

COURSE SYLLABUS

Course Title:	The Navajo Indians		Date submitted:	Fall 2017 (AAC: 17-53)	
Department:	Social Science				
Curriculum:	Anthropology				
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ANT*142	Prerequisites:		
	Course Type:	L/D	None		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio				
	Elective Type:	G/HU/LAS/SS			
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science				
	Credit Hours:	3	Corequisites:		
	Developmental: (yes/no)	No	None		
	Contact Hours:	Lecture:	3		
		Clinical:	0		
		Lab:	0		
Studio:		0			
Other:		0			
	TOTAL:	3	Other Requirements:		
	Class Maximum:	35	None		
	Semesters Offered:	F			
Catalog Course Description:	Surveys the past and present experiences of the Navajo Indians, featuring filmed interviews with tribal members on a variety of topics that are integral to their lives. There will be a multi-disciplinary examination of their religion and religious ceremonies, history, psychology, life styles, linguistic patterns, social structure, art forms, and health care.				
Topical Outline: List course content in outline format.	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> A. The Dine B. Methods of Gathering Data 2. The Land and Its Exploitation <ol style="list-style-type: none"> A. The Significance of the Land B. Its Destruction Due to Human Intervention 3. Religion <ol style="list-style-type: none"> A. The Creation Stories B. Medicine Men and Witches 				

	<ol style="list-style-type: none"> 4. Religious Ceremonies <ol style="list-style-type: none"> A. Marking Developmental Stages B. Used for Healing Purposes 5. Early History <ol style="list-style-type: none"> A. The Long Trek B. Tragedy at Bosque Redondo 6. Social Structure <ol style="list-style-type: none"> A. Kinship Patterns B. Case Studies 7. Daily Life and Health Care <ol style="list-style-type: none"> A. Daily Life-Past and Present B. Issues of Health and Appropriate Treatments 8. Language and Literature <ol style="list-style-type: none"> A. Linguistic structure B. Oral and Written Expression 9. Later History <ol style="list-style-type: none"> A. Establishment of the Reservation B. Economic Problems 10. The Arts I – Weaving <ol style="list-style-type: none"> A. Rug Making B. Basketry 11. The Arts II. Pottery, Jewelry Making, and Painting <ol style="list-style-type: none"> A. History B. Current Practice 12. Music and Dance <ol style="list-style-type: none"> A. Religious Practice B. As Art Form
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. analyze the historical impact of the U.S. government’s incursion into Navajo lands 2. explain how the complex structure of religious beliefs and ceremonies permeates the psyche of this tribal people 3. support the contention that the social structure in Navajo culture has helped them persevere in times of crisis 4. identify the health issues that are most prominent on the Navajo Reservation and evaluate the effectiveness of the various treatments 5. discuss fully or demonstrate one of the traditional Navajo art forms 6. explain how traditional Navajo life was eroded by U.S. governmental policy 7. describe the manner in which everyday Navajo experience is transformed by their religion 8. select one Navajo art and trace the steps of its construction from raw materials to completed form <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <p>COMPETENCIES FULFILLED:</p> <p>Social Phenomena - Students will develop an increased understanding of the influences that shape a</p>

	<p>person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Ethical Dimensions (embedded) - Students will identify ethical principles that guide individual and collective actions and apply those principles to the analysis of contemporary social and political problems.</p> <p>Demonstrates: Identifies and reflects critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p> <p>Does Not Demonstrate: Does not sufficiently identify or reflect critically on ethical issues presented in classroom instruction or in assigned co-curricular or civic activities and/or professional internships and practica.</p>
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<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p>
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<p>Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required:</p> <p>Bailey, Alfred M. (1947, August) Desert river (San Juan) through Navajo land. <u>National Geographic</u>, 149-172.</p> <p>Bassman, Theta (1997) <u>Treasures of the Navajo</u>. Flagstaff, Arizona: Northland Publishing.</p> <p>Bolton, Herbert E. (trans. and ed.) (1952) <u>Spanish exploration in the southwest, 1542-1706: Original narratives of early American history</u>. New York: Charles Scribner's Sons (various printings – 1916, 1925. Assigned to Barnes & Noble, New York, 1946. Reprint 1952).</p> <p>Breed, Jack (1958, December) Better days for the Navajos. <u>National Geographic</u>, 809-847.</p> <p>_____, (1945, October) Flaming cliffs of Monument Valley. <u>National Geographic</u>, 452-461.</p> <p>Forbes, Jack D. (1960) <u>Apache, Navajo, and Spaniard</u>. Norman: U. of Oklahoma Press.</p> <p>Hine, Robert V. (1984) <u>The American west</u>, 2nd ed. Boston: Little, Brown & Company.</p> <p>Hodge, Frederick A. (1895, July) The early Navajo and Apache. <u>American Anthropologist</u>, Vol. 8, no. 3, 223-240.</p> <p>Jim, Rex Lee (1996) Navajo. In Frederick E. Hoxie (Ed.) <u>Encyclopedia of North American Indians</u>, 422-425. Boston: Houghton Mifflin.</p> <p>Josephy, Alvin M., Jr. (Ed.) (1961) <u>The American Heritage book of Indians</u>. American Heritage Publishing Company, Inc.</p> <p>_____, (Ed.) (1965) <u>The American Heritage history of the great west</u>. American Heritage Publishing Company, Inc.</p> <p>Laughter, Albert (1979, July) Navajo Ranger interprets – our people, our</p>
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	<p>past. <u>National Geographic</u>, 81-85.</p> <p>Link, Martin A. (Ed.) (1968) <u>Treaty between the USA and the Navajo tribe of Indians: With a record of the discussions that led to its signing</u>. Las Vegas: KC Publications.</p> <p>Little, Charles E., Jake Page, and Ruth Rudner (2001) A tale of two mountains. In Jake Page (Ed.) <u>Sacred lands: Indian America</u>: New York: Harry N. Abrams.</p> <p>Locke, Raymond Friday (1992) <u>The book of the Navaho</u>, 5th ed. Los Angeles: Mankind Publishing.</p> <p>Looney, Ralph (1972) The Navajos. <u>National Geographic</u>, 740-781.</p> <p>Map: (1992, October) Southwest USA: the land of open sky. <u>National Geographic</u></p> <p>Map: (1982, November) The Southwest. On reverse: 12,000 years of history: Spanish conquest, Anglo-American entry and occupancy. <u>National Geographic</u>.</p> <p>Roberts, David (2000) <u>A newer world: Kit Carson, John C. Fremont, and the claiming of the American West</u>. New York: Simon & Schuster.</p> <p>Simpich, Frederick (1938, May) New Mexico Melodrama. <u>National Geographic</u>, 529-569.</p> <p>Stirling, Matthew W. (1940, November) Indian tribes of Pueblo land. <u>National Geographic</u>, 549-596.</p> <p>Stout, Joseph A., Jr., and Odie B. Faulk (1974) <u>A short history of the American West</u>. New York: Harper & Row.</p> <p>Utley, Robert M. (1997) <u>A life wild and perilous</u>. New York: Henry Holt and Company.</p> <p>_____, (1984) <u>The Indian frontier of the American West 1846-1890</u>. Albuquerque: U. of New Mexico Press.</p> <p>Warner, Ted J. (Ed.) (1995) <u>The Dominguez-Escalante Journal</u>. Salt Lake City: U. of Utah Press.</p> <p>All of the additional resources will be supplied by the Media Instructional Technologies Department.</p> <p>Desired:</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>