



**Course Title: NAVAJO HISTORY – In-person**  
**Course #: NAVA 2220-1**

**Credit Hours: 03**  
**Semester: SPRING 2022**  
**Cap: 10**

**Faculty:** LUPITA CHICAG, Assistant Professor      **E-mail:** lchicag@navajotech.edu  
**Office:** Mod#10-Crownpoint Campus      **Office Phone:** (505) 387-7395 Ext. 1039  
**Office Hours:** Monday & Wednesday, 1-2 p.m. or by appointment  
**Preferred Communication:** Email, Instructor will respond within 24 hours.

**Modality:** Face to Face class, In-person class.  
**Class Location:** Mod #10, Crownpoint main campus  
**Meeting Hours:** Monday and Wednesday, 9:00 a.m. to 10:20 a.m., Mod#10

**Required Materials:**  
**Textbooks:** Diné, A History of the Navajos. Author: Peter Iverson, ISBN-13:978-0-8263-2715-4  
**Tools:** Access to Reliable Internet, and a personal computer.  
**Laptop and Internet Access:** Every student is required to own a laptop and have reliable internet access.  
**Lab Fee (if applicable):** None

**Mission, Vision, and Philosophy**  
**Mission:** Navajo Technical University honors Diné culture and language, while educating for the future.

**Vision:** Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

**Philosophy:** Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

**Course Description**

Introduces the history and culture of the Navajo people from the earliest times to the present. The course will examine cultural changes, the interaction of the Navajo with other native groups, various ethnic societies, and especially with European people.

<b>Course Outcomes</b>	<b>Course Assessments</b>
At the conclusion of the course, the student will know the three major developmental eras of Navajo history.	Class forum, class discussions, writing essays on particular topics, developing charts, written exams, quiz, developing PowerPoint presentations, developing an outline, and other formative assessments.
At the conclusion of the course, the student will know the 16 treaties entertained between the United States and the Navajo tribe.	Class forum, class discussions, writing essays on particular topics, developing charts, written exams, quiz, developing PowerPoint presentations, developing an outline, and other formative assessments.

At the conclusion of the course, the students will have a basic knowledge of the Navajo exile 1846-1868.	Class forum, class discussions, writing essays on particular topics, developing charts, written exams, quiz, developing PowerPoint presentations, developing an outline, and other formative assessments.
At the conclusion of the course, the students will have a basic knowledge of the economic growth, and early 19 <sup>th</sup> century renaissance of the Navajo.	Class forum, class discussions, writing essays on particular topics, developing charts, written exams, quiz, developing PowerPoint presentations, developing an outline, and other formative assessments.
At the conclusion of the course, the students will have knowledge on the modern politics and the emerging changes regarding the Indian New Deal, World War II Navajo Code Talkers, and the modern-day contemporary Navajo.	Class forum, class discussions, writing essays on particular topics, developing charts, written exams, quiz, developing PowerPoint presentations, developing an outline, and other formative assessments.

### Connections to Program Assessment (Course-Embedded Measures)

1. Speak Navajo language.	Interview
2. Demonstrate understandings of Navajo philosophy, culture, history, and government.	Projects with rubric.
3. Lead teams.	Self-assessment
4. Produce a portfolio	Portfolio rubric

### Course Activities

Week	Reading Assignment+ lecture topics	Assignment Due
1	Read pages 1-6 – Introduction	1/24/22
2	Read pages 7-16 - Chapter 1	1/31/22
3	Read pages 16-34 - Chapter 1	2/7/22
4	Read pages 35-51 - Chapter 2	2/14/22
5	Read pages 51-65 - Chapter 2	2/22/22
6	Read pages 66-81 - Chapter 3	2/28/22
7	Read pages 81-96 - Chapter 3	3/7/22
8	Midterm Exams Spring Break March 14-18, 2022	
9	Read pages 97-115 - Chapter 4	3/28/22
10	Read pages 115-136 - Chapter 4	4/4/22
11	Read pages 137-157 - Chapter 5	4/11/22
12	Read pages 158-179 - Chapter 5	4/18/22
13	Read pages 180-188	4/25/22
14	Read pages 188-226 - Chapter 6	5/2/22
15	Read pages 227-273 - Chapter 7	5/9/22
16	Final Exam	5/9/22

## **Grading Plan**

A = 100 - 90%

B = 89 - 80%

C = 79 - 70%

D = 69 - 60%

F < 59% or less

## **Grading Policy**

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

## **Participation**

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

## **Cell phone and headphone use**

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

## **Attendance Policy**

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

## **Study Time Outside of Class for Face-to-Face Courses**

**For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.**

## **Study Time for Hybrid or Blended Courses**

**For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.**

## **Study Time for Online Courses**

**For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.**

## **Academic Integrity**

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

### **Diné Philosophy of Education**

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwí Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwí core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

### **Students with Disabilities**

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability Exhibit-A\\_6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_Exhibit-A_6-26-2018.pdf)).

### **Email Address**

Students are required to use NTU's email address for all communications with faculty and staff.

**Final Exam Date: May 9-11, 2022**