary (II)

December 11, Reading Day
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*** Thursday December 12: Final proposals due by 6pm via email ***

Assignments and Grade Components

Attendance and all the assignments are mandatory. Failure to miss a deadline (day and time) will result in a “0” grade for the assignment in question unless medical emergency documentation, emergency incident involving policy report or similarly justified emergencies are properly and timely documented.

Critical review of readings: 10 points
First collective discussion focused on your proposal: 15 points
Memo: 10 points
Collective discussion of integrated proposal: 15 points
Feedback to other students’ proposals: 10 points
Research proposal: 40 points

Explanation of Assignments

- **Critical review(s) of the readings:** Each student is required to discuss a number of critical reviews throughout the semester (to be assigned the first day of classes).

- **Collective discussions of research proposal:** Each student is expected to discuss a research proposal collectively. This exercise may be divided into two discussions in which case the discussion on how to use just certain methods, techniques and approaches may be required first and then the integrated version of the proposal.

- **Feedback to other students’ paper proposals.** Each student is expected to make contributions to the discussions of the proposals of their peers and provide professional constructive feedback for their improvement. Suggestions on issues pertaining to research questions, theoretical debates, methods, bibliographical sources and related ones are expected.

- **Memo and Research Proposal:** Each student is expected to write a research proposal, starting with a memo on methods and ending with a full-fledge proposal.
  
  ✓ The Memo should not exceed 8 pages and the Proposal should not exceed 15 pages. They should be written in Word format; font Times New Roman 12; 1.5 space; and margins of 1-1 (top and bottom) and 1-1 (left and right). Use endnotes (single spaced); and include a complete list of cited sources (which do not count as part of the page numbers specified above).
  
  ✓ Each document MUST include a detailed discussion of the methods studied in class [up to that moment in the case of the Memo] in relation to the research in question,
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Qualitative Research Methods Syllabus

explaining: a) the ones that will be used as part of the research; why, and how they will be used, b) the ones that won’t be used and why.
✓ In the final proposal, the discussion on methods used in class should be articulated with a discussion of additional methods that the student may have identified as to be relevant for the research in question.
✓ The professor will post more specifics about these exercises on Blackboard.

Academic Integrity

Academic integrity is a central aspect of university training. There is a Code of Honor (http://www6.miami.edu/dean-students/pdf/undergrad_honorcode.pdf) that the students are expected to comply with and the professor and other academic authorities are ready to enforce should it become necessary. Students are encouraged to meet with the professor to discuss the progress of their written assignments and discuss with her any issue concerning citation of sources and what constitutes plagiarism. Any questions on these matters must be discussed before the delivery of the final drafts of the written documents. You should also consult the Chicago Manual of Style for issues concerning how to cite, bibliographies, and related issues. http://www.chicagomanualofstyle.org/home.html

*****

Appendix

Additional Readings per Module

Module I

Module II

- Sage Publications (Open Access). “Participant Observation.” Internet access: http://www.sagepub.com/upm-data/48454_ch_3.pdf (this is a long reading: explanation on what is expected will be discussed in class)

Module III


Module IV

Dr. Margarita Rodriguez.
Qualitative Research Methods Syllabus


**Module V**


**Module VI**


**Module VII**

- See also: http://www.dialogogoglobal.com/barcelona/texts/sandoval/Sandoval%20US%20Third%20World%20Feminism.pdf
- http://www.genders.org/g39/g39_hoofd.html
Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: AS-College of Arts And Sciences
Dept/Course #: POL 301
Effective Date: 1/1/2012
The date that the course will be active in the system e.g. (the starting date that you will be able to add course sections)

Full Title: Logic and Practice of Political Research
150 Character limit
Abbreviated Title: Logc Practice Pol. Res.
18 Character limit

# of Credits: 03 Frequency: 30 - By Announcement

Is taken for Credit Only: ☑ N ☐ Y
Indicates whether the course is flagged as credit only course. If flagged "Y", student receives CR or NC instead of a letter grade.

Full Time Indicator*: ☑ N ☐ Y
Indicates whether the course is flagged as full-time credit status. If flagged "Y", students who register for the course section will be considered full-time student during the specific term.

Alt Title: ☑ N ☐ Y
The Alternate Title replaces the actual title on the student's transcript.

Prerequisites: POL 201, or POL 202, or POL 203

Identifiers:
(WRITE, HONOR, INTR1, INTR2, INTR3, INTR4, etc.)

Non-Credit: ☑ N ☐ Y Gen. Ed. Req.: ☑ N ☐ Y Is this an experimental course: ☑ N ☐ Y

Attach course description when submitting form to your curriculum committee or dean;
when approved please email full course description to scheduling.rg@miami.edu
Use the course number as the subject line of the email.
1422 Character limit

Dept Contact:

Email address: Phone:

Department Chair Signature: [Signature] Date: 01/01/10

Academic Dean/Director Signature: ____________________________ Date: ______

Dean of the Graduate School: ____________________________ Date: ______

Curriculum Committee Chair: ____________________________ Date: ______

*Justification of full time status must also be submitted (see supplemental information course addition form).
POL 301: Logic and Practice of Political Research
Proposed course for Department of Political Science

Course description for Bulletin:

Exposes students to the way in which scientific knowledge of political phenomena is currently created and evaluated.
Logic and Practice of Political Research
POL TBA

Meeting Day TBD
Meeting Times TBA
Meeting place TBA

Instructor Information
TBA
Assistant Professor of Political Science
Office: Campo Sano TBA
e-Mail: TBA@miami.edu
Telephone: (305) 284-TBA
Office Hours: TBA

Course Description
This class is designed to introduce you to the history and current standing of the philosophy of science – that is, the study of how scientific knowledge is created and accepted as valid by the scientific community and the general public – and to the paradigmatic way in which Political Science research is conducted today. The first half of the class will deal with classical and modern versions of logical positivism – perhaps the most influential view of scientific practice – and its main shortcomings. Then, and using the critical lens built in the first half of the course, the class will turn to the practice of contemporary Political Science research. We will focus on the elements of quantitative, qualitative and (game-)theoretical studies, and discussing some of the most common problems faced by empirical researchers in the discipline. The ultimate goal of the course is to expose you to the way in which scientific knowledge of political phenomena is currently created and evaluated.

Learning Objectives
By the end of this course, you should be able to:

- Understand the main theories of how scientific knowledge is created.
- Understand the main problems (epistemological and sociological) with those theories.
- Apply the main theories of scientific work to the study of political and social phenomena.
- Understand the current research paradigm in Political Science within the framework of modern Logical Positivism.
• Identify the main elements of a research project in Political Science.

• Identify the characteristic features of quantitative, qualitative and theoretical Political Science research.

• Identify the main risks involved in conducting empirical Political Science research.

Course Prerequisites

POL 201, POL 202, or POL 203.

Textbooks


Requirements and Evaluation

Grading in this class will be based on the components described below. Failure to meet the requirements of the course will result in a failing grade.

Pre-Lecture Questions – 10%

To ensure that all students get the most of each session, and to facilitate active discussion should it arise, each student must submit three questions prompted by the study of the reading materials assigned for each session. The questions should be emailed to the instructor by 8pm on the day prior to each session. No late submissions will be accepted.

Midterm Exam – 30%

There will be one midterm exams during the semester. It will be held in class on Date TBA and date TBA, and will cover the material discussed in class up to that point.

Group Oral Presentations – 30%

In groups of no more than 3 students, you will dissect a published research article (previously approved by the Instructor) and conduct a 15-minute (maximum) oral presentations of its theory, hypotheses, research design, and conclusions, evaluating the validity of their finding. Every group member must participate in the oral presentation. All papers will be circulated for the entire class to read.
Final Exam – 30%

A final exam will be held on Date TBA at Time TBA (location TBA). The exam will cover the materials discussed in the second half of the course.

Grading Scale (in percentages)

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<thead>
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<th>Score</th>
<th>Grade</th>
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<tr>
<td>≥ 87</td>
<td>B+</td>
<td>≥ 77</td>
<td>C+</td>
<td>≥ 67</td>
<td>D+</td>
<td>&lt; 60</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Class Policies

Late work and Incompletes

Late work will not be accepted without prior permission. Makeup exams will not be given, and students who miss exams will receive a score of 0, absent extraordinary circumstances. No incompletes will be given for assignments, exams, or the course. Exceptions will be granted only under truly extraordinary circumstances. If a student needs to miss an examination or requires special accommodations, prior arrangements should be made with the Instructor at least two weeks in advance.

Grade Appeals

If you wish to appeal the grading of an exam, you must return it to the Instructor’s mailbox (in the Political Science main office) by Noon on the following Monday, and you must inform the Instructor that you have done so over e-mail. You must staple to the original graded exam a typed note that states which question(s) is (are) to be regraded and why you believe that your answer deserves more credit. Nothing additional (notes, explanations, etc.) should be written on the original assignment and no changes or erasures should be made on the original before regrading. A percentage of all written assignment are photocopied and compared to the regrade requests. Cheating will not be tolerated.

Attendance

You will not be graded directly on your attendance. Poor attendance will be reflected in your in-class assignment (including quizzes) grades. However, I strongly suggest students expecting to receive an A in this course attend all lectures.
Technology in the classroom

Please be respectful to your instructor and your peers by using your computers only for class-related purposes. Put your phone away before class starts and don’t bring it out.

Students with disabilities

Students with disabilities enrolled in this course who may need disability-related classroom accommodations are encouraged to make an appointment to see the instructor before the end of the second week of the semester. All conversations will remain confidential. Please also arrange to have the required documentation sent to the instructor for any accommodations at least two weeks prior to the first exam.

Religious observances

Some students may wish to take part in religious observances that occur during this semester. If you have a religious observance that conflicts with your participation in the course, please meet with the instructor before the end of the second week of the semester to discuss appropriate accommodations.

Academic honesty

Cheating and plagiarism will not be tolerated. Be sure to review the University’s policies regarding academic honesty, which you can read here (for graduate students) or here (for undergraduate students). In general, if you have any question, please feel free to ask your instructor. Specific rules for this course:

- The exams will be “closed book.” You are to consult only with the instructor during exams.

- Although you may discuss weekly readings with other students, each student must submit their own pre-lecture questions.

All cases of cheating or plagiarism will be referred to the University of Miami’s (Undergraduate) Honor Council. If the Council finds a student guilty of cheating, then he/she will automatically fail the course, in addition to incurring any penalties determined by the Council.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; Class Overview</td>
<td>G-S: 1–18</td>
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<tr>
<td>Week 2</td>
<td>Logical Empiricism (LE) I: Classic LE</td>
<td>G-S: 19–37</td>
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<tr>
<td>Week 3</td>
<td>Problems with LE I: The Problem of Induction</td>
<td>G-S: 39–56</td>
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<td>Week 4</td>
<td>LE II: Modern LE</td>
<td>G-S: 57–67, 190–201</td>
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<tr>
<td>Week 5</td>
<td>Problems with LE II: Sociology &amp; Feminism</td>
<td>G-S: 136–148</td>
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<td>Week 6</td>
<td>Midterm</td>
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<td>Week 6</td>
<td>Empirical Political Research: The Current Paradigm</td>
<td>KKV: 3–32</td>
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<tr>
<td>Week 7</td>
<td>Quantitative Approaches</td>
<td>KKV: 34–66</td>
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<td>Week 8</td>
<td>Qualitative Approaches</td>
<td>TBA</td>
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<td>Week 9</td>
<td>Theoretical Political Research</td>
<td>DK: 454–475</td>
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<td>Week 10</td>
<td>Conducting Research I: Building Theories &amp; Measuring Concepts</td>
<td>KKV: 115–149</td>
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<td>Week 11</td>
<td>Conducting Research II: Research Design &amp; Common Pitfalls</td>
<td>KKV: 150–206</td>
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<td>Week 12</td>
<td>Oral Presentations</td>
<td>Chosen Papers</td>
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<tr>
<td>Week 13</td>
<td>Final Exam</td>
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Course and Curriculum
Course Addition Form

Course as you wish it to appear in the Bulletin:

School/College: A&S
Dept: REL
Course: REL110
Is this an experimental course? ☐ N ☐ Y
Effective Date: 01/01/14
# of Credits: 3
e.g.(1-3 OR 3-0)
Is taken for Credit Only: ☐ N ☐ Y
Full Time Indicator*: ☐ N ☐ Y
Alt Title: ☐ N ☐ Y
Frequency: 30 - By Announcement
Abbreviated Title: Religion and Sport
18 Character Limit
Full Title: Religion and Sport/Sport as Religion
150 Character Limit
Prerequisites: none
Co-requisite(s): non
Identifiers:
(WRITE, NONER, INTER, INTR1, INTR2, INTR3, INTR4, etc.)

Course Description:
This course will explore the popularity of sport as ceremonial activities rather than as business and entertainment. This will allow to examine sports as religion and to include consideration of issues such as race, mascots, drugs, and gender in sport. (Offered online by Syracuse University through the Colonial Group Consortium)

Dept Contact: Dexter E Callender
Email address: dec@miami.edu
Phone: 8-4733

Department Chair Signature: [Signature]
Date: 11/3/16
Academic Dean/Director Signature: 
Date: 
Dean of the Graduate School: 
Date: required for graduate courses only
Curriculum Committee Chair:
Date:

*Justification for course being worthy of full time status must also be submitted (see second page).
Religion and Sports
Online course for Spring 2014

Course instructors:

Philip P. Arnold, Associate Professor of Indigenous religions
Office: Department of Religion, 508 Hall of Languages, Syracuse University,
Syracuse, NY 13244; phone: 443-3861

Michael Chaness, Ph.D. Graduate Student in Religion
e-mail: mephanes@syr.edu

Robert Ruehl, Ph.D. Religion
e-mail: rmruelh@syr.edu

It would be more accurate to call this class “Religion AS Sports” or “Sports AS Religion.” Nearly all sports have their origins in religious ceremonies. Olympic Games, Hockey, Sumo Wrestling, and the Martial Arts are obvious examples, but also more popular games like Football, Basketball, Soccer, and Golf connect directly with ancient ceremonial practices. This class focuses on the most important local example of this with the Haudenosaunee (i.e., Iroquois) game of Lacrosse. Even more important than their ceremonial history, however, sports are currently understood by enthusiasts and critics alike as a “religious activity.” The course will take the perspective that it is clearer to understand the current popularity and appeal of sports (including games of all types) as ceremonial activities rather than as business or entertainment activities.

In the first part of the class we will define religion as exchange in order to include sports. This follows from my work on Indigenous religions. For this class religion will be understood as a series of exchanges between different beings (gods, ancestors, animals, stars, plants, people, players, fans, announcers, cheerleaders, referees, etc.). We'll ask several questions. What makes a gifted athlete or coach?
Why are fans so devoted to their teams? What is sacred about sporting venues? While reading the required book and supplemental readings, we will look at how sports can strengthen cultural and ethical values. How are sports a vital force in the development of youth and communities? Do sports help disenfranchised groups of people (women, African Americans, and Native Americans, for example) overcome their social situation or do they keep them trapped in their social roles? My position is that a greater diversity and inclusiveness in sports eventually improves them. We will also think about the difficult issues facing sports today and will go through some of these issues thematically, including racial issues, mascots, money, drugs, and women in sports.

**Required texts:**

The Gift of Sports, Indigenous Ceremonial Dimensions of the Games We Love, Philip P. Arnold

(Other short readings posted on Blackboard)

**Requirements**

The intention of this online class is to get students to engage the readings, instructional videos, and supplemental videos in a constructive and enriching way. To do this, each student will be responsible for weekly posts and a final presentation that other students will respond to through Blackboard's conversation board. You will be responsible for two short-paper exams and an outline illustrating the scope of the final project. Here is how each assignment breaks down within the 100-point grade scale for this class.

1. Throughout the semester, each student will be expected to make six (6) original posts responding to a prompt by the instructor. This original post will be done every other week (for example, if you do one the first week, you will do another original post during week three, etc.). Each post is worth 5 points or 5% of your final grade.

2. Throughout the semester, each student will be expected to post (6) responses to another student's original post. This response will also be done every other week (for example, if you do one the second week, you will do another response during week four, etc.). Each post is worth 3 points or 3% of your final grade.

3. There will be two short essay papers, and they should be two to three pages in length. These are intended to test your competency in a more detailed fashion. Each paper exam will be worth 15 points or 15% of your final grade. Together they total 30 points or 30% of your final grade.
4. Your final project will consist of three components: (1) an outline, (2) a video presentation posted on Blackboard, and (3) a response to another student’s video presentation.
   a. The outline will establish tentatively the scope and trajectory of your final project elaborating an important sporting event that you see as being significant for this class and containing religious dimensions. This will be worth 4 points or 4% of your final grade.
   b. The actual presentation will be video taped and posted to Blackboard; it is to be between 4 and 5 minutes in length. This will be worth 15 points or 15% of your final grade.
   c. The response to a classmate’s presentation should be a solid paragraph constructively responding to the video assessing its argument, clarity, and appropriateness for the course. This will be worth 3 points or 3% of your grade.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Per Assignment</th>
<th>Total Points Per Semester</th>
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<tbody>
<tr>
<td>Original Posts</td>
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<tr>
<td>Response Posts</td>
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<td>18</td>
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<tr>
<td>1st Short-Paper Exam</td>
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<tr>
<td>2nd Short-Paper Exam</td>
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<tr>
<td>Outline: Final Project</td>
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<tr>
<td>Video Presentation</td>
<td>15</td>
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<tr>
<td>Presentation Response</td>
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</tr>
</tbody>
</table>

**Grading:**

- A 99-89
- B 88-79
- C 78-70
- D 69-60
- F 59 and below
Course Goals

The Department of Religion has articulated three goals that shape its teaching and its expectations of what students in its courses and programs may expect to gain from this study:

1. To understand better the nature and diversity of religious expressions in the contemporary world and in history, and their power in peoples' personal and collective lives;
2. To think more deeply and critically about religious experience and its modes of expression and forms of interpretation;
3. To recognize and appreciate the difficulties and possibilities in a disciplined study of religion; and to become aware of a diversity of approaches and methods within that study.

Assignments:

1) Sports as Religion

Week 1: Introduction to Religion and Sports

1) Introduction to “Religion as Sports”
   a. Video: Becoming Orange at Syracuse University
   b. Reading: Arnold (1-4)

2) Sports for Religion or as Religion
   a. Video: Sports as Religion vs. Sports for Religion
   b. Reading: Arnold (5-9)
   c. Reading: Jackson (1-7)

Week 2: What is Religion?

1) Academic Study of Religion, Ambiguity, Orientation, and Exchange
   a. Video: Definitions of Religion
   b. Reading: Arnold (11-19)
   c. YouTube: Cornel West

2) Religion as Habitation
   a. Video: Indigenous Religions as Habitation
   b. Reading: Arnold (17-19)

Week 3: Gift and Profit Economies

1) Religion as Exchange
   a. Video: The Gift
   b. Reading: Arnold (21-30)
   c. YouTube: Mesoamerican Ball game

2) Money, Religion, and the Profit Economy
a. Video: Money, Sports, and Exchange
b. Reading: Arnold (31-34)
c. YouTube: Boggs

II) SPORT AS ORIENTATION

Week 4: The Spectacle of Sport
1) Human Limitations
   a. Video: Special Olympics and Quad Rugby
   b. Reading: Arnold (35-41)
   c. Video: Team Hoyt
   d. YouTube: Murderball OR Terry Fox
2) Super Bowl and American Culture
   a. Video: Consumerism, Commercialism and Capitalism
   b. Reading: Arnold (43-45)
   c. Reading: OTHER!!!
   d. YouTube: Selected Super Bowl commercials

Week 5: Olympic Spectacle
1) Mythic Origins of Olympics
   a. Video: From Ancient Times to Modernity: Olympics as Religion
   b. Reading: Arnold (47-50)
   c. YouTube: Opening Ceremony (Beijing?) OR Riefenstahl
2) Gifted Athletes
   a. Video: Expressing Gifts Through Sports
   b. Reading (51-55)
   c. YouTube: Responsibility of Gifted Athlete
3) Olympics Lessons
   a. Video: Heroes and Villains
   b. Reading: Arnold (57-62)
   c. YouTube: Lance Armstrong OR Alex Rodriguez
   d. Exercise: What is a Hero?

Week 6: Responsibilities. Talents, Gifts and Coaching
1) The Philosopher Coach
   a. Video: The Art of Winning Wisely
   b. Reading: Arnold (63-66)
   c. Reading: Jackson (171-182)
   d. YouTube: Simmie and Son
2) Talents and Gifts
   a. Video: Responsibility to Talent
   b. Reading: Arnold (67-69)
c. Reading: Coyle (11-29)
d. Website: thetalentcode.com
e. YouTube: Todd Marinovich ??

Week 7: Football as a Substitute for War
1) Origins of Football
   a. Video: Indigenous Influence on America's Favorite Sport
   b. Reading: Arnold (71-75)
   c. Reading: Jenkins (9-17)
   d. Website: C-SPAN Interview, "After Words with Sally Jenkins"
2) Indian Wars and Football
   a. Video: Jim Thorpe
   b. Reading: ?

Week 8: Sports and Inequality
1) Native American Boarding Schools
   a. Video: Carlisle Indian School and Mush Hole
   b. Reading: Arnold (77-81)
   c. Reading: Adams (5-27)
   d. YouTube: Survivor Testimonials
   e. Internet: PBS: Indian Countries Diary Website
2) Racism and Sports: Conveyor Belt System
   a. Video: Is there Racism in Sports?
   b. Reading: Arnold (83-89)
   c. Reading: Rhoden (231-246)
   d. YouTube: 1968 AND 1972 Olympics

Week 9: Sports and Equality
1) Native American Mascots
   a. Video: From The Saltine Warrior to the Orange
   b. Reading: Arnold (91-94)
   c. Reading: Black (605-622)
   d. Video: In Whose Honor?
   e. Internet: ESPN and Washington Redskins
2) Beyond Title IX: Women and Sports
   a. Video: Women in Sports
   b. Reading: Arnold (95-99)
   c. Reading: Brennan (xxi-xiii)
   d. Reading: National Coalition for Women and Girls in Education (337-345)
   e. Internet: Katherine Switzer and Boston Marathon

Week 10: Sports, Religion and the Environment
1) Nature Religion
a. **Video**: From Walden to the NFL
b. **Reading**: Jensen (2-16)
c. **Reading**: Snyder (667-669)
d. **Reading**: Von Stuckrad (1119-1120)
e. **Reading**: Johnson (1389-1400)
f. **Reading**: Hening (1607-1612)

III) **INDIGENOUS SPORTS AS RELIGION**

**Week 11: The Haudenosaunee Confederacy**
1) **Creation**, The Great Law of Peace, and Thanksgiving Address
   a. **Video**: Creation, Great Law, and Thanksgiving Address
   b. **Reading**: Great Law of Peace
   c. **Internet**: Onondaganation.org

2) **Onondaga Lake**: From Hierophany and Superfund Site
   a. **Video**: From St Marie to the Skå-noñh Center
   b. **Video**: Footage from LAX game
   c. **Reading**: Venum? Little Brother of War?

**Week 12: The Sacred Game of Lacrosse**
1) From the Creator’s Game to the Final Four: History of Lacrosse
   a. **Video**: A Gift from the Haudenosaunee
   b. **Reading**: Arnold (105-109)
   c. **Video**: Craddock film?

2) Mythic Legacy of Lacrosse: From Creator to Crooked Arrows
   a. **Video**: Lacrosse, Religion and Sovereignty
   b. **Reading**: Arnold (111-115)