

COMMUNITY: HOPI/NAVAJO

IDS 3531-101, 3 sh

Dr. Reichle, Dr. Ellen Carpenter trip co-leader.

Spring, 2006

Wed. 6-9.

Fee. In addition to Wed. evening classes, at the beginning of spring break we will fly to Albuquerque, rent vans and spend 8-9 days traveling and staying in Arizona and New Mexico, spending several nights at or near Dine College, Tsalie, Az. and camping in Canyon De Chelly, returning by plane from Albuquerque. Although this course is based on well grounded literature review, research and the instructor's experience with many trips, the teaching methods, in addition to the intellectual component, will include emotional and spiritual/intuitive components. Students are required to complete a statement agreeing to abide by appropriate "cultural etiquette" rules including proper dress on the reservations, (no nose rings, picture taking, etc.). In part, this course comes out of Dr.Reichle's experience as a doctoral student with Dorothea Leighton (THE NAVAHO) who lived with medicine people to explore how Navajos use ceremony for healing and his close association with Dr. Harvard Ayers and his southwest field experience classes.

COURSE OBJECTIVES:

By the end of the course the participants will be able to:

1. Identify the basic holistic health concepts of the Hopi, the Navajo, and the Zuni, identifying specifically the spiritual belief systems and their effects on overall health;
2. Compare and contrast the similarities and differences between each of these indigenous health concepts and between them and the health concepts dominant in American culture;
3. Identify, experience and enrich individual spiritual/intuitive belief systems;
4. Analyze and synthesize from readings and observations the components of the community building process;

5. Compare and contrast the intuitive styles of learning characteristic of Hopi and Navajo cultures with one another and with the formal styles of learning practiced by the majority of people from the dominant "Anglo" culture;

6. Identify, compare and contrast the characteristics of a Navajo family living pattern with families from the dominant culture;

7. Integrate materials from class readings, discussions, and the field trip, particularly being a minority in another culture, in a final comprehensive paper which documents all of the above objectives.

Objectives # 1, 2, 5, and 6 will be accomplished in part from the readings, lecture and class discussion, videos, interacting with speakers and the Henry family and students at Dine College, observation of Hopi and Navajo in their homeland, comparison of graffiti in different facilities. Objectives 3, 4, in addition to the above objectives will be accomplished in part by group discussion and completing a service project while camping in Canyon De Chelly.

ATTENDANCE POLICY: Students are expected to attend all classes, particularly because of trip preparation and the community building nature of the course. We may plan, as a community, to miss or change the class schedule to meet individual and group needs.

REQUIRED READINGS:

Arolnith, Wilson, Jr. NAVAJO HANDBOOK OF CUSTOMS. 1992. Dine College, formally Navajo Community College, updated annually. (We may see Wilson at Dine College as he is a major tribal educator).

Courlander, Harold. THE FOURTH WORLD OF THE HOPI. 1971. U. of New Mexico Press.

Hillerman, Tony. DARK WIND. 1982. Avon. (Of Hillerman's many mysteries based on his cultural studies, this was Robert Redford's first choice for a movie. It is about Hopi culture. The movie was never released to theaters because of the conflict within the Hopi tribe).

Optional.

Silko, Leslie Marmon. CEREMONY. 1977. Penguin.
THE classic Native writing - story within a story, within a story. Silko is native of the Laguna Pueblo along I-40 in New Mexico.

Waters, Frank. BOOK OF THE HOPI. 1977. Penguin. (Courlander and Waters lend historical perspective to the Hopi world).

Williams, Terry Tempest. PIECES OF WHITE SHELL. 1987. Penguin. (An anglo's reflections on Navajo culture).

A variety of articles.

Possible trip experiences: (Remembering Native Americans do not plan as those from the dominant culture do): Visit to Zuni Pueblo to view Alex Soweta's Kachina cycle paintings and hear stories of his culture as well as experience a tradational meal with Zuni's; Tour Hopi Mesas and speak with residents on First Mesa and visit with Tribal officals; Stay at or near Dine College and visit with Navajo faculty and students, participate in student organized ceremony; visit with Annie Kahn, Navajo herbalist and medicine women; hiking and overnight camping in Canyon De Chelly; traditional meal with Henry family in Chinle, Az. Visits to USPHS hospitals; USPHS clinics; reservation schools, weavers, etc., are also possible.

METHODS OF EVALUATION:

Book critiques (4) 40%

Article critiques - see weekly class schedule 10%

Journal and final paper 10 20 30%

Students are asked to make journal entries following each class and each day of the trip in order to have information for the final paper. The instructor does not read these unless requested but will see if regular entries are being made.

Class participation and contributing to the building of the class as a community 20%

100

HOPI/NAVAJO CLASS SCHEDULE WITH READINGS

The course begins with an introduction to other cultures followed by specific material on the Hopi and Navajo cultures with emphasis on health. Trip preparation and entering other cultures will complete the pre-spring break part of the course. During spring break we will travel in New Mexico and Arizona to these cultures, spending most of our time in the Chinle and Tsalie, Az. area. The trip experiences are designed to bombard us with cross-cultural experiences then having time alone in the Canyon to sort them out. Following the spring break trip will be processing of trip events and visits, readings about community, public/mental health issues, and student input from literature research and additional readings. Students and instructor will plan specific trip itinerary and additional readings from literature review. Students will share different readings and report to class. As appropriate, each class will end with a story, (an "adult" childrens story). The instructor will begin with RAINBOW CROW retold by Nancy Van Laan, ARROW TO THE SUN by Gerald McDermott, "The Porcupine Whose Name Didn't Matter" in Martin Bell's, THE WAY OF THE WOLF. Students will be encouraged to follow suit with other appropriate stories as the semester unfolds.

11 Jan. **Course Introduction.** Review of objectives, possible simulation game, story - The Rabbi's Gift from M. Scott Peck. THE DIFFERENT DRUM - Community Making and Peace. 1986. Simon & Schuster. Group boundary breaking experience.

18 Jan. **Culture and Health.** Introduction to other cultures. More boundary breaking community building questions. Trip planning. Story time.

READINGS:

1. Article, "The Great Pretenders, Further Reflections on White Shamanism" by Wendy Rose in THE STATE OF NATIVE AMERICA.
2. "Cultural Etiquette: A Guide", handout.
3. Review parts of THE REZ by Ian Frazier.
4. Raymond J. DeMallie and Alfonso Ortiz. NORTH AMERICAN INDIAN ANTHROPOLOGY: ESSAYS OF SOCIETY AND CULTURE. 1994.
5. Thomas E. Mails. DANCING IN THE PATHS OF ANCESTORS: THE CULTURE, CRAFTS AND CERAMICS OF THE HOPI, ZUNI, ACOMA, LAGUNA AND RIO GRANDE PUEBLO INDIANS OF YESTERDAY. 1999. Marloe & Co.
6. Article, Gary P. Ferraro. "Coping with Culture Shock" in THE CULTURAL DIMENSION OF INTERNATIONAL BUSINESS. 1998, 3rd Ed. Prentice Hall.

25 Jan. **Culture and Health.** Discussion of cross cultural

issues and reservation politics. Community building exercise and trip planning. Story time.

READINGS:

1. Silko's CEREMONY.
2. Dine College material on treaty history and violations (pamphlets).
3. A POLITICAL HISTORY OF THE NAVAJO TRIBE. Robert Young. 1978. Navajo Community College Press.
4. Appropriate material from NAVAJO TIMES.

Articles:

5. D. H. Begay & NC Maryboy. "The Whole Universe is my Cathedral: A Contemporary Navajo Spiritual Synthesis". Medical Anthropology Quarterly. 2000 Dec. 14 (4).
6. S. K. Cesario. "Care of the Native American Woman: Strategies for Practice, Education, and Research". J. Obstetric, Gyn. & Neonatal Nursing. 2001 Jan/Feb 30 (1).
7. David R. Hodge. "Spiritual Assessment: A Review of Major Qualitative Methods and a New Framework for Assessing Spirituality". SOCIAL WORK. July 2001. 46 (3).
8. J. R. Joe. "Out of Harmony: Health Problems and Young Native Americans". J. of American College Health Assn. 2001. Mar; 49(5).

1 Feb. **Hopi**. Review of Hopi (and Zuni) creation story and history. Show National Park Service 14 minute video on Hopi. "In Light of Reverence" video. Story time.

READINGS:

1. THE FOURTH WORLD OF THE HOPI. Courlander.
2. Frigout's "Hopi Ceremonial Organization".
3. THE VOICE OF THE GREAT SPIRIT - Prophecies of the Hopi Indians. Rudolf Kaiser. 1991. Shambhala.
4. "Zunis Mix Tribe Spirit with Icons of Church", New York Times, 29 Jan 95, p. 8.
5. Alfonso Ortiz. THE TEWA WORLD: SPACE, TIME, BEING, AND BECOMING IN A PUEBLO SOCIETY. 1974. U. of Chicago Press.
6. Peter M. Whitely. RETHINKING HOPI ETHNOGRAPHY. 1998. (Smithsonian series in ethnographic inquiry).

8 Feb. **Hopi**. Continue discussion of Hopi culture including Courlander and Waters material. Community building exercise and planning. Story time.

READINGS:

1. BOOK OF HE HOPI. Waters.
2. David M. Brugge. THE NAVAJO-HOPI LAND DISPUTE: AN AMERICAN TRAGEDY. 1999. U. of New Mexico Press.

15 Feb. **Navajo.** Current issues. National Park Service 16 minute video on The Navajo. Home made video, "Stories of the Canyon" about the people of Canyon De Chelly. Story time.

READINGS:

1. Wilson Arolnith (Dine College) articles.
2. Interview with former tribal Chairperson Peterson Zah handout, "Canoe Against the Mainstream".
3. "Navajo Times" material.
4. Suggested - NAVAJO HISTORY. Bill Acrey. 1988. Toohnii Press.
5. Sandra M. Pasqua, Stephen Begay. THE NAVAJO NATION (Native Peoples). 2000. School and Library Binding.
6. Article, E. L. Lewton & V. Bydone. "Identity and Healing in Three Navajo Religious Traditions: Sa'ah naaghai bik'eh hozh. Med. Anth. Q . 2000. Dec; 14(4).

22 Feb.. **Navajo and Trip Preparation.** Entering another culture, Complete group planning. Story time.

READING:

1. Annie Kahn, "The Flower that Speaks in a Pollen Way" in MEDICINE WOMEN, CURANDERAS, AND WOMEN DOCTORS. Perrone, Stockel & Krueger. 1989. U. of Oklahoma Press.
2. Jeanne M. Simonelli, Charles D. Winters. CROSSING BETWEEN WORLDS: THE NAVAJOES OF CANYON DE CHELLY. 1997. School of American Research.

1 Mar. **Community Building.** Review of group process handouts, (Reichle's personal notes from Hollister, Edgerton, Bentz, etc.). Story time.

READINGS:

1. "True Community" by Peck, Handout.
2. Living in Communion" an interview with Father Thomas Hopko. "Parabola, Aug, 1987.

8 Mar. Night before trip. Last minute planning, review gear list.

9 Mar to 18 Mar. **Trip!** Students and Co-trip leaders will build itinerary.

22 Mar. **Reentry and Review.** Pot luck supper. Process trip and visits. Review and discuss objectives # 1, 2, 5, 6. Story time.

29 Mar. No class. (Reichle presenting at Assn. for Death Education and Counseling)

12 Apr. **Literature Review.** Students will present reports of their literature review updating course Bibliography. Story time.

19 Apr. **Public/Mental Health Review.** Instructor discusses background and history. Story time.

READINGS:

1. Article, 'Navaho Medicine', Donald Sandner in "Human Nature", July, 1978.
2. "Navajo Beliefs: Implications for Health Professionals", Sorrell and Smith. "Health Education". Nov-Dec, 1993.
3. Edward C. Green. INDIGENOUS THEORIES OF CONTAGIOUS DISEASE. Thousand Oaks Calif. Sage. 1999.
4. Stephen J. Kunitz. Jerrold E. , Ruben Gabriel. DRINKING, CONDUCT DISORDER, AND SOCIAL CHANGE: NAVAJO EXPERIENCE. 2000. Oxford U. Press.

26 Apr. **Popular Fiction.** Discussion of views of American Indians as seen in the assigned readings. Discussion of how students are wrestling with objectives # 3 and 7. Story time.

READINGS:

1. PIECES OF WHITE SHELL. Terry Tempest Williams. 1987.
2. DARK WIND. Tony Hillerman. 1982. Avon. 5%

Final. TBA **Final Paper.** Discussion, evaluation and closure exercises.

YA-TA-HEY!

Smell the pungent Juniper.
Feel the gentle Power of Beauty;
ancient black rock hunches on the distant horizon.

A dark cloud above means rain will soon be upon us,
this awesome monolith at your feet is Spider Rock.

Holy Spider Woman is an important deity in Navajo mythology.
it was she who taught the people how to weave.

There is purity and strength here,
and places sacred to the People
places strong in oneness of earth,

and sky and of all things.

I am indeed its child,
absolutely I am earth's child.

(From Spider Rock overlook at the deepest part of Canyon de Chelly.)