



Navajo Government
3 Credit Hour
NAVA-2230 6A
Spring 2022

Instructor: Carolyn R. Irvin

Class Location:

Meeting Times: Wednesday 6:00pm – 8:40pm

Required Materials:

Text: 1) The Navajo Political Experience, by David E. Wilkins

2) Handout: Pertinent illustrations, diagram, and curriculum materials

Supplementary materials: Library reserved materials to be identified during the course of instruction.

Tools: Flash Drive

Lab Fee:

Course Description: This course is a study of the history, nature, organization, and operation of the Navajo tribal government. It concentrates on its evolution since its beginning in the 1920s, and examines the legal and political basis for, and functions of, the tribal government. The course brings an overview of the major contributions from each tribal administration and the political relationship of the Navajo to the state and federal governments.

Hybrid/Blended Courses: Courses offered in a blended format with 1 or more on site face-to-face class sessions and at least one or more online sessions, both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet total amount of instructional

and student work time as the examples above even if delivered online or asynchronously.

COURSE CONTENT: The format of this course will be lecture, class discussion, group and individual presentations and collaborative activities. The purpose of this course is: 1) to introduce students to the change from traditional governance of our ancestors to today's government system. 2) To provide students with an introduction to acquire unique perspectives that support methods and techniques that are proper and appropriate to enhance implementation of {NNIS} *Nitsáhákees, Nahátá, Íina, Siihasin Beginning with Baanits7dz7kees, Baayaji[t7, Ajiil44h, Ajiilaa (BBAA).*

COURSE GOALS AS RELATED TO MISSION STATEMENT: This course serves as an introduction to Navajo Government system for students to foster cultural emphasis to value a sustainable government. Students will learn to use Dine cultural principles: (BBAA) *Nitsáhákees, Nahátá, Íina, Siihasin (NNIS)* in studying Navajo Government.

Course Objectives: Upon satisfactory completion of the course, the students will be able to demonstrate the following:

1. Develop knowledge and Understand of Navajo history and values, especially beliefs about their relationship to the environment and hozho (harmony).
2. Discuss how Navajo courts (both written and oral) apply the process of traditional governance/common law using Din4 (Navajo) traditional perspective. How it is a relevant system to the two modes of thought processes inherent in western and Din4 (Navajo) approaches.
3. Address the role of Navajo traditional governance in modern Navajo society as a whole.
4. Examine how traditional dispute resolution methods are being incorporated into the modern Navajo court system.
5. Discuss the challenges and opportunities in applying Navajo common law to specific problems confronting modern Navajo society.

Grading Plan:

Standard Grading Scale

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

Below 60% = F

Grading Categories & Values

Attendance & Participation	30%
Writing assignments/reflections	30%
Quiz/Assessments	10%
<u>Final Research and Presentation</u>	<u>30%</u>
TOTAL	100%

REQUIREMENTS: Students are required to:

1. Attend class
2. Participate in class discussion.
3. Participate in group projects/activities
4. Develop an individual project using the NNIS implementation framework and strategy. (presentation & Research Paper)
5. Turn in all required class assignment.

Course Policies: Students will be evaluated on the course objectives using written exams, participation in class assignments, class projects, attendance and research paper.

Reading Assignment's – Students must Read ALL assignments and will be prepared for class.

Writing Assignments: You will be required to submit reflection papers, short essays and (1) research paper relevant to Navajo /Din4 Life and government (topic selection by student). Papers must be typed and original. Proper application of rules for documentation's must be observed. ***Plagiarism will result in automatic rejection of paper. Paper will be graded on: Grammar, Organization, and Neatness.***

- **Research Paper:** Develop an individual project (research and presentation) using the NNIS implementation framework and strategy. Topic will be selected by the student by mid-term. Requirements for presentation and research paper will be announced after mid-term.

All writing assignment's that are to be submitted must be typed, double spaced in 12 point type, using Microsoft Word. ***No handwritten assignments will be accepted.***

*** *Homework must be turned-in by the day it is due to receive full-credit* ***

SUBMIT TO: cirvin@navajotech.edu and/or
cirvin@chinleusd.k12.az.us

Quiz/Exams:

1. There will be two assessments (pre/post).
2. There will be (2) quizzes during the semester.
3. There will be a Mid-term exam.
4. There will be (1) research paper at the end of the semester
5. Make-up exams, only under these conditions:

- Prior arrangements
- Emergency (Unforeseen circumstances)
- Institutional business and student activity (class trips, athletics trips, etc.)
ONLY IF prior arrangements are made.

Attendance Policy: Regular attendance is required in order to participate in course discussion and activities. Both attendance and participation are part of your grade. If for some reason, you must miss a class, it is your responsibility to find out what assignment you missed. If you have a good reason for missing class, I can excuse you, but if I don't hear from you, your absence will be considered "unexcused."

If you have more than three (3) consecutive absences, you will be automatically dropped from the course. If you are tardy three (3) times, the fourth (4th) tardy will be counted as an absence. If you are absent for a medical reason, bring in an official form from the Doctor's Office.

Lateness:

- Coming to class late (or leaving early) disrupts the class and causes you to miss instructions for assignments. Plan to be on time. **If you are late or leave class early more than four times, your grade will drop one grade level.**

**Cell Phones: Cell phones must be
turned "***silent***" or off
during class. Cell Phone**

off and *must be* out of sight, Please!

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.

Diné Philosophy of Learning: The Dine' Philosophy of Learning is interwoven into student learning throughout the course. The creative and critical thinking processes used in DPE class correspond closely to the four major components of the Dine' Philosophy of Learning while utilizing both the BBAA and NNIS pedagogy.

From the East, dawn, we receive thought and light (inspiration, creativity, interpretation). We will learn to think (Baaniitsijikees/Nitsahakees) before taking action (pre-writing, pre-reading, note taking). From the South, where water was created, we will learn to plan ahead (Baayaajilt'i/Nahat'a) and be prepared for what is coming next (drafting/critical thinking/analysis). From the West, where air was formed, we will apply our thinking and planning (Ajiileeh/lina) to our lives so that we can teach others (rhetorical context/audience awareness). From the north, where pollen was created, we will evaluate and reflect (Ajiilaah/Sihasin') on the events that started in the east and

assess the outcomes, and change our course of action for a better outcome (proofreading/revision/reflection).

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

Students with Disabilities: The Navajo Technical University Navajo Studies Department is committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability, or needs special accommodations should inform the instructor privately of such so that accommodations arrangement can be made. Students who need an accommodation should also contact the Academic Advisor or Academic Counselor at Chinle Instructional Site.