

NAVAJO EXPRESSIVE CULTURE (MUS 436/536, NATV 450, ANTH 530)

Fall 2014, University of New Mexico Department of Music

Dr. Kristina Jacobsen-Bia (“Buy-ah”)

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Office Location: Hokona Hall (Zuni) 307

Office Hours: Wednesdays: 11-1

Directly after class

Tuesdays 3-4

For all office hours, **please email/talk to me** in advance to let me know you are coming so I can put you in my schedule

Office Phone: 505-277-1829

Course Meeting Time and Location: Tuesday/Thursday, 11-12:15, Center for the Arts 1108

Course Graduate Assistant: Leslie Maggie

Graduate Assistant Email: maggiln@unm.edu

Course Description

This class uses expressive cultural practices (music, verbal art, photography, dance, radio, filmmaking, comedy, weaving, fiction) to examine contemporary experience of Diné (Navajo) peoples. Featuring weekly guest speakers, this course will be discussion-based. Readings will be drawn from ethnomusicology, anthropology, Native American Studies and media studies, and assignments will include weekly written responses and attendance at off-campus, community-based events.

Learning objectives

By the end of this course, students will be able to

- Demonstrate a knowledge of the diversity and complexity of contemporary Diné peoples, their language and forms of self-governance
- Gain a basic understanding of Native American history and major events shaping governmental policy as it relates to Diné peoples
- Demonstrate familiarity with key contemporary issues facing Diné communities today
- Demonstrate a working knowledge of aesthetics and expressive culture as it pertains to Diné peoples
- Develop reading, writing and critical thinking skills
- Articulate political limitations of materials covered to address social issues and ethical questions that can apply to other contexts

Required Textbooks

Three required textbooks are available for purchase in the UNM bookstore:

From the Glittering World: A Navajo Story. Irvin Morris. University of Oklahoma Press, 1997.

Sáanii Dahataa! (The Women Are Singing). Luci Tapahonso. University of Arizona Press. 1993.

Diné Perspectives: Reclaiming and Revitalizing Navajo Thought. University of Arizona Press. 2014.

Required Listening

All required class listening is available on unmc e-reserves.

Required Films

All required class films are available on reserve at Zimmerman Library or via streaming on UNM Learn. In rare cases, films will be unstreamable and you will need to watch the hard copy on reserve at Zimmerman.

Course Material Availability

All course materials are also available on 2-hour reserve at Zimmerman Library. This means that materials cannot leave the library, but you may use them on site and make scans/photocopies of readings. All other readings will be made available in your course shell on UNM Learn. In accordance with Zimmerman policy, you are also welcome to burn class listening materials from the library for educational purposes.

Distribution of grades:

Undergraduate Students may earn up to a total of 1150 points

Graduate Students earn up to 1450 points

Attendance.....	10% (100 points; 3.5 points earned per class fully attended)
Weekly Response Papers/Discussion Board Posts.....	30% (300 points; 25 pts, each, due Mondays at 10 a.m.)
Contemporary Issues Journal.....	20% (300 points, due 12/02, in class)
Class Participation.....	20% (up to 200 points)
Discretionary Points for Insightful Class Discussion, Emails to Professor, and Office Hour visits.....	5% (up to 50 points)
Navajo Nation Map Quiz.....	10% (100 points)
In-class syllabus quiz.....	1% (10 points)

Final Research Paper (graduate students, only).....(300 points, due 12/11)

Class Participation

Active participation is an essential component of this course, since you will learn more if you are actively rather than passively engaged in the class. **All ideas, comments, and questions are welcome in my classroom so long as they are expressed respectfully.** Some students are more comfortable speaking up in class than others. If you are a quiet student, try coming to class with a specific comment or question or coming to office hours to talk to me one-on-one. If you tend to talk a lot in class, please be aware of your fellow students, who may feel intimidated or overwhelmed by their more talkative classmates. While talking is an important part of participation, so is *listening*. You need to balance the two. Points may be also be deducted for talking too much/dominating class discussion.

As part of your discussion grade, you will also be asked to lead class discussion at least once (maybe more). Discussion leaders prepare by: doing the assigned readings, coming to class with thoughts, questions and opinions about that reading, and actively participating in class discussion on the given discussion day.

Response Papers and Discussion Board Posts

Response papers and/or discussion board posts will be required for each assigned reading, film and/or set of listening assignments every Monday at 10 a.m., on UNM Learn, beginning in **Week 2 of the semester.**

Response papers should be based on all readings assigned in advance of that week (so, for example, if a reading is assigned for Tuesday, September 3 and Thursday, September 5th, you would write and upload a

response paper based on those readings on Monday, September 2nd by 10 a.m.). Posts should be copied and pasted into the main Unm Learn window, not uploaded as attachments, please.

Standard good writing and critical thinking skills are expected. Grading will be: A for excellent work, B for satisfactory work, C for less than satisfactory work, D for unsatisfactory work, F for incomplete work, and 0 for not-handed-in work. **You will write a total of 13 response papers and/or discussion board posts.** At the end of the semester, the lowest grade will be dropped, so your grade will be based on your 12 best response papers and/or posts. 2 pages, or 500 words, minimum. I may on occasion give you more structured questions to address for given readings, but if I don't, do the following:

Write at least one substantive paragraph of summary for each reading, film or set of songs (or each chapter, if multiple chapters are assigned)

Write at least one substantive paragraph *per reading* (one per source even if multiple chapters are assigned) about a point that catches your interest (it may be a minor one). Try especially to connect this to your own interests and life experience wherever possible.

Please check UNM learn folder, "Exemplary Response Papers," for examples of successful response papers written for my other classes.

For posts, you need to: create your own thread by posting a short observation on the assigned materials and respond to at least two other posts to receive credit.

Musicology Colloquium Series: Extra Credit Opportunity

While in general I don't offer extra credit, there are a few exceptions. If at all possible, I would love for you to attend the talk by David Samuels on 10/02 as part of the Musicology Colloquium Series. Colloquia will always be held from 2-3:30 on Thursdays, and Dr. Samuels' talk will take place in the Waters Room in Zimmerman Library (first floor, next to the Center for Southwest Research). You can receive extra credit for completing a brief, one-page writeup on his talk and submitting it via UNM Learn by 10/09.

First Navajo Nation Film Festival

Attend the Navajo Nation Film Festival in Window Rock, AZ, on September 4-5 (but leave after class ☺). Briefly share your experience with the class on the following Tuesday, and you can then receive extra credit for attending this event. Event will take place at the Navajo Nation Museum.

Contemporary Issues Journal

In lieu of exams, you will write a contemporary issues journal for this class. The journal will be comprised of six entries, and at least two entries must cover articles from the main Navajo newspaper, *The Navajo Times*. At least one entry also needs to cover the upcoming Navajo Nation Presidential election. Other entries will center around forms of expressive culture produced Diné peoples **within the last ten years** (2004 or later). You will present on **one** of your six entries on the second-to-last day of class.

Graduate Students: Research Paper

As per UNM policy, graduate students are expected to complete 30% more work than undergraduates taking the same class. Most notably, graduate students will be asked to write a final, 12-15 page research paper on a topic of their choice, due as a Microsoft Word file, uploaded to UNM Learn during finals week on Thursday 12/11, 5 pm. **Topics should be chosen in consultation with the instructor.** For assistance with the bibliography, please visit Paulita Aguilar on the second floor of Zimmerman with the Indigenous Nations Library Program (INLP).

There are no Ds for graduate students for final grades, so all final grades lower than 70.0% for graduate students will (unfortunately) be Fs. Graduate students will give a brief presentation of their paper topic in lieu of presenting on their Contemporary Issues Journals.

Extra Credit

In general, I don't give extra credit, as I'd prefer you stay on top of material, now, rather than dig yourself out of a hole, later.

Course Graduate Assistant

You have an excellent resource in our course GA, who is a graduate student in Musicology. After you have consulted your syllabus, please use her expertise and email her first for all things pertaining to UNM Learn and course logistics. Please email me regarding questions pertaining to course content.

POLICIES AND GUIDELINES

How to succeed in this class

- A rule of thumb: the more you put into a class, the more you will get out of it.
- Do all the reading, actively engaging with each text. A large portion of what we will do in this class involves reading and listening, and I expect you to take your role as a reader and listener seriously. If you do not understand a text, or just want to discuss it further, ask questions in class or come talk to me.
- Come to every class and arrive on time. Class attendance is required (see attendance policy). Lectures and class discussions are a central component of the class, and you will miss a lot if you are not in class.
- Participate in class. Ask questions, express your ideas, actively listen to what your classmates have to say (see participation guidelines).
- Put an effort into your written assignments. Review readings, study, plan, outline, revise, proofread, go to the writing center—all of this will help you. If you wait until the last minute to do an assignment, it will probably show.
- Come to office hours. One-on-one meetings can be very beneficial to students. We can talk about problems you are having, things you do not understand, topics that interest you, assignments, time management, other classes, and personal issues.
- Communicate with me. Many personal and academic problems can be resolved if you are forthright about them. Talk to me after class, send me an e-mail, call me, come to office hours. If you are having a problem, the sooner you talk to me about it the better. The longer you wait, the less I will be able to help you.
- Take advantage of other resources at UNM. Make an appointment with the Writing Center at CAPS/Zimmerman Library, available for both graduate and undergraduate students. CAPS writing tutors are available to help out any stage of the writing process, from drafting to final editing. Register for CAPS on the third floor of Zimmerman Library. Individual appointments can be made by calling CAPS at 277-7205. The Writing Drop-In Lab is available from 12 p.m. to 4 p.m., Monday-Saturday at Zimmerman Library and from 6 p.m. to 10 p.m. Monday to Thursday at the LoboLab in the SUB. Please visit <http://caps.unm.edu/writing> for the most current info on hours and locations.
- Ask a reference librarian to help you with library research, or talk to a counselor or your advisor if you need help.

Attendance

Students are required to attend every class, to be on time, to come to class prepared (having read all assigned readings), and to participate actively in classroom discussion. Bring your books with you to class as we will often refer to specific passages in the course of lectures, listening and discussion. You will earn 3.5 attendance points for each class period fully attended, totaling 100 points if you attend all 29 class sessions. After three classes missed, I will deduct ten (10) points from your total grade for each additional class missed. **Students who miss six classes, or enrolled students who miss the first three classes of the semester, will be administratively withdrawn from the course.** Students on academic probation are not allowed *any* unexcused absences. Missed papers or quizzes cannot be made up.

The following is a comprehensive list of excused absences. If you show me the proper documentation and are given an excused absence, this means that I will not deduct participation points from your grade upon the third absence (3.5 points for the missed class would still apply).

Illness or medical procedure (doctor's note required)

Legal proceedings (dated court papers required)

School event (notification from another professor or school administrator required)

Car problems (dated receipt from mechanic required)

Family emergencies (documentation required from a family member)

Religious holidays (dated documentation from religious leader required)

Credit

This is a 3 credit course, which means that you are expected to spend 9 hours per week on this class (at UNM, students are awarded one credit for every three hours they spend on course work). You will only spend 2.5 hours in class each week; the remaining 6.5 hours will involve work outside of class.

Cell phones and laptop computers

Screens often impede human connection and communication. For this reason, **this is a screens free class**. Please turn your cell phone off before class begins. Ringing phones are very distracting and disrespectful. Text messaging is not allowed during class. Except in the case of a documented disability, computers and ipads are also not permitted in class. Please plan to take notes longhand.

Communicating with your professors (or employers) via e-mail

This is a tip rather than a policy. Students convey respect, maturity, and professionalism when they use upper and lower case letters in e-mails, include greetings (something other than just “hey”), use correct punctuation, and write more formally than they would when text messaging friends. Please also note, when I am not teaching, I am co-running a ranch in Arizona; therefore **I do not check email on weekends**, i.e. between 5 pm, Friday-8 am Monday morning.

Grading

I work hard to be fair and open in my grading, and am happy to discuss grades with students at any time. Each assignment prompt will include a grading rubric that explains how I will evaluate your work. Keep the rubric in mind as you’re completing the assignment, and try scoring your own work before you turn it in to identify weak areas. If you have questions about grading rubrics, please ask! Each assignment will be scored on a point system, and your grade will be the percentage of points you earned. Finally, I will convert your average back into a letter grade using these ranges:

93–100 = A	87–89 = B+	80–82 = B-	73–76 = C	67–69 = D+	60–62 = D-
90–92 = A-	83–86 = B	77–79 = C+	70–72 = C-	63–66 = D	0–59 = F

Assignment extensions, paper rewrites and makeup work

I typically do not allow students to rewrite papers (except when multiple the drafts are required), or allow students to make up work they have missed. I prefer that you focus on the work that is assigned to you up front rather than try to dig yourself out of a hole late in the semester.

Dr. Jacobsen-Bia's Pet Peeves

- Asking questions about material already clearly stated in the syllabus.

Clarification questions about an assignment are of course welcome, but always consult your syllabus, first.

- "Grade grubbing" (a.k.a., soliciting for a grade you did not earn): please do not tell me that you "have" to earn an A, B, etc. for my class. If you really need to earn a certain grade, then please plan to earn that grade by doing the work, coming to class, asking difficult questions and demonstrating investment in the course.
- Asking to leave class early/arrive late due to a performance-related activity (music students). I value your time and expect you to value mine/ours. If you need to leave early or arrive late on a one-time basis, that is your decision and I do appreciate you telling me in advance. However, these will be considered as tardies and attendance points will be deducted as they would for any other late student.

Academic integrity

Integrity is of utmost importance in academia, and I take UNM's Honor Code very seriously. Please familiarize yourself with the section entitled "Academic Dishonesty" in the UNM catalog (<http://dos.unm.edu/student-conduct/academic-integrityhonesty.html>), which discusses academic integrity and specific academic violations (including plagiarism).

Plagiarism is one of the worst offenses you can commit as a student and scholar. According to the UNM catalog, plagiarism means "dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records." If you do not know what "appropriate acknowledgement" means, ask. Ignorance is not an excuse. Basically, you need to make it clear when the words or ideas you are presenting are not your own (to give credit where credit is due). Students who plagiarize someone else's work will automatically fail the assignment and may be required to redo the assignment to the instructor's satisfaction. In addition, I will report the incident to the Dean of Students, who may impose more severe sanctions based on the student's academic record. If you are in trouble and think that copying someone else's work is the solution, I urge you to consider the consequences first. Instead of committing plagiarism, come talk to me about your situation; we can probably work something out. As a last resort, simply not turning in an assignment is better than plagiarizing. You will fail in either case, but the consequences for plagiarism are much more severe and enduring. Please review these helpful web sites on plagiarism: <http://writing.mit.edu/wcc/avoidingplagiarism> and <http://libguides.usc.edu/content.php?pid=83009&sid=616087>

Accommodations for students with special needs

UNM complies with the Americans with Disabilities Act by providing a process for disclosing disabilities and arranging for reasonable accommodations. If you have a documented disability, you can arrange for accommodations by contacting the Accessibility Resource Center (<http://as2.unm.edu/>) at jegreen@unm.edu (e-mail) or calling 505-277-3506. Students needing academic accommodations are required to register with the ARC and provide required disability related documentation. Although you may request an accommodation at any time, in order for the ARC to best meet your individual needs, you are urged to register and submit necessary documentation 8 weeks prior to the time you wish to receive accommodations. Concerns or questions related to the accessibility of programs and facilities at UNM may be brought to the attention of the

ARC or the Office of Equal Opportunity-Affirmative Action (http://www.unm.edu/~oeounm/affirmative_action/) (phone: 277-5251). It is the student's choice to disclose difference/disability information to individual instructors. However, only students who provide their instructors with an Accommodations Agreement can receive accommodations.

Sensitive Course Materials

Material in this course may be sensitive for some of you, and I encourage you to stay with the process and the discomfort that getting outside your comfort zone can create. This can hold especially true for courses such as this which examine Native American history, the legacies of colonialism, and contemporary race relations and cultural politics in the Southwest. UNM supports this exploration as a way to further your critical thinking as students. As University policy states:

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs.” Students are especially encouraged to discuss these matters with faculty on the first day of class but are also always welcome to do so at any point during the semester.

While I have tried to create a syllabus sensitive to traditional Diné worldviews—for example, no human remains will be shown in class and we won't be looking at Coyote stories until after it's frosted—I also make mistakes and am learning about Diné culture as I go. If something about the material makes you uncomfortable, please pull me aside and let me know or email me. With this said, if everyone does look ok to you, please also look through the assignment schedule in advance and seek the protection (spiritual, mental, physical) you might need to succeed in the course.

Problems Using UNM Learn

Please ensure that you can use UNM Learn successfully. If you have any problems using UNM Learn, your first line of contact should be the Technical Support at UNM Learn, which is open Monday-Friday 8-5 at 505-277-0857, to assist you with such issues. Please visit the “support” tab in your UNM Learn shell, located in the upper right hand corner when you are at the home location, for any/all support related issues. Also note that I do not check UNM Learn messages on a regular basis; rather, my unum email should be used, instead.

Exceptions to these policies

I do not make exceptions to these policies except in very rare situations such as medical or family emergencies when the circumstances are severe and beyond a student's control *and* when the student has demonstrated responsibility and communicated with me as early as possible. Policies are only fair if they are applied consistently and evenly and everyone knows what they are. If I make an exception for you under normal circumstances, it is not fair to other students, who may have also benefited from the same exception. Please do not ask for exceptions unless you find yourself in an emergency situation (in which case I will be happy to work with you). Instead, I encourage you to plan ahead and communicate with me about problems you see coming (such as work piling up around deadlines or exams).

Films we will watch all or part of in this course:

The 5th World (Blackhorse Lowe) (75 minutes)
Horse You See (Melissa Henry) (7 minutes, 32 seconds)
Run Red Walk (Melissa Henry) (
The Return of Navajo Boy (Jeff Spitz/Bennie Klain, 52 minutes)
Weaving Worlds (Bennie Klain) (57 minutes)
A Return Home (Ramona Emerson) (31 minutes)
Opal (Ramona Emerson)
Between Two Worlds (Ramona Emerson) (4 minutes, 32 seconds)
Buried Country (74 minutes)
Navajo Film Themselves (1966; 7 short documentary films by different Diné filmmakers)
Hearing Radmilla

Up Heartbreak Hill
Racing the Rez
The 6th World (Nanobah Becker, part of TV Series, "Future States": 15 minutes)
Reel Injun (75 minutes)

All readings are required, and you should always bring your assigned reading to class. Note that the definitive syllabus is always the one on UNM Learn, and I reserve the right to modify or change the schedule throughout the semester.

Abbreviations:

DPNT=*Diné Perspectives on Navajo Thought*

SD=*Sáanii Dahataal*

FGW=*From the Glittering World*

Week 1: Course Introduction; Federal Indian Policy

T 8/19 Class introductions, syllabus, class expectations, notecards
Show: "Hitler Reacts to Getting Banned from the Navajo Nation"
<https://www.youtube.com/watch?v=SPh4u06Sujc>

Th 8/21 Reading: Read the entire syllabus
Class Lecture: federal Indian policy
[Take syllabus quiz](#)

Week 2: Federal Indian Policy and Diné Creation Scriptures and Journey Narratives

T 8/26 Reading: Irvin Morris, Chapter 1, "Haajinéí/The Emergence", pp. 3-16, *FGW*
Viewing (on your own): *The 5th World* (Blackhorse Lowe)

Th 8/28 Reading: Yolynda Begay, "Historic and Demographic Changes That Impact the Future of the Diné" in *DPNT*
[Handout Study Guide for Map Quiz](#)

[First Response Paper due 8/25, 10 a.m. on UNM Learn \(upload to Week 1 Readings Folder\)](#)

Week 3: The Long Walk, Livestock Reduction, and Uranium Mining

T 9/02 Reading: excerpt from Paul Zolbrod's *Diné Bahane'*, "The Separation of the Sexes," pp. 55-70
(UNM Learn, Week 3 Readings Folder)
Reading: *SD*, "In 1864"
Viewing: *Sun Kissed*

Th 9/04 Reading: 3 short stories (Austin, Gorman and Cook) from Roessel & Johnson's *Navajo Livestock Reduction: A National Disgrace*
Viewing: *The Return of Navajo Boy*
Studying: Map Quiz

[Response Paper due by 10 a.m. on UNM Learn \(upload to Week 2 Readings Folder\)](#)

Week 4: Gendered Identities and Gender Roles

T 9/09 Reading: Jennifer Nez Denetdale, "Chairmen, Presidents, and Princesses: The Navajo Nation, Presidents, and Princesses," *Wicazo Sa Review*, 2006.
Viewing: *Two Spirits*

Th 9/11 Reading: Lloyd Lee, "Gender, Navajo leadership and "Retrospective Falsification," *AlterNative*, 2012.
Studying: Map Quiz

Guest Speaker, Dr. Lloyd Lee, to class

Discussion Board Post due by 10 a.m. on UNM Learn

Week 5: Diné Tribal Government and Tribal Sovereignty

T 9/16 Reading: Raymond D. Austin, *Navajo Courts and Navajo Common Law*, Chapter 1, pp. 1-37 (available as an e-book through unm libraries)
Reading: Rebecca Tsosie in Thorson, Britton & Colby 2006, "Tribal Sovereignty and Intergovernmental Cooperation"
Take Map Quiz: 30 minutes

Th 9/18 **Guest Speaker, Navajo Nation Presidential Candidate, Moroni Benally** (Sweetwater Chapter), to class (<http://moronibenally.com/>)

Response Paper due by 10 a.m. on UNM Learn

Week 6: Poetry

T 9/23 Reading: Anthony Webster, "The Validity of Navajo Is in Its Sounds: On Hymes, Navajo Poetry, Punning, and the Recognition of Voice," *Journal of Folklore Research*, 2013.
Reading: Rex Lee Jim (Navajo Nation Vice President), excerpts from "Táá Kóó Diné: A Trilingual Poetry Collection in Navajo, Irish and English)

All Students: Pass out Assignment for Contemporary Issues Journals
Graduate Students, only: Pass out Rubric for Final Paper Abstract and Bibliography (10 sources, minimum)

Th 9/25 Reading: SD, "Hills Brothers Coffee," "Raisin Eyes," "Leda and the Cowboy" and 1 poem of your choice
Viewing: *Drunktown's Finest*

Response Paper due by 10 a.m. on UNM Learn

Week 7: Popular Music (Western Apache)

T 9/30 Reading: Introduction (pp. 1-37) and Chapter 7 (pp. 200-231), David Samuels, *Putting a Song on Top of It: Expression and Identity on the San Carlos Apache Reservation*

Th 10/02 **Guest Speaker Dr. David Samuels, New York University, to class**

Response Paper due by 10 a.m. on UNM Learn

Week 8: Popular Music (Diné)

T 10/07 Reading: McAllester & Mitchell, "Navajo Music," in *Handbook of North American Indians: Southwest*, edited by Alfonso Ortiz, 1983.
Listening: Jay Begaye, Nat'áanii Means, Navajo Sundowners, Razor Saltboy, Aces Wild, Chucki Begay and Mother Earth Blues

Mid-Semester Instructor Evaluations: Last 15 minutes of class

Th 10/09 **No Class, Fall Break!**

DISCUSSION BOARD Post due by 10 a.m. on UNM Learn

Week 9: Photography

- T 10/14 Reading: James C. Faris, "The Navajo Photography of Edward S. Curtis." *History of Photography*, 1993.
Viewing: Edward S. Curtis, photo essay, "The Navaho" (on reserve at Zimmerman Library):
select two photos for response paper
Viewing: Don James' photo essay, *One Nation, One Year* (on reserve at Zimmerman Library):
select two photos for response paper

Th 10/16 **Guest Speaker, Don James (Baca/Prewitt Chapters), Staff Photographer for *Albuquerque the Magazine*, to class**

Graduate Students: final paper abstracts and bibliographies due 10/13, 10 a.m.
Response Paper due by 10 a.m. on UNM Learn

Week 10: Film

T 10/21 **Reader's Choice (select one)**

Reading: Leighton Peterson, "Reclaiming Diné Film: Visual Sovereignty and the Return of *Navajo Film Themselves*." *Visual Anthropology Review*, 2013.

OR

Reading: "The New Navajo Cinema: Cinema and Nation in the Indigenous Southwest," *The Velvet Light Trap*, pp. 50-61, 2010.

Viewing: 1) *Reel Injun* (Neil Diamond), 2) *Navajo Film Themselves* 3) *The 6th World* (Nanobah Becker): view *The 6th World* at https://www.youtube.com/watch?v=7f4Jm0y_iLk

Th 10/23 **Guest Speaker and L.A.-based filmmaker, Nanobah Becker, to class**

Response Paper due by 10 a.m. on UNM Learn

Week 11: Blood Quantum

- T 10/28 Reading: Strong & Van Winkle, "Indian Blood:" Reflections on the Reckoning and Refiguring of Native North American Identity." *Cultural Anthropology*, 1996.
Reading: Paul Spruhan, "The Origins, Current Status, and Future Prospects of Blood Quantum as the Definition of Membership in the Navajo Nation." *Tribal Law Journal*, 2007.
Viewing: *Club Native: How Thick Is Your Blood?*

Th 10/30 **Guest Speaker, Dr. Kerry Thompson (Leupp Chapter) of Northern Arizona University to class**

Response Paper due by 10 a.m. on UNM Learn

Week 12: Racial Identity, Phenotype and Belonging

- T 11/04 Listening: Radmilla Cody, selected songs from *Shí Kéyah* (My Land/My Country)

Reading: Jacobsen-Bia, "Radmilla's Voice: Music Genre, Blood Quantum and Belonging on the Navajo Nation," *Cultural Anthropology* 2014.
Viewing: *Miss Navajo* (Billy Luther, 2007, 58 minutes)
Watch in class: *Hearing Radmilla*, trailer: <https://vimeo.com/13113380>

Th 11/06 Reading: Irvin Morris, Chapter TBA
Viewing: *Black Indians: An American Story* (Rich-Heape films; 60 minutes, 2004)

Response Paper due by 10 a.m. on UNM Learn

Week 13: Humor: Vincent Craig and Rodeo

T 11/11 Reading: Jacobsen-Bia: "Rita(hhh): Placemaking and Country Music on the Navajo Nation," *Ethnomusicology* 2009.
Listening: Comedian and Singer/Songwriter, Vincent Craig: 1) "Rita(hhhhh)," 2) "An O' Fender Song," 3) "Custer (In'din Version)," 4) "Thank God for Polyester," 5) "Do Navajos Ever Get the Blues?",

Viewing: Viewing: 1) "Rita(hhh) <https://www.youtube.com/watch?v=aTljyLqb6ns>
2) Romeo Tacheenie, "Hitler Reacts to Gallup Indian Medical Center" (GIMC): https://www.youtube.com/watch?v=Luk0g_-d81w

Th 11/11 Viewing: Devyn Dennison, "Indian Rodeo on the Navajo Nation," <https://vimeo.com/10780353>

Listening: Vincent Craig: 1) "The NN-AI and Me" 2) "Just a Rodeo Cowboy" 3) "The Legend of Ch'izhii"

Response Paper due by 10 a.m. on UNM Learn

Week 14: Diné Bizaad (The Navajo Language)

T 11/18 Reading: *DPNT*, Tiffany Lee, "If I Could Speak Navajo, I'd Definitely Speak It 24/7"
Listening/Practicing: Navajo Rosetta Stone, <http://navajorenaissance.angelfire.com/demo.html>
Lecture: the Navajo Sound System

Th 11/20 Practice: Navajo Language Introductions

Response Paper due by 10 a.m. on UNM Learn

Week 15: Diné Bizaad, cont...

T 11/25 Navajo Language Introductions, in class
[Final Instructor Evaluations, last 15 minutes of class](#)

Th 11/27 **NO CLASS; Thanksgiving Holiday!** (Yá'át'ééh Késhmish Yázhí)

DISCUSSION BOARD due by 10 a.m. on UNM Learn: Reflect on Navajo Language Study thus far

Week 16: Wrap Up and Course Conclusion

T 12/02 Contemporary Issues Journals and Final Paper Presentations

Th 12/04 **No Class; Instructor to present at American Anthropological Association Meetings in Washington, D.C.**

The End! I hope you learned a lot and have a great break!

Resources for Further Learning and Research:

navajotimes.com

www.ktnnonline.com

Radio Stations: KGAK (AM 1330), KNDN (AM 960), KYAT (FM 94.5)

nativeamericacalling.com

http://kunm.org/programs/singing-wire-0

Native American and Indigenous Studies Association (NAISA)

Navajo Studies Association

