

Navajo Culture, Language, & Learning
EDA 591
Arizona State University
College of Education
Fall 2006

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DAYS: Saturdays and Sundays, 9:00am – 5:00pm
DATES: October 7, 8; October 28, 29; November 11, 12

Course Description

In this course, students will be asked to re-visit their understanding of language and culture, and examine them as a means of communication among people who have differences in ethnicity, age, gender, social status, religious beliefs, etc. The interwoven relationships of language, culture and identity will be explored as it is reflected in the ongoing personal and professional relationships in educational settings. The student in this course will be asked to take on roles of philosopher, researcher, and construction worker who critically examines discourse and interactions of individuals to find ways to better understand and apply these concepts in her/his everyday experiences as a leader in the intercultural setting of preK-12 schools. The question of a monolithic Navajo culture and one standard language (English or Navajo) will be examined.

This course is one in a series tied to a Mission for this Master's degree.

The mission of the Master's degree program in Education Administration and Supervision, a collaborative effort between Diné College and Arizona State University is to help educators assume leadership and administrative roles in the development of linguistically and culturally appropriate schooling for preK-12 Navajo learners.

Our Four Goals

I. Students will articulate and apply Leadership Strategies to support preK-12 Navajo Learners.

- **Nitsáhákees:** Students are developing knowledge in leadership strategies necessary for administration for preK-12 settings.
- **Nahat'á:** Students are organizing and planning their time and materials to ensure they are gaining leadership strategies.
- **Iiná:** Students are applying knowledge in leadership strategies so they can be confident as administrators.
- **Siihasin:** Students are engaging, assessing, and reflecting upon their knowledge of leadership strategies appropriate for preK-12 settings.

II. Students will utilize Diné Language and Culture to support preK-12 Navajo Learners.

- **Nitsáhákees:** Students are developing knowledge in strategies necessary to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Nahat'á:** Students are organizing and planning their time and materials to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Iiná:** Students are applying knowledge to include Navajo language and culture as administrators for Navajo preK-12 schools.
- **Siihasin:** Students are engaging, assessing, and reflecting upon inclusion of Navajo language and culture as administrators for Navajo preK-12 schools.

III. Students will engage Family and Communities to support preK-12 Navajo Learners.

- **Nitsáhákees:** Students are developing knowledge in strategies to engage families and communities as administrators for Navajo preK-12 schools.
- **Nahat'á:** Students are organizing and planning their time and materials to engage families and communities as administrators for Navajo preK-12 schools.
- **Iiná:** Students are applying knowledge to engage families and communities as administrators for Navajo preK-12 schools.
- **Siihasin:** Students are engaging, assessing, and reflect upon inclusion of families and communities as administrators for Navajo preK-12 schools.

IV. Students will articulate and put into action a Strong Commitment to Learning.

- **Nitsáhákees:** Students are developing knowledge in strategies to create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.
- **Nahat'á:** Students are organizing and planning their time and materials create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.
- **Iiná:** Students are applying knowledge to create and maintain a strong commitment to learning as administrators for Navajo preK-12 schools.
- **Siihasin:** Students are engaging, assessing, and reflect upon articulating and maintaining a strong commitment to learning as administrators for Navajo preK-12 schools.

WORK EXPECTATIONS: Successful work in this course consists of attendance, participation, and completion of written assignments. Attendance in each class is expected. Meeting standards as set in the Spring 2006 course will continue:

Written material submitted should clearly be worthy of graduate level work. The following criteria will be used for grading all papers: 1) Content—clearly stated ideas, soundly argued

and supported with examples from literature including citations, presentations and discussions, 2) Organization—papers should “flow” and be well organized, 3) Structure—papers should be carefully reviewed for academic English, spell checked, etc. All students are strongly advised to read, and comply with university and school policies on attribution of sources and plagiarism in all written assignments.

Participation will be based on three criteria: 1) your contribution to other people’s learning, 2) clarity and originality of your contribution, and 3) your willingness to take responsibility for making the class discussion work.

Grade Distribution

Written Assignments	50%
Attendance/Participation	30%
Final Project	20%

READINGS:

Initial Readings:

Escobar-Ortloff, Luz Marina & Ortloff, Warren G. (2003) *A Cultural Challenge for School Administrators* . Intercultural Education, Vol. 14, No. 3, September.

Agar, Michael. (2002). *Understanding the Culture of Conversation*. New York: Perennial.

Subsequent Readings and guides will be provided by the instructor through the NSAPP website.
