



Din4 Philosophy of Education

3 Credit Hour
NAVA 2240 6A

Spring 2022

Instructor: Carolyn R. Irvin

Class Location: Blackboard

Meeting Times: Monday: 6:00 – 8:40pm

Required Materials:

- 1) Holy Wind in Navajo Philosophy by Dr. James Kale McNeley.
- 2) The Scalpel and the Silver Bear by Lori Alvord, MD.
- 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:

Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented,

hands-on-learning environment based on the Diné cultural principles and language:

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

Course Description: This course explores the historical perspective and folklore of the early existence of Diné people. The course continues to explore the historical perspective and folklore of the early existence of the Diné people. The course includes an indepth look at the four principles of the Diné culture and how Diné philosophy reflects today's society.

NOTE: Schedule of Assignments/exams: TBA

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, collaborative activities and homework.

The purpose of this course is: 1) to prepare students with ways to expand and extend from Baanits7dz7kees, Baayaji[t7, Ajiil44h, Ajiilaa (BBAA) knowledge into western curriculum; 2) to apply analytical skills of the methodology Baanits7dz7kees, Baayaji[t7, Ajiil44h, Ajiilaa and interpret meaning into Diné cultural principles: *Nitsáhákees, Nahátá, Īina, Sihasin (NNIS).*3) to provide students with an introduction to acquire unique perspectives that support

methods and techniques that are proper and appropriate to enhance classroom implementation of both BBAA and NNIS.

COURSE GOALS AS RELATED TO MISSION STATEMENT:

This course serves as an introduction of the basic nature of Din4 Philosophy of Education (DPE) in terms of how the structure, order, principles, and processes can be used to develop basic implementation strategies which will facilitate the Din4 (Navajo) perspectives in effective teachings and learning and how these perspectives can be strengthened, to improve understanding and application of DPE for NTU faculty/staff and students.

Course Outcomes

Upon satisfactory completion of the course, the students will be able to:

Goal I: Develop the ability to reason and argue philosophically using Din4 Philosophy; students will develop the skills and disposition of analysis and argument

Objectives:

1. Apply the basic skills of critical thinking in particular argument analysis, and fundamental problems in Din4 Philosophy.
2. Be able to write a coherent essay, reflection and/or research paper analyzing, assessing and constructing cogent arguments for and/or against Din4 Philosophical positions.
3. Apply the basic skills of oral communication through active well-reasoned Din4 Philosophical dialogue in classroom discussion.

Goal 2: Challenge students to question deeply held beliefs regarding the fundamental Din4 philosophical issues of knowledge, reality and values/ethics. Develop an ability to address educational and societal issues of the Din4 (Navajo) through parallel and or integrated academic courses using interdisciplinary, holistic teaching, learning methods and techniques.

Objectives:

1. Recognize assumptions and beliefs which determine one's own philosophical perspective
2. Recognize and accurately describe the underlying assumptions and beliefs in some central Din4 philosophical traditions. Comprehend the application process of BBAA and NNIS from the Din4 (Navajo) traditional perspective.
3. Distinguish questions of knowledge (epistemology) from questions of reality (metaphysics) in Din4 philosophy.
4. Distinguish issues of faith from knowledge claims in Din4 philosophy
5. Distinguish questions of fact or Din4 philosophy from questions of values

Goal 3: Introduce students to some of the major traditions of Din4 philosophical teaching and analysis from oral stories of Din4 Elders and a traditional practitioner.

Objectives:

1. Accurately describe the teachings and arguments of Din4 philosophical traditions. Appraise the significance of Din4 Traditional stories to contemporary life today.
2. Be able to locate these traditions within the wider context of the history of idea (Describe how a particular Din4 philosophical tradition developed within the context of a particular historical period)
3. Cogently compare and discuss contrasting views in some area (s) of Din4 philosophy. Maintain ability to learn cross-cultural research strategy and to be able to build upon such findings to improve understanding and application of the NNIS paradigm.

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 (4)/Reflections (4)	30%
Quiz/Assessments	10%
<u>Final Project and Essay</u>	<u>30%</u>
TOTAL	100%

COURSE MEASUREMENTS:

Complete reading assignments, homework assignments, exams, projects, research and assessments.

Grading Policy

Each student must do his or her own homework and story studies. Discussion among students on homework and stories is encouraged for clarification of assignments. Students must do their own work on the homework and exam. Cheating and Plagiarism are strictly forbidden. Cheating includes but is not limited to: plagiarism, submission of work that is not the student's own, submission or use of falsified data, unauthorized access to exam or assignment, use of unauthorized material during an exam, supplying or communicating unauthorized information for an assignment or exam.

Participation

Students are expected to attend and participate in all class activities- as listed above, as it is 30% of the grade. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

REQUIREMENTS: Students are required to:

- Attend class
- Participate in class discussion.
- Participate in group projects/activities
- Attend and participate in Din4tah Trip (IF approved by Administrators)
- Develop a comprehensive study for an individual project and research using the NNIS implementation framework and strategy.
- Final presentation of comprehensive study
- Turn in all required class assignment.

Course Policies:

Students will be evaluated on the course objectives using written assignments/reflection papers, participate in class assignments/discussions, present final class project with an essay, and attend all classes.

Reading Assignment's –

Students must Read ALL assignments and will **be prepared for class.**

Writing Assignments:

You will be required to submit (4) reflection papers, (3) essay and (1) final research paper relevant to Navajo /Dine teachings based on oral or prehistoric topic based on lectures and reading. 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.***

*****All writing assignment's that are to be handed in must be typed, double spaced in 12 point type, using Microsoft Word.*****

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

**SUBMIT ALL ASSIGNMENTS TO: cirvin@navajotech.edu
OR cirvin@chinleusd.k12.az.us**

Quiz/Assessments:

1. There will be two assessments (pre/post).
2. There will be (2) quizzes during the semester.
3. 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.

Cell phone and head phone use

BEFORE coming to class:

1. ***Please*** turn cell phones off or place them on silent
2. Also, headphones are to be removed before coming to class.
3. ***Keep phone off and “OUT OF SIGHT”!***

Exercising cell phone use courtesy is appreciated by both the instructor and classmates

Attendance Policy:

Students are expected to regularly attend all classes for which they are registered. 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 his/her responsibility to complete all course work by the 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.

** **Recommend** that each student exchange phone numbers with one other student in class for information, class note sharing, and studying.

Instructor will drop students from the class after three (3) consecutive absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Lateness:

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

Study Time:

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

For every credit hour spent in a class, a student is expected to spend two hours (2) outside of class studying the course materials.

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

For a hybrid or blended course of one (1) credit hour, a student is expected to spend three (3) hours per week studying the 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.

Diné Philosophy of Learning:

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.

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.

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.

Students with Disabilities:

The Navajo Technical University and Navajo Studies Department are committed to serving all enrolled students in a non-discriminatory and accommodating manner in accordance with the Americans with Disabilities Act of 1990(ADA) and Section 504 of the Rehabilitation Act of 1973. 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. Qualified students with disabilities should discuss their needs with the Disability Accommodations Specialist in order to receive reasonable accommodations. Students who need an accommodation should first contact the Academic Advisor, the Academic Counselor at the Chinle Instructional site. Referral arrangements are made by Counselor, Crownpoint Campus contact at (505) 786-4138.