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| 1. **Institution and Course Information** | |
| Name of Institution | **Navajo Technical University** |
| Department | **Diné Studies** |
| Course Number, Title, Credits | **NAV 110 Foundations of Navajo Culture (3)** |
| Co-requisite Course Number and Title, if any |  |
| Is this application for your system (ENMU, NMSU, & UNM)? |  |
| Name and Title of Contact Person | **Henry Fowler, Department Chairperson** |
| Email and Phone Number of Contact Person | **aroastingear@navajotech.edu; 505-786-4100** |

**Was this course previously part of the general education curriculum?**

Yes No

**This course will fulfill general education requirements for (check all that apply):**

AA/AS/BA/BS  **AAS**

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| 1. Content Area and Essential Skills |

**To which content area should this course be added?** *Indicate “Other” if the course is not associated with one of the six NM General Education content areas.*

Communications Mathematics Science Social & Behavioral Sciences

Humanities Creative & Fine Arts Other

**Which essential skills will be addressed?**

Communication Critical Thinking Information & Digital Literacy

Quantitative Reasoning Personal & Social Responsibility

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| 1. Learning Outcomes |

**This course follows the CCNS SLOs for**

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| ANTH 1330. Introduces the basic values of Diné society, past and present, including the clan system, the philosophy of duality, rites and passages, and the Navajo creation story. |

**List all learning outcomes that are shared between course sections at your institution.**

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| **Common Course Student Learning Outcomes (find Common Course SLOs at:** |
| 1. Demonstrate knowledge of Diné cosmology and world order and their relationship to the Diné way of life. a. Discuss the concept of male-female duality. b. Describe how all creations within the earth and sky are recognized according to the duality principle. c. Explain the holistic nature of Diné philosophy; that is, discuss how Nitsáhákees, Nahat’á, Iiná, and Sihasin are processes found in all aspects of nature. d. Trace the history and cultural development of the Diné using the chronological order of the narratives that developed into ceremonies. 2. Demonstrate knowledge of Diné history using linguistics, oral narratives, and Athapaskan migration theories based on evidence from physical anthropology and archaeology. a. Describe the meanings behind traditional ceremonies and the role these ceremonies play in modern society. b. Describe the changes that have occurred through time in Diné ceremonies as a result of contact with other cultures. c. Describe cultural differences and similarities between Athapaskan groups: Northern, Pacific, and Southern. d. Describe conflicts and changes, which have taken place in Diné society as a result of contact with Plain, Puebloan, and European cultures. 3. Demonstrate analytical research skills in ethnography and folklore as they relate to Diné culture. a. Conduct research on topic(s) relevant to objectives in the course. b. Submit academic quality research papers that are thoughtful and thorough in nature. 4. Develop an understanding of the need for protection and maintenance of natural resources, the environment, and traditional Diné sacred places. a. Discuss the cultural meaning of Diné terms such as Mother Earth, Father Sky, Mountain Woman, Water Woman, Dawn Boy, and so on. b. Explain how these terms are interconnected to human life, life processes, and the natural world. c. Discuss what is meant by a sacred place. d. Explain why sacred places should be reserved and protected. 5. Draw upon the values derived from Diné culture to function successfully as citizens of the Diné community and of the world at large. a. Describe the Diné clan system and explain how it is used as a means of social control within Diné society. b. Identify who they are and where they come from in terms of the Diné clan system. c. Identify their relationship to others within the Diné community and the world at large. |

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| **Institution-specific Student Learning Outcomes** |
| List institution-specific Student Learning Outcomes |

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| 1. Narrative |

**Explain what students are going to do to develop the critical skills** (selected above) **and how you will assess their learning?**

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| **Communication.** *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.* |
| This course promotes critical analyzes of Navajo Culture. It offers opportunities to bring mainstream and Indigenous cultural systems into balance. Along the way, the course stresses the development of oral and written communication skills. Students must comprehend lectures about various aspects of Navajo Culture. They engage in small and large group discussions. They listen, comprehend, describe, compare, contrast, and synthesize. They read short narratives about a range of topics central to an understanding of Navajo Culture: Navajo creation stories, Grandmother and Grandfather stories, clanship system, kinship roles, gender roles, values, healing ceremonies, historical traditions, male and female hooghans, cradleboard, basketry, fundamental teachings, oral histories, and more. They conduct interviews with people of different ages, genders, and cultural backgrounds about these topics to examine moral values in modern Navajo society. For a final project, students develop research questions, conduct brief literature reviews, and examine how differences in perception affect people’s values, behaviors, and views of the world. |

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| **Critical Thinking.** *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion* |
| The course also promotes critical thinking. It poses a foundational question: what is Navajo culture? Students listen, understand, read, analyze, compare and contrast, and evaluate to address this question. They identify research questions, analyze what others have said about their questions, gather information about them, and derive their own conclusions on the basis of thoughtful analysis. Along the way, the students are introduced to Nature-based systems thinking (looking at the life cycles of animals, birds, plants, ecosystems, and land). They are encouraged to appreciate diversity and multiple interpretations of reality. They develop character and emotional intelligence. They self-reflect. They question anthropocentrism and status-quo paradigms, and reflect upon experiential ones. The students are encouraged to respect all life on this planet. They embrace the mysterious and recognize the spirit in all of life around us. The students are encouraged to think critically so that they may contribute significantly to the public good. |

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| **Quantitative Reasoning.** *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models* |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words. |

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| **Personal & Social Responsibility***. Intercultural reasoning and intercultural competence; Sustainability and the*  *natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global* |
| The Navajo People are on the verge of losing their foundational cultural principles with the passage of time. If the People do not preserve, protect, re-learn, and perpetuate Navajo Culture, it may diminish along with Navajo identity and Navajo language. The loss of these cultural principles would be a serious consequence to the traditional well-being of the Navajo. Therefore, the purpose of this course is to train students in Navajo traditional cultural principles so that they can be the ones to carry this ancient knowledge for future generations. The course is also intended to help students become knowledge holders so that they may teach others. Navajo students hold high honor in their families, clans, communities, and society as a whole. They are striving to become more knowledgeable, capable, and effective. They are training for leadership roles. Expectations for their success are high. This course supports students who seek to become more effective as members of Navajo society. It helps them become better leaders, counselors, healers, and knowledge holders. It puts them on a pathway toward better living: in having good reputations, wanting to serve others, and remaining modest, revered, hard-working, sincere, reliable, honest, dedicated, and generous. |

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| **Information & Digital Literacy.** *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry* |
| In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words. |

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| 1. Supporting Documents |

**Sample Course Rubric Attached** (recommended) **Sample Assessment Attached** (required)

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| 1. Assessment Plan (Must be on file with HED by August 1, 2019) |

**Link to Institution’s General Education Assessment Plan** Click here to enter text.

This course meets Navajo Tech's institutional standards for General Education and has been reviewed and approved by our General Education Committee and Assessment Committee. Student learning data will be gathered from the last of the course's project assignments. Data summaries from all sections of the course will be compiled on a semester-by-semester basis by the University's Offices of Assessment and Institutional Research. Departmental faculty will review the data and design course and GenEd program improvements during Assessment Days each semester. An annual summary that includes summaries of program improvement will be prepared by the Assessment Committee and included in the University's Annual Student Learning Report. Curriculum revisions as needed will be designed by the General Education Committee and reviewed and approved by the Faculty Congress.

**This course meets institutional standards for general education.**

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Signature of Chief Academic Officer Date

**HED Internal Use Only**

Presented to NMCC on\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Approved Denied

If denied, rationale:

Institution Notified on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

**Sample Assessment: Research Project Assignment-with-Rubric**

**Assignment Steps**

1. Ensure that you are addressing one of the possible assignment topics.
2. Start early so you can write several drafts.
3. Develop an outline with thesis statement and topic sentences. Ensure that elements of the outline address the assignment topic.
4. Write a first draft. Word process the draft.
5. Have at least one other person read and react to your essay.
6. Revise the first draft incorporating your reader's feedback. Create a second draft.
7. Repeat steps 5 and 6 as desired and needed.
8. Create a final essay. Develop a cover page with title and author information. Format the cover page and all other pages appropriately. Ensure that all citations are properly formatted.
9. Submit the essay on the due date, during class.

**Rubric**

**CULTURAL PROJECT RUBRIC**

**Navajo Technical University**

Student: Date:

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| CRITERIA | SCALE | | | SUBTOTALS & COMMENTS |
| Emerging (1) | Developing (2) | Proficient (3) |
| *Cultural relevance* | Project is only topically rele­vant. Does not meet basic expectations for the assign­ment. | Project is sufficiently rele­vant. Meets basic expecta­tions for the assignment. | Project is deeply relevant to Navajo language, literacy, culture, history, government, beliefs, ex­pression, ways of knowing, and/or wellness. |  |
| *Breadth* | Project demonstrates limited breath, addresses ideas that are limited and unconnected. | Project demonstrates suffi­cient breadth; embraces two or more elements of Diné Studies. | Project covers a number of inter-connected ideas, is­sues, challenges, persons, communities, and/or events. |  |
| *Depth* | Project demonstrates incom­plete or superficial depth only. | Project demonstrates suffi­cient depth; probes suffi­ciently into elements of Diné Studies. | Project probes aspects of cul­tural knowledge and/or ex­pression in depth, analyzing ideas, issues, and questions of critical importance to Nav­ajo language, literacy, culture, history, government, ex­pression, ways of knowing, and/or wellness. |  |
| *Quality* | Project has many distracting errors and/or inaccuracies. | Project has a number of er­rors and/or inaccuracies that are relatively minor and do not distract from overall quality. | Project is communicated and/or presented accurately and clearly, with no distract­ing errors in oral or written forms. |  |
| TOTALS/COMMENTS | | | | Reader’s initials |

Scale: 12-11 points = A; 10-9 points = B; 8-7 points = C; 6-5 points = D; less than 5 points = F