

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE FORM D**

**UNIT PREPARES IN QUADRUPLICATE**  
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: 11/18/15

Dr. Lloyd Lee  
(Name of individual initiating Graduate Degree or Graduate Certificate)

Associate Professor, (505) 277-1822  
(Title, position, telephone number)

triplel@unm.edu  
(Email address)

Native American Studies - University College  
(Department/Division/Program)

\*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.

Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

RECEIVED

JAN 28 2016

Received

JUN 29 2016

Does this new degree affect any existing program? Yes  No  If yes, attach statement.

Proposed date to admit new students: Term Fall Year 2018

Graduate Studies  
University of New Mexico

Required Signatures:

Department Chair <u>Gregory A. Cajete</u>	Date <u>11/18/15</u>
College Curricula Committee <u>[Signature]</u>	Date <u>11/19/15</u>
College or School Dean <u>[Signature]</u>	Date <u>11/18/15</u>
Dean of Library Services <u>Rileen Clem</u>	Date <u>12/18/15</u>
Office of the Registrar—Catalog <u>Elizabeth A. Bradford</u>	Date <u>06/25/16</u>
FS Graduate Committee <u>Joyce A. [Signature]</u>	Date <u>1/3/16</u>
Dean of Graduate Studies <u>Julie Coonrod</u>	Date <u>11/03/16</u>
FS Curricula Committee <u>[Signature]</u>	Date <u>2-2-17</u>
Office of the Provost <u>[Signature]</u>	Date <u>2/7/17</u>
Faculty Senate _____	Date _____
Board of Regents _____	Date _____

Additional Approvals for Degrees:

Board of Regents _____	Date _____
Council of Graduate Deans _____	Date _____
Academic Council of Higher Education _____	Date _____
Higher Education Department _____	Date _____
State Board of Finance _____	Date _____

Entered Banner

Entered Catalog

For Registrar's Office ONLY:

Copies Mailed

---

# Master of Arts Degree Proposal

---

For Native American  
Studies, University  
College, University of  
New Mexico

---

MSC06 3740 1 University of New  
Mexico Albuquerque, NM 87131  
Website: [nas.unm.edu](http://nas.unm.edu)  
Telephone: 505.277.3917

---



 **UNM**  
UNIVERSITY COLLEGE  
*Native American Studies*

Full Proposal Prepared by the Native American Studies  
Faculty and Staff: Dr. Gregory A. Cajete, Dr. Tiffany S. Lee,  
Dr. Lloyd L. Lee, Dr. Robin Minthorn, Dr. Leola Tsinnajinnie,  
and Dr. Wendy S. Greyeyes including Catherine Montoya,  
Student Programs Specialist, and Delia Halona, NAS

## Table of Content

### Master of Arts Degree Proposal for Native American Studies, University of College

	<b>Elements to FULL Proposal</b>	<b>Page</b>
	Executive Summary	1-2
<b>1.</b>	<b>Program Description and Purpose</b>	3-12
a.	What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any).	3-4
b.	How does the program fit within the unit's future plans?	4-5
c.	How does the program fit within the UNM mission and strategic plan?	6-7
d.	How does the program fit with related offerings at UNM?	7-8
e.	Assuming timely approval, what is the program development and implementation timeline?	8
f.	Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)	8-12
g.	Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).	12
<b>2.</b>	<b>Justification for the program</b>	12-18
a.	Evidence of need	12-13
b.	Provide evidence of student demand	13
c.	Provide evidence of student demand for program graduates	13-14
d.	For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.	14-16
e.	For full proposal, a discussion of the program's relationship to workforce development is also required.	16-17
f.	Include any other information as appropriate that will support evidence of need for the university, state, or region.	17
g.	Duplication	17
h.	Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.	17-18
i.	If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.).	17-18
j.	For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.	18
k.	For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.	18
<b>3.</b>	<b>Inter-institutional Collaboration and Cooperation</b>	18-19
a.	If applicable, describe opportunities for collaborative relationships with other institutions	18-19



	for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.	
<b>4.</b>	<b>Clientele and Projected Enrollments</b>	19-21
a.	Clientele	19
1.	Describe the population of students that will be recruited for the program.	20
2.	Describe the admission requirements for the program.	20
3.	Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.	21
b.	Projected Enrollment	21
1.	Provide a six-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first six years. A description of the methodology used to arrive at these projections should also be provided.	21
<b>5.</b>	<b>Institutional Readiness for the Program</b>	21-23
a.	How many faculty are necessary for program delivery?	22
b.	How will this program affect the workload of current faculty and support staff?	22
c.	Will additional faculty or staff be required? What is the cost?	22
d.	Will any GA/TA positions be used to assist graduate faculty in the program?	23
e.	What faculty and staff development services will be needed?	23
f.	What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?	23
g.	Are there any needs for additional or renovated space?	23
h.	What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.	23
<b>6.</b>	<b>Projected Cost of the Program</b>	23-27
a.	Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.	23-24
b.	If applicable, describe anticipated sources of new revenue required for the program.	24
c.	Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.	24
d.	For full proposal, a detailed six-year program budget is required outlining programs costs and anticipated state support based on the state funding formula and other areas of support.	24-27
<b>7.</b>	<b>Quality of the Program</b>	27-31
a.	Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.	27-28
b.	Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.	28
c.	What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?	28-29



d.	What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).	29-30
e.	What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?	30
f.	What student support will be needed (GA & TA positions, scholarships, internships, etc.)?	30
g.	What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?	30
h.	How will the program's learning outcomes be measured? (For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.)	31
i.	Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.	31
j.	If applicable, describe any accreditation issues, including the following:	31
1.	Will accreditation be sought for the program? If so, describe the process and expenses involved.	31
2.	How does the program affect any existing accreditation and licensure requirements?	31
<b>8.</b>	<b>Assessment of Operations and Impact</b>	<b>31-32</b>
a.	In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?	31
b.	For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.	32
<b>9.</b>	<b>Administrative Responsibility for the Program and Institutional Commitment</b>	<b>32-33</b>
a.	What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.	32-33
b.	Prior to submission to the NMHED and NMGCD, documentation outlining the institution's priority for the proposed program should be obtained from the Provost's Office to include with the proposal.	33
<b>10.</b>	<b>Additional Information</b>	<b>33</b>
a.	For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.	33
<b>11.</b>	<b>Attachments full proposal only</b>	<b>33-228</b>
1.	Department of Labor documentation, if applicable.	33-34
2.	Formal needs assessment	34-39
3.	Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)	39-40
4.	List of similar programs (state and regional)	40-42
5.	List of potential employers	42-43
6.	List of advisory committee or board members, if applicable. Minutes of advisory committee or board meetings, if applicable	43
7.	Letters of support from external partners or stakeholders All Pueblo Council of Governors The Navajo Nation	44-106

	<p>Albuquerque Urban Indian Leadership Movement  American Indian Student Services  New Mexico State University - College of Education  NAS Alumni 2006 – Lani Tsinnajinnie, PhD Candidate, New Mexico Institute of Mining and Technology  NAS Alumni 2008 – Nathahnee Winder, PhD Sociology Student, University of Western Ontario  NAS Alumni 2013- Stacey R. Yabeny, Fellow, National Congressional of American Indians Pueblo of Laguna  Pueblo of Zuni  Canoncito Band of Navajos 12 Member Traditional Council  Mescalero Apache Tribe  Office of the Superintendent – Santa Fe Indian School  Albuquerque Public Schools  National Indian Youth Council, Inc.  Native American Community Academy  University of New Mexico – Department of Language, Literacy &amp; Sociocultural Studies  Navajo Studies Conference, Inc.  National Indian Education Association  Copy of the letter of request for support from Dr. Cajete  Petitions from current NAS students, NAS alumni, and community members  List of Spotlight NAS Alumni  NAS Alumni 2009 - Alannah A. Hurley, Executive Director of the United Tribes of Bristol Bay, Copy of Inside UNM article - UNM alumna meets President Obama  The University of Oklahoma—Native American Studies  Arizona State University—American Indian Studies</p>	
8.	<p>Letters of support from NM institutions of higher education (strongly recommended prior to presenting program to NMGDC)  Central New Mexico Community College  Western New Mexico University  Eastern New Mexico University  San Juan College  Southwestern Indian Polytechnic Institute  New Mexico State University</p>	107-112
12.	<p><b>Additional Attachments for submission to NMHED and NMGDC (supplied by Provost’s Office and Office of Graduate Studies) and for CIP Code approval (submitted by Provost’s Office).</b></p>	43
1.	<p>Documentation of institution’s priority for the proposed program.  Copy of letter of support from Gregory L. Heileman, Associate Provost for Curriculum  Copy of letter of support to Dr. Barbara Damon, Secretary of Higher Education from Gregory L. Heileman, Associate Provost for Curriculum  Copy of letter of support from Susanne K. Clement, Director of Collections University Libraries</p>	113-115
2.	<p>Course syllabus &amp; Form A/B</p> <ol style="list-style-type: none"> <li>1. NATV 402/502 Form A &amp; syllabus</li> <li>2. NATV 424/524 Form B, course description, &amp; syllabus</li> <li>3. NATV 522 Form B, course description, &amp; syllabus</li> <li>4. NATV 530 Form B, course description, &amp; syllabus</li> </ol>	116-230

	<ul style="list-style-type: none"> <li>5. NATV 535 Form B, course description, &amp; syllabus</li> <li>6. NATV 540 Form B, course description, &amp; syllabus</li> <li>7. NATV 550 Form B, course description, &amp; syllabus</li> <li>8. NATV 555 Form B, course description, &amp; syllabus</li> <li>9. NATV 560 Form B, course description, &amp; syllabus</li> <li>10. NATV 570 Form B, course description, &amp; syllabus</li> <li>11. NATV 590 Form B, course description, &amp; syllabus</li> </ul>	
3.	A copy of Form D with signatures	
4.	Minutes from the Board of Regents meeting, noting approval	



# Master of Arts Degree Proposal for Native American Studies, University College

## Executive Summary

This proposal outlines the rationale, academic orientation and budgetary requirements for the development of a nationally and internationally prominent Masters and future Ph.D. program in Native American Studies (NAS) at the University of New Mexico. The NAS B.A. degree program has already demonstrated significant success in graduating over 200 majors and minors during the past eleven academic years.

Currently, the Native American Studies Program, in conjunction with University College proposes to establish a Master of Arts (M.A.) degree with a focus in ***Indigenous Leadership, Self-Determination, and Sustainable Community Building***. The purpose of this program is to provide the present and future leaders of American Indian nations and other Indigenous peoples with relevant leadership, research and training in community building, policy development and education for sustaining Indigenous communities that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples. The degree will be applicable to positions in tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, and sustainable community building. The State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for graduate educated students prepared to work towards healthier and fully engaged communities economically and socially within the State of New Mexico.

An M.A. in NAS will require successful completion of thirty (30) credit hours. Students must take eighteen (18) credit hours of the required core courses including a three credit hour foundation seminar course. An additional twelve (12) credit hours must come from the Indigenous Leadership, Self-Determination, and Sustainable Community Building elective focus. These courses are chosen during advisement based on how well they may complement the student's program of study.

The target audience for the M.A. includes both mid-career professionals and recent Bachelor's degree graduates who may be either enrolled part-time or full-time, who are working or anticipate working for a Native community or an Indian nation, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization.

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. in NAS would benefit all Native and non-Native communities in New Mexico and beyond. In 2013, results were similar. In

addition to the surveys, 208 students signed a petition supporting a NAS M.A. program and several schools, tribal leaders, and organization have submitted letters of support. Student and public demand is high for a M.A. degree in NAS at the University of New Mexico. The NAS M.A. program will be the only program of its kind in the state of New Mexico and there are no conflicts with other program offerings in the state and at the university.

With support letters from New Mexico State University, Western New Mexico University, Eastern New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic Institute, Navajo Technical University, and Diné College, NAS will collaborate and bring in students for the graduate program. We will also work with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, and build stronger and more diverse local economies. Possible research collaborators are the Native Nations Institute, New Mexico Department of Indian Affairs, and the American Indian Law Center.

Alumni in the NAS Bachelor of Arts and minor degree program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the program over the next three years as a result of the development of on-line and Zoom course capacities. The growth and demand for the program along with student demand for a Native American graduate studies program in the state are compelling reasons for this proposal.

There is an increased interest in the NAS degrees. The NAS B.A. program has produced over 200 graduates (majors and minors) since the degree was approved in 2005. It is anticipated the size of the graduating classes will gradually increase in subsequent years. The NAS program currently offers on average 20 courses per semester taught by NAS faculty, adjuncts or affiliated faculty serving from 200-300 students per year.

There are over 1,500 Native American students enrolled at the UNM Main campus and an additional 3,000 + students enrolled through the Gallup, Farmington, Taos, Bernalillo, Los Alamos and Valencia campuses. It is anticipated many undergraduate and graduate students will be interested and will enroll in the courses and the new graduate degree program offered through NAS.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies in the future. As the program grows we do project the need for recurring appropriation for the augmentation of faculty, staff and program development.

## 1. Program Description and Purpose

What is the program and why should we offer it? Include the program's major goals (both primary and secondary, if any)

Native American Studies (NAS) is an academic program committed to Indigenous research and scholarship. NAS offers a Bachelor of Arts degree and a minor degree granted through University College at the University of New Mexico. Our goal is excellence in educating all students and the public in/on the Native experience of Indigenous peoples with significant attention given our complex history and intercultural heritage of New Mexico and the United States.

The Bachelor of Arts Degree in Native American Studies is awarded by University College and has UNM Institutional Accreditation from The Higher Learning Commission of the North Central Association. The Bachelor of Arts degree and minor in NAS are designed to give students a background in Native American Studies theory, Indigenous research, and relevant application of their knowledge among Indigenous communities.

This proposal requests the creation of a master's level graduate degree program in Native American Studies. It calls for a unique program of study whose central mission is to support leadership development and community education that fosters critical investigation and interpretation, social justice, and social transformation of knowledge. Native American Studies prepares students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression.

The proposal is for a Master of Arts (M.A.) Degree in Native American Studies with a focus in ***Indigenous Leadership, Self-Determination and Sustainable Community Building***. This degree will be unique among tier one Universities in the United States in that its emphasis will be on community-based education for Indigenous leadership and sustainable community building. The degree program will use a multiple instruction approach where instruction will be face-to-face, Zoom, and on-line. No other Native American Studies graduate program in the country offers their curriculum through this multiple approach. UNM would be the first in the country to do so and will set us apart from peer institutions. We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program.

By promoting the NAS offerings online, our MA program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. Many students who would be interested in pursuing a Master's degree in NAS are working professionals with constrictive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are



geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during *their* planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

#### How does the program fit within the unit's future plans?

Through community oriented curricular offerings and programs, faculty and students will develop action-based research to address complex social issues associated with Native American and other Indigenous communities such as social and economic inequities, self-determination, human rights and social transformation. Interdisciplinary in nature, the proposed M.A. programming, research and community engagement will emphasize cultural and community based learning that includes critical thinking, analytical skills, effective communication leadership and community building.

Arizona State University (ASU), a peer institution of the University of New Mexico, has recognized the importance of developing strong relations with Indigenous peoples. President Michael M. Crow stressed a commitment to American Indian tribes, and we hope the NAS M.A. degree program can help build UNM's commitment to Native peoples, communities, and nations in a similar way:

ASU continues to develop an impressive cohort of scholars engaged in American Indian cultural, social, educational, legal, and economic issues. We have built world-class programs in American Indian Studies, American Indian Legal Studies, and Indigenous conceptions of justice. Our work, however, is not complete. We must further enhance our capacity to leverage

place, transform society, conduct use-inspired research, enable student success, work across disciplines, integrate Indigenous knowledge and engage Indigenous issues globally. We are committed to providing access, retaining and graduating American Indian students in a climate that is welcoming and respectful of their languages and cultures. Foundational to these goals, we commit to creating an environment of success and possibility for American Indian students at ASU. We are dedicated to supporting tribal nations in achieving futures of their own making. We will partner with tribal nations to: address the ravages of paternalism; improve educational achievement of American Indian children, youth, and adults; create innovative and appropriate use and development of natural resources; conceptualize and implement responses to physical and mental health challenges; and build and strengthen leadership capacities to address challenges for Native nations in the 21st Century and beyond. And we will enhance and foster an environment of success and unlimited possibilities for American Indians at ASU.<sup>1</sup>

The purpose of the NAS M.A. program at UNM is to provide the present and future leadership of Native communities and other Indigenous peoples with relevant leadership and research training and policy analysis that meet the highest academic and professional standards while reflecting the needs, circumstances, goals, and concerns of those communities and peoples.

This master's degree necessarily will have as its first area of focus the research and skill development needs of New Mexico tribal communities and tribal organizations. The next area of focus includes both rural and urban Native American populations with emphasis on a program of study, which provides relevant content and experiences for addressing the educational, research and community building needs of Native communities and organizations. Toward this aim, the development and implementation of the curriculum will take place in close consultation with an NAS Advisory Council drawn from New Mexico Indian tribes and organizations.

<sup>1</sup> <https://president.asu.edu/node/1547>  
*Native American Studies Advisory Council*

Relevance of program offerings and external program support will rely heavily on regular consultation with an Indigenous Advisory Council drawn from New Mexico Indian nations and organizations and, when appropriate, from Indigenous populations elsewhere. This is envisioned as a group of approximately 5 persons with relevant experience and expertise who can provide regular consultation, advice, and guidance in the design and execution on Indigenous Community Building. It will include tribal leaders and ex-leaders, representatives of tribal colleges, representatives from Native-based organizations, and other persons who can lend expertise and wisdom to our efforts. Membership will be for a specified term and by invitation from the Dean of University College at the University of New Mexico.



## How does the program fit within the UNM mission and strategic plan?

UNM has defined the mission and vision of the university through the UNM 2020 plan. Seven targeted goals outlined in the UNM 2020 plan are well-aligned with NAS's vision and mission. The seven goals include: 1. Become a destination university, 2. Prepare Lobos for lifelong success, 3. Promote institutional citizenship, 4. Enhance health and health equity in New Mexico, 5. Advance discovery and innovation, 6. Ensure financial integrity and strength, and 7. Advance and accelerate economic development.

NAS provides a range of academic resources for the student, the university community, and the larger Native American community. In keeping with the Memorandum of Understanding with New Mexico tribes, NAS is organized into three major components, which reflects the overall mission and vision of the University. The UNM 2020 goals served in NAS's components are delineated below:

### *Academic, Research, and Community Outreach*

1. The Academic Component includes an extensive array of courses, internships, individual studies, and summer institutes. The course content is aligned with historical and contemporary issues affecting Native communities in New Mexico, nationally, and internationally. A primary goal of the academic component is to inspire and motivate NAS students toward careers and lifelong learning that address these issues in significant ways. This goal is directly aligned with UNM 2020 goals 2, 3, and indirectly aligned with goal 1. NAS promotes lifelong learning through its courses and provides opportunities for NAS students to participate in university life and activities to build their capacity to solve complex issues affecting Native communities of New Mexico and beyond. NAS is sought out by many researchers, faculty, students, and others as a source of important connections with Native students and communities, and in this respect, contributes to UNM's goal to become a destination university.

2. The Research Component is integrated into every NAS course and provides training and experience in doing research in a Native American context. The NAS student learning outcomes are directly tied to the development of research skills among our students. Research skills are highly valued as a way to contribute to Native communities in any field of study. The Research component also provides research opportunities and teaching assistantships to Native American students currently in graduate degree programs. Incorporated into the Research Component is the NAS library. This collection of materials (2,800 volumes) by and about Native Americans (books, journals, articles, research papers, video and audiotapes) including the highly prized Reno Collection, is available to students, the university community and the larger public community. The family of Philip Reno donated the Reno Collection to NAS. The collection consists of materials that Philip Reno utilized in his book, *Navajo Resources and Economic Development* (1988) University of New



Mexico Press. This component directly aligns with UNM 2020 goals 2, 5, and indirectly aligns with goals 1, 4, and 7. Research skills advance discovery and innovation by advancing knowledge and student learning. Research skills also prepare students for lifelong learning as these skills can be applied in any context and setting over time. Depending on the fields our students enter with their degree, their skills can contribute to health equity and economic development of their communities and beyond.

3. The Community Outreach component occurs through NAS in a variety of ways. One significant avenue community outreach is achieved is through NAS courses with their research focus on issues pertaining to tribal leadership, self-determination and economic development. Specialized courses, workshops and research are offered as necessary via NAS programming and activities based on main campus and branch campus system. This component aligns directly with UNM 2020 goals 1, 2, and 5, and is indirectly aligned with goals 3, 4, 6, and 7. The community focus of our mission and vision make NAS a destination program for the university. The partnerships and relationships we create and build with communities contribute to students' lifelong relationships and learning. Aligning our curriculum with current realities and issues of Native communities advances discovery and innovation by promoting research and teaching that is community-based, driven and collaborative.

#### How does the program fit with related offerings at UNM?

UNM has affiliated programs in the Community and Regional Planning program and Law School but they are not replications of the M.A. degree proposal NAS is submitting.

The NAS M.A. program will support leadership development and community education that fosters critical investigation, interpretation, and analysis, social justice, and social transformation of knowledge. The M.A. program will prepare students to be community engaged leaders who work toward socially plural, culturally inclusive and healthy communities that drive positive human interactions and acknowledge the diversity of human experience and creative expression. Students will learn to be researchers, critical thinkers, effective communicators, nations builders, and change agents of Native communities, organizations, and/or nations. Students will develop action-based research to address complex issues associated with Native communities such as social and economic inequities, human rights, self-determination, and social transformation. The M.A. at UNM will be a distinct program where the faculty will provide a conceptual understanding of leadership, both from a historical and contemporary viewpoint, leading to the advancement of self-determination in Native communities, organizations, and nations, and the sustaining of distinct peoples.

The Community and Regional planning program teaches students to be future planners and professionals with the knowledge and skills to support planning that is responsive to people and place. Their students create community-based plans,

programs, and policies that sustain and enhance their culture, resource base, built environment and economic vitality. A major difference between the community and regional planning program and the NAS M.A. program is it does not stress the importance of being effective and relevant researchers, critical thinkers, effective communicators, and nation builders. It does not have a strong leadership strand and this shows the sharp distinction between the two programs.

The Law school is design to educate and train students to be excellent lawyers who will serve local, state, tribal, national, and international communities. While Native nations and communities do need lawyers to help sustain a distinct way of life, the NAS M.A. program will educate students on how to be community engaged leaders in all areas including the law. The M.A. program will include an understanding of how the law impacts Native communities, organizations, and nations and will extend how students utilize critical analytical skills to help build their nations, organizations, and/or communities.

Assuming timely approval, what is the program development and implementation timeline?

The implementation timeline is the following:

Fall 2015 –Acquire preliminary approval; Submit full proposal

2016 & 2017—Obtain all UNM-related approvals including the Board of Regents; Obtain all state-related approvals; Develop marketing and recruitment plan

Fall 2017—Implement the marketing and recruitment plan

Spring 2018—Accept applications by February 1

Fall 2018—First group of student begin their studies

Describe the curriculum (including coursework and other degree requirements). Discuss any new courses and the impact of the curriculum on existing courses, including courses in other departments. (Draft catalog copy will be required for full proposal.)

***Study Requirements: 30 credit hours for Master of Arts***

A Master of Arts degree in Native American Studies will require successful completion of thirty (30) credit hours. Students must take eighteen (18) credit hours of the required core courses including a three credit hour foundation seminar course. An additional twelve (12) credit hours must be elected from the Indigenous Leadership, Self-Determination and Sustainable Community Building focus. These courses are chosen through advisement based on how well they may complement the students' program of study.



This M.A. degree will be a coursework only program concluding with the completion of NATV 590: Project of Excellence. The goal of NATV 590 is to demonstrate a student's accumulation of the theoretical foundation that warrants Native American Studies in the service of the academy that can be successfully applied to address a target topic or issue relevant to a particular Native community, inter/national audience or Native group or organization. Examples of works include a research paper, community-based project, and research service learning projects.

M.A. CORE COURSE REQUIREMENTS (18 CREDIT HOURS)

NATV 550	Indigenous Nations & Sustainable Communities Seminar	3 Hours
NATV 555	Native American Policy & Community Building	3 Hours
NATV 560	Research Method & Practice in Indigenous Scholarship	3 Hours
NATV 570	Indigenous Thought & Ethics	3 Hours
NATV 590	Project of Excellence	6 Hours

REQUIRED FOCUS (12 CREDIT HOURS)

In consultation with advisor, students will select a combination of twelve (12) credit hours of the following courses:

- NATV 402/502 Education, Power, and Indigenous Communities<sup>^</sup>
- NATV \*423 Self-Determination and Indigenous Human Rights
- NATV 424/524 Principles of Leadership in Indigenous Contexts<sup>^^</sup>
- NATV \*445 Politics of Identity
- NATV 522 Indigenous Community Approaches in Restorative Justice<sup>^^</sup>
- NATV 530 Gender & Indigenous Leadership<sup>^^</sup>
- NATV 535 Issues in Contemporary Native Leadership<sup>^^</sup>
- NATV 540 Indigenous Economies, Sustainability, and Environmental Protection<sup>^^</sup>

<sup>^</sup> Current courses that will be updated and revised for Masters (see attachments for course syllabi and form A)

<sup>^^</sup> New courses that will be introduced (see attachments for course syllabi and form B)

\*For undergraduate students with a minimum 3.5 overall GPA, up to 6 credit hours can be shared for both graduate and undergraduate credit with approval of the department's advisor.

All courses will be offered through the following approaches: online, Zoom, & face-to-face during the graduate program. We will only use two double-numbered courses (400/500) NATV 402/502 and NATV 424/524 and only two 400 level courses among our course options. NATV 402/502 is a relevant course to the M.A.



program as it examines how economic, political, and social power influences the education of Native youth. Education in Native communities is key to community building. NATV 424/524 will be an updated course that examines critical understanding of theoretical concepts and frameworks of leadership from a western and Native experience. The M.A. program emphasizes Native leadership. The two 400 level courses offer students relevant knowledge related to tribal enrollment, politics of identity, international human rights, and sustainable community building.

NOTE: The following courses may be petitioned for approval by NAS to substitute up to six (6) credit hours of appropriate 500 or above level UNM courses from the following related disciplines: American Studies, Anthropology, History, Community & Regional Planning, Language Literacy Sociocultural Studies, Public Administration, Sociology, and other interdisciplinary-related program.

AMST 552: Colonialism & Decolonization  
AMST 552: Topics in Native American Studies  
ANTH 532: Indigenous Peoples of South America  
ANTH 578: Indigenous Mexico  
CRP 503: Community-based Practice  
CRP 534: Foundations of Indigenous Planning  
CRP 539: Indigenous Space Place Mapping  
CRP 540: Pueblo Design & Planning  
CRP 541: Navajo Design & Planning  
HIST 546: Native America to 1850  
HIST 646: Native American Southwest  
LAW 552 Federal Jurisdiction  
LAW 554: Indian Water Law  
LAW 579: Tribal Courts  
LAW 582: Economic Development in Indian Country  
LAW 584: Indian Law  
LAW 628: Law of Indigenous Peoples  
LLSS 551: History of American Indian Education  
LLSS 554: Teaching the Native American Child  
LLSS 560: Language & Education in Southwest Native American Communities  
LLSS 564: Issues in American Indian Education  
LLSS 570: Science & Native American Education  
PADM 590: Topical Seminars  
SOC 595: Special Topics in Sociology

#### **DRAFT CATALOG COPY**

#### **Master of Arts in Native American Studies**

The Master of Arts in the Native American Studies program is targeted to students holding a B.A. degree in Native American Studies, History, Anthropology, American Studies, Education, Sociology, or any interdisciplinary-related program. The

program prepares students for positions in tribal leadership, leadership of tribal organizations, leadership of community based organizations, positions related to educational outreach and training, social and cultural program development, policy development, and sustainable community building.

### **Admission Requirements**

- Graduate application and fee
- Completed bachelor's degree
- Generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field. Students who do not meet the GPA requirement can be conditionally accepted provided they meet other requirements and have a successful first semester in the M.A. program. The NAS department will make this determination.
- One writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature
- Two recommendation letters
- Personal statement (3 to 5 pages) that addresses your educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities

### **Advisement and Plan of Study**

NAS M.A. students will meet with the NAS Academic Advisor at least once a semester. Students will create a degree plan by the start of the second semester. Students will be required to take the 18 credit hours of the NAS M.A. Core classes as well as pick 12 credit hours of coursework from the required focus that match their intended career path. NAS understands that some students may attend part-time 3-6 credit hours a semester and others may be full-time taking 9 credit hours a semester. NAS faculty will be available to mentor and to provide support to students in the NAS M.A. degree program.

### **Program Requirements**

Students must complete a minimum of 30 credit hours within the following:

- Core Courses—18 credit hours—NATV 550 (Indigenous Nations and Sustainable Communities seminar), NATV 555 (Native American Policy & Community Building), NATV 560 (Research Method & Practice in Indigenous Scholarship), NATV 570 (Indigenous Thought & Ethics), and NATV 590 (Project of Excellence)
- Elective Focus—12 credit hours chosen from—NATV 402/502 (Education, Power, and Indigenous Communities), NATV \*423 (Self-Determination and Indigenous Human Rights), NATV 424/524 (Principles of Leadership in Indigenous Contexts), NATV \*445 (Politics of Identity), NATV 522



(Indigenous Community Approaches in Restorative Justice), and NATV 540 (Indigenous Economies, Sustainability, and Environmental Protection). Additional elective UNM courses of appropriate 500 or above level (up to 6 hours) may be petitioned for NAS approval from related disciplines such as American Studies, Anthropology, History, Community & Regional Planning, Language, Literacy, & Sociocultural Studies, Public Administration, Sociology, or an interdisciplinary-related program.

Prior to submission to the NMHED and NMGDC, include a brief statement regarding institution's priority and refer to documentation provided by Provost's Office (see section 9).

In the preliminary proposal approval letter, Gregory L. Heileman, Associate Provost for Curriculum, stated the proposed master's degree will provide a unique opportunity for graduate level education in Native American Studies for the State of New Mexico. (Attached to end of this document (Provost & HED notification))

## **2. Justification for the Program**

### **Evidence of Need**

The last three decades have seen a remarkable change in the governing and economic situations of Native communities. In the 1970's, the federal government moved to a policy of Self-Determination for Indian tribes. Although the federal policy intent was modest - to allow tribes to run federal Indian programs - assertive Native communities have used the opportunity opened by this policy to take dramatically increased control of their own affairs, realizing in practice much of the sovereignty long promised them in treaties, court decisions, and legislation. Added to these factors are the new and evolving challenges of global climate change and the specific associated issues, which directly affect Native communities environmentally, socially, economically and culturally.

Such assertions, however, have posed major leadership, management, and community challenges for Native communities. Confronted with many of the same institutional, strategic, and administrative problems faced by most contemporary societies, many of these communities also are trying to preserve distinctive cultural legacies, control and re-channel often destructive forces of change, and maintain a maximal degree of political autonomy within the often hostile political atmosphere of the contemporary United States, where tribal sovereignty has been recurrently under attack over the last half century. All too often, they face these complex tasks with only limited contemporary experience in sovereign government and meager informational and educational resources. Native American leaders often have to make momentous decisions without the benefit of the focused, customized educational experience that the leaders of other societies find readily available at leading educational institutions or through major executive education programs.



Tribal governments also typically lack access to the kinds of policy analyses that other governments regularly employ in making major policy decisions.

Tribal leaders in New Mexico and all across the country have often called for access to the kinds of sophisticated policy resources that have traditionally been part of the decision-making processes of non-Indian governments in the United States. The development of the current NAS program is a response to this need and to similar needs among Indigenous groups elsewhere in the world. The primary mission of the program is to be an educational resource, making available to Native communities a comprehensive and high quality masters level program of study designed specifically to meet the educational needs of Indigenous leadership and community building, and providing tribes, organizations, and other policymakers with research analysis in usable, accessible form. In addition, the NAS program aims to develop a body of theory, research and practice which is founded upon Indigenous thought, values, principles and research protocols. It also is intended to be a vehicle for supporting the work of New Mexico and Indian country educational institutions, in particular tribal colleges, through cooperative relationships, curriculum development, and the transfer of skills. The NAS M.A. Program's overall aim is to evolve an educational process for Indigenous community building, which flows from Indigenous based theory and practice. The goal of the UNM-NAS educational process is to make a long-lasting, relevant contribution to the effort of Indigenous communities to improve the community, economic and social well-being of their peoples and support their development of effective control of their own futures on their own terms. The UNM-NAS program will offer a distinct graduate program emphasizing leadership and sustainable community building no other Native American Studies graduate program currently offers.

#### Provide evidence of student demand

In our survey with 223 individuals conducted in the spring and summer of 2015, over 200 (98%) wanted us to develop a M.A. degree program. 220 individuals (99%) felt producing students with a M.A. degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In a previous survey conducted in 2013 with 70 individuals, 65 (93%) wanted a NAS M.A. degree program and 63 individuals (90%) felt producing students with a M.A. degree in NAS would benefit Native and non-Native communities in New Mexico and beyond. In addition to the surveys, over 200 students signed a petition supporting an NAS M.A. program and several schools, tribal leaders, and organizations have submitted letters of support (see attachments). Student and public demand is high for a M.A. degree in NAS at the University of New Mexico.

#### Provide evidence of demand for program graduates

We anticipate that an M.A. program will absorb several students in the NAS B.A. program for the first few years but as the program matures we anticipate student growth from across the country, the branch campuses, and regional states. We



anticipate 10 students entering the M.A. program for the first two years, 15 students in year three and four with a total of 20-30 students rotating in and out every two years. Within year five and six, we anticipate entering enrollment at 20 students with a total of 35-40 students overall in the program and a graduation rate of 15-20 students per year.

For full proposal, an in-depth needs assessment is required. Department of Labor statistics or surveys of likely employers are potential mechanisms for this.

#### US Department of Labor Estimates

The data was compiled from the US Department of Labor, Bureau of Labor Statistics, and Occupational Handbook for 2012-2022. These labor statistics displays changing employment from 2012 to 2022. Native American Studies alumni from 2006 to 2015 reported careers serving Indigenous communities in the following sectors: public relations specialist; arbitrators, mediators and conciliators; technical writers; education: training and development managers; and management analysts. We anticipate with an M.A. our graduates will find positions with tribes, organizations, and entities serving Native peoples and communities similar to the listing and in areas such community building.

#### Public Relations Specialist

Public Relations Specialists are liaisons between State, Federal and tribal government agencies to report out information to serve their communities on behalf of Indian Education, Economic development, Environment, Health, and numerous important issues. Some tribal nations also have their own newspapers.

<b>Quick Facts: Public Relations Specialists</b>	
<b>2012 Median Pay</b>	\$54,170 per year \$26.04 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2012</b>	229,100
<b>Job Outlook, 2012-22</b>	12% (As fast as average)
<b>Employment Change, 2012-22</b>	27,400

#### Arbitrators, Mediators and Conciliators

NAS alumni found themselves in careers such as arbitrators, mediators and conciliators that these type of position are often addressing multiple issues because Federal or State agencies do not know policies related to Native communities. The

most common situations are educating the public about state, tribal, and federal laws, policies, acts, and statutes impacting Native communities.

<b>Quick Facts: Arbitrators, Mediators, and Conciliators</b>	
<b>2012 Median Pay</b>	\$61,280 per year \$29.46 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	Less than 5 years
<b>On-the-job Training</b>	Moderate-term on-the-job training
<b>Number of Jobs, 2012</b>	8,400
<b>Job Outlook, 2012-22</b>	10% (As fast as average)
<b>Employment Change, 2012-22</b>	900

### **Technical Writer**

Technical writers communicate to governmental agencies, apply for grants, and develop critical policies within Native governments. Other career choices include global visibility of Indigenous-based education via published children's books or producing critical literacy among adults as well.

<b>Quick Facts: Technical Writers</b>	
<b>2012 Median Pay</b>	\$65,500 per year \$31.49 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	Less than 5 years
<b>On-the-job Training</b>	Short-term on-the-job training
<b>Number of Jobs, 2012</b>	49,500
<b>Job Outlook, 2012-22</b>	15% (Faster than average)
<b>Employment Change, 2012-22</b>	7,400

### **Education: Training and Development Managers**

A high percentage of NAS alumni are in the education field working or serving in charter, public, tribal controlled, and Bureau of Indian Education schools. They work in various levels of education from educational assistant, Native American Language and culture teacher, to State certified teachers, athletic coaches, mentors, tutors, and managing multiple federal funds including partnerships with surrounding Native and non-Native communities.

<b>Quick Facts: Training and Development Managers</b>
---



<b>Quick Facts: Training and Development Managers</b>	
<b>2012 Median Pay</b>	\$95,400 per year \$45.86 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	5 years or more
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2012</b>	28,600
<b>Job Outlook, 2012-22</b>	11% (As fast as average)
<b>Employment Change, 2012-22</b>	3,200

### **Management Analyst**

A management analyst organizes and processes information for various agencies that deal with various levels such as the U.S. Environmental Protection Agency in relation to tribal water rights, political organizations, and non-governmental organizations such as the National Congress of American Indians. Some alumni have transitioned to law school or graduate school as well.

<b>Quick Facts: Management Analysts</b>	
<b>2012 Median Pay</b>	\$78,600 per year \$37.79 per hour
<b>Entry-Level Education</b>	Bachelor's degree
<b>Work Experience in a Related Occupation</b>	Less than 5 years
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2012</b>	718,700
<b>Job Outlook, 2012-22</b>	19% (Faster than average)
<b>Employment Change, 2012-22</b>	133,800

Additional career choices include health related-areas such as individual family counseling programs, community food and housing programs, community health nurses, nutrition, and physical therapists. These career choices also lead into helping to improve health policies among Native communities and collaborating with the US Indian Health Service throughout the United States (See Attachments Full Proposal – Attached List of NM Department of Labor Statistics)

For full proposal, a discussion of the program's relationship to workforce development is also required.

A B.A. degree is an entry-level education for each occupation, higher-level degrees are essential to community building. Thus, the program provides workforce development for many employees in the federal government, tribes, tribal

organizations, non-governmental organizations, education-related, law-related, health-related, policy-related, and development-related fields. The federal government, tribes, tribal organizations, and non-governmental organizations are seeking individuals with graduate degrees to help with Indigenous community building. Our M.A. program will educate individuals who will help and lead Indigenous community building.

At other institutions such as Northern Arizona University, they started an online graduate certificate in Tribal Public Administration and they have partnered with Political Science to have it transfer into a Master's of Public Administration. They anticipate graduates will go on to work for their local communities in a similar fashion that Public Administration graduates work for municipalities, counties, state, etc. They also anticipate graduates will go on to graduate school in any social science field or law school.

At the University of Arizona, fourteen of their alumni entered their own American Indian Studies doctorate program and a few others went to law school. Most of their alumni are now faculty in various universities and colleges. Some of the M.A. alums are working for non-profit organizations, state and institutional museums, tribal colleges, and universities.

At the University of Oklahoma, their graduates find employment with tribes, public schools, non-profit organizations, research centers, and law firms. They also have a joint M.A.-J.D. initiative with the College of Law, so quite a few of their students entered the program and become attorneys. Some of their M.A. graduates choose to go onto to a doctorate/professional program such as English, Anthropology, Psychology, Education, and Law.

Include any other information as appropriate that will support evidence of need for the university, state, or region.

Attached to end of this document (Petitions)

### **Duplication**

Identify, if any, similar programs offered at New Mexico public or private institutions of higher learning. Also identify comparable programs in other states through which New Mexico students have access via the WICHE professional student exchange or WICHE regional graduate program.

If similar programs are offered within the state, describe how the proposed program will meet needs that are currently not met by existing programs already being offered (e.g., programmatic considerations, geographic needs, economic development factors, student demand, etc.)

The UNM-NAS program is the only program of its kind in the State. There is no



graduate level degree in NAS at any other university or college program in the State of New Mexico. There are no conflicts with other program offerings in the university.

The Native American Studies department at UNM would recommend for the Dean of University College to submit a nomination to add UNM-NAS Master of Arts degree program to the WICHE list to encourage students in the Western Regional Graduate Program (WRGP) to apply to the UNM NAS Master of Arts degree program once the graduate program is available.

Only one Native American Studies graduate program is listed on WICHE, American Indian Studies at Arizona State University. No other peer institution or similar graduate program is listed. The American Indian Studies graduate program is a traditional graduate program with only face-to-face classes and offers two concentrations distinct from UNM-NAS. The graduate program we are proposing is not the same at Arizona State University due to our multiple pedagogical approach, content, and focus.

For full proposal, data must be provided for each program within the state for three consecutive years of number of students admitted, number of degrees awarded, and current capacity to support justification of need for proposed program.

N/A—no similar programs exist in the state.

For full proposal, attach statements from representatives of existing programs in the state or from WICHE institutions regarding their position on the proposed program, if available.

N/A—no similar programs exist in the state

### **3. Inter-institutional Collaboration and Cooperation**

If applicable, describe opportunities for collaborative relationships with other institutions for shared instruction, faculty arrangements, or student experiences. For full proposal, outline specific details of any planned collaborative relationships with other institutions and provide supporting documentation if available. Address the governance structure for the collaboration in Section 9.

No other institution in New Mexico has a Native American Studies program or department but the opportunity for those institutions to collaborate and work with our department is good. With support letters from New Mexico State University, Western New Mexico University, Eastern New Mexico University, Central New Mexico Community College, San Juan College, Southwestern Indian Polytechnic

Institute, Navajo Technical University, and Diné College, our department will collaborate and bring in students for the graduate program.

Native American Studies will also collaborate with community partners to identify areas of research that will build community capacity, provide support for policy initiatives, increase health and food security, and build stronger and more diverse local economies. Possible research collaborators are the Nation Nations Institute—Udall Center for Policy Development at University of Arizona, The University of New Mexico Law School, American Indian Law Center, Inc., New Mexico Department of Indian Affairs, Diné Policy Institute, Indigenous Leadership Institute at Santa Fe Indian School, and specific tribal entities.

NAS will provide best practices expertise (i.e., empirical, theoretical, methodological) and consulting to researchers in community education and social sciences seeking to incorporate Indigenous perspectives and an understanding of the dynamics of Indigenous leadership into their studies. We will provide expertise and consulting community members and policy-makers at the federal, tribal, state, county and municipal levels for measuring (assessing) and ameliorating (addressing) social and cultural disparities; create successful research partnerships between the university and surrounding local and national communities. We will create conferences that convene researcher, scholars, community for capacity building toward promising practices on Indigenous leadership development and building sustainable Indigenous communities.

NAS will also foster an institutional context for ongoing scholarly conversations about the empirical, theoretical and methodological understanding and empirical study of "race;" hold regular lecture series, symposium, that reach out beyond academia to include tribal leaders, tribal community members, Indigenous scholars, policy makers, stakeholders, and community based organizations.

NAS will mentor graduate students in their graduate research in their career development; build the next generation of scholarship on Indigenous leadership and building sustainable Indigenous communities. We will nurture research agendas of UNM faculty as they relate to mapping racial disparities and promoting equity and social justice community viability, education, law, health and criminal justice as they relate to Indigenous populations with a particular focus on New Mexico.

#### **4. Clientele and Projected Enrollments**

##### **Clientele**

Describe the population of students that will be recruited for the program.



The target audience for the M.A. Degree includes both mid-career professionals and recent Bachelor degree graduates who may be either enrolled part-time or full-time who is working or anticipates working for a Native community, in a supra tribal program or federal agency, or in an Indian Country Non-Governmental Organization. The primary clientele the UNM-NAS Master of Arts degree program will mainly come from UNM or other students from within New Mexico. Secondly, it will serve students out of the state of New Mexico who seek a Master of Arts degree in Native American Studies.

#### Describe the admission requirements for the program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicants must have a minimum cumulative grade point average of 3.0 or its equivalent in their last two undergraduate years and in their major field and must hold a Bachelor's degree (requests for conditional admission is allowed and determined by the NAS faculty), (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) two recommendation letters, and (5) a personal statement (3 to 5 pages) which addresses student's educational goals, professional plans, interest in the M.A. program and background in Native American Studies or Indigenous communities. A graduate committee of three faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor. Another primary factor for graduate admission will be identifying a faculty member whose expertise matches the interests of an applicant and who is willing to mentor the student.

Potential application and enrollment has been evaluated based on statistics for a similar program at ASU. ASU gets about twenty applications per year and they have accepted on average between ten and fifteen students. They are in their fourth cohort (11, 11, 10, and 13). Some of their students were admitted but decided not to come. The first cohort was mostly recent ASU graduates and the American Indian Studies undergraduate program. Since that time, an equal number of their students come from their graduates and out of state. On average, most of their students take an extra semester to graduate so two and half years. The minimum grade point average of the students is 3.0 with a few exceptions but they consider their experience, writing, and focus. They have admitted a few students on probation status.

At the University of Oklahoma, they have a number of their students graduate from their bachelor's program and matriculate into their Master's program. They also get students from other undergraduate programs on campus such as Anthropology, English, Business, and History. About half of their students come from other institutions and states such as Texas, California, Colorado, Arizona, New Mexico, South Dakota, and Wisconsin.

Indicate how you plan to recruit students. For full proposal, demonstrate how recruitment plan addresses underrepresented student populations within the state and contributes to preparing a diverse workforce.

Recruitment of students will be via print and online media, college and graduate school fairs, community outreach, undergraduate program, community presentations, etc. We anticipate for the first six years of the graduate program to meet the goal of 10 students in the first two years, 15 students in years three and four, and by year five and six 20 students.

**Projected Enrollment**

Provide a five-year projection of enrollments. For full proposal, detailed tables of enrollment projections are required and should include new student headcount, returning student headcount, the number of students expected to enroll full-time and part-time, and the total number of student credit hours expected to be generated for the first five years. A description of the methodology used to arrive at these projections should also be provided.

Alumni in the NAS Bachelor of Arts and minor degree program have already reached over 200 students, with an anticipated additional 100 new students enrolling in the undergraduate program over the next three years as a result of the development of on-line and Zoom course capacities. The growth and demand for the program along with student demand for the graduate program are the compelling reasons for this proposal.

For first six years of the graduate program, we anticipate 10-20 graduate students per year utilizing Zoom and on-line course capacities.

YR	Headcount New FT	New PT	Return FT	Return PT	FT E	Credit Hrs New FT	New PT	Return FT	Return PT	Total
1	10	0	10	0	10	150	0	0	0	150
2	10	0	20	0	20	300	0	300	0	600
3	15	0	25	0	25	375	0	375	0	750
4	15	0	30	0	30	450	0	450	0	900
5	20	0	35	0	35	525	0	525	0	1050
6	20	0	40	0	40	600	0	600	0	1200

**5. Institutional Readiness for the Program**

How many faculty are necessary for program delivery?  
 How will this program affect the workload of current faculty and support staff? Will additional faculty or staff be required? What is the cost?



Degree program	Faculty	Current Course Load
B.A.	A – Full line	4-5 courses per year
B.A.	B – Full line	4-5 courses per year
B.A.	C – Full line	4-5 courses per year
B.A.	D – Full line	4-5 courses per year
B.A.	E – Half line	2 courses per year
B.A.	F – 30%	2 courses per year

There are currently 4 full-time faculty, 1 half-time appointment, and one-third appointment director. We will have no adjunct faculty starting Fall 2016. This number of faculty is able to cover the undergraduate course load, which ranges between 10-12 sections of courses per semester. The B.A. program will offer online courses leading to an online degree starting in Fall 2017.

We would also like to implement a BA/MA program based on a 3-2 model. We anticipate the 3-2 model to begin at some point within the first six years of the M.A. program. The MBA program at UNM has implemented such a model. For the first three years of university studies, the student pursues an undergraduate degree and during the second semester of the junior year, the student applies for admission in the M.A. program. The student is expected to meet regular M.A. admission requirements. Once admitted to the 3-2 BA/MA program, students will complete 15 hours of M.A. courses during the senior year. In the fifth year, the student will be admitted to graduate status for the M.A. program and complete the remaining 15 hours left of the graduate degree program. Students will need to meet with a college advisor to ensure timely progress to graduation. Once in the stages of applying to the 3-2 program, students will need to complete a 3-2 supplemental application and checklist. This form will require signatures from the graduate advisor and the student. The form will be included with the 3-2 admission application.

To accommodate both the B.A. and M.A. program, we will need to add three-additional faculty (2 full-time tenure/tenure-track faculty & 1 lecturer). We will request and pursue additional funds to ensure the additional faculty is met. The M.A. program will admit 20 students by year five and six. Two full-time faculty will teach 2 sections of required M.A. courses to 10-15 admitted M.A. students (plus additional students from other departments who enroll, when applicable) each semester. The intent is for the M.A. students to take courses as a cohort, thus these courses will be held online or through Zoom, with some adaptations for face-to-face meetings. The lecturer will primarily teach the B.A. courses as we move online and as current faculty begin to teach sections of graduate level courses for the M.A. degree.

The cost for the two full-time faculty positions will range from \$65,000 to \$70,000 plus fringe benefits and the lecturer position will range from \$50,000-\$55,000 plus benefits.

Will any GA/TA positions be used to assist graduate faculty in the program?

NAS has no GA position currently but we would like to increase to 2-3 GA/TA positions to support teaching faculty and research programs in the M.A. program by year six.

What faculty and staff development services will be needed?

Faculty will need development in creating and sustaining online and Zoom courses for the M.A. program. NAS will work with New Media and Extended Learning for support.

What technology, media, equipment and instructional supplies are needed to support the program's intended outcomes? Are these resources available? What is the estimated cost?

NAS will need technological, media, equipment, and instructional support for delivering the online courses for the M.A. degree and through other distance learning modalities. We estimate the cost for purchasing such technology (computers) and equipment to come to \$20,000. Costs thereafter will depend on the state of the equipment and any needed upgrades.

Are there any needs for additional or renovated space?

Currently, only five faculty offices are located on the third floor of Mesa Vista Hall. Additional space includes offices and classrooms located on the third floor but the Global Education Office is the current occupant. Initially, Native American Studies was assigned those offices and classrooms. If NAS is to maintain current location, we will need those offices and classrooms returned.

What, if any, existing external facilities will be used? For full proposal, discuss any agreements that have been or will be entered into for use of the facility.

N/A

## **6. Projected Cost of the Program**

Provide a six-year projection of program costs including the new costs for program start up and recurring costs to sustain the program including any new costs identified in Sections 5 or 7.

The current growth and demand for NAS courses is reaching the maximum carrying capacity of the faculty and program. Further growth and capacity can be facilitated through an increase in faculty and staff lines and program development monies. As the program grows we do project the need for recurring appropriation for the



augmentation of faculty, staff, and program development. We cannot afford future budget cuts and we will request additional internal funding after the M.A. program's implementation.

If applicable, describe anticipated sources of new revenue required for the program.

Sources of new revenue for the NAS M.A. degree may include external grant sources, Kellogg Foundation, and funding from the New Mexico State Legislature.

Provide a rationale for any course fees or other expenses (in addition to tuition) that students will be expected to cover.

NAS students will pay an online class fee of \$100 per course. These fees will apply to all courses within the B.A./M.A. program. Online fees cover incremental costs of online course delivery including some related technology, faculty training, and support staff dedicated to online course support. Students will also pay a class fee of \$200 per course for field trips. The M.A. program focuses on leadership, self-determination, and sustainable community building. Instructors and students will at times visit Native Nations, communities, and organizations to learn and understand how the knowledge, theories, and research methods apply to these entities.

Part of the planning process will involve specification of costs and the development of a plan for seed funding and long-term funding of the program surpassing tuition revenue. The likely sources are standard ones: state legislative, foundations, corporations, and possibly federal funds.

For full proposal, a detailed six-year program budget is required outlining program costs and anticipated state support based on the state funding formula and other areas of support.

### Six-Year Projection Budget

These projections are over and above NAS FY 2015-2016 budget of \$385,864.

We project for the first six years of the program based on current costs. The university will review for the next couple of years each department, program, and the entire university to prioritize an efficient and productive university. This will impact how Native American Studies will delivery both the undergraduate and graduate program. The budget scenario is provided in the table below. We project Native American Studies to have a positive budget projection where all expenses will be covered with tuition generated, B.A. online degree, and other external sources.

ESTIMATED	Year 1	Year 2	Year 3
-----------	--------	--------	--------

REVENUES						
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	2000	2000
<b>TOTAL REVENUE</b>	434,886		436,886		436,886	
ESTIMATED EXPENSES						
	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	407,923	0	407,923	50,000	457,923	0
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	0	0	0	0	0
Other	22,563	0	22,563	8,333	30,896	0
<b>TOTAL EXPENSES</b>	434,886		493,219		493,219	
<b>DIFFERENCE (Rev.-Exp.)</b>	0		-56,333		-54,333	
ESTIMATED IMPACT OF NEW PROGRAM						
	Year 1		Year 2		Year 3	
FTE Enrollment	10		20		25	
Projected Annual Credits Generated	150		300		375	
Tuition Generated	35,356.80		70,713.60		88,392.00	

Total (1<sup>st</sup> 3 years): \$ 194,462.40

ESTIMATED REVENUES						
	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
<b>TOTAL REVENUE</b>	440,886		442,886		444,886	



ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	457,923	65,000	522,923	0	522,923	65,000
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	1,000	1,000	0	1,000	0
Other	30,896	8,333	39,229	0	39,229	8,333
<b>TOTAL EXPENSES</b>	567,552		567,552		640,885	
<b>DIFFERENCE (Rev.-Exp.)</b>	-126,666		-124,666		-195,999	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	
FTE Enrollment	30		35		40	
Projected Annual Credits Generated	450		525		600	
Tuition Generated	106,070.40		123,748.40		141,427.20	

Total (2<sup>nd</sup> 3 years): \$ 371,246.40    Total (All 6 years): \$565,708.80

Estimated program costs include salary for full-time faculty, learning resources, technology equipment, administrative support, and program development. We will collaborate with other UNM entities and programs to prevent duplication of efforts and funds. Costs not considered include administrative support outside of University College.

Some key assumptions underlying the budget scenarios include:

- Sections taught and average enrollments are based on courses in the B.A. program
- Full-time faculty teach an average of 5 courses per year (2/3 load)
- NAS will start an online B.A. degree in Fall 2017. At this time, we do not know what the tuition generated will be for the department yet. We anticipate the funds from the online program will help the department's existing budget and the M.A. program.
- All salary cost projections do not include indirect costs (benefits)
- Three graduate assistants by year six
- One lecturer, Two tenure-track faculty by year six

- Enrollment level for first two years of the M.A. program is ten students each, with fifteen each in years three and four, and twenty students each in years five and six
- No inflation assumptions are incorporated into costs or funds
- External sources of funding from the New Mexico State Legislature, grants, and other entities is not included in the budget forecast but we anticipate the department will apply and pursue such initiatives
- At the end of the six year projection, all expenses for the graduate program will be covered with tuition generated, the online B.A. degree, and other external sources

## 7. Quality of the Program

Describe the qualifications of the faculty and how the expertise and experience will contribute to the quality of the program.

### Faculty and their areas of expertise

Faculty	Tribal affiliation	Areas of expertise	FT/PT status with NAS - % with NAS
<b>Full/Associate Professor</b>			
Gregory A. Cajete, Director of Native American Studies	Santa Clara Pueblo	American Indian Education – Science, Indigenous Epistemology, Creating Sustainable Indigenous Communities.	PT (joint appointment with College of Education – Language, Literacy and Sociocultural Studies); 30%
Tiffany S. Lee, Associate Director of Native American Studies	Diné and Lakota	Indigenous education, educational self-determination, and language socialization experiences.	FT 100%
Lloyd L. Lee	Diné	American Indian identity, masculinities, philosophies, leadership, and nation building	FT 100%

<b>Assistant Professor</b>			
Robin Minthorn	Kiowa, Apache, Nez Perce, Umatilla and Assiniboine	Indigenous Higher Education, Indigenous Leadership (women, college students, intergenerational), and	PT (joint appointment with College of Education – Educational Leadership); 50%



Leola Tsinnajinnie	Diné and Filipino	International Indigenous Community-based education and leadership  Indigenous Education, Decolonization, and Nation Building	FT 100%
Wendy S. Greyeyes	Diné	Political Sociology, Organizational Analysis, American Indian Education, and Nation Building	FT 100%

Show how the proposed admission standards (identified in Section 1) compare with those of other institutions offering a similar program.

The NAS M.A. degree will require the following admission standards: (1) graduate application and fee, (2) generally, applicant must have have a cumulative grade point average of at least 3.0 and above in their last two undergraduate years and in their major field and must hold a B.A. degree, (3) one writing sample (between 10-15 pages double spaced) of original work that is academic, technical, professional, or artistic in nature, (4) two recommendation letters, and (5) a personal statement (3 to 5 pages) including your educational goals, professional plans, your interest in our M.A. program and your background in Native American Studies or Indigenous communities. A graduate committee of three faculty members will review each application and recommend admission. The number of students the program can accommodate in a given two-year cycle will also be a factor.

In comparison to other institutions offering a similar program, it is comparable such as the American Indian Studies program at ASU requires a graduate application, bachelor's or graduate degree, and TOEFL score from any applicant whose native language is not English and at the University of Oklahoma they require transcripts on undergraduate/graduate coursework, GRE aptitude test, three letters of recommendation, and TOEFL score from any applicant whose native language is not English.

What instructional model(s) will be used in presenting the program? What types of technology will be used for delivery of instruction?

Content will be delivered primarily via online and Zoom, followed by face-to-face using a modified schedule. Technology requirements include computers and video broadcast capabilities (through Zoom).

By promoting the NAS offerings online, our MA program will reach out to potential Native Studies students in a capacity that is not offered by major neighboring universities, such as Arizona State University and the University of Arizona. Many students who would be interested in pursuing a Master's degree in NAS are working professionals with constrictive schedules, individuals with full-time family responsibilities, are fully immersed in remote communities, and/or are geographically limited in other ways for various reasons (economic, traditional ties, housing, etc.). With our selection of online courses, we are able to better accommodate exceptional students who may study and serve their respective responsibilities at the same time. Without this option, these students would not be allowed the opportunity to further their studies. Pedagogically, NAS faculty members have often found that allowing students an online voice provides for more intensive interaction amongst students and with instructors. In this capacity, we are not limited to the time allotted for face-to-face meetings or are dominated by the more outspoken class members. By offering as many avenues of involvement as possible, the quality of our program will be an outstanding pillar across the nation.

Those students who opt to take online classes will be made fully aware of the time investment, scholastic commitment, and internet connectivity requirements of each course. Students must ensure that they have reliable access to the internet during *their* planned course working times via school campuses, libraries, tribal buildings, local businesses, or at home. The NAS faculty will build work into each course module that can be completed in relation to various student schedules. For example, the students will be given clear due dates for discussion postings and it will be up to each student to plan when they will complete their posts each week prior to the deadline. The first eleven alumni, and potential student MA recruits, to complete our NAS survey all indicated that they have reliable internet access at home. Furthermore, most of them indicated secondary access options at work or community centers and libraries.

What types of opportunities for experiences outside of the classroom will be available to students and utilized in the program (e.g., internships, service learning projects, research-based service learning).

Native American Studies currently offers service-learning courses that will be modified to teach at the graduate level. These courses will be among the elective options for the M.A. students. Additionally, NAS will seek funds to operate a highly selective internship program for NAS graduate students in self-determination and leadership through New Mexico State Government, tribal governments, tribal organizations, school, and community programs.

The potential of this program to contribute to future Indigenous leadership is readily apparent. These individuals gain invaluable experiences by actually working with tribes on real issues. They typically work on Indian-related issues but see them from the "other side," so to speak: that is, from within the federal and state structure. The program will need to recruit for sufficient numbers to make it cost effective. It



would be a full three months in duration and would contain an educational element designed to prepare these individuals to make the most of their state government experience and to take from that experience useable lessons that can be applied in Indian country.

What student support services are likely to be needed and to what extent (tutoring, library, IT, advising, etc.)? What is the estimated cost?

No additional student support services are anticipated beyond those already provided for NAS students.

What student support will be needed (GA & TA positions, scholarships, internships, etc.)?

We anticipate offering GA/TA positions to support research initiatives and teaching in both the B.A. and M.A. programs: 1 position by year 2 of the program, 2 positions by year 4, and 3 positions by year 6. NAS M.A. degree students would be encouraged to apply for a department scholarship through NAS. We would encourage students to submit the appropriate Free Application for Federal Student Aid (FAFSA), to apply for funding from the UNM American Indian Student Services (AISS) department, tribal scholarship funding, and other outside scholarship entities that fund both part-time and full-time degree seeking students. Students would also be encouraged to look into additional resources from the UNM Scholarship Office, Office of Graduate Studies (OGS), the Graduate Resource Center (GRC), and the Institute for American Indian Research (IFAIR).

NAS has currently existing partnerships for internship opportunities with the following entities: Native American Community Academy (NACA), Indian Pueblo Cultural Center (IPCC), Native Health Initiative (NHI), Center for Native American Health (CNAH), and the New Mexico State Legislature. NAS plans to develop more defined internship opportunities in the future.

What are the expected student learning outcomes for the program? What will the students know and what will they be able to do when they complete this program?

The expected student learning outcomes of the graduate program include the following:

1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.

How will the program's learning outcomes be measured? For full proposal, also describe any final integrating experiences in the program that will be used to assure graduates have acquired the knowledge and skills expected for the degree/certificate awarded.

The three Student Learning Outcomes will be fully evaluated at the completion of year two of the implementation of the MA degree. However, assessment activities (data collection and reflection) will begin throughout year one. Measurements of the outcomes will be based upon student performances in the course requirements of NATV 550, 560, and 590. For detailed information, please see the Assessment Plan in Additional Information.

In respect to measuring the outcomes at the exit level, all students must present their Final Project of Excellence (completed in 590) to Native American Studies faculty in a formal presentation as well as to community members in a Symposium. Students will also evaluate their learning opportunities and how they took advantage of those learning opportunities by addressing each outcome in their Projects. Community members will also have the opportunity to evaluate how well students demonstrate these outcomes. These evaluations will be considered an indirect measure in the assessment report.

Prior to submission to the NMHED and NMGDC, the proposal should state that UNM is institutionally accredited by the Higher Learning Commission of the North Central Association and has approval to offer any degree program appropriate to UNM's mission.

If applicable, describe any accreditation issues, including the following:

Will accreditation be sought for the program? If so, describe the process and expenses involved.

How does the program affect any existing accreditation and licensure requirements?

N/A—there are no existing accreditation and licensure requirements.

## **8. Assessment of Operations and Impact**

In addition to student learning outcomes, what other measures to evaluate program effectiveness are contemplated?

The Native American Studies department is in University College and reports directly to Kate Krause, Dean of the College. Assessments will be based on appropriately for a graduate level program including community through a research symposium.



For full proposal, a long-range plan (at least 5 years) for program assessment and evaluation must be included.

In addition to the table below, please see Assessment Plan in Additional Information under Formal needs assessment.

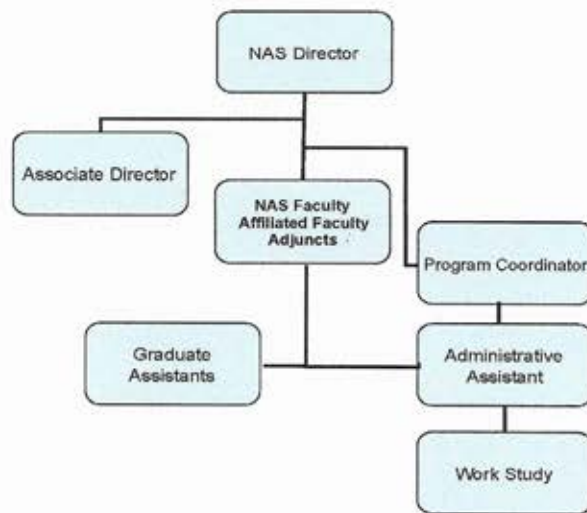
Measurement of Student Learning Outcomes

Outcome	Direct Measures	Indirect Measures	Years
1. Leadership & Challenges	Final assignments in 550 & 590 by NAS Faculty	Student self-evaluations in 590  Community evaluations at 590 Symposium	1-5 for 550  2-5 for 590
2. Sustainability & Healthy Communities	Final assignments in 550 & 590 by NAS Faculty	Student self-evaluations in 590  Community evaluations at 590 Symposium	1-5 for 550  2-5 for 590
3. Indigenous Community Building	Final assignments in 550, 560, & 590 by NAS Faculty	Student self-evaluations in 590  Community evaluations at 590 Symposium	1-5 for 550 & 560  2-5 for 590

### **9. Administrative Responsibility for the Program and Institutional Commitment**

What is the proposed governance structure of the program? For full proposal, a thorough discussion is especially important for interdepartmental and intercollegiate programs or when entering into collaborative agreements with other institutions.

Native American Studies is currently housed in University College and reports directly to Kate Krause, Dean of University College. We expect to maintain this line of responsibility as a graduate degree-granting program. The following organizational chart shows the governance structure of the program:



Prior to submission to the NMHED and NMGCD, documentation outlining the institution’s priority for the proposed program should be obtained from the Provost’s Office to include with the proposal.

**10. Additional Information**

For preliminary proposal, provide any additional information needed to make the case for development of a full proposal. For full proposal, provide any additional information to support the request for the proposed degree program.

Native American Studies—Alumni Spotlight:

1. <http://news.unm.edu/news/a-unm-alumna-president-obama-and-the-last-frontier>

**11. Attachments full proposal only**

Department of Labor documentation, if applicable

Professional Title	Employment	Wage	Annual
Lawyers	603,310	\$64.17	\$133,470
Individual and Family Services	305,850	\$17.90	\$37,230
Local Government (OES Designation)	234,640	\$23.75	\$49,390



State Government (OES Designation)	221,700	\$22.93	\$47,700
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
Outpatient Care Centers	126,580	\$19.92	\$41,430
Community Food and Housing, and Emergency and Other Relief Services	45,200	\$16.27	\$33,830
Other Residential Care Facilities	40,920	\$16.47	\$34,260
Religious Organizations	46,380	\$20.70	\$43,050
Vocational Rehabilitation Services	75,000	\$16.26	\$33,820
Individual and Family Services	305,850	\$17.90	\$37,230
Federal Executive Branch (OES Designation)	19,550	\$35.48	\$73,790
Elementary and Secondary Schools	189,590	\$28.86	\$60,020
History Teachers, Postsecondary	23,640	*N/A reported only annual bases	\$73,720

Source: United States Department of Labor, Bureau of Labor Statistics website: [http://www.bls.gov/oes/current/oes\\_NM.htm#25-0000](http://www.bls.gov/oes/current/oes_NM.htm#25-0000)

### Formal needs assessment

Template  
 Academic Program  
 Plan for Assessment of Student Learning Outcomes  
 The University of New Mexico

#### A. College, Department and Date

1. College: *University College*
2. Department: *Native American Studies*
3. Date: *November 16, 2015*

**B. Academic Program of Study\***

*M.A. in Native American Studies*

**C. Contact Person(s) for the Assessment Plan**

*Tiffany Lee, Assoc. Professor, [tslee@unm.edu](mailto:tslee@unm.edu)*

*Leola Tsinnajinnie, Assistant Professor, [leola@unm.edu](mailto:leola@unm.edu)*

**D. Broad Program Goals & Measurable Student Learning Outcomes**

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. Provide advanced educational foundation in leadership in Native American Studies preparing students to build and sustain relationships and practices in Native communities and Nations.
- B. Students will become practitioners in indigenous-based research for community building and self-determination.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate**

**Program**

- 1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.
- 2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.
- 3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.

**E. Assessment of Student Learning Five-Year Plan**

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

**1. Student Learning Outcomes**

*[Insert at least 2-5 priority learning outcomes that will be assessed by the unit over the next three years. Each unit will select which of its learning outcomes to assess.]*

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

<b>University of New Mexico Student Learning Goals</b>
--

\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).



Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
1. Students will acquire an understanding of leadership and how to address current challenges across Indigenous communities.	X	X	X	
2. Students will develop the skills necessary to contribute to the sustainability of healthy Native communities.		X	X	
3. Students will demonstrate a practical and theoretical grounding in Indigenous community building.	X	X	X	

## 2. How will learning outcomes be assessed?

### A. What:

- i. *For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three-year plan?*

SLO #1 & #2 will be measured by the successful completion of NATV 550 *Indigenous Nations and Sustainable Communities* seminar as well as NATV 590 *Project of Excellence*.

- a. Evaluating written work and oral presentations in NATV 550.
- b. Evaluating completed project of excellence in NATV 590 by each student's NAS faculty committee.
- c. Evaluation of presented project of excellence to tribal leadership community members at NATV Community Research Symposium. Evaluation will be based on audience perceptions of project relevance to leadership, addressing challenges, and the sustainability of healthy Native communities.

SLO #3 will be measured by the successful completion of NATV 550 *Indigenous Nations and Sustainable Communities* seminar, NATV 560 *Research Methods and Practice in Indigenous Scholarship*, and NATV 590 *Project of Excellence*.

- a. Evaluating written work and oral presentations in NATV 550 & 560.
- b. Evaluating completed project of excellence in NATV 590 by each student's faculty committee.
- c. Evaluation of presented project of excellence to tribal leadership community members at NATV Community Research Symposium.

Evaluation will be based on audience perception of student ability to engage their work in potential practical settings.

- ii. *Indicate whether each measure is **direct** or **indirect**. If you are unsure, then write "Unsure of measurement type." There is an expectation that at least **half of the assessment methods/measures will be direct** measures of student learning. [See attached examples of direct and indirect measures.]*

The written work, oral presentations, and completed research project in NATV 550, 560, and 590 are direct measures of the SLOs listed. The completed Projects of Excellence will include student reflections of if they have achieved the three SLO's. The community evaluations of Projects of Excellence are indirect.

- iii. *Briefly describe the **criteria for success** related to each direct or indirect means of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to define qualitative criteria and measure performance, attach them to the plan as they are available.*

Criteria for success:

- a. No less than 80% of the students in NATV 550 & 560 will score less than a B on their final assignments. Rubrics/scoring sheets will be created. These rubrics will identify the specific qualities of work that constitute mastery of the respective SLO's.
- b. No less than 80% of the students in NATV 590 will receive a passing score. A scoring sheet for the course research project and presentation will be created.
- c. The student self-evaluations within their NATV 590 projects will provide more in-depth understanding of how the students rate their achievement on the SLOs. In quantified terms, 80% or more will rate their understanding as agree or strongly agree (which translate to Likert scale average scores between 4 and 5).

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students.

The program assessment will include evidence from all the students in the specific courses (NATV 550, 560, 590). This evidence will be valid and reliable because it includes the entire population of students in the courses.

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**



*[Briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., 2008-2009, 2009-2010, and 2010-2011), list which outcomes will be assessed, and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)]*

All three outcomes will be fully assessed upon completion of the second year of the first cohort. However, upon the completion of NATV 550 & 560, direct outcome evidence will be gathered each semester by instructors of the course. A summary report will be written and presented to the Department Chair and Faculty for assessment reflection.

At the end of each academic year, faculty will meet to discuss the summary reports and make changes to the curriculum and instruction if it is deemed less than 80% of students are demonstrating the SLOs. Students will experience changes to the course in the following semester.

**4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

*Briefly describe:*

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*
2. *the process for consideration of the implications of assessment for change:*
  - a. *to assessment mechanisms themselves,*
  - b. *to curriculum design,*
  - c. *to pedagogy**...in the interest of improving student learning.*
3. *How, when, and to whom will recommendations be communicated?*

1. NAS faculty will designate two members to chair the overall assessment activities in two-year increments. The Assessment Chairs will be responsible for insuring all data needed is collected and saved immediately upon completion of courses and the Project of Excellence Symposium.
2. NAS faculty who teach NATV 550, 560, and 590 the graduate assistant or staff member will directly participate in the assessment process. They will collect the data and evidence and prepare the summary reports.
3. All NAS faculty will meet at the end of each year to reflect on the assessment data shared in the reports. Faculty will analyze and interpret data through curriculum mapping, strategic planning for course and/or program changes and changes to teaching methods.

4. The recommendations will be shared with NAS faculty, students, and selected Native community leaders or an Advisory Council.
5. A summative assessment document will be provided to the Assessment office by Oct. 1 the following academic year detailing the previous year's work and changes to curriculum, pedagogy, and service to students and their collective effect on student learning.

*Adapted from Kansas State University Office of Assessment*

**Table of 6-year projected graduate program cost estimates and resources (required for submission to NMHED)**

ESTIMATED REVENUES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	0	2000	2000	2000	4000	2000
<b>TOTAL REVENUE</b>	434,886		436,886		438,886	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	407,923	0	407,923	50,000	457,923	0
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	0	0	0	0	0
Other	22,563	0	22,563	8,333	30,896	8,333
<b>TOTAL EXPENSES</b>	434,886		493,219		501,552	
<b>DIFFERENCE (Rev.-Exp.)</b>	0		-56,333		-62,666	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3	
	FTE Enrollment		FTE Enrollment		FTE Enrollment	
	10		20		25	
	Projected Annual Credits Generated		Projected Annual Credits Generated		Projected Annual Credits Generated	
	150		300		375	
	Tuition Generated		Tuition Generated		Tuition Generated	
	35,356.80		70,713.60		88,392.00	



Total (3 years): \$ 194,462.40

ESTIMATED REVENUES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Projected University I&G or Tuition	407,923	0	407,923	0	407,923	0
External Grants and Contracts	24,963	0	24,963	0	24,963	0
Other	6000	2000	8000	2000	10,000	2000
<b>TOTAL REVENUE</b>	440,886		442,886		444,886	
ESTIMATED EXPENSES	Year 4		Year 5		Year 6	
	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty & Staff)	457,923	65,000	522,923	0	522,923	65,000
Learning Resources	2,400	0	2,400	0	2,400	0
Equipment	2,000	0	2,000	0	2,000	0
Facilities & modifications	0	1,000	1,000	0	1,000	0
Other	39,229	0	39,229	0	39,229	8,333
<b>TOTAL EXPENSES</b>	567,552		567,552		640,885	
<b>DIFFERENCE (Rev.-Exp.)</b>	-126,666		-124,666		-195,999	
ESTIMATED IMPACT OF NEW PROGRAM	Year 4		Year 5		Year 6	
	FTE Enrollment		FTE Enrollment		FTE Enrollment	
	30		35		40	
Projected Annual Credits Generated		Projected Annual Credits Generated		Projected Annual Credits Generated		
	450		525		600	
Tuition Generated		Tuition Generated		Tuition Generated		
	106,070.40		123,748.80		141,427.20	

Total (3 years): \$ 371,246.40

List of similar programs (state and regional)

Name of Institutions and location	Department	Minor/Major/Master of Arts NAS: Native American Studies AIS: American Indian Studies	Programs	Number of Faculty (Joint and/or Full)
Arizona	College Liberal	Major and Minor in	Programs: 1.)	10

State University-Tempe, AZ	Arts and Science	AIS And offers Master's in AIS	Legal, policy, and community and economic development 2.) Arts and Language	
University of Arizona-Tucson, AZ	Graduate College and College of Law	Master of Arts in AIS and Ph.D. including J.D./M.A. in AIS	Graduate Interdisciplinary program and Indigenous Governance program	11
Oklahoma University-Norman, OK	College of Law and College of Arts and Science	Major and Minor in NAS And offers Master's in NAS	Master's Degree in Native American Studies Master's Degree in NAS/Juris Doctorate with OU College of Law Graduate Certificate in American Indian Social Work with Zarrow School of Social Work	4
Montana State University-Bozeman, MT	College of Letters and Science	Minor in NAS And offers Master's in NAS Online graduate certificate	Online Graduate Certificate program in NAS; may transfer towards Master's in NAS	3
University of California-Berkeley, CA	College of Letters and Science - Department of Ethics Studies	Major in NAS PhD in Ethnic Studies	Native American Studies Program	3
University of California Los Angeles	Social Science Division, Interdepartmental	Major, Minor, and Master's in AIS Joint degree in JD/MA	American Indian Studies	25 (Joint faculty)



University of California Davis, CA	program Department of Native American Studies	Minor in NAS And offers Master's and Ph.D. in NAS	Division of Humanities, Arts and Cultural Studies	7
------------------------------------	--	--	---	---

### List of potential employers

Fields	Potential Employers	Occupation
<b>Education</b>	New Mexico Districts and Charter schools Bureau Indian Education Schools UNM Educational Leadership Tribal Colleges Tribal language and culture programs	Certified teachers, administrative, staff, educational assistant, professional training, office and administrative support, language & culture teacher
<b>Native Nations</b>	23 Indian tribes in New Mexico - nineteen Pueblos, three Apache tribes (the Jicarilla Apache Nation, the Mescalero Apache Tribe, and Fort Sill Apache Tribe), and the Navajo Nation. The 19 Pueblos are the Pueblos of Acoma, Taos, Santa Clara, San Ildefonso, Tesuque, San Felipe, Jemez, Zuni, Zia, Nambe, Picuris, Ohkay Owingeh, Santo Domingo, Laguna, Isleta, Santa Ana, Sandia, Cochiti, and Pojoaque.	Business, management, public relations, financial operations, community support, professional training, legal & political occupations, office and administrative support
<b>Health</b>	Johns Hopkins University Center for American Indian Health Indian Health Services Phoenix Indian Center First Nations - Albuquerque Homeless task force	Healthcare support, social services, office and administrative support
<b>National Resources</b>	Environmental Protection Agencies, Tribal fish and	Community & urban & regional planner, manager,

# All Pueblo Council of Governors

## RESOLUTION

### ALL PUEBLO COUNCIL OF GOVERNORS

#### RESOLUTION NO. APCG 2015-07

#### A RESOLUTION OF SUPPORT FOR THE DEVELOPMENT AND IMPLEMENTATION OF A MASTERS DEGREE IN THE NATIVE AMERICAN STUDIES PROGRAM AT THE UNIVERSITY OF NEW MEXICO WITH A CONCENTRATION IN LEADERSHIP FOR SUSTAINABLE INDIGENOUS COMMUNITY.

**WHEREAS**, the All Pueblo Council of Governors ("APCG") is comprised of the Pueblos of Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, San Felipe, San Ildefonso, Sandia, Santa Ana, Santa Clara, Santo Domingo, Taos, Tesuque, Zia and Zuni, and one pueblo in Texas, Ysleta del Sur, each having the sovereign authority to govern their own affairs;

**WHEREAS**, the purpose of the All Pueblo Council of Governors is to advocate, foster, protect, and encourage the social, cultural & traditional well-being of the Pueblo Nations; and

**WHEREAS**, through their inherent & sovereign rights, the All Pueblo Council of Governors will promote the language, health, economic, and educational advancement of all Pueblo people; and

**WHEREAS**, The State of New Mexico and the 23 Pueblos and Tribes of New Mexico have a pressing need for college educated Native American students prepared to assist in the positive development and maintenance of their communities and the State of New Mexico educationally, economically and socially.

**WHEREAS**, the University of New Mexico - Native American Studies (UNM-NAS) is an interdisciplinary program whose program of study explores the richness of American Indian cultures, examines the nature of historic and contemporary issues and prepares students to engage in careers and service to New Mexico Indian communities.

**WHEREAS**, A Major in Native American Studies was approved by the UNM Board of Regents for the 2004-2005 academic year and has since had eight graduating classes totaling over 185 majors and minors. With students graduating with course work in areas such as Indigenous Leadership and Self-Determination; Indigenous Environmental Studies; Indigenous Language and Community Education.



**WHEREAS**, There is currently a substantially increased interest in Native American Studies courses with enrollment growing from only seven minors during the 2001-2002 academic year to over 150 majors and minors for the 2014-2015 academic year. And, be it noted that the UNM-NAS Program currently offers on average 20 courses per semester through its core, adjunct and affiliated faculty. And, given that the NAS program has an MOU agreement with UNM Extended University to offer IT zoom and hybrid courses in NAS at UNM Gallup, UNM Taos, UNM Valencia, UNM-Los Alamos, UNM Bernalillo, UNM Santa Fe, UNM-Farmington whose combined enrollments number over 3000 Native American Students.

**WHEREAS** The NAS faculty have developed a proposal for a Master's Degree in Native American Studies with an emphasis in Indigenous Leadership, Self Determination and Building Sustainable Community. And, that this proposed degree will be unique among tier one universities in that its emphasis will be on community oriented education approaches for tribal leadership and community building. And, that this Masters degree will form a foundation for an equally unique Ph.D. degree proposal in Leadership for Sustainable Indigenous Community in the future.

**WHEREAS** While, the UNM Native Studies BA program compares and even surpasses program offerings at other peer Southwest Institutions such as the University of Arizona, Arizona State University, Northern Arizona University and the University of Oklahoma. The UNM-NAS program has reached a critical juncture in its further development and the demand for a Masters degree program has become apparent.

**WHEREAS** The proposed degree would provide New Mexico Indian Communities access to studies focused on their issues and needs.

**NOW, THEREFORE, BE IT RESOLVED THAT** This Resolution of Support is submitted to the New Mexico Legislature, the University of New Mexico Board of Regents, The University of New Mexico Faculty Senate and the President and Provost of the University on behalf the Native American Studies Program. Our resolution requests not only support for the NAS Masters Degree proposal but consideration for the development of a special project funding request for recurring NM legislative appropriation to augment faculty, staff and program development to properly implement the Masters degree in the Native American Studies Program.

**CERTIFICATION**

We, the undersigned officials of the All Pueblo Council of Governors hereby certify that the foregoing Resolution No. APCG 2015-07 was considered and adopted at a duly called council meeting held on the 16 day of July 2015, and at which time a quorum was present and the same was approved by a vote of 15 in favor, 0 against, 0 abstain, and 5 absent.

**ALL PUEBLO COUNCIL OF GOVERNORS**

By: E. Paul Torres  
Governor E. Paul Torres, APCG Chairman

ATTEST:

Terry Aguilar  
Terry Aguilar, APCG Secretary





**THE NAVAJO NATION**

**RUSSELL BEGAYE PRESIDENT**  
**JONATHAN NEZ VICE PRESIDENT**

September 3, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Navajo Nation Office of the President and Vice President supports and believe in the mission of the University of New Mexico's Native American Studies proposal to provide high quality Master of Arts Degree in Native American Studies. We are certain our community members and schools will benefit from such a program.

The extended community of the Navajo Nation believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher Education curriculum designed around the educations needs of tribal leadership, self-determination and community sustainability.

Sincerely,

A handwritten signature in black ink, appearing to read "Jonathan Nez".

Jonathan Nez, *Vice President*  
**THE NAVAJO NATION**

POST OFFICE BOX 7440 / WINDOW ROCK, AZ 86515 / PH: (928) 871-7000 / FAX: (928) 871 4025



**Albuquerque Urban Indian Leadership Movement**  
a project of Americans for Indian Opportunity (AIO)  
and the Southwestern Indian Polytechnic Institute (SIPI)  
with funding from the Comcast Foundation

*"Native peoples face some of the most dire socio-economic conditions of any ethnic group in America. Within this population, urban Indians face unique challenges. Federal funding does not always directly address their needs, and their location in America's cities mean that part of the safety net available to Native children and families living on reservations or tribal territories are not available to them. A lack of sufficient data makes it nearly impossible to determine whether and how well the "urban safety net" meets the needs of urban Indian families. Many urban Indian populations also lack effective leadership and are underrepresented in community-driven activism and government. The magnitude of this problem is significant, as urban Indians make up 75% of the Native population overall."*

National Urban Indian Families Coalition (2006)

**Albuquerque's Native Peoples: Context and Background**

Native Americans have been attracted to living in Albuquerque, New Mexico for hundreds of years. Albuquerque was targeted in the Federal Government's implementation of the Indian Relocation Program in the 1950's and '60's, moving thousands of Native Americans into urban areas in the hopes of better jobs and educational opportunities. New Mexico is the permanent home to 22 Indian Pueblos and tribes, most of which are located within a 2-3 hour drive from Albuquerque. Many Native families have lived in the area for generations. However, a large portion of the urban Indian population is transient--people who come for days or weeks and then return to their Pueblos or reservations. Most Native Americans in Albuquerque are from local tribes, while some are from out of state. The fluidity of urban Indian populations can pose challenges in establishing a cohesive voice for Native Americans and, often, can overwhelm social service providers. Additionally, the establishment of on reservation tribal health clinics and the confusion and a lack of information about how Native Americans and the Indian Health Service fit into the Affordable Care Act are creating a major healthcare gap in urban Indian communities.

Currently, 59,084 self-identified Native Americans live in the Albuquerque metropolitan area, as of the 2010 census, making up nearly 7% of the population. Albuquerque has a significant professional and middleclass Native American community and many national and regional Native-serving organizations are headquartered in New Mexico. New Mexico is the only state in the U.S. to have a cabinet level position for Indian Affairs. According to the National Urban Indian Families Coalition, 32% of urban Indians live below the poverty line. 59% are unemployed or underemployed. And 30% of urban Natives are under the age of 18. Additionally in Albuquerque, as in other major U.S. cities, American Indian rates of homelessness, suicide, alcoholism, high school dropouts and other negative socio-economic indicators are far above national averages.



The American Indian Center of Albuquerque (AIC) has been serving urban Indians since 1990. Their mission is to “empower the Albuquerque Urban Native American Community and others through provisions of wrap-around services designed to promote wellness, education, self-sufficiency and tradition.” Primarily, the AIC provides services to American Indians experiencing extreme poverty and those suffering from the associated social ills associated with poverty, like alcoholism, hunger, homelessness and poor healthcare. An estimated 60% of the Center’s clients are Navajo; 20% are from the surrounding Pueblos and the remainder are from other tribes. If one is not a social service client of the AIC, there are no other programs, roles or responsibilities for working families, middleclass and professional Natives in Albuquerque and Bernalillo County. The city lacks a central location for community building, socializing and reinforcing cultural identity for urban Indians in the area.

In 2012, the National Urban Indian Families Coalition (NUIFC) hosted community and policy roundtables at the Albuquerque Indian Center as part of a series of similar fact-finding meetings in eleven cities. The community roundtables included representatives from a variety of Native and non-Indian non-profit organizations, local and state governments, educational institutions and community activists. In addition to the Roundtable discussions, the NUIFC conducted extensive research regarding Native Americans who live away from their traditional land base. The full report can be accessed at [http://nuifc.org/wp-content/uploads/2015/08/NUIFC\\_digital\\_Bookplain.pdf](http://nuifc.org/wp-content/uploads/2015/08/NUIFC_digital_Bookplain.pdf)

At the Albuquerque roundtables, participants identified several areas of concern for urban Indians, including the following:

- Lack of cohesiveness within the urban Native community and Native organizations, including a collective voice and a Native voting block
- Lack of involvement of the City of Albuquerque in Native issues
- Lack of New Mexico state government to address urban Indian issues
- Lack of a list of names to put forward for appointments to potential boards and commissions and candidate pipelines
- Lack of a central location for social and cultural activities
- Lack of pathways for urban Indians to contribute to civil society
- Lack of relationships with area tribal governments

#### **Proposed Albuquerque Urban Indian Leadership Council**

The Albuquerque metropolitan area is experiencing growth and rapid change, providing opportunity and challenges for urban Indians. To cope with the changing needs and demographics of Native American communities, Albuquerque needs to be part of a national comprehensive urban Indian policy strategy, build community and leadership capacity and make space for Native community engagement and activism. In partnership with the Comcast Foundation, Americans for Indian Opportunity (AIO) and the Southwestern Indian Polytechnic Institute (SIPI), seek to develop an Albuquerque Urban Indian Leadership Council that can begin to provide a collective voice and address the needs of the city and Bernalillo County’s diverse Indigenous population.

AIO's will utilize a theory of change model developed over a 45 year history of advocacy which espouses that leaders and community activists with strong, well-grounded cultural identity are better able to engage in movement building and community organizing to institute systemic change for Indigenous peoples and communities. AIO and SIPI, will develop specialized curriculum based on components of AIO's award winning leadership development model, the Ambassadors Program. The Urban Indian Leadership Council will develop a pool of individuals with strong cultural identity, who will initiate an urban Native leadership movement. This movement made up of organizations and individuals will build the capacity of emerging Native American leaders in the Albuquerque metro area to contribute to the larger Albuquerque civil society, create systemic change through the use of enhanced skills and a collective voice, advocate for the improved wellbeing of urban Indians, reinforce cultural values, and advance the rights of Indigenous peoples living in urban areas.

In order to create a critical mass of urban Indian leaders, AIO and SIPI will convene established Native leaders in Albuquerque to serve as advisors to a leadership development program. The advisors will form the Leadership Council and will be responsible for recruiting participants as well as teaching a portion of the program curriculum to participants. The Council members will serve as mentors, making job referrals, providing professional advice, and expanding opportunities and participants' network of resources in addition to formal leadership training.

By sharing the responsibility, the Albuquerque Urban Indian Leadership Council will create a dynamic network that can organize to provide collective action on important issues, as well as provide a directory of individuals that can represent the urban Indian voice on boards and commissions, run for office, and promote positive change.

#### Goals

- Coordinate regular gatherings of the Council and other interested individuals and groups
- Strengthen and build leadership amongst the Native American community of Albuquerque/Bernalillo County
- Reinforce Indigenous cultural values and identity
- Provide a collective voice for urban Indians in Albuquerque
- Build relationships with City, County and State governments
- Collect and share data and demographics about urban Indians
- Recommend policy that improves the wellbeing of Albuquerque/Bernalillo Cty residents
- Provide an active pool of established and emerging leaders to be nominated for local boards and commissions
- Encourage and promote American Indian "Get Out The Vote" efforts and voter education initiatives on issues important to the Indian community
- Build partnerships with funders and other allies, including the National Urban Indian Families Coalition

#### SIPI and AIO will implement the following activities to develop the Leadership Council:

- Convene initial meeting of community leaders and establish regular monthly meetings
- Identify founding council members from the initial meetings participants
- Develop curriculum using AIO's Indigenous values-based leadership development model
- Promote interest and involvement in the Leadership Council
- Contact and build relationships with funders and invite other allies to participate
- Recruit emerging Native leaders to participate in leadership training



September 8, 2015

University of New Mexico Board of Regents  
President Robert G. Frank  
Provost Chaouki Abdallah  
UNM Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

This letter is submitted to you on behalf of UNM-American Indian Student Services as a demonstration of advocacy and support of the University of New Mexico's Native American Studies proposal to establish and implement a Masters Degree program. The proposed interdisciplinary graduate degree is a natural next step in extending the opportunity for advanced and comprehensive study of the history, conceptual frameworks, applications and research of this important field. American Indian Student Services firmly believes in the significant benefit and value of further developing the unique education resources and expertise in Native American Studies at the state's flagship institution.

The extended constituency and partners of American Indian Student Services believe in the importance of community education including, but not limited to, culture, language and tradition; and also recognize the impact and value of higher education as a whole. Because the proposed Masters program will offer both face-to-face and online venues for accessing Native American Studies graduate courses; an invaluable opportunity for New Mexico tribal communities – many of whom are rural and have less direct access to educational institutions like UNM – will undoubtedly create numerous avenues to conceptualize and strengthen distinct learning modalities and insight.

Providing Indigenous communities and the State of New Mexico with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability is strongly aligned with the University of New Mexico's mission to serve the state through demonstrated and growing excellence in teaching, research, patient care, and community service. Approval of the proposed Native American Studies Masters Degree program will illustrate the institution's commitment to enhancing the quality of life and education for all New Mexicans, and American Indian Student Services looks forward to this potential new chapter in the University of New Mexico's legacy.

Sincerely,



Pamela Agoyo  
Director: American Indian Student Services  
Special Assistant to the President for American Indian Affairs



**College of Education**

Department of Curriculum and Instruction  
MSC 3CUR  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001  
575-646-4820, fax: 575-646-5436

November 9, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

As an alumni of UNM (doctorate 1997), I support and believe in the mission of the University of New Mexico's Native American Studies (NAS) proposal to provide a high quality master's degree program. As a Native American graduate student at UNM I greatly benefitted from NAS courses and was constantly supported, both academically and personally, through my interactions with NAS faculty, staff, and students. I am certain that the tribal community members and schools will benefit from the master's degree program.

As the head of the Department of Curriculum and Instruction at NMSU, the department that holds the responsibility in teacher preparation, I am acutely aware of the need in educating the public on historical and contemporary issues that affect our tribal constituents. Knowledge regarding Indigenous Peoples is a dire need for those who become teachers so that they may provide a culturally responsive and respectful education for *all* students. A master's degree program in NAS is step in the right direction to improve the quality of life in tribal communities through a rigorous and appropriate inter-disciplinary academic program that better educates our citizenry.

I understand the master's degree program will offer face-to-face and online venues for accessing NAS master's degree courses. Utilizing both teaching modalities, the NAS master's degree program will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access.

As a UNM alumni and higher education administrator and faculty member in New Mexico, I hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

A handwritten signature in cursive script that reads "Jeanette Haynes Writer".

Dr. Jeanette Haynes Writer,  
Department Head and Associate Professor



November 5, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am writing this letter in support of the University of New Mexico Native American Studies Department proposal to provide a Masters Degree program. I believe this degree will provide a great benefit to the students of UNM and to our communities.

I graduated from UNM with dual bachelor's degrees in Native American Studies and Environmental Science in 2007. I also graduated with a Master of Water Resources degree from UNM in 2011. I am currently a PhD candidate in the Hydrology Program at the New Mexico Institute of Mining and Technology. My studies and experience as a graduate of an NAS program at UNM has been instrumental in my current success as a graduate student today. As a student in both NAS and Environmental Science, I was able to clearly see the connection between environmental issues and issues in our Native communities. This connection is what drove me to pursue further education in Water Resources and Hydrology, which will prepare me for a career in helping to address water issues in Native communities. I am just one of many NAS graduates who benefits from NAS by using the power in understanding the past and present experiences of Native peoples that we gain from NAS to help us find ways to contribute and further strengthen Native communities. An advanced degree in NAS will surely magnify these types of benefits graduates of NAS will have to their communities.

I hope you will approve the Native American Studies proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

  
Lani Tsinnajinnie

November 13, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am delighted and honored to write a letter of support for the mission of the University of New Mexico's (UNM) Native American Studies (NAS) proposal to provide a high quality Masters Degree program. The development and implementation of a Masters level degree in Native American Studies will benefit the UNM community. In addition, the proposed Masters in NAS brings flourishing positions to the state as well as global scholarship in the area of Indigenous Peoples and Native American Studies. This scholarship will offer students and community members a comprehensive study of the history, conceptual frameworks, applications and research of Indigenous experience, leadership, and self-determination. I am certain our community members and schools will benefit from such a program. As a NAS alumnus, I can speak directly to the triumph that my NAS Bachelor of Arts has provided to my academic and personal growth as an individual and scholar.

I am part of the second cohort of NAS alumni who graduated with a bachelor's degree in 2008 with a concentration in Nation Building and Leadership. As an undergraduate, I was active in the Native American Studies Indigenous Research Group (NASIRG) where students like myself were able to apply what we learned in our courses to research essays and projects. In 2008, NASIRG applied to the Native American and Indigenous Studies Association (NAISA) conference as panel to represent the UNM and Native community and offer to the academy our scholarship based on our growth and supported by the NAS Department and faculty. The NAS program and faculty have and continue to play an important factor in my education and graduate school experience. The NAS Bachelors degree fostered my mindset and skills on how to apply my lived experience as a Shoshone/Ute woman:

- I have examined my own tribal (indigenous) knowledge and created a parallel analysis to other Indigenous and Native American communities.
- I learned about research and applications of methodologies to implement and work with Indigenous and Native communities to enhance Native Nation building in the areas of education, ecology, community development, economics, law, politics, philosophy, sociology, arts, and literature. I was able to recommend ideas to my tribal community and develop partnerships with other Indigenous communities.



- I acquired research skills and critical thought process to improve my academic writing, which has made it possible for me to pursue graduate school.
- I used the knowledge acquired from the historical structure of colonialism and the suppression of Indigenous and Native American Peoples to advocate and bring about positive change through education.

The NAS Department has built my analytical foundation and as a result, I have been able to utilize my education in my graduate program. I am currently a PhD Sociology student at the University of Western Ontario in London, Canada. I am one of a few students accepted as a direct-entry for the PhD program. This outcome I credit to the NAS Department and the faculty. The proposed NAS Masters Degree will provide opportunities to students to integrate theory and practice through field and/or research experience to work directly with their Indigenous/Native American communities and/or local communities to create a unique opportunity to make healthy and positive institutional and structural change to fit the community's needs. In addition, the Masters Degree program will pave the way for students to build upon their research projects in preparation for a PhD program.

The proposed NAS Masters Degree program being considered and objectives is crucial for the in-depth understanding of Indigenous and Native people, especially when considering their sovereignty. As outlined in the proposal, the Masters reinforces the "goals of a liberal arts education to inform, to enrich and to strengthen humanistic values in society. The UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the university. **Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.**" According to the U.S. Department of Education, National Center for Education Statistics (2012), "Only 0.6 Native Americans received a Masters in 2009-2010 compared to their American counterparts" (<https://nces.ed.gov/fastfacts/display.asp?id=72>). The University of New Mexico can lead and generate an opportunity to increase the graduation of Native Americans from the Masters programs and help build leadership for future Native American scholars to enter positions in their communities, organizations, and scholarship.

As an alumnus, community member, and graduate student, I believe strongly in the importance of community education such as culture, language and tradition and how each of these aspects buttress the importance of higher education for our continued success. I also understand that proposed Masters program will offer face-to-face and online venues for accessing NAS Master degree courses. This structure of programming and education will allow students to foster and strengthen their communities by giving an opportunity to work with their communities to create partnerships.

In closing, I strongly feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. I give my full support for the proposed Masters program and I encourage the approval the proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

If you have any questions or if I can offer any further support, please contact me at [nwinder@uwo.ca](mailto:nwinder@uwo.ca) or 505-228-6295. Thank you for your consideration of the Native American Studies Masters Degree Program.

Respectfully,

A handwritten signature in cursive script, appearing to read "Natahnee Winder".

Natahnee Winder  
UNM Native American Studies, 08'  
UNM Ronald E. McNair Scholar, 07'  
PhD Sociology Student, University of Western Ontario  
Henry Roe Cloud Fellow, 2015-2016, Yale University



Monday, November 2, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I, Stacey R Yabeny, support and believe in the mission of the University of New Mexico's Native American Studies proposal to provide a high quality Masters Degree program. I am certain that both Native and non-Native students across the country, our community members and schools will benefit from such a program.

I graduated from UNM in Spring 2013 with a Bachelors degree in Political Science and Native American studies. Without Native American studies, I may have never found my future career path. Shortly after graduating from UNM, I was very fortunate to receive a fellowship with the National Congress of American Indians and organize the Native Vote nationally in 2014. This is only one example of how UNM's NAS program has equipped me with the tools to advocate for Indian Country, to apply my reading assignments, to put into practice research and other conceptual frameworks.

Through my own work and personal endeavors it has become apparent how important community education such as culture, language and tradition is, but I also recognize the importance of higher education for our continued success. As a Navajo student, UNM's NAS community provided a Native Hub for me to share ideas with other students and it brings me hope for the sustainability of Native Nations through a potential NAS Masters degree program.

I understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. I feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. I hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Stacey R Yabeny  
505-492-1180  
[staceeyabeny@gmail.com](mailto:staceeyabeny@gmail.com)

November 18, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

I am writing as a former graduate of the University of New Mexico's Native American Studies Program. I graduated in 2011, with my major in Native American Studies and a minor in Political Science. Following graduation, I applied to the UNM School of Law, I graduated from law school in 2014 with my concentration of study on Indigenous Law, and I am currently an attorney. I work for a non-profit organization, The American Indian Law Center, Inc., which works closely with tribal courts in New Mexico on improving their justice system.

I am writing this letter to support the proposal for a Masters Degree program. My support of this program comes from my experiences as an undergraduate and graduate student at the University of New Mexico.

As a college freshman, I did not know what my passions were, or the kind of career I wanted to pursue. I took an introductory course to Native American Studies and I was inspired. The opportunity to learn about my community and the history of Indigenous Peoples, while being challenged academically is the reason I continued with this program. I hear this same story from many of my peers, who have also moved forward, like me, to pursue the study of law and its impact on tribal communities.

When I reflect on my experiences at UNM, I regret that I did not have the opportunity to complete a Masters Degree before I applied to law school. I considered pursuing my masters prior to applying to law school, but this opportunity was not available at UNM. Instead, I was considering moving to Arizona so I could apply to the American Indian Studies Program at Arizona State University. I could not afford the cost of transitioning to a new state, new school, and new environment, so I did not pursue a Masters Degree. Fortunately, this did not affect me in my overall goals, but having this additional experience prior to law school would have given me more confidence as a law student.



The University of New Mexico is privileged to be surrounded by so many tribal communities. It would be an enormous opportunity for the University and the general student population to have this graduate program approved and available. Especially since many of the students who attend UNM are also tribal members or will have some involvement with tribal communities as part of their career. UNM students would have the privilege of learning in the classroom, and learning hands on within tribal communities. Not many Universities have this opportunity or privilege.

It is my hope that with careful consideration of the Native American Studies Masters Degree Proposal, and the potential benefits to the University, that you will approve this proposal.

With Appreciation,

  
Stephanie Salazar



June 2, 2015

University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Board of Regents  
University of New Mexico Faculty Senate  
Graduate Curriculum Committee

Attention: Gregory A. Cajete, Ph.D.  
Director of Native American Studies  
Room 3080 Mesa Vista Hall  
University of New Mexico  
Albuquerque, NM 87131

Dear University of New Mexico Leaders:

I write to express the Pueblo of Laguna's support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico. I have been a part of the Pueblo's tribal government for many years. I have served in many different tribal governmental capacities before becoming the Governor. It is evident that we have many learned members of our Pueblo who have come to work with us. Our community would benefit from individuals with an overall understanding of the effects of leadership, self-determination and the ability to build sustainable communities.

Our tribal government faces challenges daily in its governmental operations as do Pueblo members in their daily living. We deal with many issues, such as protecting tribal sovereign immunity in interactions with the outside business community, enabling traditional farmer access to water for growing their crops, deciding which is the best school for our children, and myriad others. The proposed curriculum would provide the students with the opportunity to focus on acquiring a well-rounded knowledge of all issues facing Native American communities: legal, economics, education, ecology, politics, sociology, art, literature and philosophy.

The proposed Native American Studies Masters program is unique and should be implemented. It would provide the Native American communities with access to studies focused on their needs and provide the University with recognition that it continues to serve all citizens by implementation of unique programs to address unique needs. The Pueblo of Laguna wholeheartedly supports this important educational initiative.

---

PO BOX 194 • LAGUNA • NEW MEXICO • 87026  
PH: 505.552.6654 • FX: 505.552.6941 • WWW.LAGUNAPUEBLO-NSN.GOV



Page 2

If you have any questions regarding this letter of support, please feel free to call Tammi Lambert, at our Government Affairs Office. She can be reached at 505-552-6654.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Siow" with a large flourish. To the right of the signature, the name "Virgil Siow" is written in a smaller, more legible script.

Governor Virgil Siow

cc: Tammi M. Lambert, Government Affairs Director



Val R. Panteah Sr.  
Governor

Birdena Sanchez  
Lt. Governor

Phillip Vicenti  
Head Councilman

Virginia R. Chavez  
Councilwoman

**PUEBLO OF ZUNI**

P. O. Box 339  
Zuni, New Mexico 87327  
1203-B NM State Hwy 53  
Phone: (505) 782-7022  
Fax: (505) 782-7202  
[www.ashiwi.org](http://www.ashiwi.org)

505-782-7000 MAIN

Carleton R. Bowekaty  
Councilman

Audrey A. Simplicio  
Councilwoman

Margaret M. Eziacho  
Councilwoman

Eric Bobelt  
Councilman

April 30, 2015

Faculty Senate Graduate Curriculum Committee  
University of New Mexico  
MSC06 3740  
1 University New Mexico  
Albuquerque, Nm 87131

Dear Faculty Senate Graduate Curriculum Committee:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21<sup>st</sup> century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on "Leadership for Sustainable Indigenous Community," will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Panteah, Director  
Zuni Education & Career Development Center

Cc: ZECDC File FY 15





Val R. Panteah Sr.  
Governor

Birdena Sanchez  
Lt. Governor

Phillip Vicenti  
Head Councilman

Virginia R. Chavez  
Councilwoman

**PUEBLO OF ZUNI**

P. O. Box 339  
Zuni, New Mexico 87327  
1203-B NM State Hwy 53  
Phone: (505) 782-7022  
Fax: (505) 782-7202  
[www.ashiwi.org](http://www.ashiwi.org)

505-782-7000 MAIN

Carleton R. Bovekety  
Councilman

Audrey A. Simplicio  
Councilwoman

Margaret M. Eriacho  
Councilwoman

Eric Bobelu  
Councilman

April 30, 2015

Board of Regents  
University of New Mexico  
MSC05 3200  
1 University New Mexico  
Albuquerque, Nm 87131

Dear UNM Board of Regents:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21<sup>st</sup> century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on "Leadership for Sustainable Indigenous Community," will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Panteah, Director  
Zuni Education & Career Development Center

Cc: ZECDC File FY 15



Val R. Panteah Sr.  
Governor

Birdena Sanchez  
Lt. Governor

Phillip Vioenti  
Head Councilman

Virginia R. Chavez  
Councilwoman

**PUEBLO OF ZUNI**

P. O. Box 339  
Zuni, New Mexico 87327  
1203-B NM State Hwy 53  
Phone: (505) 782-7022  
Fax: (505) 782-7202  
[www.ashiwi.org](http://www.ashiwi.org)

505-782-7000 MAIN

Carleton R. Bowekaty  
Councilman

Audrey A. Simplicio  
Councilwoman

Margaret M. Eriacho  
Councilwoman

Eric Bobelo  
Councilman

April 30, 2015

Robert G. Frank, President  
University of New Mexico  
MSC05 3300  
1 University New Mexico  
Albuquerque, Nm 87131

Dear Honorable President Frank:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21<sup>st</sup> century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on "Leadership for Sustainable Indigenous Community," will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Panteah, Director  
Zuni Education & Career Development Center

Cc: ZECDC File FY 15



Val R. Panteah Sr.  
Governor

Birdena Sanchez  
Lt. Governor

Phillip Vicenti  
Head Councilman

Virginia R. Chavez  
Councilwoman

**PUEBLO OF ZUNI**

P. O. Box 339  
Zuni, New Mexico 87327  
1203-B NM State Hwy 53  
Phone: (505) 782-7022  
Fax: (505) 782-7202  
[www.ashivi.org](http://www.ashivi.org)

505-782-7000 MAIN

Carlton R. Bowekty  
Councilman

Audrey A. Simplicio  
Councilwoman

Margaret M. Eriacho  
Councilwoman

Eric Bobelu  
Councilman

April 30, 2015

Dr. Chaouki Abdallah, Provost  
University of New Mexico  
MSC05 3400  
1 University New Mexico  
Albuquerque, Nm 87131

Dear Dr. Abdallah:

It is our pleasure to write a letter of support for the proposal of the Masters level degree in Native American Studies through the University of New Mexico.

It is imperative that a program such as this is made available to interested Native American students and tribal leaders to provide them the opportunity to engage practical leadership and policy development to strengthen and overcome challenges that tribal communities face. Through comprehensive study and examination of conceptual frameworks via the proposed curriculum, it will enrich their leadership and help Native American tribes in building sustainable indigenous communities as we set forth in the changing world of the 21<sup>st</sup> century and most importantly maintain our tribal sovereignty. Many of our own University of New Mexico Zuni students and our community leaders have a strong interest in Native American Studies that will benefit and meet the educational needs of tribal leadership, self-determination, and community sustainability.

In conclusion, we fully support the efforts of the University of New Mexico Native American Studies department to develop and implement the new Masters level degree in Native American Studies at the University of New Mexico. A graduate level program focused on "Leadership for Sustainable Indigenous Community," will be valuable and rewarding educational endeavor for students, tribal leaders and tribal communities.

Respectfully,

Bernadette Panteah, Director  
Zuni Education & Career Development Center

Cc: ZECDC File FY 15





Shawn L. Secatero, Ph.D., Peace Chief  
Canoncito Band of Navajos 12 Member Traditional Council  
P.O. Box 3916  
To'Hajiilee, New Mexico 87026  
(505) 908-2181 or (505) 277-6018  
[ssecater@unm.edu](mailto:ssecater@unm.edu) or [Secatero@live.com](http://Secatero@live.com)

---

#### LETTER OF SUPPORT

Vice Provost of Extended Learning  
MSC03 2190, 1 University of New Mexico  
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Canoncito Band of Navajos 12 member Traditional Council in partnership with the To'hajiilee Navajo Chapter wholeheartedly supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide high quality extended learning online programs. We are certain our To'hajiilee community members and schools will benefit from such a program that will provide educational access and service for our tribal members.

The Canoncito Band of Navajos 12 Member Traditional Council in partnership with the To'hajiilee Navajo Chapter operates the To'hajiilee Outreach Center which provides adult education, dual enrollment, online college course access, and workforce development to over 3,000 patrons per year. In addition, we also offer a food bank, clothing bank, and partnerships with various community programs and entities to ensure that our people have educational opportunities for sustainability.

The community of To'hajiilee cherishes the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We feel this initiative will provide an invaluable opportunity to rural communities such as ours that do not have direct access to educational institutions such as UNM.

Please contact me at your earliest convenience if you have any questions or concerns in regards to our letter of support. Thank you for your time and consideration in this matter.

Sincerely,

*Shawn Secatero*

Shawn Secatero, PhD.  
Canoncito Band of Navajo 12 Member Traditional Council Member



# MESCALERO Apache TRIBE

P.O. Box 227  
101 Central Avenue Mescalero, New Mexico 88340

Office: (575) 464-4494  
Fax: (575) 464-9191

August 26, 2015

Lloyd L. Lee, Ph.D.  
Director, Institute for American Indian Research  
Native American Studies  
Mesa Vista Hall 3092  
1 University of New Mexico  
Albuquerque, New Mexico 87131-0001

Dear Dr. Lee:

I am pleased to support the efforts of the University of New Mexico-Native American Studies faculty in developing a Master's Degree Program within the Native American Studies program. This degree program will not only be of great value to the Mescalero Apache people but to all Tribes, Pueblos, and Nations throughout Indian Country.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for Native American students to eventually become valuable assets to their respected communities, in applying this knowledge and skills toward the overall betterment of themselves and the success of their Tribes, Nations and Pueblos.

It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses. While the 2001-2002 academic year only held seven minors in NAS, the 2014-2015 academic year held over 150 majors and minors.

As you are know the NAS program has a Memorandum of Understanding with UNM Extended University to provide IT zoom and hybrid courses in NAS at UNM Gallup, UNM Taos, UNM Valencia, UNM Los Alamos, UNM Bernalillo, UNM Santa Fe, and UNM Farmington. All of which total an enrollment of approximately 3,000 Native American students.

It is also my understanding that the UNM Native Studies BA Program when compared with other peer Southwest Institutions like the University of Arizona, Arizona State University, Northern Arizona University and the University of Oklahoma, offers additional educational opportunities in this field.

Please feel free in sharing this letter of support to the New Mexico Legislature, the University Of New Mexico Board Of Regents, The University of New Mexico Faculty Senate and the President and Provost of the University on behalf of the Native American Studies Program.

It is my hope that my letter of support, not only aids the NAS Master's Degree proposal but also in an anticipation of special project funding request to the New Mexico legislature to enhance faculty, staff and program development to effectively and accurately implement the Master's Degree Program within the Native American Studies Program at UNM.

Thank you for the opportunity to offer my thoughts and support this much needed educational opportunity.

Respectfully,



Danny H. Breuninger

President, Mescalero Apache Tribe





**SANTA FE INDIAN SCHOOL**

Office of the Superintendent

1501 Cerrillos Road

Post Office Box 5340

Santa Fe, New Mexico 87502

Phone: (505) 989-6318

September 9, 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee  
The University of New Mexico  
Albuquerque, New Mexico 87121

Dear Respected UNM Leadership,

The Santa Fe Indian School supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide a high quality Masters Degree program. We are certain our alumni, staff, and community members will benefit from such a program. Just in the past week, two staff members, one of whom is SFIS an alumnus, remarked on the need for such a program in New Mexico to help prepare them to meet the needs of SFIS students. Furthermore, we have high school students who are attracted to UNM because of the support available through the Native American Studies program. In this way, both our staff and students are looking forward to a Masters Degree program in Native American Studies through UNM.

Santa Fe Indian School believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

A handwritten signature in black ink, appearing to read "Roy Herrera", is written over a horizontal line.

Roy M. Herrera  
Superintendent

cc: University of New Mexico Native American Studies Director



**ALBUQUERQUE PUBLIC SCHOOLS**

Indian Education Department

*Expect Great Things!*

Daisy Thompson  
DIRECTOR

Vice Provost of Extended Learning  
MSC03 2190, 1 University of New Mexico  
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Indian Education Department of the Albuquerque Public Schools support and believe in the mission of the University of New Mexico's Native American Studies proposal to provide high quality extended learning online programs. Online educational programs is the new method of education delivery which many high school students are participating in including the students from the high schools in Albuquerque Public Schools. We are certain our community members and schools will benefit from such a program.

Many high school students do not have access to their own transportation so online coursework will benefit them tremendously as they move forward into higher education. The Native American high school students and families cherish the importance of community education such as culture, language and tradition and realize the importance of higher education for their continued success. This initiative will provide an invaluable opportunity to not only to rural communities but also high school students attending the local urban schools get ahead in their educational endeavors through online coursework.

If I can be assistance to you please contact me at 505-362-7935 or by email at Thompson\_dai@aps.edu.

Sincerely,

Daisy Thompson  
Director of Indian Education  
Albuquerque Public Schools





**National Indian Youth Council, Inc. • EMPLOYMENT & TRAINING PROGRAM**

318 Elm Street, S.E., Albuquerque, New Mexico 87102 (505) 247-2251 FAX (505) 247-4251

September 04, 2015

The University of New Mexico  
Faculty Senate Graduate Curriculum Committee  
Albuquerque, New Mexico 87144

Honorable Committee,

The National Indian Youth Council, Inc. (NIYC) expresses their support of the University of New Mexico (UNM) Native American Studies for the development and implementation of a **Masters of Arts (MA) degree Program of Study**.

As an advocacy agency that provides services to Native Americans, we realize there is a need for the MA Program of Study in Native American Studies. This will be an interdisciplinary degree designed to offer students a comprehensive study of the Native American history, human and civil rights, social economic issues and successes. In addition to Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, art and literature, conceptual frameworks, applications and research related to *Leadership and Self-Determination, Building Native Nations, and Indigenous Community Development*. This will enable the Native American students to increase leadership roles in the urban and tribal entities with an in depth understanding of Native people and their respective sovereign Native Nations and communities as they evolve in the 21<sup>st</sup> century.

The NIYC has been providing services to young Native Americans since 1974 with tremendous success. Our primary goals are to develop more fully our participant's academic, occupational, and literacy skills which is why the implementation of Native American Studies Masters degree Program of Study is very important. It will provide students with an opportunity to examine the evolving bodies of knowledge through multi-contextual learning and research activities which includes experiential, service learning, professional research opportunities and internships.

Thank you in advance for your gracious and greatly valued consideration for this very important educational initiative for New Mexico Indian Higher Education at the University of New Mexico.

Respectfully yours,

  
Melissa Wassana, MBA/HR  
Interim Executive Director/WIOA Director  
National Indian Youth Council, Inc.

cc: President of the University of New Mexico  
UNM Board of Regents  
UNM Provost





Vice Provost of Extended Learning  
MSC03 2190, 1 University of New Mexico  
Albuquerque, New Mexico 87131-0001

Dear Selection Committee,

The Native American Community Academy (NACA) wholeheartedly supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide high quality extended learning online programs. We are certain our community members and schools will benefit from such a program.

The extended community of NACA cherishes the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We feel this initiative will provide an invaluable opportunity to rural communities that do not have direct access to educational institutions such as UNM.

If I can be assistance to you please contact me at (505)266-0992.

Sincerely,


Kara Bobroff  
Executive Director  
Native American Community Academy

1000 Indian School Road NW · Albuquerque, NM 87104 · P. (505)266-0992 · F. (505)266-2905



Department of Language, Literacy & Sociocultural Studies

TO: University of New Mexico Faculty Senate Graduate Curriculum Committee  
President Robert G. Frank, University of New Mexico  
Provost Chaouki T. Abdallah, University of New Mexico  
University of New Mexico Board of Regents

FROM: Glenabah Martinez, Associate Professor   
Associate Dean for Educator Preparation and Development

DATE: September 15, 2015

RE: Master of Arts Degree in Native American Studies at UNM

Greetings,

This letter expresses the support of the UNM Native American Studies Faculty for the development and implementation of a Masters of Arts degree in Native American Studies at the University of New Mexico.

The Master of Arts Degree in Native American Studies will be an interdisciplinary degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to *Leadership, Self-Determination, and Building Sustainable Indigenous Communities*. In addition, this MA Program of Study provides students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities that include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

- To provide an intellectual foundation for students in the concepts, research and applications of methodologies from relevant disciplines focused on building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature;
- To provide students with a strong program of studies to develop skills in and explore the uses of media as a way to explore and present Indigenous perspectives and/or story of the aforementioned areas;
- To provide students with critical learning, research and services opportunities both inside and outside the classroom;
- To assist students in integrating theory and practice through community based field and/or research experience; and;
- To encourage dialogue and collaboration among students, faculty, and Native Nations in the on-going development of the Native Studies curriculum as it relates to leadership, self-determination, building native nations and Indigenous community development

Ultimately, the pedagogical goals of the Native American Studies MA reinforce the overall goals of a liberal arts education. A UNM-NAS Masters degree offers a unique interdisciplinary addition to existing programs throughout the university, while addressing espoused goals in the UNM strategic plan. Most importantly, the Native American studies program at UNM provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination, Nation building and community sustainability.

Thank you in advance for your gracious and consideration for this important educational initiative.



**Navajo Studies  
Conference, Inc.**

PO Box 40476, Albuquerque, NM 87196  
dine.studies@gmail.com www.navajostudies.org

---

11 September 2015

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Navajo Studies Conference, Inc. supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide high quality Masters Degree program. We are certain our community members and schools will benefit from such a program.

The extended community of Navajo Studies Conference, Inc. believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Homer Hubbell  
President, Navajo Studies Conference, Inc.





## NATIONAL INDIAN EDUCATION ASSOCIATION

110 Maryland Avenue, N.E., Suite 104, Washington, DC 20002  
(202) 544-7290 (Phone) (202) 544-7293 (Fax) NIEA@niea.org (E-mail) www.NIEA.org

September 9, 2015

Graduate Curriculum Committee  
The University of New Mexico  
Albuquerque, NM 87144

Dear Honorable Committee,

On behalf of the National Indian Education Association (NIEA), the oldest and largest Native organization representing over 3,500 Native educators, students, teachers, parents, and tribal leaders, I am writing to request your support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico (UNM-NAS).

The proposed Masters in Native American Studies will be an interdisciplinary graduate degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to the interdisciplinary areas of *Leadership, Self Determination and Building Sustainable Indigenous Communities*. In addition, this Masters program will provide students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities. Through experiential and service learning along with professional research opportunities and internships, students will explore various mediums to solidify their understanding in Native American Studies.

The following objectives will help satisfy the broader goals of this Masters program:

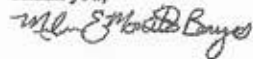
- Ground students in the methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.
- Provide students with the opportunity to develop skills in and explore the uses of arts and media as a way to explore and present an Indigenous view and or story of the aforementioned areas.
- Encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to "Building Native Nations" and Indigenous Arts and Media.

The imperative for an in depth understanding of Native people and their respective sovereign Native nations as they evolve in the 21<sup>st</sup> century underlies the request for the consideration of this proposal. Ultimately, the goals of the Native American Studies Masters reinforce the overall mission of a liberal arts education, which include informing, enriching and strengthening humanistic values in society. The UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the

university. Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

As the leading organization in Native education, NIEA serves as the critical link between our communities and the diverse array of institutions that serve our students in elementary, secondary, and postsecondary education. We fully support the development of a Native American Studies program at The University of New Mexico to help ensure that our communities have the opportunity to learn and grow in a culturally competent program that aligns with their values. We hope you can support this proposal as we have. If you have any questions or concerns, please contact Dimple Patel, NIEA Policy Associate at 202.847.0034.

Thank you,



Melvin Monette-Barajas  
President

*Native American Studies*

Dear UNM Student/Faculty Member/ Staff

This letter is a request for support for the development and implementation of a new Masters level degree in Native American Studies at the University of New Mexico.

The proposed Masters in Native American Studies will be an interdisciplinary graduate degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to the interdisciplinary areas a of "Leadership, Self Determination and Building Sustainable Indigenous Communities. In addition, the proposed Masters Program of study will provide students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities which include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

- ground students in the concepts, research and applications of methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature.
- provide students with the opportunity to develop skills in and explore the uses of arts and media as a way to explore and present an Indigenous view and or story of the aforementioned areas.
- provide students with relevant learning and research opportunities both inside and outside the classroom
- assist students in integrating theory and practice through field and/or research experience; and
- encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to "Building Native Nations" and Indigenous Arts and Media.

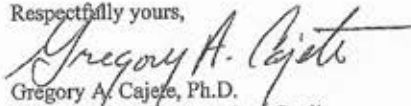
The imperative for an in depth understanding of Native people and their respective sovereign Native nations as they evolve in the 21<sup>st</sup> century underlies the request for the consideration of this proposal for a Masters in Native American Studies. Ultimately, the goals of the Native American Studies Masters reinforce the overall goals of a liberal arts education, i.e., to inform, to enrich and to strengthen humanistic values in society. The



UNM-NAS Masters offers a unique interdisciplinary addition to existing programs throughout the university. **Most importantly, the proposed Masters degree in Native American studies provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.**

Letters of support addressed to the University of New Mexico Faculty Senate Graduate Curriculum Committee, the University of New Mexico President, University of New Mexico Provost and the University of New Mexico Board of Regents will be greatly appreciated. Thank you in advance for your gracious and greatly valued support for this important educational initiative in New Mexico Indian Higher Education.

Respectfully yours,

  
Gregory A. Cajete, Ph.D.  
Director of Native American Studies  
Associate Professor, College of Education

Letters may be sent to: Attn. Gregory A. Cajete, Ph.D.  
Director of Native American Studies  
Room 3080 Mesa Vista Hall  
University of New Mexico  
Albuquerque, New Mexico 87131

Inquiries may be addressed to: Delia Holona, Administrative Assistant UNM-NAS  
or Gale Jones UNM-NAS Student Assistant  
(505) 277-3917

**Petition of Support for Native American  
Studies Master's Degree Proposal to be  
introduced to UNM Faculty Senate Fall  
2015**

**Please sign if you are in Support!**

**Student Sign-In Sheet**

**Name**

**Email**

- |                      |                          |
|----------------------|--------------------------|
| 1. cFillmore@unm.edu |                          |
| 2. Amirdadi Pacheco  | a_pacheco44@hotmail.com  |
| 3. Pablo John        | pjohn89@unm.edu          |
| 4. Chad Abeyta       | Coabeyta@gmail.com       |
| 5. Coleen Vicenti    | coleen.vicenti@gmail.com |
| 6. Juliana Bilowich  | j.bilowich@gmail.com     |
| 7. Sandra Williams   | syellow1@unm.edu         |
| 8. M.P. Shebela      | mpshebela@unm.edu        |
| 9. Joshua Whitman    | jwhitman234@gmail.com    |

- |                                    |                         |
|------------------------------------|-------------------------|
| 10. Christina Rodriguez            | stinavr@unm.edu         |
| 11. Mila Padilla / Charles Padilla | mpadill5@unm.edu        |
| 12. Vanessa Salas                  | salasv@unm.edu          |
| 13. Jon Ran                        | jcran@unm.edu           |
| 14. RACHEL RILEY                   | rriley12@unm.edu        |
| 15. Marco Spencer                  | marcospencer@unm.edu    |
| 16. Waylon Ballou                  | wballou@unm.edu         |
| 17. Melodie Meyer                  | meyerem@unm.edu         |
| 18. Leatrice Sampson               | lesampson@salud.unm.edu |
| 19. Lyle Thomas                    | lthomas45@unm.edu       |
| 20. Michael Sen                    | micsen@unm.edu          |
| 21. Chelsea Jones                  | cjones8@unm.edu         |
| 22. Latasha Jones                  | ljones12@unm.edu        |
| 23. Bryan Johnson                  | bjohn21@unm.edu         |
| 24. Lindsay Scott                  | Lindsayscott@unm.edu    |
| 25. Yuliana Kenfield               | ykenfield@unm.edu       |
| 26. Xena Crespo                    |                         |
| 27. Nicholas Rajon                 | NRCConrad@unm.edu       |



<u>NAME</u>	<u>E-MAIL</u>
28. Stefanie Sismaet	ssismaet@unm.edu
29. Francis Lucero	Mrfranxs@unm.edu
30. Rhonda Taylor Ramirez	Rhonda Ramirez1107@gmail.com
31. Danoran Jim	djim01@unm.edu
32. <del>Kristina</del>	KRISTINA@UNM-EDU
33. Ghada Zribi	gzribi@unm.edu
34. Homer Hubbell	hhubbell@unm.edu
35. Rafael Milla	rmilla18@unm.edu
36. Anthony Charles	Ashkiiboy@unm.edu
37. John McKinley	jumpy70@gmail.com
38. Sydney Eurich	seurich@unm.edu
39. Jorge Salinas	Jlsalinas@unm.edu
40. Rodolfo Huizar	VWHzar@unm.edu
41. Pierce Hemphill	Piercelhemphill@gmail.com
42. Emily Castillo	emilycastillo22@gmail.com
43. Rosa Brasmer	rbrasmer@unm.edu
44. Kaelyn White	kwhite23@unm.edu
45. Abby Rivers	arivers207@gmail.com

NAME:

email:

- |                      |                            |
|----------------------|----------------------------|
| 46. Toni Rygar       | tonikays7@gmail.com        |
| 47. Michael Hoodless | michael hoodless@gmail.com |
| 48. Marissa Perez    | mperez21@unmu.edu          |
| 49. Craig Dee        | cdee@unmu.edu              |
| 50. Omar Gonzalez    | GonzalezOmar501@gmail.com  |
| 51. Brandon Moya     | bmoya@unmu.edu             |
| 52. Bradley White    | united203@yahoo.com        |
| 53.                  |                            |
| 54.                  |                            |
| 55.                  |                            |
| 56.                  |                            |
| 57.                  |                            |
| 58.                  |                            |
| 59.                  |                            |
| 60.                  |                            |
| 61.                  |                            |
| 62.                  |                            |
| 63.                  |                            |

**Petition of Support for Native American  
Studies Master's Degree Proposal to be  
introduced to UNM Faculty Senate Fall  
2015**

**Please sign if you are in Support!**

**Faculty Sign-In Sheet**

**Name**

**Email**

1. Sarah Kostelcny	Sarahrk@unm.edu
2. Christa Chavez	cchavez27@unm.edu
3. Alexis Laube-Mangano	levinsce@gmail.com
4. Joni Marti	drjamal@unm.edu
5. A. Shunkari	ashunkari@unm.edu
6. R. Jefferson	jeffersonr@unm.edu
7. Kiran Kalra	kirin2u@yahoo.com
8. Gabriela Hubbard	ghubbart@unm.edu
9. Ron Brinkley	agnaalta@yahoo.com
Ben Luero	beluero@unm.edu

Students



NAME	E-MAIL
10. <del>Mr Lee</del>	
11. Tiffany Lee	tstlee@unm
12. Beverly R. Singer	mesa@unm.edu
13. Susan Garcia Dominguez	sgd@unm.edu
14. Sixtus Dominguez	sixtus@unm.edu
15. Sixtus Dominguez	— lil Sixtus - no email address
16. Bruce Milne	bmilne@sevilleta.unm.edu
17. Hauma McChristy	Ecosage7@gmail.com
18. Krishik Peter	K.PETER@UNM.EDU
19. <del>Richard</del>	rminthorn@unm.edu
20. Charles Powell	crpowell15@gmail.com
21. Graham Unverzagt	geracker_12@yahoo.com
22. Daniela Amendariz	dannendariz@unm.edu
23. Mateo Sanchez	Sanmateo@unm.edu
24.	
25.	
26.	
27.	



September 3, 2015

Board of Regents and Faculty Senate  
 University of New Mexico  
 Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development . We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

- | NAME                  | Please print your name    |
|-----------------------|---------------------------|
| 1. Charital Francis   | <i>[Signature]</i>        |
| 2. <i>[Signature]</i> | Kateri Zuni               |
| 3. <i>[Signature]</i> | Nathan Joseph             |
| 4. <i>[Signature]</i> | Nicholas Hardy            |
| 5. <i>[Signature]</i> | Caitynn Mayhew            |
| 6. <i>[Signature]</i> | Hevin Crowfoot            |
| 7. SHUREEN CHEROMIAH  | SHUREEN CHEROMIAH         |
| 8. <i>[Signature]</i> | JAMES LEO BLACKSMITH, JR. |
| 9.                    |                           |
| 10.                   |                           |
| 11.                   |                           |
| 12.                   |                           |
| 13.                   |                           |



September 3, 2015

Board of Regents and Faculty Senate  
 University of New Mexico  
 Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development . We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

NAME	Please print your name	UNM status/Affiliation
1. Cheyenne Bici	<i>[Signature]</i>	student
2. Mariah Chee	<i>[Signature]</i>	student
3. Adeline Mary	<i>[Signature]</i>	student
4. Benny Belone	<i>[Signature]</i>	student
5. James Hughes	<i>[Signature]</i>	Student
6. Vanessa Salas	<i>[Signature]</i>	Student
7. Sarah Griffith-Chesino	<i>[Signature]</i>	Student
8. Diana Romero	Diana P. Romero	student
9. Meriam Beda	Breanna Lopez	student
10. Brian Tom	Anna Ito	Student
11. Ama Ito	Elizabeth Amelio	- Student
12. Elizabeth Charlie	<i>[Signature]</i>	- Student
13. Felicia Benally	<i>[Signature]</i>	- Student
14. Amber Cecit	<i>[Signature]</i>	- Student
15. Jarac Jackson	<i>[Signature]</i>	- Student



- |     |  |                  |                  |
|-----|--|------------------|------------------|
| 14. | Shiho Tsujimura                              | <del>Shiho</del> | Student          |
| 15. | Kyler Tran                                   |                  |                  |
| 16. | Samuel Vallo                                 |                  |                  |
| 17. | Kaitlyn Bayan - <del>Kaitlyn Bayan</del>     |                  | Student          |
| 18. | Candace Becenti - <del>Candace Becenti</del> |                  | STUDENT          |
| 19. | Rhianon Gajda Rhianon Gajda - Student        |                  |                  |
| 20. | Shantael Boogua - student                    |                  |                  |
| 21. | Manuel Casa <del>Manuel Casa</del>           | Manuel Casa      | student.         |
| 22. | Nicole Bahe                                  | Nicole Bahe      | Student          |
| 23. | James Brachsmitt <del>James Brachsmitt</del> | James Brachsmitt | Student          |
| 24. | <del>Clara</del>                             | Francelia Roy    | Student/Resident |
| 25. | Kyler Tran                                   |                  | Student          |
| 26. | Reba Phillips                                | Reba Phillips    | student          |
| 27. | Meriam Reda                                  | Meriam Reda      | Student          |
| 28. | Hailey Suss                                  | Hailey Suss      | Student          |
| 29. | Amber Cecil                                  | Amber Cecil      | Student          |
| 30. |  |                  |                  |
| 31. |  |                  |                  |
| 32. |  |                  |                  |
| 33. |  |                  |                  |
| 34. |  |                  |                  |
| 35. |  |                  |                  |
| 36. |  |                  |                  |
| 37. |  |                  |                  |
| 38. |  |                  |                  |
| 39. |  |                  |                  |
| 40. |  |                  |                  |
| 41. |  |                  |                  |
| 42. |  |                  |                  |
| 43. |  |                  |                  |
| 44. |  |                  |                  |
| 45. |  |                  |                  |
| 46. |  |                  |                  |
| 47. |  |                  |                  |
| 48. |  |                  |                  |
| 49. |  |                  |                  |
| 50. |  |                  |                  |



September 3, 2015

Board of Regents and Faculty Senate  
University of New Mexico  
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development . We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

NAME	Please print your name
1. <i>Andrew Martin</i>	ANDREW MARTINEZ
2. <i>Annette Valdez</i>	Annette Valdez
3. <i>Rebecca Mahop</i>	Rebecca Mahop
4. <i>Dequod Begame</i>	DEQUOD BEGAME
5. <i>Kyle Fulton</i>	Kyle Fulton
6. <i>Raelene Charley</i>	Raelene Charley
7. <i>Anthony Charles</i>	Anthony Charles
8. <i>Julian Poley</i>	Julian Poley
9. <i>Ethan Arvico</i>	Ethan Arvico
10. <i>Nicholas Riess</i>	NICHOLAS RIESS
11. <i>Sara Oyle</i>	Sara Oyle
12. <i>Lincoln Calabaza</i>	LINCOLN CALABAZA
13. <i>Johnnet Robli</i>	<i>Johnnet Robli</i>

NAME

PLEASE PRINT YOUR NAME

- |    |                       |                       |
|----|-----------------------|-----------------------|
| 14 | <del>_____</del>      | Keaton Frieberg       |
| 15 | Chelsea Denton        | Chelsea Quintana      |
| 16 | <del>_____</del>      | <del>_____</del>      |
| 17 | Steve Manning         | Stephen Manning       |
| 18 | <del>_____</del>      | John Hutton           |
| 19 | Kiani Brahma          | Kiani Brahma          |
| 20 | Adelina Prochnow      | Adelina Prochnow      |
| 21 | Nathan Page           | Nathan Page           |
| 22 | Amranda Lopez         | Amranda Lopez         |
| 23 | Mikaylah Simpson      | Mikaylah Simpson      |
| 24 | Jacqueline Largo      | Jacqueline Largo      |
| 25 | Michelle Flyingman    | Michelle Flyingman    |
| 26 | Gale Jones            | Gale Jones            |
| 27 | Sofia Lockwood        | Sofia Lockwood        |
| 28 | Shannon Hudson        | Shannon Hudson        |
| 29 | Devante Cornfield     | Devante Cornfield     |
| 30 | Corrin Hall           | Corrin Hall           |
| 31 | Marisia Martinez      | Marisia Martinez      |
| 32 | Olivia Stiker         | Olivia Stiker         |
| 33 | William Aranda        | William Aranda        |
| 34 | Amanda Garcia         | Amanda Garcia         |
| 35 | Ambrielle Lopez       | Ambrielle Lopez       |
| 36 | Sofia Flores          | Sofia Flores          |
| 37 | Kaleigh Hubbard       | Kaleigh Hubbard       |
| 38 | Corrine Aguilar       | Corrine Aguilar       |
| 39 | Shenica Jovis         | Shenica Jovis         |
| 40 | Xan-Elicabeth Griffin | Xan-Elicabeth Griffin |
| 41 | Rehise Holcomb        | Rehise Holcomb        |
| 42 | Jeremiah G. Billie    | Jeremiah G. Billie    |
| 43 | AMIRANI SALAZAR       | AMIRANI SALAZAR       |
| 44 | Nicole Avery          | Nicole Avery          |
| 45 | Olivia M. Kottke      | Olivia M. Kottke      |
| 46 | TERRANCE FISHER       | TERRANCE FISHER       |
| 47 | Jose Saianni - Marco  | Jose Saianni - Marco  |
| 48 | Jason Swiff           | Jason Swiff           |
| 49 | ASHLEIGH PRIBBLE      | ASHLEIGH PRIBBLE      |
| 50 | Ben Montoya           | Ben Montoya           |





September 3, 2015

Board of Regents and Faculty Senate  
 University of New Mexico  
 Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development . We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

NAME

1. Troy Black Dog
2. Logan Shay
3. Jason Conner
4. Jack O'Zco
5. Terin Monero
6. JADA BEASLEY
7. Rachael Cassidy
8. Charmayne Joe
9. Anthony Ryan Bradley
10. Isabella Saramillo
11. Tyler Nung
12. Susannah Love
13. Maria T. Endres

Please print your name

- Troy Black Dog  
 Logan Shay  
 Jason Conner  
 JACK O'ZCO  
 Terin Monero  
 JADA BEASLEY

- Charmayne Joe  
 Anthony Ryan Bradley  
 Isabella Saramillo  
 Tyler Nung  
 SUSANNAH LOVE  
 Maria T. Endres

NAME

- 14 *J. H. John*
- 15 *Joan Wilson*
- 16 *Joan Wilson*
- 17 *Chantal Francis*
- 18 *Dominic Jim*
- 19 *Jonathan Natvig*
- 20 *Donald Natvig*
- 21 *Latasha James*
- 22 *ERIK RODRIGUEZ*
- 23 *TONYA JARAMILLO*
- 24 *Car Lidwke*
- 25 *JUANITA M. LUMPMOUTH*
- 26 *Nathan Page*
- 27 *Royce Butbank*
- 28 *William Thomas*
- 29 *Deke Aguilera Mome*
- 30 *Anthony Tsalute*
- 31 *Gene Marchesi*
- 32
- 33
- 34
- 35
- 36
- 37
- 38
- 39
- 40
- 41
- 42
- 43
- 44
- 45
- 46
- 47
- 48
- 49
- 50

PLEASE PRINT YOUR NAME

- Larryd St. John*
- Nicole Cdaioni*
- Joan Wilson*
- Chantal Francis*
- Dominic Jim*
- Jonathan Natvig*
- Donald Natvig*
- Latasha James*
- ERIK RODRIGUEZ*
- TONYA JARAMILLO*
- Car Lidwke*
- JUANITA M. LUMPMOUTH*
- Nathan Page*
- Royce Butbank*
- William Thomas*
- Deke Aguilera Mome*
- Anthony Tsalute*
- Gene Marchesi*



September 3, 2015

Board of Regents and Faculty Senate  
University of New Mexico  
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development. We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....

NAME

Please print your name

1. BLESER, NATHALIE . Talynn Turner
2. Mgt. Kelly
3. Jordan McConnell
4. ISAKEU MAZAN S Diene
5. ~~ISAKEU MAZAN S Diene~~
6. Daniel Fierro
7. Susan Keith
8. Jeanine Singh
9. Allison Bergman
10. Kylie Aragon
11. Noelle McDonald
12. ~~Colleen~~
13. ~~Janice~~

William Deitermann  
Ansel Torres





- 14. Verenice Bolivar Verenice Bolivar
- 15. Tessa Archuleta Krause Tessa Krause
- 16. Alexander Mies
- 17. Leanne McMaisters
- 18. Catherine Campbell
- 19. Evelyn Johnson
- 20. Jennifer Bond
- 21. Maria Oyllon
- 22. Ryan Arnold ~~Raymond~~ Angela Stanley
- 23. ~~ANGELA STANLEY~~ Kim M
- 24. Gibran Charr
- 25. Nina Nguyen
- 26. Peter Nyagi
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.
- 37.
- 38.
- 39.
- 40.
- 41.
- 42.
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.
- 49.
- 50.

Thu



September 3, 2015

Board of Regents and Faculty Senate  
University of New Mexico  
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters Program in Leadership, Building Native Nations and Sustainable Community Development . We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned.....  
NAME

Are you a UNM student, staff, faculty...? Please name

Melissa Brown  
Valerie Lutz  
Jordan Oglesby  
AMBER TOLEDO  
Byron Andrew  
Hale Fillmore  
Steve Mansell  
D. L. Lital

Student  
Student  
Student  
STUDENT  
student  
student  
student  
.....

September 3, 2015

Board of Regents and Faculty Senate  
University of New Mexico  
Albuquerque, New Mexico 87131

Dear Regents and Senators,

This is petition in support of the proposed Native American Studies Masters degree Program in Leadership, Building Native Nations and Sustainable Community Development. We the undersigned students of the University of New Mexico wish to express our support for this important and unique development in the Native American Studies program. We feel it will make a lasting contribution to our education and serve the expressed needs of New Mexico Indian communities for educational programs that enhance their ability to lead, build and sustain their respective Native Nations and communities and tell their respective stories. We thank you in advance for your support of our petition.

Respectfully Yours,

We the Undersigned...

1. *Halle Vigil*
2. *Chad*
3. *North Miller*
4. *Native American Studies*
5. *Dubna*
6. *Chad Abeyta*
7. *Michelle Pauline Shepard*
8. *Charlotte Witte*
9. *Heshi Cao*
10. *Dayna Cud*
11. *Patricia Chanuca Rose Thunderchief*
12. *Steph Fort*
13. *Tarah L. Lorie*
14. *Ben Curson*
15. *Shannah*
16. *Melodie Meyer*



17. <sup>D. Ct.</sup>
18. *Mariae Bleser*
19. *Norman J. Coogate*
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
- 27.

NAME	Are you a UNM student, staff, faculty...? Please name
Aileen Phibbs	Student
Babe Jones	Student
Ronaldo Lujan	Student
KEISHIAH PETER Kunkhara	Student
Sandra Yellowhorse Sandra	Student
NATALIA LEON	STUDENT
Wendi Willetts	Student
Bianca Cowboy	Student, ASUMN senator
LAURA Google	- Student
April Chee	student
Alejandro Ventoliva	student

Atton Badcezciii

Keosha Yazzie keoyazz@gmail.com

Echohawk LeftHand echohawk.lefthand@ihs.gov

Vanisha Neha vanishaneha99@gmail.com

Aidan Nachie agnachie@gmail.com

Melenna nachie comanmana@gmail.com

Jacob James jacobjr20@icloud.com

Fernando Jimenez jimenezfernando35@yahoo

Elizabeth Noekideneh elizabethnoekideneh@icloud.com

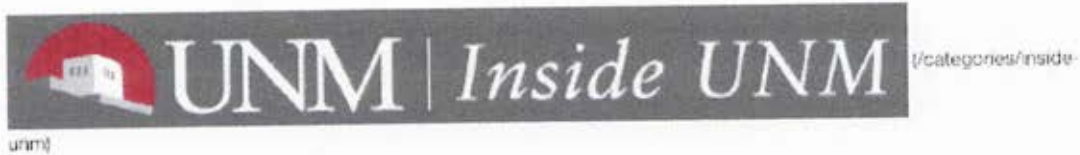


List of NAS Alumni Spotlight

ALUMNI Name	BA Degree Awarded	Major	Minor	Concentration	Current Status
Aaron Kie	Spring 2015	Major	History	ILC	Employed: All Indian Pueblo Cultural Center
Alannah A. Hurley	Spring 2009	Major		Leadership & Self-Determination	Employed: Executive Director of the United Tribes of Bristol Bay (see attached UNM   Inside UNM article)
Andrew J. Nelson	Spring 2012	Major	Management	Leadership & BNN	Graduate: PhD program
Andy Nez	Fall 2013	Major	Navajo	Leadership & Self-Determination	Employed: K-5 Dine' Language and Culture Teacher Graduate: MA Education in Curriculum Development
Bennie Francisco	Spring 2011	Major	Political Science	Leadership & BNN	Graduated MA in Indian Law
Brenton Bluehouse	Spring 2012	Major	Political Science	ILC	Graduated MA program in Montana
Claudia F. Casiquito	Summer 2012	Major	Psychology	ILC	Employed: teacher in Jemez
Curtis E. Chavez	Fall 2006	Major	Religious Studies	Culture & Environment	Graduate: ASU Pueblo PhD Cohort Employed: Bernalillo School District Impact Aid
Dawn G. Begay	Fall 2011	Major	Political Science	Leadership & BNN	Employed: First Nations Albuquerque Homeless Task Force
Elaina Via	Fall 2014	Major	Athletic Coaching	ILC	Employed: Mescalero Tribe President's Office Graduate: MA Sports Administration
Eldon Brown	Spring 2012	Major			Employed: Chief of Permits, Division of Migratory Birds Graduate: MA UNM Educational Thought and Sociocultural Studies
Elroy Keetso	Spring 2004	Major			Employed: Tribal Planner in Laguna, NM Graduate: MA UNM Community and Regional Planning
Herman B. Fillmore	Spring 2012	Major	Linguistics	ILC	Employed: Tribal Language Teacher
Kenneth B. Lucero	Spring 2012	Major	Management	Leadership & BNN	Employed: Field Rep for M. Heinrich Graduate: Earned PhD 2015 (ASU Pueblo Cohort)

Kieoshiah A. Peter	Spring 2015	2nd Major (1st major = A & S)	Women Studies	IKS	Graduate: Ph.D. UNM American Studies Employed: Johns Hopkins University Center for American Indian Health
Lani M. Tsinnajinnie	Fall 2006	2nd Major (1st = Enviro Sci)	Philosophy	IKS	Graduate: PhD program
Leona Morgan	Spring 2006	2nd Major (1st = Art Studio BFA)		Leadership & BNN	Employed: Environmental Engineer firm
Lyle C. Begay	Spring 2012	Major	Civil Engineering		Employed: Civil Engineer Navajo Nation
Makhiya J. Black Elk	Fall 2013	Major	Sociology	Leadership & BNN	Employed: Native American Charter Academy
Mario P. Atencio	Spring 2010	Major	English (2nd major)	Leadership & Self-Determination	Graduated: MA American Indian Studies from ASU
Marlene Armijo	Summer 2015	Major	Management	Leadership & BNN	Employed: UNM Administrative Assistant/Legal
Natahnee Winder	Spring 2008	Major			Graduate/Employed: Henry Roe Cloud Fellow/PhD Student, Teaching Assistant; Yale University /University of Western Ontario
Stephanie M. Salazar	Spring 2011	Major	Political Science	Leadership & Self-Determination	UNM Law student
Winoka Begay	Spring 2009	Major			Employed: Research Assistant UNM Education Leadership Graduate: MA American Indian Studies, University of Arizona, Ph.D. student UNM Language, Literacy, and Sociocultural Studies
Wyndor Yazzie	Summer 2011	Major	Navajo & History	Leadership & BNN/ILC	Graduated: MPA from UNM

Key:  
Indigenous Learning Community - ILC  
Building Native Nation - BNN  
Indigenous Knowledge System - IKS



Newsroom ☰

[UNM Newsroom \(/\)](#) / [Articles \(/news\)](#) / [UNM alumna meets President Obama](#)

## UNM alumna meets President Obama

If it's wild salmon, it's most likely from Bristol Bay, Alaska

By Mara Kerkez — October 15, 2015

Categories: [Inside UNM \(/categories/inside-unm?c=20138\)](#) [University College \(/categories/schools/university?c=20181\)](#) [Native American Studies \(/categories/schools/university/native-american-studies?c=20264\)](#) [Alumni \(/alumni?c=20733\)](#)



Alannah Hurley, Mae Syverud, and President Obama with their catch on Kanakanak Beach in Dillingham, Alaska.

On a wet and chilly September morning, President Barack Obama landed in Dillingham, Alaska, where he was greeted warmly by locals. Among them stood Alannah Hurley, UNM alumna (2009), and current executive director of the United Tribes of Bristol Bay (UTBB), a tribal consortium working to protect the Bristol Bay watershed that sustains their traditional way of life from unsustainable resource development.

Obama's visit was the first of any sitting U.S. president to rural, Native Alaska. While Obama's primary focus during his Alaska visit was climate change, he visited Dillingham (population 2,100) to see the world's last great wild sockeye salmon fishery and indigenous cultures. During his visit the president said, "If you've eaten wild salmon, it's likely to have come from here. It's part of the

reason why it's so critical that we make sure that we protect this incredible natural resource, not just for the people whose cultures have thrived upon it for thousands of years, but for the entire country."

"The reality that the President of the United States visited our home and experienced the land our ancestors entrusted to us is still sinking in," Hurley said. "He didn't visit like you would think the leader of the free world would visit a place. President Obama had a, 'pick our fish, eat our food, and Yup'ik dance with our kids' kind of visit, like you usually have



with close relatives or friends. To see the president recognize, respect and genuinely enjoy experiencing what it means to live our way of life on our land, what our culture means to us and want to help us protect it, still has me on cloud nine."

***"To see the president recognize, respect and genuinely enjoy experiencing what it means to live our way of life on our land, what our culture means to us and want to help us protect it, still has me on cloud nine." – Alannah Hurley***

Bristol Bay tribes have been fighting for the last decade to protect the region from unsustainable resource development. The Yup'ik, Denal'na and Alutiq people have thrived there for thousands of years, living off the land as their ancestors did.

"The primary threat to our land and waters is the proposed development of what would be the world's largest copper and gold mine located at the headwaters of the two major rivers that feed Bristol Bay's world-class fishery and intact ecosystem," Hurley said. "The second major threat was offshore oil development in the North Aleutian Basin, but Obama took the leases off the table last year, recognizing Bristol Bay as a 'national treasure' and a 'critical resource.' We produce over half of the nation's sockeye salmon and 40 percent of the globe's seafood."



*President Obama poses with Yup'ik traditional dancers after joining them in their performance.*

Prior to coming to UNM, Hurley attended the Native American Political Leadership Program at George Washington University as part of the Semester in Washington program. As the semester came to an end, Hurley began looking for a school and a major that would accommodate her interest in Native affairs because she was wanted to use her education to help her Alaskan community.

"At the recommendation of a mentor and friend, I checked out the Native American Studies program at UNM," Hurley said. "It was the best move I made as a young adult. In the NAS program I found exactly what I was looking for: an education in Native history, issues, politics and tribal self-determination for Native Nation building. I'm so thankful for the NAS program, as my degree (NAS with a focus in Leadership and Sovereignty) set the foundation for me to return to my home in Alaska and work towards true change and self-determination for our tribes and communities."

Share: 9 Shares (<http://www.addthis.com/bookmark.php>)

For more news, visit the UNM Newsroom and follow us on Twitter.

## Related Images



*The* UNIVERSITY of OKLAHOMA  
*Native American Studies*

May 1, 2016

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership:

The University of Oklahoma Department of Native American Studies supports and believes in the mission of the University of New Mexico's Native American Studies proposal to provide a high quality Masters Degree program.

The extended community of Oklahoma believes in the importance of community education such as culture, language and tradition but we also recognize the importance of higher education for our continued success. We understand the Masters program will offer face-to-face and online venues for accessing NAS Masters degree courses. We feel this initiative will provide an invaluable opportunity to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination and community sustainability.

Sincerely,

Amanda Cobb-Greetham, Ph.D.  
Chair, Department of Native American Studies  
The University of Oklahoma

860 Van Vleet Oval, 235, Norman, Oklahoma 73019  
PHONE: (405) 325-2312 FAX: (405) 325-0842  
EMAIL: nas@ou.edu WEBSITE: nas.ou.edu



August 23, 2016

Faculty Senate Curriculum Committee  
The University of New Mexico  
Albuquerque, NM 87144

Dear Faculty Senate Curriculum Committee Members,

It is with great enthusiasm that I am writing to express support of the undersigned UNM Native American faculty for the development and implementation of a Masters of Arts degree in Native American Studies at the University of New Mexico.

New Mexico clearly has a need from such a program. The state is the home of twenty-three sovereign Indian nations and about 10.5 percent of the state's population. Each of these nations have a land base, traditional lifeways and cultures, languages, economies, religion, and a unique relationship with the federal and state governments. The graduates will attain the research, leadership, critical thinking, analytical, problem-solving, and cultural competency skills to work professionally with others to address the social, economic, and political issues facing Indian governments, peoples, and communities.

The MA in Native American Studies will be an interdisciplinary degree designed to offer students a comprehensive study of the history, conceptual frameworks, applications and research related to *Leadership, Self-Determination, and Building Sustainable Indigenous Community*. In addition, this MA Program of Study provides students with the opportunity to examine these evolving bodies of knowledge through multi-contextual learning and research activities which include experiential, service learning, professional research opportunities and internships.

The following objectives are presented as a way to satisfy the broader goals:

- ground students in the concepts, research and applications of methodologies from relevant disciplines focused on Building Native Nations issues related to education, ecology, community development, economics, law, politics, philosophy, sociology, arts and literature,
- provide students with the opportunity to develop skills in and explore the uses of media as a way to explore and present an Indigenous view and or story of the aforementioned areas,
- provide students with relevant learning, research, and services opportunities both inside and outside the classroom,
- assist students in integrating theory and practice through community-based field and research experience, and
- encourage dialogue and collaboration among students, faculty, and the Native community in the on-going development of the Native Studies curriculum as it relates to leadership, self-determination, building native nations and indigenous community development.

College of Liberal Arts and Sciences  
American Indian Studies  
Discovery Hall 356  
PO Box 874603 Tempe, AZ 85287-4603  
(480) 965-3634 Fax: (480) 965-2216  
<http://americanindian.clas.asu.edu/>  
ais@asu.edu

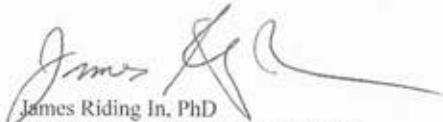


The imperative for the development of leaders with an in depth understanding of Native people and their respective sovereign native nations and communities as they evolve in the 21<sup>st</sup> century underlies the request for the consideration of this MA proposal to the UNM Graduate Curriculum Committee to further develop the Native American Studies Program at the University of New Mexico. Ultimately, the goals of the Native American Studies MA reinforce the overall goals of a liberal arts education, i.e., to inform, to enrich and to strengthen humanistic values in society. A UNM-NAS Masters degree offers a unique interdisciplinary addition to existing programs throughout the university, while addressing espoused goals in the UNM strategic plan. Most importantly, the Native American Studies program at UNM provides New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of tribal leadership, self-determination, Nation building, and community sustainability.

At Arizona State University, the graduates of our Master's program in American Indian Studies, which has been in existence for three years, have landed meaningful jobs with Indian governments, the Inter Tribal Council of Arizona, and higher education programs. I fully expect the same will occur with the graduates of the proposed UNM program.

Thank you in advance for your gracious and greatly valued consideration for this important educational initiative for New Mexico Indian higher education at the University of New Mexico.

Respectfully yours,



James Riding In, PhD  
Associate Professor & Interim Chair  
American Indian Studies  
PO Box 874603  
Arizona State University  
Tempe, AZ 85287  
(480) 727-0060

October 10, 2016

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

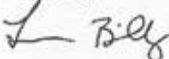
The Central New Mexico Community College Native American Task Team in the Connect Services Department is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,



Teresa Billy,  
Academic Coach  
& Lead Tribal Liaison



WNMU

COLLEGE OF ARTS AND SCIENCES

*Department of Social Sciences and Cultural Studies*

September 21, 2016

Dear Respected UNM Leadership,

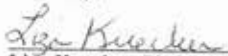
Western New Mexico University's American Indian Studies Program is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

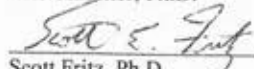
With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

  
Liza Kuecker, Ph.D.

  
Scott Fritz, Ph.D.

Transforming the Future Together

Western New Mexico University P. O. Box 680 Silver City, NM 88062 Phone 575-538-6634 Fax 575-538-6793 [www.wnmu.edu](http://www.wnmu.edu)





Office of Multicultural Affairs  
ENMU Station 39  
1900 S Ave K  
Portales, NM 88130

October 19<sup>th</sup>, 2016

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Multicultural Affairs Program at Eastern New Mexico University is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

A handwritten signature in cursive script that reads "Diana Cordova".

Diana Cordova  
Multicultural Affairs Director



SAN JUAN COLLEGE

San Juan College Native American Center

October 13, 2016

Dear Respected UNM Leadership,

The San Juan College Native American Center is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes and Nations throughout New Mexico and the United States.

With the emphasis on Indigenous Leadership, Self-Determination and Building Viable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall advancement of themselves and the success of New Mexico and U.S. Tribes and Nations. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as UNM. It will also extend these opportunities to current Native American Studies BA students at UNM, to students in related fields at the university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Thank,

Levi Curtis  
San Juan College  
Native American Center  
NAC Interim Director  
505-258-2900  
4601 College Boulevard  
Farmington, NM 87402



Office of the President  
(505) 922-4087

## United States Department of the Interior

BUREAU OF INDIAN EDUCATION  
Southwestern Indian Polytechnic Institute  
P.O. Box 10146 • Albuquerque, NM 87184  
9169 Coors Blvd., NW • Albuquerque, NM 87120

OCT 26 2016

University of New Mexico Board of Regents  
University of New Mexico President  
University of New Mexico Provost  
University of New Mexico Faculty Senate Graduate Curriculum Committee

Dear Respected UNM Leadership,

The Southwestern Indian Polytechnic Institute is pleased to support the efforts of the University of New Mexico-Native American Studies faculty and staff in developing a Master's Degree Program. This degree program will not only be of great value to our undergraduate students who wish to earn such a degree, but to all Tribes, Pueblos, and Nations throughout New Mexico and the U.S.

With the focus on Indigenous Leadership, Self-Determination and Building Sustainable Communities, the Master's Degree Program would be an opportunity for students to become valuable assets to their respected communities by applying their knowledge and skills toward the overall betterment of themselves and the success of New Mexico and U.S. Tribes, Nations, and Pueblos. It is only logical that the University would continue to build upon the foundation of the Native American Studies B.A. Program and offer an opportunity for students to advance in the program beyond a Bachelor of Arts degree in view of the fact that there is currently a growth of interest in Native American Studies (NAS) courses.

We feel this initiative will provide an invaluable opportunity specifically to New Mexico tribal communities, many of whom are rural and have less direct access to educational institutions such as the University of New Mexico (UNM). It will also extend these opportunities to current NAS BA students at UNM, to students in related fields at our university, and to professionals currently working with Native communities, organizations, and in governance.

We hope you will approve their proposal to provide New Mexico Indigenous communities with a higher education curriculum designed around the educational needs of leadership, self-determination and community sustainability.

Sincerely,

Dr. Sherry Allison,  
President



DATE: October 8, 2015  
TO: Gregory Cajete, Director of Native American Studies  
FROM: Gregory L. Heileman, Associate Provost for Curriculum *GH*  
RE: Approval of Preliminary Proposal for the MA Native American Studies  
CC: Chaouki Abdallah, Provost and EVP for Academic Affairs  
Kate Krause, Dean, University College  
Julie Coonrod, Dean, Graduate Studies  
Carolyn Montoya, Faculty Senate Curricula Committee Chair  
Jennifer Thacher, Faculty Senate Graduate and Professional Committee Chair  
Nancy Middlebrook, University Accreditation Director  
Elizabeth Barton, Associate Registrar  
Robben Baca, Graduate Academic Affairs Specialist

---

Thank you for submitting the preliminary review proposal for an MA in Native American Studies and for meeting with me to further discuss the proposed degree program. The proposed degree will provide a unique opportunity for graduate level education in Native American Studies for the State of New Mexico. In my judgment, the preliminary proposal is sufficiently well developed to recommend advancement through the stages of faculty review and approval.

However, as we discussed, please make sure that your full proposal includes information the value of the degree in relation to further educational and employment opportunities; an explanation that you working with the Provost's Office and the VPR's Office to explore other funding opportunities; and a justification for the 36 credit hour requirement, given that the university is reducing the minimum credit hour requirement for Masters programs to 30 credit hours.

Please proceed with the development and submission of your full proposal. I will also provide the notification to the New Mexico Higher Education Department to inform them that this proposed master's degree is being reviewed through UNM's internal process and, if approved by the Board of Regents, will be submitted for review and approval through the State's process.

October 8, 2015

Dr. Barbara Damron  
Secretary of Higher Education  
New Mexico Higher Education Department  
2048 Galisteo Street  
Santa Fe, New Mexico 87505-2100

Dear Dr. Damron:

In accordance with the regulations governing HED's review process for new graduate programs, I am writing to let you know of the University of New Mexico's intention to submit a proposal for an MA in Native American Studies.

The new degree proposal is in the process of seeking approval through the university's internal curricular process. It will be submitted to the Faculty Senate Graduate and Professional Committee for review this semester. It is anticipated that the proposal will be forwarded to Faculty Senate Curriculum Committee and the full Faculty Senate during the 2015-16 academic year, with the final university approval by the UNM Board of Regents and submission to the HED following shortly thereafter. Dr. Julia Coonrod, UNM's Dean of Graduate Studies, will represent the program and the university at the various stages of review at the state level.

Please feel free to contact me if you have any questions regarding this notification.

Sincerely,



Gregory L. Heileman  
Associate Provost for Curriculum

cc: Chaouki Abdallah, Provost and Executive Vice President for Academic Affairs  
Julie Coonrod, Dean of Graduate Studies  
Kate Krause, Dean of University College  
Greg Cajete, Director of Native American Studies  
Robben Baca, Graduate Academic Affairs Specialist  
Nancy Middlebrook, University Accreditation Director

*University Libraries*

December 10, 2015

Dr. Lloyd Lee  
Native American Studies  
University of New Mexico

Dear Dr. Lloyd Lee,

The University Libraries has reviewed the Native American Studies (NAS) proposal for a master's degree in NAS. The main UNM Libraries has long been supporting research on the southwest as well as indigenous and First Nation populations in Latin America and Canada, and thus has the resources (books, journals, databases and primary resource material) to support a NAS masters' level degree.

Since the NAS Center also has a library and will be requesting new funding for various library related activities, NAS and UNM Libraries are committed to continue working closely and collaborative to ensure that the two libraries do not duplicate material and resources.

Sincerely,

*Susanne K. Clement*

Susanne K. Clement  
Director of Collections  
University Libraries  
[sclement@unm.edu](mailto:sclement@unm.edu)  
505-277-5176

cc:  
Richard Clement, Dean of Libraries  
Dr. Mark Emmons, Associate Dean of Public Services, University Libraries  
Paulita Aguilar, University Library Liaison to NAS



# CHANGE AN EXISTING COURSE—FORM A

- ◆ Allow at least 2-4 months to complete the entire change process.
- ◆ Please refer to the Form A Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

**ROUTING (All Four Collated Sets)**

1. Department Chair
2. College Dean/Designate
3. Office of Registrar—Catalog
4. FS Graduate Committee (graduate courses)
5. FS Curricula Committee

Submission Date 1 / 19 / 2016

Proposed Effective Term Fall 2017

Name of Faculty Member Initiating Request Tiffany Lee

Initiator's Position / Title Associate Director/Associate Professor

Department Native American Studies

Phone 277-1820 Email tslee@unm.edu

Existing Subject Code / Number:  
NATV 402

Current Course Catalog Page #  
\_\_\_\_\_

Short Title of Existing Course Education, Power, and Indigenous Communities

**Note:** To indicate graduate credit for course numbers outside of 500-699, precede the course number with an asterisk (\*).

**Instructions:** Complete any section to be changed and provide the new information in the space(s) provided. Note that for items that allow multiple entries, such as schedule type, include all values that will apply after the proposed change.

A. A1. Change Course Subject Code NATV A2. Change Course Number 402/502

If the change modifies the level of the course from undergraduate to graduate complete section B1.

A3. Change Long Course Title (up to 100 letters, including spaces):

A4. Proposed Change to Short Course Title (up to 30 letters, including spaces):

E	d	P	o	w	e	r	I	n	d	i	g	e	n	C	o	m	m	u	n	i	t	i	e	s		
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--

A5. Change Course Description: Attach a proposed course description, 35 words or less, and a course outline or syllabus that content is essentially the same as the current version of the course. If the proposed change is substantial, then the existing course should be deleted using this form (see item number 15) and a Form B should be submitted for the new course.

A6. Change Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

A7. Change Repeat Rules

Is the course repeatable for credit? Yes  No

- The course may be repeated \_\_\_\_\_ times (exclusive of the first time).

**AND / OR**

- The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

A8. Change Grade Options: Check the appropriate option and complete Section B.2., including the grade scale as necessary:

- The grade scale will change from using a grade scale to CR/NC.
- The grade scale will change from CR/NC to a grade scale.
- The grade scale will change from a standard catalog grade scale to an alternative grade scale.

A9. List all schedule type(s) (may be more than one):

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

A10. Change or add co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.*

*Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

A10a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

A11. Change or add crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

A12. This change is making a course Occupational or Technical (Branches Only): Yes  No

This change is removing a course from Occupational or Technical status (Branches Only): Yes  No

A13. Changes to Restrictions. List any restrictions placed on students for registration in any section of this course. If the change is to remove all restrictions, write "No Restrictions" in the box.

A14. Changes to Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Department Chair Signature

A15. Is this change a deletion of the course? Yes  No

If yes and the deleted course is 100 or 200 level, how will the deletion impact Branch campuses and programs? Include documentation of contact with the branches regarding discussion of the impact of this deletion.

A16. Reason for changes:

B. B1. Justification for Graduate Credit: If the course is numbered outside of 500-699, but allows an option for graduate credit, indicate the nature of additional work to be required of graduate students.

This course will be double-numbered and offered in our new MA degree program. Graduate level work for this course includes lengthier discussion posts online (250-500 words in length for undergraduates and 500-750 for graduate students). Graduate students also write a research paper of 15-20 pages in length, and undergraduates write a paper 10-15 pages in length.

B2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

C. Required Signatures:

Office	Signature	Date
1. Department Chair	<i>Gregory A. Lajite</i>	7/28/16
2. College Dean/Designate	<i>[Signature]</i>	6/24/16
3. Office of Registrar—Catalog	<i>Elizabeth A. Fraxton</i>	06/28/16
4. FS Graduate Committee (graduate courses)	<i>Janifer A. Shaehar</i>	11/3/16
5. FS Curricula Committee		

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_



**Education, Power, and Indigenous Communities**  
**Native American Studies**  
**University of New Mexico**  
**NATV 402/502**

Instructor: Dr. Leola Tsinnajinnie  
Office Hours: By appointment  
Class Meeting Day: Thursday  
Class Location: Mesa Vista Hall 3082

Email: [leola@unm.edu](mailto:leola@unm.edu)  
Course Credits: 3  
Class Time: Hybrid & 5:15-6:30 p.m.  
Semester: Spring 2014

**Catalog Course Description**

How economic, political and social power influences the education of Indigenous youth is the emphasis of this course. Topics include who defines the concept of an “educated person” and in what contexts.

**Additionally**

The readings for the course will focus both on how Indigenous knowledge has been dismissed, displaced, and disregarded by Euro American policy and how Indigenous communities have strived to maintain a sense of ownership over the education of their youth. The purpose of the course is to honor this effort through examining the scholarship and experiences of those who work on behalf of decolonization.

**Course Objectives and Student Learning Outcomes**

- Students will be able to articulate answers to the following questions based on Indigenous knowledge, scholarship, and experience:
  - What role do issues of race, ethnicity, social class, gender, language, and sexual orientation play in Indigenous education?
  - How do social, political, and economic factors influence the experiences of Indigenous youth in schools?
  - What does American history versus Indigenous history tell us?
  - What are the present-day manifestations of the history of U.S. policies in Indian education on Indigenous peoples?
  - From a framework of Building Native Nations, what challenges do communities face in the education of their children? How do communities pursue decolonization and self-determination in education?

**Textbooks and Supplies**

- Battiste, M. (2013). *Decolonizing Education Nourishing the Learning Spirit*. Saskatoon: Purich Publishing Ltd. [Will be available at UNM Bookstore]
- Brayboy, B. M. K. (2012). *Postsecondary education for American Indian and Alaska Natives: Higher education for nation building and self-determination*. San Francisco, Calif: Wiley Subscription Services. [Blackboard]
- Fletcher, M. L. M. (2008). *American Indian education: Counternarratives in racism, struggle, and the law*. New York: Routledge. [Will be available at UNM Bookstore]
- Electronic copies of all other readings will be posted on Blackboard. Students are responsible for checking Lobomail and Blackboard accounts for announcements.

## Course Requirements and Expectations

- Weekly discussion forum posts (150 points, 75%)
  - A discussion post in the form of a thread response to the forum I create will be due each week. The post should include the identification of three important themes, concepts, or lessons learned from that week's set of readings; a discussion question; and your personal response to that discussion question. Each student will then be required to respond to at least two other classmates' discussion questions in those respective threads. Your initial thread is due on Tuesday by 5:15 p.m. Your responses to other threads are due by Thursday at noon but I recommend you complete them on Tuesday. You are responsible for reading all threads and posts by the time we meet for class.
  - If you desire, these posts may also serve as your opportunity to consider your personal experiences and reflection to the issues raised in the course. You may utilize the discussion question and answer portion of the requirements to do so.
  - **The post should be 250-500 words in length for undergraduates and 500-750 for graduate students.**
  - There are a total of thirteen discussion posts due. Each is worth 15 points. Your top ten scores will be factored into your course grade.
- Facilitate a portion of class discussion (10 points, 5%)
  - Select a chapter or article from the set of required readings for a particular class session. Facilitate the discussion for the reading, first presenting a brief summary of the major points. Follow the summary with an activity of your choice that explores a topic in the reading further. Create a handout that includes your summary and any other information necessary. The entire presentation should last about 30 minutes. Please be sure to make enough copies of your handout for everyone in class.
- Research paper (30 points, 15%)
  - Select a theme from the course for which you will further examine through scholarly research. A detailed description of this assignment will be distributed in class. **The paper should be 10-15 pages in length. Graduate student papers should be 15-20 pages in length.**
  - A paper proposal will be due on February 27<sup>th</sup> and an annotated bibliography on April 10<sup>th</sup>.
    - You are welcome to submit these assignments early.
- Participation (10 points, 5%)
  - While UNM attendance policies apply, your grade will also be affected should you miss more than two classes without a documented excuse. Excessive tardiness could also result in point deduction. Excellent attendance and participation will be considered in the calculation of your final grade. Each student is responsible for signing in.
  - Each student shall remain respectful of the opinions of others; encourage participation of fellow classmates; be prepared to answer questions from the readings when called upon; work effectively in groups; and exhibit full interest in the learning environment (no distractions).



- Your participation grade will be affected, without warning or notification, if you choose to text or participate in social networking on your electronic devices during class time.

NOTE: All writing assignments should be presented double spaced with 1-inch margins and times new roman 12-point font.

#### Grading

- 180-200 points A+ to A-
- 160-179 points B+ to B-
- 140-159 points C+ to C-
- 120-139 points D+ to D-
- 119-0 points Failing

#### Attendance Policy

Regular and punctual attendance is required. UNM Pathfinder policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

#### Accommodation Statement

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

#### Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, internet or electronic database, or failing to cite the sources), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the Pathfinder.

#### Cell Phones and Technology

As a matter of courtesy, please turn off mobile phones, communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.



### SCHEDULE OF ACTIVITIES

Activity/assignment due for Tuesday at 5:15 p.m.	In-class Meeting	Topic	Weekly Reading Assignment
Introductions	1/23	Overview of the course	Syllabus
Discussion post #1	1/30	History of American Indian Education	Adams; Lomawaima; Pewewardy
Discussion post #2 due	2/6	Sovereignty in Indigenous Education	Bracho; Cajete; Four Arrows; Smith
Discussion post #3 due	2/13	Sovereignty in Indigenous Education	Battiste; Coffey & Tsosie; Grande
Discussion post #4 due	2/20	Dynamics of Race and Indigenous Education	Brayboy; Deyhle & Swisher; Harjo; Love
Discussion post #5 (& Research Proposal Due on Blackboard by 2/27)	2/27	Power and Indigenous Communities	Fletcher 1-92  ONLINE WEEK
Discussion post #6 due	3/6	Power and Indigenous Communities	Castagno & Lee
Discussion post #7 due Research Proposal Due	3/13	Power and Indigenous Communities	Fletcher 93-187; Martinez
SPRING BREAK	3/20		
Discussion paper #8 due	3/27	Higher Education	Brayboy et al 1-77
Discussion paper #9 due	4/3	Higher Education	Brayboy et al 77-154
Annotated Bibliography Due Discussion paper #10 due	4/10	Decolonization in education and Global Alliances	Battiste: chapter 1-4
Discussion paper #11 due (if needed)	4/17	Decolonization in education and Global Alliances	Battiste: chapter 4-8
Discussion paper #12 due (if needed)	4/24	Activist Research in Indigenous Education	Begaye; Cajete; Lomawaima
Discussion paper #13 due (if needed)	5/1	Moving Forward	Presentations
Research paper due in class meeting	5/8	Moving Forward	Presentations

The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.

**NEW COURSE REQUEST—FORM B**

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

- ROUTING (All Four Collated Sets)**
1. Department Chair
  2. College or School Curricula Committee
  3. College or School Faculty (if necessary)
  4. College or School Dean/Dean of Instruction
  5. Office of Registrar—Catalog
  6. Director of Relevant Library
  7. FS Graduate Committee  
(graduate courses)
  8. FS Undergraduate Committee  
(undergraduate courses)
  9. FS Curricula Committee
  10. Associate Provost for Academic Affairs

Submission Date 1 / 18 / 2016

Name of Faculty Member Initiating Request Robin Minthorn

Initiator's Position / Title Assistant Professor

College University College

Department Native American Studies

Phone 505-277-5950 Email rminthorn@unm.edu

- Branches Only – course is
- Type 1  Type 2  Type 3

- A.** A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

**B.** B1. Course Subject Code NATV B2. Course Number 424/524 B3. Proposed Effective Term Fall 2016

B4. Long Course Title (up to 100 letters, including spaces):

B5. Proposed Short Course Title (up to 30 letters, including spaces):

P r i n L d r s h p I n d i g e n C o n t e x t s

B6. College University B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

- B10. Repeat Rules**
- Is the course repeatable for credit? Yes  No
- The course may be repeated \_\_\_\_\_ times (exclusive of the first time).
- AND / OR**
- The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

- B11. Course Level (check one only):** UG  GR  Law  PharmD  MedD   
 Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
*If graduate credit is available for courses numbered outside of 500-699, complete section F1.*

- B12. Grade Options:** The standard grading scale in the catalog will be applied to this course. Yes  No   
*If no, select the appropriate option and complete section F2.*
- The grade scale will be exclusively CR/NC.
  - The grade scale will be an alternative to the standard scales in the catalog.

**B13. List all schedule type(s) (may be more than one):**

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_



C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (Please check one)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_ Spring 2013, Fall 2013, Spring 2014; 15 AVG



E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

It is dually listed as NATV 424 and 524 in the syllabus it identifies the additional work required by graduate students including increased number of pages required and sources included.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This is going to help prepare student for diverse and complex context for Indigenous leadership as well as be a part of the proposed Master's in Native American Studies.

b. Impact on long-range planning for unit, school / college, and university:

There is no impact it will help support the long range planning for Native American Studies at both the undergraduate and graduate levels.

c. Budget and faculty load data:

There is no specific budget or faculty load data that is negative it will help increase the enrollment numbers for NAS classes.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

---

Name of Library

---

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajete	1/24/16
2. College or School Curricula Committee	[Signature]	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	6/24/16
5. Office of Registrar—Catalog	Elizabeth H. Boynton	06/28/16
6. Director of Relevant Library	see Library statement w/Form D	
7. FS Graduate Committee (graduate courses)	Jennifer A. Shadron	1/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs		

After securing departmental approval, send this form and all attachments, *collated into 4 sets of documents*, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

-----  
**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_  
 Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 Grade Modes \_\_\_\_\_

**NATV 424/524. Principles of Leadership in Indigenous Contexts. (3)**

Will gain a critical understanding of theoretical concepts and frameworks of leadership from a Western and Indigenous perspective. Examine both historical and contemporary tribal leadership (including global) and address issues impacting their communities.



**Native American Studies (NATV) 424/524, Section #, CRN #  
Principles of Leadership in Indigenous Contexts**

**DESIGNATED SEMESTER**, University of New Mexico **DATE OF CLASS, TIME OF CLASS**, Mesa Vista Hall Rm. 3082 Instructor: Dr. Robin Minthorn Office Hours: Hokona-Zuni Room 377, Tuesday 1:30pm-4:00pm, or by appointment Phone: 277-5950

Email: [rminthorn@unm.edu](mailto:rminthorn@unm.edu)

Cell Phone: 580-695-4688

**Course Description:** In this course students will gain a critical understanding of theoretical concepts and frameworks of leadership that have been proposed from a Western and more importantly, an Indigenous perspective. This course will require students to look at historical tribal leadership, as well as, the current status of leadership in Indian country (including global) and address issues impacting their communities.

**Learning Outcomes:**

- Students will gain a broader understanding of leadership from Indigenous contexts spanning the spectrum of community, profession and gender.
- Students will gain exposure to a better understanding of historical, contemporary and comparative approaches to Indigenous leadership.
- Students will be able to create their own Indigenous leadership theory and practice by the conclusion of the course that embodies their own concepts, community and cultural values.

**Required Texts:**

All reading will be required for this course. There will be access to readings through a course reader available in the UNM Book Store and the UNM Copy Center. There will be additional items available via UNM Learn (Blackboard).

<b>Course requirements:</b>	<b>Points (pts) per assignment</b>
Indigenous Leadership Reflection Paper	10 pts
Historical Tribal Leadership Paper	15 pts
Contemporary Indigenous Leadership Presentation/Talk	15 pts
Leadership Comparative Response Paper	15 pts
Indigenous Leadership Theory/Practice Paper & Presentation	25 pts
Participation, Attendance	20 pts

**TOTAL**

100 pts

**Assignment/Credit Descriptions**

**Indigenous Leadership Reflection Paper:** For this paper you are asked to do a 2-3 page (double spaced) self-reflection of how you would define or describe Indigenous leadership. Questions to think about answering: What is an Indigenous leader to you? How would you define Indigenous leadership? Who has or possesses Indigenous leadership? Do you consider yourself an Indigenous leader? **DUE:**

**\*Graduate students will submit a 4-5 page paper**

**Historical Tribal Leadership Paper:** For this paper you are asked to do a 4-5 page paper (double spaced and not including cover and citations pages) on your own tribal nation (if you are non-native please pick a tribal nation you would like to research). You are asked to include 2-3 resources, which can include interviews with tribal leaders, elders or books on your tribal nation to describe what leadership within your tribal nation looked like historically (include roles of gender and age is applicable)(please cite at the end of the paper). Please, only share what you feel is appropriate and comfortable for you to share. **DUE:**

**\*Graduate students will submit a 7-8 page paper and include at least 5-7 resources (minimum) in their paper**

**Contemporary Indigenous Leadership Presentation/Talk:** For this assignment you will talk with, read about, or watch a contemporary Indigenous leader on what their role is in leadership and community? How they see leadership for Indigenous people? What have their contributions been or what is a contribution you see if they don't say it?

You may use the following resources: -Interview an Indigenous leader (not restricted to the US, tribal, state, national, etc.) -Watch an interview with an Indigenous leader at: <http://nnidatabase.org/db/node/777> -Read about current Indigenous leaders at: The New Warriors: Native American Leaders Since 1900 (Edmunds, R. David) or other resources you might find You will put together an interactive presentation of what you have learned. You will have up to 10-13 minutes to present your learning to the class (NOTE: Please be creative use videos, posters, or interactive media when possible). **DUE:**

**Leadership Comparative Response Paper:** For this assignment you will pick one topic surrounding leadership and find 2-3 resources where it has been discussed from a Western perspective you will then do a comparative analysis of what you have presented through an Indigenous perspective using readings we have covered during this semester or additional readings (up to 2). This will be a 4-5 page paper (not included cover and citations pages). **DUE:**

**\*Graduate students will submit a 7-8 page paper and include at least 5-7 resources (minimum) in their paper**

**Indigenous Leadership Theory/Practice Paper & Presentation:** Over this semester you have shared your personal reflection on Indigenous leadership, looked at historical, contemporary and comparative perspectives on Indigenous leadership. Now you will have the opportunity to provide a response to what you have learned and create an



Indigenous leadership theory or practice you think would be most impactful for your own tribal community or another type of community (state, national or within a specific area: education, law, science, business, etc.). You are to include the following areas: Who is your community? What is your theory? What or who has helped build this theory? Is it applicable to this specific community now and how would you present it as a theory or practice to this community? You will address these questions in a 8-10 page paper (not including cover and citations pages) including 4-5 resources (minimum) and present this in class either December 3 or December 10. **\*\*Note the night you present your paper will also be due.\*\***

**\*Graduate students will submit a 12-15 page paper and include at least 8-10 resources (minimum) in their paper**

### **Participation and Attendance:**

The components for earning your participation points include **attendance, completion of readings, and discussion and participation in class activities**. This course will be rooted in class discussion. In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared with your thoughts, questions, and perceptions. To help with comprehending the readings, you should be try to answer the following questions for each assignment:

*What are the author's main points or arguments? Where did the author peak my interest in this reading? What insights have I gained from this reading? Where do I agree or disagree with their conclusions?*

Regular and punctual attendance is required. UNM *Pathfinder* policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

Please communicate with me before you expect to be absent. After 2 absences, you will begin to lose participation points, particularly if you have not communicated with me. After 4 absences, you may be dropped from the course.

### **Class Policies and Accommodations**

**Cell Phones and Technology:** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. **THIS INCLUDES REFRAINING FROM TEXTING AND SOCIAL NETWORKING ON YOUR COMPUTERS AND OTHER DEVICES.** Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. **Failure to adhere to this policy will result in the deduction of participation points.**

**Academic Integrity:** You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any



student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

**Special Accommodations:** Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Class Schedule**

Readings listed are to be completed before class and will be discussed on the date listed.

Week one:

*Introductions, building a community within the classroom, and syllabus and course overview*

Week two:

*Introduction to Concepts of Indigenous Leadership*

Reading: Archuleta, M.: Approaching Leadership through Culture, Story and Relationships; Bordas, J.: All My Relatives- La Familia, the Village, the Tribe

### **Due: Indigenous Leadership Reflection Paper**

Week three:

*Core Cultural Values and AIO*

Reading: Harris L.: This is What We Want to Share: Core Cultural Values (excerpt pgs. 31-61); Cobb, A.: Powerful Medicine: The Rhetoric of Comanche Activist LaDonna Harris

**Guest speaker: LaDonna Harris, President & Founder of Americans for Indians Opportunity (AIO)**

Week four:

*Perspectives and Role of the Tribal Leader*

Readings: Cornell, S., Jorgensen, M., Kalt, J., & Spilde, K.: Seizing the Future: Why Some Native Nations Do and Other's Don't

Week five: **\*Location for this class will change\***

*Warriorism* Reading: Pewewardy, C.: Reading: Finkelman, P & Garrison, T.:

Encyclopedia of United State Indian Policy and Law; Yellowbird, M.: A Model of the Effects of Colonialism

**Guest speaker (Skype): Dr. Cornel Pewewardy, Professor & Director, Indigenous Nations Studies, Portland State University**

Week six:

***Elders Perspectives on Indigenous Leadership***

Reading: Leon, A: Elders' Teachings on Leadership: Leadership as Gift; Gutierrez, R.: Indigenous Grandmas and the Social Justice Movement

Week seven: **\*Location for class will change\***

***Indigenous Leadership & Education***

Reading: Pidgeon, M.: Transformation and Indigenous Interconnections: Indigeneity, Leadership, and Higher Education; Johnson, V., Benham, M., & VanAlstine, M.: Native Leadership: Advocacy for Transformation, Culture, Community, and Sovereignty

**Guest speaker (Skype): Dr. Heather Shotton, NIEA President and Assistant Professor in Native American Studies at University of Oklahoma**

**Due: Historical Tribal Leadership Paper**

Week eight:

***Revolutionizing & Comparative Leadership***

Reading: Kezar, A. & Carducci, R.: Revolutionizing Leadership Development, Lessons from Research and Theory; Grahn, J., Swenson, D., & O'Leary, R.: A Comparative Analysis Between American Indian and Anglo American Leadership

Week nine:

***Contemporary Indigenous Leadership Presentations/Talk***

**Due: Contemporary Indigenous Leadership Presentation/Talk**

Week ten: **\*Location for class will change\***

***International Indigenous Leadership***

Readings: na Sue Gould: Paying It Forward; na Reona Anderson: Reclaiming of Identity through Kaupapa Wananga; na Brigitte Te Aweawe- Bevan: Korero Whakapapa- Stories from Our Ancestors; United Nations: United Nations Declaration on the Rights of Indigenous Peoples

**Guest speaker (Skype): Dr. Graham Smith, CEO/ Vice Chancellor at Te Whare Wānanga o Awanuiārangi (\*Tentative)**

Week eleven:

***Introspection & Research Day***

\*You are expected to use this time to do research on your paper and work on your writing for this class due next week

Week twelve:

***Intersections and Advocacy of State/Tribal Leadership***

Readings: Allison, A.: State of New Mexico Indian Affairs Department Strategic Plan 2012-2014; Cornell, S. & Taylor, J.: Sovereignty, Devolution, and the Future of Tribal-state Relations

**Guest Speaker: Benny Shendo, New Mexico Senator District 22**

**Due: Leadership Comparative Response**

Week thirteen:

***Leadership in the Native Arts***

Reading: Jorgensen, M. & Starks, R.: Leadership Development in the Native Arts and Culture Sector

Week fourteen: **\*Location for class will change\***

***Progress of Indigenous Leadership***

Reading: Squetinkin-Anquoe, A.: The Graceful War Dance: Engendering American Indian Traditional Knowledge and Practice in Leadership; McLeod, M.: Keeping the Circle Strong: Learning About Native American Leadership

**Guest Speaker (Skype): Dr. Carolyn Kenny, Professor of Human Development and Indigenous Studies Antioch University and Editor of "Living Indigenous Leadership"**

Week fifteen:

**NO CLASS-Preparation for Indigenous Leadership Theory/ Practice Paper and Presentation**

Week sixteen:

***Indigenous Leadership Theory/Practice Presentations***

**\*Papers due for presentations given on this date\***

Week seventeen:

***Indigenous Leadership Theory/Practice Presentations***

**\*Papers due for presentations given on this date\***





C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_  
If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No   
Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

To support Native American Studies Master's Degree Proposal

b. Impact on long-range planning for unit, school / college, and university:

Supports proposed NATV Master's Degree

c. Budget and faculty load data:

Embedded in NATV MA Degree Proposal

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

---

Name of Library

---

Name and Signature of Librarian



H. Required Signatures:

Office	Signature	Date
1. Department Chair	<i>Gregory H. Cajete</i>	<i>1/28/16</i>
2. College or School Curricula Committee		
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>Althea Gray</i>	<i>6/24/16</i>
5. Office of Registrar—Catalog	<i>Elizabeth A. Braxton</i>	<i>06/28/16</i>
6. Director of Relevant Library	<i>See Library statement w/Form D</i>	
7. FS Graduate Committee (graduate courses)	<i>Jennifer A. Phastor</i>	<i>11/3/16</i>
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	<i>Sybil Ho</i>	<i>2/7/17</i>

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY** (After approval by Faculty Senate Curricula Committee):

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_  
 Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 Grade Modes \_\_\_\_\_

**NATV 522. Indigenous Community Approaches in Restorative Justice. (3)**

Explores the existence of Indigenous frameworks of restorative justice. The impact of Western structures and EuroAmerican colonization is critiqued. The course centers upon the importance of Indigenous restorative justice in community building for self-determination.

## SYLLABUS for Indigenous Community Approaches in Restorative Justice

### NATV 522

**Instructor:** Dr. Leola Tsinnajinnie or  
TBD

**Office Location:** Mesa Vista Hall

**Office Hours:** TBD

**Class Meeting Day:** TBD

**Class Location:** TBD

**Email:** leola@unm.edu

**Office Phone:** 505-277-0437

**Course Credits:** 3

**Class time:** TBD

**Course Term:** TBD

**Course Description:** The course explores the existence and variables of Indigenous frameworks of restorative justice. The impact of Western structures and EuroAmerican colonization will be critiqued. The course will remain centered upon the importance of Indigenous restorative justice in community building for self-determination.

#### Course Objectives and Student Learning Outcomes

*The course is designed to instill a foundation in supporting the program level outcomes:*

*“Students will build the skills necessary to contribute to the sustainability of healthy Native communities.”*

*“Students will develop a practical and theoretical grounding in Indigenous community building.”*

#### Course Goals:

1. Students will understand the difference between Western and Indigenous frameworks of justice.
2. Students will be able to effectively argue the importance and relevance of restorative justice to healthy Native community sustainability.
3. Students will value the role of restorative justice in Indigenous community building.

#### Student Learning Outcomes & Objectives:

1. Students can define the basic principals and concepts of Indigenous restorative justice.
2. Students can identify and provide examples of restorative justice practices in Indigenous communities.
3. Students can describe their relationship and/or *potential* contributions to restorative justice in Native communities as members or employees.

#### Textbooks and Supplies

Austin, R. D. (2009). Navajo courts and Navajo common law: A tradition of tribal self-governance. Minneapolis: University of Minnesota Press.

Echo-Hawk, W. R. (2010). In the courts of the conqueror: The ten worst Indian law cases ever decided. Golden, Colo: Fulcrum Pub.



McCaslin, W. D., & University of Saskatchewan. (2005). *Justice as healing: Indigenous ways*. St. Paul, Minn: Living Justice Press.

#### Additional Readings available on E-Reserves

Baskin, C. (2002). Holistic Healing and Accountability: Indigenous Restorative Justice. *Child Care In Practice*, 8(2), 133-136.

Boyes-Watson, C. (2005). Seeds of Change: Using Peacemaking Circles to Build a Village for Every Child. *Child Welfare*, 84(2), 191-208.

Gray, B., & Lauderdale, P. (2006). The Web of Justice: Restorative Justice Has Presented Only Part of the Story. *Wicazo Sa Review*, 21(1), 29-41.

Hand, C. A., Hankes, J., & House, T. (December 01, 2012). Restorative justice: the indigenous justice system. *Contemporary Justice Review*, 15, 4, 449-467.

Meyer, J. A. F. (January 01, 1998). History Repeats Itself: Restorative Justice in Native American Communities. *Journal of Contemporary Criminal Justice*, 14, 1, 42-57.

Milward, D. (2008). Not Just the Peace Pipe but also the Lance: Exploring Different Possibilities for Indigenous Control over Criminal Justice. *Wicazo Sa Review*, 23(1), 97-122.

Smith, A. (2010). Decolonizing Anti-Rape Law and Strategizing Accountability in Native American Communities. *Social Justice*, 37(4), 36-43.

Vieille, S. (2012). Māori Customary Law: A Relational Approach to Justice. *International Indigenous Policy Journal*, 2(4), 1-18.

Zion, J. W. (1999). MONSTER SLAYER AND BORN FOR WATER: THE INTERSECTION OF RESTORATIVE AND INDIGENOUS JUSTICE. *Contemporary Justice Review*, 2(4), 359.

### Course Requirements

#### Course Requirements and Expectations

- This course is web enhanced. You must have reliable access to your mynum account.
- Weekly discussion forum posts (150 points, 75%)
  - A discussion post in the form of a thread response to the forum I create will be due each week. The post should include the identification of three important themes, concepts, or lessons learned from that week's set of readings; a discussion question; and your personal response to that discussion question. Each student will then be required to respond to at least two other

classmates' discussion questions in those respective threads. Your initial thread is due on Tuesday by 5:15 p.m. Your responses to other threads are due by Thursday at noon but I recommend you complete them on Tuesday. You are responsible for reading all threads and posts by the time we meet for class.

- If you desire, these posts may also serve as your opportunity to consider your personal experiences and reflection to the issues raised in the course. You may utilize the discussion question and answer portion of the requirements to do so.
- The post should be 250-500 words in length for undergraduates and 500-750 for graduate students.
- There are a total of thirteen discussion posts due. Each is worth 15 points. Your top ten scores will be factored into your course grade.
- Facilitate a portion of class discussion (10 points, 5%)
  - Select a chapter or article from the set of required readings for a particular class session. Facilitate the discussion for the reading, first presenting a brief summary of the major points. Follow the summary with an activity of your choice that explores a topic in the reading further. Create a handout that includes your summary and any other information necessary. The entire presentation should last about 30 minutes. Please be sure to make enough copies of your handout for everyone in class.
- Research paper/project (30 points, 15%)
  - Select a theme from the course for which you will further examine through scholarly research. A detailed description of this assignment will be distributed in class. The paper should be 15-20 pages in length.
  - A paper proposal will be due in week six and an annotated bibliography in week eleven.
    - You are welcome to submit these assignments early.
- Participation (10 points, 5%)
  - While UNM attendance policies apply, your grade will also be affected should you miss more than two classes without a documented excuse. Excessive tardiness could also result in point deduction. Excellent attendance and participation will be considered in the calculation of your final grade. Each student is responsible for signing in.
  - Each student shall remain respectful of the opinions of others; encourage participation of fellow classmates; be prepared to answer questions from the readings when called upon; work effectively in groups; and exhibit full interest in the learning environment (no distractions).
  - Your participation grade will be affected, without warning or notification, if you choose to text or participate in social networking on your electronic devices during class time.

NOTE: All writing assignments should be presented double spaced with 1-inch margins and times new roman 12-point font.

### **Grading**

Use course expectations above to calculate your grade utilizing the scale below.



- 180-200 points A+ to A-
- 160-179 points B+ to B-
- 140-159 points C+ to C-
- 120-139 points D+ to D-
- 119-0 points Failing

**Attendance Policy** Regular and punctual attendance is required. UNM *Pathfinder* policies apply, which in part means instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

**Accommodation Statement** (*required language*) Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs office.

**Academic Integrity** (*Suggested language*) The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

**Cell Phones and Technology** As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

**Library and Tutorial Services** UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

**Other** (*optional--include information about helpful resources, study requirements, or anything that may help students in the class or help you manage the class.*)

### SCHEDULE OF ACTIVITIES

Activity/assignment due for Tuesday at	In-class	Topic	Weekly Reading
--	----------	-------	----------------



5:15 p.m.	Meeting		Assignment
Introductions	Week One	Overview of the course	Syllabus
Discussion post #1	Week Two	What is Justice?	Meyer Vieille
Discussion post #2 due	Week Three	Justice and Colonization	Echohawk Part I
Discussion post #3 due	Week Four	Justice and Colonization	Echohawk Part II
Discussion post #4 due	Week Five	Justice and Colonization	Echohawk Part III
Discussion post #5 (Research Proposal Due)	Week Six	Justice and Colonization	Echohawk Part IV
Discussion post #6 due	Week Seven	Justice as Healing	McCaslin Part I Hand
Discussion post #7 due  Research Proposal Due	Week Eight	Justice as Healing	McCaslin Part II
SPRING or FALL BREAK	Break		
Discussion paper #8 due	Week Nine	Justice as Healing	McCaslin Part III Gray
Discussion paper #9 due	Week Ten	Indigenous Justice	Zion Austin Part I
Annotated Bibliography Due Discussion paper #10 due	Week Eleven	Indigenous Justice	Austin Part II Baskin Boyes-Watson
Discussion paper #11 due (if needed)	Week Twelve	Indigenous Justice	Austin Part III
Discussion paper	Week	Indigenous Justice	Austin Part IV

#12 due (if needed)	Thirteen		Milward
Discussion paper #13 due (if needed)	Week Fourteen	Indigenous Justice	Austin Part V Smith
Research paper due in class meeting	Week Fifteen	Justice in Community Building	Presentations
	Week Sixteen	Justice in Community Building	Presentations

*The Schedule of Activities is subject to change. Minor changes will be announced in class, major ones provided in writing.*

# NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

### ROUTING (All Four Collated Sets)

1. Department Chair
2. College or School Curricula Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of Registrar—Catalog
6. Director of Relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curricula Committee
10. Associate Provost for Academic Affairs

Submission Date 10 / 12 / 2016

Name of Faculty Member Initiating Request Robin Minthorn

Initiator's Position / Title Assistant Professor

College University

Department Native American Studies

Phone 505-277-5950 Email rminthorn@unm.edu

Branches Only – course is  
Type 1  Type 2  Type 3

- A. A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code NATV B2. Course Number 530 B3. Proposed Effective Term Fall 2018

B4. Long Course Title (up to 100 letters, including spaces):

Gender and Indigenous Leadership

B5. Proposed Short Course Title (up to 30 letters, including spaces):

G e n d e r & I n d i g L e a d e r s h i p

*match long title*

B6. College University B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

B10. Repeat Rules  
Is the course repeatable for credit? Yes  No   
• The course may be repeated \_\_\_\_\_ times (exclusive of the first time).  
**AND / OR**  
• The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

B11. Course Level (check one only): UG  GR  Law  PharmD  MedD

Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
*If no, select the appropriate option and complete section F1.*

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No   
*If no, select the appropriate option and complete section F2.*

- The grade scale will be exclusively CR/NC.
- The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_



C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.*

*Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Department Chair Signature

\_\_\_\_\_  
Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will start in Fall 2018. Students will critically explore the roles that gender have played traditionally in tribal and Indigenous communities and how/or if colonization has impacted those norms and roles. Students will also critically understand the contemporary roles of gender and leadership on a tribal, national and international level in tribal and Indigenous communities.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is an elective for the MA degree.

b. Impact on long-range planning for unit, school / college, and university:

This course will be taught continuously by NAS faculty.

c. Budget and faculty load data:

NAS faculty load will not be impacted (either 2/2 or 3/2 course load). The budget is similar to a graduate level course being taught by faculty.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajete	10/12/16
2. College or School Curricula Committee	[Signature]	10-12-16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	10-12-16
5. Office of Registrar—Catalog	Elizabeth A. Fraton	10/20/16
6. Director of Relevant Library	See Library Statement w/Form D	
7. FS Graduate Committee (graduate courses)	Jennifer A. Thacker	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	[Signature]	2/7/17

After securing departmental approval, send this form and all attachments, *collated into 4 sets of documents*, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

*For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):*

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_  
 Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 Grade Modes \_\_\_\_\_



### **NATV 530. Gender and Indigenous Leadership (3)**

This course critically explores the roles gender has played traditionally in tribal and Indigenous communities, how/or if colonization has impacted those norms and roles, and understanding contemporary leadership roles on a tribal, national and international level.

**University of New Mexico**  
**Native American Studies**  
**SYLLABUS**

<b>Course Name and Number:</b>	NATV 530: Gender and Indigenous Leadership
<b>Number of Credits:</b>	3 hours
<b>Day and Time of Class:</b>	TBD
<b>Instructor's Name:</b>	Dr. Robin Zape-tah-hol-ah Minthorn (Kiowa)
<b>Instructor's E-mail:</b>	<a href="mailto:rminthorn@unm.edu">rminthorn@unm.edu</a>
<b>Instructor's Office:</b>	Phone by appointment
<b>Instructor's Phone Number:</b>	580-695-4688

**Course Description**

In this course students will critically explore the roles that gender have played traditionally in tribal and Indigenous communities and how/or if colonization has impacted those norms and roles. Students will also critically understand the contemporary roles of gender and leadership on a tribal, national and international level in tribal and Indigenous communities.

**Learning Outcomes**

- Students will critique the evolution of gender roles and Indigenous leadership in their own communities or a tribal/Indigenous community over time.
- Students will explore the contemporary roles of gender and Indigenous leadership at a tribal, national and international level.
- Students will compare and contrast the historical and contemporary roles of gender and Indigenous leadership to better understand the nuanced evolution that has taken place due to these interacting influences of colonization and adaptation.

**Course Requirements**

The student will be expected to:

1. Attend class regularly (via in-person, online participation and required assignments).
2. Read all required reading assignments.
3. Participate in discussions and activities.
4. Meet with the Professor via phone, Skype or Google hangout.
5. Complete and submit all assignments on time.

**Course Textbook Required**

- Mihesuah, D. A. (2003). *Indigenous American women : Decolonization, empowerment, activism*(Contemporary indigenous issues; Contemporary indigenous issues). Lincoln: University of Nebraska Press.
- Lee, L. L. (2013). *Diné masculinities : Conceptualizations and reflections*. North Charleston, South Carolina: Createspace Independent Publishing Platform.
- Anderson, K., & Innes, R. A. (2015). *Indigenous men and masculinities : Legacies, identities, regeneration*. Wing, Manitoba: University of Manitoba Press.

**Attendance Policy:** Students must be active in each course on a weekly basis. Any excessive absences or lack of participation are subject to losing points from the course and in extreme cases being instructor dropped from the course.

**Method of Evaluation:**

A. Grades will be assigned after evaluation of the tasks designated for the course based on the following:

1. Module 1	10 points
2. Module 2	10 points
3. Module 3	10 points
4. Module 4	10 points
5. Module 5	10 points
6. Module 6	10 points
7. Module 7	10 points (Points from Discussion)
8. Module 8	30 points <b>*Final Writing Assignment*</b>
<b>Total Points Possible:</b>	100 points

B. Letter grades will be as follows:

100-90	A
89-80	B
79-70	C
69-60	D
Below 60	F

**Grading**

Assignments are due at 11:59 p.m. on Sunday of each module. Although the student will have access to each assignment for the entire course, it is advised to stay on schedule for feedback from the instructor. Additionally, the student is not allowed to submit more than one assignment per module for grading. This prohibits the student from completing all assignments in a time period other than what has been prescribed.

**Meet With Instructor**

This meeting will be done via telephone, Skype or Google hangout. The meeting must take place before week three has been completed. Call or text your instructor at the number listed on page one of the syllabus.

**Student Written Assignment**

There may be weekly written assignments for you to complete, Keep in mind that you are expected to write at a graduate level. As your instruction progresses you will gain an understanding of APA style writing and citation. Up until that point you will not be required to submit your writing in APA style.

The three main points that you should address in any written assignment

1. State and summarize the thesis and/or main arguments of the piece—include some of the proof/ examples that the author used to make her or his case. (This part should be the



- longest—without it, you cannot effectively demonstrate that you have read and understood the reading.)
2. Determine the effectiveness of the arguments and the piece in general—did the author’s arguments make sense and what questions were left unanswered, if any. (Remember, only review what was written or suggested, do not criticize something for not doing what you wanted it to do—assess it on its own scholarly merits.)
  3. Assess the significance of the piece as it pertains to the study of history and to our knowledge of the past—relate / position it relative to other course materials. (How does this work inform our understanding of the past, does it re-shape or refashion the framework within which we view the past?)

### **Participation**

Student participation is critical to the success of this class. To be a successful online learner, you must be highly self-motivated. *EACH week you will have some discussion questions to answer from the weeks reading along with the weekly assignment. You are expected to answer discussion questions on a weekly basis to engage in discussion and interaction with classmates.* All of the assignments in this course will be written responses or power point presentations.

Remember the instructor does not accept assignments via e-mail. Always keep a backup copy of all completed assignments. Graded assignments may or may not be returned, but your instructor will keep all graded assignments on file. Until your instructor posts your grade for an assignment, submitted assignments will be blank. Please check your grades regularly and stay in touch concerning submitted assignments that are not reflected in your grades. You will also need to keep up with all correspondence that I attach to your assignments within the grade book!

No extra assignments will be given at any time during the semester. Work diligently from the beginning and complete every assignment as if it is worth points that will raise your grade. Keep a back-up copy of all your completed assignments.

### **Contacting Your Instructor**

If you have course-related questions or comments, you are encouraged to e-mail or phone (call or text) your instructor at the email address or phone number listed on page 1 of this syllabus. For sensitive information contact by email is best.

### **Course Drop Policy:**

If a student does not “attend class” or demonstrate Active Participation during the first week of the course, the student will be dropped from the course no later than , the Last Day to Withdraw without a “W” grade.

If the student is not passing at midpoint of the course, the student will be dropped from the course no later than , the Last Day to Withdraw without Dean’s Permission.

### **Cell Phones and Technology**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. THIS INCLUDES REFRAINING FROM TEXTING AND SOCIAL NETWORKING ON YOUR COMPUTERS AND OTHER DEVICES. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate. Failure to adhere to this policy will result in the deduction of participation points.

### **Academic Integrity**

You are expected at all times to follow University policies concerning academic integrity. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action including dismissal against any student who is found responsible for academic dishonesty or who otherwise fails to meet the standards. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or throughout the University; and nondisclosure or misrepresentation in filling out applications or other University records. I will be available to discuss any questions or concerns you may have about academic and professional ethics during office hours.

### **Special Accommodations**

In accordance with UNM Policy 2130 and the Americans with Disabilities Act (ADA), academic adjustments may be made for students with disabilities. Accessibility Resource Center, 2021 Mesa Vista Hall, 277-3506 (voice/TT), coordinates accommodations and services. If you have a disability for which you may request academic adjustments and have not registered with their office, please do so as soon as possible. Also meet with me privately to discuss your specific accommodations and how they relate to course expectations and assignments.

## **NATV 530 Class Schedule**

**Module 1 Topic:** *Concepts of Native Women and Leadership; Concepts of Native men and leadership*

**Reading 1:** Lajimodeire, D.: Ogima Ikwe: Native Women and Their Path to Leadership; Portman, T. and Garrett, M.: Beloved Women: Nurturing the Sacred Fire of Leadership From an American Indian Perspective; Shanley, J., & Ryan, K. (1993). Wise Men and Elegant Speakers: Reflecting on Traditional Assiniboine Leadership. *Tribal College*, 5(2), 12-15; Mihesuah, D. A. (2003). Indigenous American women : Decolonization, empowerment, activism(Contemporary indigenous issues; Contemporary indigenous issues). Lincoln: University of Nebraska Press (chapters taken from).

**Assignment 1:** Reflections on Gender and Indigenous Leadership, a two-page reflection will be due by Sunday, TBD

**Module 2 Topic:** *The Role of Elders and the Formation of Indigenous Leadership*



**Reading 2:** Leon, A.: Elders' Teachings on Leadership: Leadership as Gift; Gutierrez, R.: Indigenous Grandmas and the Social Justice Movement; Metoyer, C. A. (2010). Leadership in American Indian Communities: Winter Lessons. *American Indian Culture And Research Journal*, 34(4), 1-12.

**Assignment 2:** Elder Interview Assignment (to better understand the evolution of Gender and Indigenous Leadership) due Sunday TBD

**Module 3 Topic:** *Changing Narratives of Gender and Indigenous Leadership*

**Reading 3:** Cobb, A.: Powerful Medicine: The Rhetoric of Comanche Activist LaDonna Harris; Agnew, B.: Wilma Mankiller (in *The New Warriors: Native American Leaders Since 1900*); Heffernan, T., University of Washington Press, Washington State Heritage Center, & Washington State Legacy Project. (2012). *Where the salmon run : The life and legacy of Billy Frank Jr.* Olympia, Wash.: Washington State Heritage Center Legacy Project (chapter taken from).

**Assignment 3:** Reflection on the impact of "prominent" Indigenous Leaders and the impact of the Perceptions of Gender due by Sunday TBD

**Module 4 Topic:** *Indigenous Feminism; Indigenous Masculinities*

**Reading 4:** Denetdale, J.: Chairmen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition; Goeman, M. and Denetdale, J.: Native Feminisms: Legacies, Interventions and Indigenous Sovereignities; Anderson, K., & Innes, R. A. (2015). Indigenous men and masculinities : Legacies, identities, regeneration. Wing, Manitoba: University of Manitoba Press (chapters taken from).

**Assignment 4:** Visual/artistic representation and interpretation on Indigenous feminism or masculinity due by Sunday TBD

**Module 5 Topic:** *Identity and Leadership of Native American Women and Native Men*

**Reading 5:** Barkdull, C.: Exploring Intersections of Identity with Native American Women Leaders; Prindeville, M.: Identity and the Politics of American Indian Hispanic Women Leaders; Anderson, K., & Innes, R. A. (2015). Indigenous men and masculinities : Legacies, identities, regeneration. Wing, Manitoba: University of Manitoba Press (chapters taken from).

**Assignment 5:** Reflection on identity and Indigenous leadership of Native American women and/or men due by Sunday TBD

**Module 6 Topic:** *Native Women and Men in Educational Leadership and Higher Education Experiences*

**Reading 6:** Fitzgerald, T.: Walking Between Two Worlds: Indigenous Women and Educational Leadership; Waterman, S. and Lindley, L.: Cultural Strengths to Persevere: Native American Women in Higher Education; Lee, L. L. (2013). Diné masculinities: Conceptualizations and reflections. North Charleston, South Carolina: Createspace Independent Publishing Platform.

**Assignment 6:** PowerPoint on images of Indigenous women and men as educational leaders and representations in P-20 due by Sunday TBD

**Module 7 Topic:** *Native Daughters Curriculum and Application/A Synthesis of Understanding Native Women in Leadership; Native Men and Masculinities a Deeper Understanding*



**Reading 7:** Native Daughters Curriculum Companion and Posting (Assigned Section)/Peer Papers and Critical Insights; Anderson, K., & Innes, R. A. (2015). Indigenous men and masculinities: Legacies, identities, regeneration. Wing, Manitoba: University of Manitoba Press (chapters taken from).

**Assignment 7:** Work on Final Paper due the following week (3,500-4,000 words total)\* **Note:** *There WILL still be a discussion for this week worth 10 points*

**Module 8 Topic:** *A Synthesis of Understanding Gender and Indigenous Leadership*

**Reading 8:** Peer Papers and Critical Insights

**Assignment 8/Final Assignment:** Submission of Final Paper due by TBD

\*The above schedule is proposed and is subject to change according to the needs of the class.\*

## Technical Requirements:

### Computer

- A high speed Internet connection is highly recommended.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>
- Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can **greatly** affect performance. Many locations offer free high-speed Internet access including [UNM's Computer Pods](#).
- For using the Kaltura Media Tools inside Learn, be sure you have downloaded and installed the latest version of [Java](#), [Flash](#), and [Mozilla Firefox](#). They may not come preloaded.
- Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)

**For UNM Learn Technical Support: (505) 277-0857 (24/7) or use the "Create a Support Ticket" link in your course.**

### Web Conferencing

Web conferencing will be used in this course during the following times and dates:

- times and dates of Web Conf if relevant – otherwise delete this section.
- if using Web Conf for virtual office hours or student presentations, state that here too

For the online sessions, you will need:

- A USB headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.
- A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.
- For UNM Web Conference Technical Help: (505) 277-0857

**Tracking Course Activity** UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty

Learn Support is available by **Phone 24/7**, or use the **Create a Support Ticket** link within your course in UNM Learn

- Albuquerque: 505-277-0857
- Toll Free: 877-688-8817

Extended Learning provides comprehensive support for the UNM Learn.

Support is available for students and faculty.

### **Assignment Descriptions:**

### **Expectations for Participation:**

1. Time required (9-12 hours per week)
2. Students are expected to learn how to navigate in Learn
3. Students are expected to communicate with one another in team projects
4. Students are expected to keep abreast of course announcements
5. Students are expected to use the Learn course email as opposed to a personal email address
6. Students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation
7. Students are expected to address technical problems immediately
8. Students are expected to observe course netiquette at all times

### **Procedures for Completing Coursework**

1. You must complete work and email me or post to Learn page by deadline.
2. If you missed deadline or turn in late work, you will be deducted based on point value of course requirement
3. If you anticipate a difficult time meeting the deadline, you must notified me via email at least 5 days in advance before deadline as to why it will difficult you to turn in completed work by the deadline.
4. All written work needs to be submitted online. If you have a difficulty using a tool to complete work, use the "Create a Support Ticket" link in the Course Menu immediately and notify me as well.

**Reflection Assignments:** For modules 1, 3 and 5 you will write a 2-3 page (double-spaced paper) to be uploaded by Sunday of that week at 11:59 p.m. You will answer the following questions centering on the topic area for that week:

Through the readings and discussions of this week how have my thoughts and perceptions been changed in relation to the topic and my reality?

Will there be any changes or modifications in behaviors, attitudes or ideas with this new knowledge and perspective?

What is missing or would you add to the topic area?

**Elders Interview Assignment:** For module 2, you will interview an Elder whether that be a grandparent, auntie, uncle or community member and find out their own historical knowledge of Indigenous leadership in the community, family or in general (whatever might be appropriate) and how they have seen that change over time. Please, post the video or audio in the module 2 discussion board so classmates can watch/listen and comment on it.

**Visual/artistic Representation Assignment:** For module 4, you will find a visual or artistic representation that is an interpretation on Indigenous feminism or masculinity. Provide the link to or image of that representation and provide a brief narrative of what it is, why you chose it and how it is connected to Indigenous feminism or masculinity.

**PowerPoint Assignments:** For module 6, you will provide a 10 PowerPoint slide surrounding Indigenous women and men as educational leaders and representations in P-20 including pictures and a brief narrative of each picture (why you chose it and how you found it). Submit these by 11:59 p.m. Sunday.

**Final Paper Assignment:** During module 7 and 8 you will work on the final paper for this class that will center on a specific tribal/Indigenous community on gender and Indigenous leadership or new/additional concept/perspective centered around gender and Indigenous leadership. Your paper should be in APA 6<sup>th</sup> edition format (go to: <https://owl.english.purdue.edu/owl/resource/560/01/> for resources on APA format). It should be 3,500-4,000 words total, double-spaced, 12 font, and Times New Roman. This final paper will be **due Module 8 on Wednesday, TBD at 11:59 p.m.** so that your peers may read, review and provide insights/comments. **\*Rubric available on Blackboard\***

Your paper should include an:

- Introduction,
- Purpose of the paper,
- Thesis statement and/or research questions,
- A literature review (any outside research from the New/additional concept/perspective at least 5-6 pieces of literature in this section included),
- Description of the critical narrative of gender and tribal/Indigenous community leadership or the new/additional concept/perspective presented on gender and Indigenous leadership,
- Contributions it will make to the tribal/Indigenous community or broader understanding of gender and Indigenous leadership
- Conclusion





C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, **submit a Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will start in Fall 2018. This course critically examines contemporary issues and perspectives on Native leadership. The course will theorize a contemporary Native leadership. Topics covered include an overview of Native philosophies, Native community issues, historical context, traditional leadership elements and methodologies, contemporary issues, leadership challenges, women and leadership, and nation building leadership approaches.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is an elective for the MA degree.

b. Impact on long-range planning for unit, school / college, and university:

This course will be taught continuously by NAS faculty.

c. Budget and faculty load data:

NAS faculty load will not be impacted (either 2/2 or 3/2 course load). The budget is similar to a graduate level course being taught by faculty.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian



H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajete	10/12/16
2. College or School Curricula Committee	[Signature]	10.12.16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	10-12-16
5. Office of Registrar—Catalog	Elizabeth A. Baxton	10/20/16
6. Director of Relevant Library	See Library Statement w/ Form D	
7. FS Graduate Committee (graduate courses)	Jennifer A. Thacher	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	[Signature]	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_  
 Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 Grade Modes \_\_\_\_\_

**NATV 535. Issues in Contemporary Native Leadership (3)**

Critically examines contemporary issues and perspectives on Native leadership. Topics covered include contemporary Native community issues, traditional leadership elements and methodologies, leadership challenges, and nation building leadership approaches.

## **NATV 535 Issues in Contemporary Native Leadership**

Fall 2016, University of New Mexico

Tuesdays 4:00-6:30 p.m.

Dane Smith Hall 132

3-credit hour course

Instructor: Lloyd L. Lee, Ph.D.

Office location: Mesa Vista Hall 3092

Office hours: Thursdays 10:00 a.m. – 12 p.m. & by appointment

Office phone: 277-1822

E-mail: [triplel@unm.edu](mailto:triplel@unm.edu)

### **Course Description:**

This course critically examines contemporary issues and perspectives on Native leadership. The course will theorize a contemporary Native leadership. Topics covered include an overview of Native philosophies, Native community issues, historical context, traditional leadership elements and methodologies, contemporary issues, leadership challenges, women and leadership, and nation building leadership approaches.

### **Learning Objectives:**

1. Students will learn about various contemporary issues impacting Indigenous leadership.
2. Students will integrate Indigenous philosophies with views and issues on contemporary Native leadership.
3. Students will analyze contemporary Indigenous leadership and the impact on Native communities, organizations, and/or nations.

### **Required Textbooks:**

The following texts are available at the UNM Copy Center Technology & Education Center, Room 176 and bookstore and are required for this course.

1. NATV 486 Leadership Reader
2. Dunbar-Ortiz, Roxanne. *An Indigenous Peoples' History of the United States* (Boston: Beacon Press, 2014).

### **Course Requirements:**

Reflection Essays (2): You will be required to write two reflection papers. The format of the papers follows: title page, double space, twelve-point font, 3-5 page only. The first reflection paper will be due on **September 20** and the second will be on **October 25**.



Interview Paper: This experiential activity is designed to enhance your learning. You will independently engage in an activity outside of class by doing one of the following:

1. Interview an Indigenous leader in your Native community or
2. Interview an Indigenous leader in a Native organization

You will turn in a 3-5 page essay, which summarizes your interview and describes what you learned in the process on Indigenous leadership. It will be due on **November 15**.

Brown Paper: Your assignment is to develop an approach for developing leaders for your respective Native community or organization. The paper must include the following: a title page, bibliography, typed & double-spaced, 12-point font, and 8-10 pages. The paper is due **December 6**.

Presentation: You will do a 15-minutes presentation on the Brown paper. The presentations will be conducted in class on **December 6**.

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussions. Each student will develop five open-ended questions/comments on the assigned readings for the specific class session. These comments/questions will guide class discussions.

This course is rooted in class discussion. **If you have two or more unexcused absences, you will be dropped from the course.** In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester. **The course readings, assignments, exams, due dates, and schedule may change during the semester.**

Grading Point Scale:

Brown paper	100 points
Presentation	50 points
Reflection Papers (2)	100 points (50 points each X 2)
Experiential Paper	50 points
Participation	100 points (Based on attendance [15 x 2 sessions] + Comments/Questions [5 x 14])
Total:	400 points

Percentage Scale:

A+	99-100% (without extra point assignment)
A	94-98%

A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

### **Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.



## **Course Schedule of Activities:**

*The course readings, assignments, exams, due dates, and schedule is subject to change.  
Minor changes will be announced in class, major ones in writing.*

### **Week One: Beginnings**

**August 23**—Introduction & Syllabus Overview

### **Week Two: Native Thought = Leadership**

**August 30.** One Perspective on thought=way of life

**Read:** 1. Viola Cordova “Credo: This I Believe”, 2. Viola Cordova “What is the role of a human being?”, 3. What is it to be human in a native American worldview?”

### **Week Three: Native Community issues**

**September 6.** Ideals of Community

**Read:** 4. Planning Meeting for New Mexico Tribal Leadership Institute, 5. Planning Meeting II for the New Mexico Tribal Leadership Institute, 6. New Mexico Tribal Leadership Institute Proposal

**Film:** *Ancient Pathways Modern Leaders: Voices of Pueblo Leadership*

### **Week Four: Native Community issues**

**September 13.** Realities of Community

**Read:** 7. Stephen Cornell & Joseph P. Kalt “Two Approaches to the Development of Native Nations: One Works, the Other Doesn’t”, 8. Stephen Cornell “Remaking the Tools of Governance: Colonial Legacies, Indigenous Solutions”, 9. Nancy Bear “First Annual Kickapoo Summit”

*Guest speaker: Greg Cajete*

### **Week Five: Historical Context**

**September 20.** Trauma & Violence

**Read:** *An Indigenous People’s History of the United States* Author’s Note & pp. 1-44

**Reflection # 1 DUE**

### **Week Six: Traditional Leadership**

**September 27.** What is traditional leadership?

**Read:** 10. P. Kuene “Exploring Traditional Leadership”, 11. “Wise Men and Elegant Speakers: Traditional Assiniboine Leadership” 12. Ernest L. Scusky “The Evolution of Indian Leadership on the Great Plains, 1750-1950”

### **Week Seven: Traditional Leadership Elements**

**October 4.** Traditional leadership Elements

**Read:** 13. Wilbur R. Jacobs “Patterns of Political Leadership in Eighteenth and Nineteenth-Century Native North America: An Introduction”, 14. Taiaiake Alfred “Leadership” & “Responsibility” from *Peace Power Righteousness: an indigenous manifesto*, 15. Tom Holm “Decolonizing Native American Leaders: Vine’s Call for Traditional Leadership”



*Film: Standing Bear's Footsteps*

### **Week Eight: Traditional Leadership Methodologies**

**October 11.** Talking & Storytelling

**Read:** 16. M.T. Bryant "Cross-cultural Understandings of Leadership: Themes from Native American Interviews", 17. E. Jolly "Inferential Leadership: Lessons from Native American Storytelling", 18. Christopher L. Miller "Indian Patriotism")

**Film:** *Vine Deloria: Vision Keeper*

### **Week Nine: Contemporary Issues in Native Leadership**

**October 18:** Design & Approach

**Read:** 19. Manley Begay, Jr. "Designing Native American Management and Leadership Training: Past Efforts, Present Endeavors, and Future Options", 20. Robert F. Berkhofer, Jr. "Native Americans" from *Ethnic Leadership in America*, 21. Sally Helgesen "Leading from the Grass Roots", 22. Edgar H. Schein "Leadership and Organizational Culture" & 23. Sara E. Meléndez "An 'Outsider's' View of Leadership" from *The Leader of the Future: New Visions, Strategies, and Practices for the Next Era*

### **Week Ten: Contemporary Issues in Native Leadership**

**October 25.** Rationale & Impacts

**Read:** 24. Valorie Johnson, Maenette K.P. Benham, & Matthew Jason VanAlstine "Native Leadership: Advocacy for Transformation, Culture, Community, and Sovereignty", 25. Jeanette Hassin & Robert S. Young "Self-Sufficiency, Personal Empowerment, and Community Revitalization: The Impact of a Leadership Program on American Indians in the Southwest", 26. S.J. Wilson "Native students share leadership Qualities

*Guest speaker: Michele Justice*

**Reflection # 2 DUE**

### **Week Eleven: Leadership Challenges**

**November 1.** What is going on here!?

**Read:** 27. Tom Holm "Indian Concepts of Authority and the Crisis of Tribal Government", 28. David C. Nice "The Warrior Model of Leadership: Classic Perspective and Contemporary Relevance", 29. Joseph S. Anderson & Dean Howard Smith "Managing Tribal Assets: Developing Long-Term Strategic Plans"

*Guest speaker: Laurie Weahkee*

### **Week Twelve: Leadership Challenges**

**November 8.** Developing Sustainable Communities

**Read:** 30. Lloyd L. Lee "Diné Political Leadership Development on the Path to Sustainability and Building the Navajo Nation", 31. Robin Starr Minthorn, Stephen P. Wanger, & Heather J. Shotton "Developing Native Student Leadership Skills: The Success of the Oklahoma Native American Students in Higher Education (ONASHE) Conference"

*Guest speaker: Sherrick Roanhorse*

### **Week Thirteen: Women & Leadership**

**November 15.** Why not female Presidents, Chiefs, etc?

**Read:** 32. J. Denetdale "Charimen, Presidents, and Princesses: The Navajo Nation, Gender, and the Politics of Tradition", 33. Diane-Michele Prindeville "Feminist Nations? A Study of Native American Women in Southwestern Tribal Politics", 34. Lloyd L. Lee "Gender, Navajo Leadership, and 'Retrospective Falsification'

*Guest Speaker: Robin Minthorn*

**Interview paper DUE**

**Week Fourteen: Nation Building Approaches**

**November 22.** (Re)Building

**Read:** 35. M. Begay, Jr., S. Cornell, M. Jorgensen, & N. Pryor “Rebuilding Native Nations: What Do Leaders Do?”, 36. R. J. Silverman & W. G. Demmert, Jr.

“Characteristics of Successful Native Leaders”, 37. T. Alfred “For the Youth: Towards a New Native Leadership” from *Peace Power Righteousness: an indigenous manifesto*, 38. Rollo May “The Courage to Create” from *The Courage to Create*

*Guest speaker: Tara Gatewood*

**Week Fifteen: Nation Building & Future**

**November 29.** Future Pathways

**Read:** 39. Patrick D. Lynch & Mike Charleston “The Emergence of American Indian Leadership in Education”, 40. Richard Williams “American Indian Leadership for the Future”, 41. Linda Tuhiwai Smith “Activism, Leadership, and the New Challenges for Indigenous Communities”

*Guest Speaker: Nick Estes*

**Week Sixteen: Presentations**

**December 6.** Presentations

**Brown Paper DUE**

## NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

### ROUTING (All Four Collated Sets)

1. Department Chair
2. College or School Curricula Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of Registrar—Catalog
6. Director of Relevant Library
7. FS Graduate Committee (graduate courses)
8. FS Undergraduate Committee (undergraduate courses)
9. FS Curricula Committee
10. Associate Provost for Academic Affairs

Submission Date 1 / 19 / 20 16

Name of Faculty Member Initiating Request Lloyd L. Lee

Initiator's Position / Title Associate Professor

College University

Department Native American Studies

Phone 277-1822 Email triplel@unm.edu

### Branches Only – course is

Type 1  Type 2  Type 3

- A. A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code NATV B2. Course Number 540 B3. Proposed Effective Term Fall 2017

B4. Long Course Title (up to 100 letters, including spaces):

Indigenous Economies, Sustainability, and Environmental Protection

B5. Proposed Short Course Title (up to 30 letters, including spaces):

I n d i g E c o n S u s t E n v i r n P r o t e c t

B6. College University B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

### B10. Repeat Rules

Is the course repeatable for credit? Yes  No

- The course may be repeated \_\_\_\_\_ times (exclusive of the first time).

#### AND / OR

- The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

B11. Course Level (check one only): UG  GR  Law  PharmD  MedD

- Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
*If graduate credit is available for courses numbered outside of 500-699, complete section F1.*

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No   
*If no, select the appropriate option and complete section F2.*

- The grade scale will be exclusively CR/NC.
- The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_



C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program the will tentatively start in Fall 2018. Students will critically examine the complex systems Native peoples are a part of and form with their environment and way of life. Principles such as development, sustainability, cultural self-determination, environmental justice and protection, and community revitalization dynamics will be critically analyzed.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is part of the Native American Studies MA program

b. Impact on long-range planning for unit, school / college, and university:

This course will be taught continuously by NAS faculty.

c. Budget and faculty load data:

Course will be introduced within the current budgetary and faculty load allocation in Native American Studies.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajite	1/28/16
2. College or School Curricula Committee	Wally L	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	Elizabeth A. Boston	6/24/16
5. Office of Registrar—Catalog	Elizabeth A. Boston	08/28/16
6. Director of Relevant Library	See Library Statement w/Form D	
7. FS Graduate Committee (graduate courses)	Janet A. Thacher	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	Gregory H	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_



**NATV 540. Indigenous Economies, Sustainability, and Environmental Protection. (3)**

Critically examines the complex systems Native peoples are a part of and form with their environment and way of life. Economic development, sustainable practices, environmental protection, and community revitalization dynamics are analyzed.

# **NATV 540: Indigenous Economies, Sustainability, and Environmental Protection**

Fall 2016, University of New Mexico  
Dane Smith Hall 134  
Wednesdays 4:00 – 6:30 pm  
3-credit hour course

Instructor: Lloyd L. Lee, Ph.D.  
Office Location: Mesa Vista Hall 3092  
Office Hours: Thursdays 10:00 a.m. – 12 p.m. & by appointment  
Office Phone: 277-1822  
E-mail: [triplel@unm.edu](mailto:triplel@unm.edu)

## **Course Description:**

This course critically examines the complex systems Native peoples are a part of and form with their environment and way of life. Principles such as development, sustainability, cultural self-determination, environmental justice and protection, and community revitalization dynamics are critically analyzed.

## **Learning Objectives:**

1. Students will be introduced to indigenous economies.
2. Students will be introduced to indigenous sustainable practices and ways.
3. Students will be introduced to indigenous environmental protection mechanisms.
4. Students will analyze the areas of development, cultural self-determination, community revitalization, and environmental justice.
5. Students will critically engage and apply indigenous economies, sustainability, and environmental protection concepts, theories, and practices.

**Required Textbooks:** The following texts are available at the UNM campus bookstore and are required for this course. There will be additional readings on e-reserve.

1. Goodyear-Ka'ōpua, Noelani, Ikaika Hussey, and Erin Kuhunawaika'ala. *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*. Durham, NC: Duke University Press, 2014.
2. Braun, Sebastian Felix. *Buffalo Inc.: American Indians and Economic Development*. Norman, OK: University of Oklahoma Press, 2008.
3. Miller, Robert J. *Reservation "Capitalism": Economic Development in Indian Country*. Lincoln, NE: University of Nebraska Press, 2013.

4. Marchand, Michael E., Kristiina A. Vogt, Asep S. Suntana, Rodney Cawston, and John C. Gordon. *The River of Life: Sustainability Practices of Native Americans and Indigenous Peoples*. Walter De Gruyter Inc, 2013.
5. LaDuke, Winona. *The Militarization of Indian Country*. Makwa Enewed, 2<sup>nd</sup> Edition, 2013.

## Course Requirements

Analysis Papers (2): You will be required to write three analysis papers on themes discussed in the lectures, readings, and class discussions. The format of the papers follows: double-spaced, twelve point New Times Roman font, 3-5 page requirement. The papers are due

Brown Paper: Your assignment is to examine your own community or another indigenous community and analyze the economy, sustainable practices, or environmental protection mechanisms. This paper must include the following: a title page, bibliography, and typed, double-spaced, 12-point font, and 8-10 pages. The paper is due

Presentation: You will do a 15-minutes presentation on the Brown paper. The presentations will be conducted in class on the following date

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussions. This course is rooted in class discussion. In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

If you have more than two unexcused absences, you will be dropped from the course. Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester.

### Grading Point Scale:

Analysis Papers	50 points each X 2 = 100 points total
Brown Paper	100 points
Presentation	50 points
Participation	50 points

Total                      300 points

A+	99-100% (without extra point assignment)
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%



B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

### **Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

### **Course Schedule of Activities:**

The course readings, assignments, exams, due dates, and schedule is subject to change.  
Minor changes will be announced in class, major ones in writing.

**August 24.** Introductions & course overview

**August 31.** Hawaiian Life

**Read: *A Nation Rising* Acknowledgements, Introduction, Part I**

**September 7.** Hawaiian Land

**Read: *A Nation Rising* Part II**

**September 14.** Hawaiian Sovereignty

**Read: *A Nation Rising* Part III**

**September 21.** Indian Economics

**Read: Braun Acknowledgements, Introduction, Chapters 1-3**

**September 28.** Indian Development

**Read: Braun Chapters 4-9**

**1<sup>st</sup> Analysis Paper DUE**

**October 5.** Sustainability

**Read: Braun Chapters 10-14**

**October 12.** Environmental Justice & Protection

**Read: LaDuke Entire book**

**October 19.** Traditional Sustainability

**Read: *The River of Life* Chapters 1-3**

**October 26.** Sustainable Practices

**Read: *The River of Life* Chapters 4-6**

**November 2.** Business, Consensus, & Leadership

**Read: *The River of Life* Chapters 7-10**

**November 9.** Property Rights & Activities

**Read: Miller Foreword, Acknowledgements, Chapters 1-3**

**2<sup>nd</sup> Analysis Paper DUE**

**November 16.** Gaming

**Read: Miller Chapters 4-6**

**November 23.** NO CLASS (Thanksgiving Holiday)

**November 30.** Entrepreneurship

**Read: Miller Chapters 7-9**

**December 7. Presentations**  
**Brown Paper Due**



**NEW COURSE REQUEST—FORM B**

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

ROUTING (All Four Collated Sets)	
1.	Department Chair
2.	College or School Curricula Committee
3.	College or School Faculty (if necessary)
4.	College or School Dean/Dean of Instruction
5.	Office of Registrar—Catalog
6.	Director of Relevant Library
7.	FS Graduate Committee (graduate courses)
8.	FS Undergraduate Committee (undergraduate courses)
9.	FS Curricula Committee
10.	Associate Provost for Academic Affairs

Submission Date 01 / 25 / 2016  
 Name of Faculty Member Initiating Request Dr. Gregory Cajete  
 Initiator's Position / Title Associate Professor, and Director, NAS  
 College University College  
 Department Native American Studies  
 Phone 277-1819 Email gcajete@unm.edu

Branches Only – course is	
Type 1	<input type="checkbox"/>
Type 2	<input type="checkbox"/>
Type 3	<input type="checkbox"/>

- A. A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code NATV B2. Course Number 550 B3. Proposed Effective Term Fall 2017

B4. Long Course Title (up to 100 letters, including spaces):  
Sustaining Indigenous Communities in a 21st Century World

B5. Proposed Short Course Title (up to 30 letters, including spaces):

S u s t a i n   I n d i g e n o u s   C o m m u n i t i e s

B6. College University College B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

<p>B10. Repeat Rules</p> <p>Is the course repeatable for credit? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <ul style="list-style-type: none"> <li>• The course may be repeated _____ times (exclusive of the first time).</li> </ul> <p style="text-align: center;"><b>AND / OR</b></p> <ul style="list-style-type: none"> <li>• The course may be repeated for _____ hours (inclusive of the first time)</li> </ul>
---

- B11. Course Level (check one only): UG  GR  Law  PharmD  MedD   
 Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
*If graduate credit is available for courses numbered outside of 500-699, complete section F1.*
- B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No   
*If no, select the appropriate option and complete section F2.*
- The grade scale will be exclusively CR/NC.
  - The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a. N/A	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a. N/A	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will tentatively start in Fall 2018. Students will examine the central question: What Kind of "pedagogy" (ways of teaching and learning) do Indigenous peoples need to revitalize, maintain, and sustain Indigenous community in the twenty-first century and beyond?

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

N/A

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

Part of Native American Studies MA Program of Study.

b. Impact on long-range planning for unit, school / college, and university:

This course will be taught continuously by NAS faculty

c. Budget and faculty load data:

Course will be introduced within the current budgetary and faculty load allocation in Native American Studies.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian



H. Required Signatures:

Office	Signature	Date
1. Department Chair	<i>Gregory A. Cajete</i>	1/28/16
2. College or School Curricula Committee	<i>[Signature]</i>	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	<i>[Signature]</i>	6/24/16
5. Office of Registrar—Catalog	<i>Elizabeth A. Braxton</i>	06/28/16
6. Director of Relevant Library	<i>See Library statement w/Form D</i>	
7. FS Graduate Committee (graduate courses)	<i>Jennifer A. Janscher</i>	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	<i>Dygg L. Ho</i>	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_

**NATV 550. Indigenous Nations and Sustainable Communities Seminar. (3)**

Will examine how Indigenous peoples have come to their current reality and how they may move forward in adapting, revitalizing, and sustaining Indigenous community in the present and into the future.

**Fall 2018**  
**Sustaining Indigenous Communities in a 21<sup>st</sup> Century World**  
**NATV 550**  
**Wednesdays 4-6:45 pm**

**Professor: Gregory A. Cajete Ph.D. ([gcajete@unm.edu](mailto:gcajete@unm.edu)) Ph. 277-1819**  
**Office Hours: Tuesdays (1:00-3:00 P.M.) Mesa Vista Hall Rm. 3080**

**Course Description:** The guiding metaphor for this course is, “*community is the medium and the message.*” The essential value of studying Indigenous community lies in the realization that survival of Indigenous peoples as culturally unique social groups may well depend on it. The ability to engender the sustaining structure and resilient capacity of Indigenous community into the seventh generation depends on creating and implementing a viable and contemporary Indigenous paradigm for Indigenous community education. This course is designed to be simultaneously practical, scholarly, philosophical, and visionary in nature. It will explore the central question: *What kind of “pedagogy” (ways of teaching and learning) do Indigenous peoples need to revitalize, maintain, and sustain Indigenous community in the twenty-first century and beyond?* Exploring this question involves considering how Indigenous peoples have come to their current reality and how they may move forward in adapting, revitalizing and sustaining Indigenous community in the present and into the future. Specifically, we will consider the following topics:

- the history of Indigenous community before colonization
- the changes in the nature of Indigenous community that have occurred because of colonization
- the present state of Indigenous community
- how changes in community have affected leadership
- how to create an educational context for renewing and revitalizing Indigenous community
- an Indigenous responsive methodology for researching Indigenous communities
- case studies of how community-based educational planning has brought community renewal
- Indigenous teachers in Indigenous communities
- the future of Indigenous communities
- the role of community-based education research for renewal and sustainability



## Course Rationale

This inquiry into a pedagogy of building Indigenous community is framed around the following philosophy, principles, values, and concepts.

The *essential idea* guiding this work is that Indigenous communities can reinvent themselves in positive and healthy ways by drawing on two sources: our historic traditions of community and positive, contemporary methods of community-building.

The *goal* is to restore both community and individual well-being as the foundation for a sustainable future.

The *vision* motivating and the *belief system* guiding this inquiry revolve around the premise that Indigenous community is based on relational thinking. That is, all things—including humans—are interrelated, and this interrelationship is the foundation for harmony and balance in the “multiverse” that comprises the natural world. Building intimate relationships and expressing them through a practiced human-nature interaction follow naturally from this premise.

Historically, this *philosophy* has informed all aspects of Indigenous life and community. The appropriate balance of relations between humans in community with other living things, beings, and spirits—past, present, and future—stands as the highest value, and so it makes sense for this value to guide the inquiry into the nature of knowledge and knowing as well.

The *general principles* guiding the inquiry explain the “why” of what is observed. They provide the theoretical foundation of this work; namely, that Indigenous community is a “complex adaptive system” that has “emergent properties.” These emergent properties form an Indigenous community’s social, cultural, and ecological expressions in unique ways. Another principle is that Indigenous communities are “human living systems.” They sustain themselves through adaptive cultural, social, and ecological forms of learning, behaving, and creative problem-solving.

More *specific principles* explain the “how” of this process. How can community revitalization be expected to behave or appear? Again, Indigenous peoples can revitalize and/or reinvent our communities in positive and sustainable ways by focusing on our Indigenous values and our sense for our histories as Indigenous communities. At the same time, Indigenous peoples can adopt the best practices of sustainability based on community-based education and Indigenous research.

The *constructs* in Indigenous communities give evidence that community-based education was the norm in Indigenous community. We now need to revive community education and community-building as a method of revitalization. Its contemporary expressions must be unique and adapted to the needs and situations of each Indigenous community. They must also create a sustainable future and ensure cultural survival for generations to come.

The *core concept* of Indigenous pedagogy, then, boils down to this: Community is both the medium and the message. The survival of Indigenous cultures as unique cultures may depend on the extent to which Indigenous peoples can reengage the meaning and practice of community. As Indigenous people, can we revitalize our sense for community and how we express it in a contemporary world—a world that is so socially and ecologically challenged?

To begin our search for answers to these perspectives we will explore a variety of sources. The class will largely be organized around key lectures, key readings and instructor and student guided discussions and presentations which will form a foundation for “deep dialogue” and reflection regarding the perspectives presented in the course rationale.

### **Course Objectives and Student Learning Outcomes**

\*To engage in intellectual activity with a community of learners.

Outcome: (As exemplified by collaboration with other students on specific research, projects and activities through the course).

\*To analyze the sustaining purposes of community education Indigenous peoples and communities.

Outcome: (As exemplified by the production of appropriate critical research reflection papers of aspects of Indigenous community education).

\*To examine issues of Indigenous community education, development and revitalization.

Outcome: (As exemplified by participation of students in guided dialogue and reflection on key issues identified in the course).

\*To apply concepts of the course to contemporary Indigenous community based education.

Outcome: (As exemplified by the identification of a pressing community issue and developing and implementing strategies with community participation toward the resolution of the issue).

\*To examine issues of power, economics and leadership related to community based education.

Outcome: (As exemplified by observing and describing the leadership, social, cultural, political and economic dynamics of community issues through group discussion and the production of reflection papers).

\*To explore strategies for leadership development for community revitalization.

Outcome: (As exemplified by the development of a community education plan related to a selected issue or case study of Indigenous community building).

### **Key Course Readings Will Come From:**

\*Cajete, Gregory A. (2015). *Indigenous Community: Teachings of the Seventh Fire*. Living Justice Press. St. Paul, Minnesota. \*(Required Text).

Cajete, Gregory A. (1994). *Look to the Mountain: An Ecology of Indigenous Education*. Kivaki Press. Skyland, NC. (Excerpts, TBA).

Smith, Linda and Graham. (1996). *Kau Pa Pa Maori Theory and Practice*. University of Auckland Press, Auckland, NZ. (Excerpts, TBA)

Cheryl Charles and Bob Samples. (2004). *Coming Home: Community, Creativity and Consciousness*. Personhood Press. Fawnskin, California. (Excerpts, TBA).



## **Evaluation Procedures and Policies:**

### **Class Attendance and Participation**

Attendance, tardiness, and participation/involvement in class discussions will be considered as a significant part of your final grade. Excused absences are those where the student gives the instructor a doctor's note for an illness or a flier or memo from a school related activity such as an open house or back to school night. Conference presentations can also count as an excused absence. Excused absences are not counted as a missed class. All other types of absences are considered unexcused. Unexcused absences drop one letter grade off of your total participation for the class. A third unexcused absence means, per university policy, that the instructor will drop you from the course. If you need to be absent more than three times this semester, please do not elect to take this course now, but plan to take it at another time when your schedule is more conducive. See the sections on "Attendance" and "Tardiness" below for the guidelines on how these aspects will be connected to your participation grade.

### **Tardies**

A tardy is when a student arrives 20 minutes after the scheduled beginning time for class or leaves about 20 minutes early. According to university policy, **students will be dropped after three absences (also three tardies = one absence)**. Each of these absences from tardies will drop your overall grade by one-half letter grade. (As a result, a final grade might drop from a B to B- due to excessive tardiness). Much of the important activities of the class sessions for this course will happen in the first few minutes. General announcements and discussion group formation need to happen quickly in order for us to maximize our very limited amount of class time. Attendance will be taken at the beginning and end of every class session. All absences and tardies will be noted.

### **Academic Integrity**

"Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course may receive a reduced or failing grade for the work in question and/or for the course... Academic dishonesty includes, but is not limited to, dishonesty in quizzes, test or assignments; claiming credit for work not done or done by others; hindering the academic work of others students; and misrepresenting academic or professional qualifications within or outside the university (The University of New Mexico Catalog, 2003-2005, p. 43)."

### **Academic Disputes**

If a student has a complaint about this or any class, it is essential that the student first talk with the professor or instructor of the course. Although for some students this can be intimidating, it is very important that this dialogue occurs. Professors and instructors are



not always as “mean spirited” or “unreasonable” as they may appear to be; professional courtesy dictates that it is important to give someone the benefit of the doubt until they have demonstrated otherwise. This is why the Pathfinder says on p. 38 that the “student should first try to revolve the grievance informally by discussing the grievance with the faculty or staff member as soon as reasonably possible after the student becomes or should become aware of the matter.” If this first step is unsuccessful, then the Pathfinder lays out the subsequent steps that must be followed in timely fashion. Failure to follow these steps violates due process procedure, and can thus void any grievance.

### **Accommodations**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Incompletes**

Incompletes and withdraws from the course will be allowed only in accordance with UNM policies. Please see the UNM catalog for a description of these policies.

### **Course Expectations Include:**

\*Read all assigned readings before class.\*Complete all reading assignments.

\*Participate in class discussions.\*Attend all classes, attendance will figure in final grade.

### **Course Requirements and Grading:**

Each of the requirements is based on a point systems value. The completion of all the course requirements (acquisition of points) and expectations will provide the final grade.

### **Reaction papers (20%) (Each paper is worth 20points for a total of 100 points):**

Throughout the semester, you will be required to write a 3-4 page paper for five major readings, speakers or activities in the course. These readings will be specified. Each paper should reflect thoughtful consideration of the major themes addressed in the readings, lectures or guest speakers. Reaction papers are opportunities for you to express your thoughts and raise questions about the readings. When writing your papers you must make sure that you refer to all the selected reading content in a substantial and reflective way. As with all other assignments in the course, you are expected to hand in your papers on time. Papers turned in late will be accepted, but five points per day will be taken off for each day the paper is past due.

**Midterm Book Analysis (20%) (100 points):** At midpoint of the semester, (date TBA), a 10-12 page analysis of the required text book.

**Research Paper (20%) (100 points) :** Throughout the second half of the course you will have the opportunity to research and write a paper about an aspect of community based

education as it relates to an Indigenous context and the themes we have discussed in the course. We will discuss the parameters of this paper further after the midterm.

**Power Point Presentation (20%) (100 points):** Students will have the opportunity to create a 10-12 slide Power point presentation highlighting the key thoughts addressed in their research paper. Students will be assigned a time for the presentation during the last quarter of the course.

**Design a Curriculum (20%) (100 points):** Students will design a curriculum plan for developing community leaders versed in community revitalization.

### **Grading**

A total of 500 points in the course is possible.

500 and above = A+; 475 to 499 = A; 474 to 425 = A-; 424 to 375 = B+;

374 to 350 = B-; 349 to 325 = C +; 324 to 300 = C-; Below 300 is a D or F.

\*Since this is a graduate level course a grade of C- is not acceptable and may require the retaking of the course.

### **Course Schedule:**

**Weeks 1- 16 (Key Lectures, Guest Speakers and Papers) Subject to change as may be needed for logistical concerns.**

### **WEEK SESSION**

- 1. Introduction: The Communal Foundation of Indigenous Education.**
- 2. Colonization and Loss in Indigenous Community.**
- 3. What is a Healthy Community?**
- 4. We Are All Related....**
- 6. *Guest Speaker (TBA)***
- 7. Discuss Final Project**
- 8. Sustainable Indigenous Education and Community Revitalization.**
- 9. For the Good of the People: Community Based Leadership.**
- 10. Designing Community Based Education.**
- 11. Toward a Pedagogy of Indigenous Community Based Education.**

12. *Guest Speaker (TBA)*

13-15. Student Presentations

16. Final Day of Class: Student Evaluations

Required Text:

Cajete, Gregory A. (2015). *Indigenous Community: Teachings of the Seventh Fire*. Living Justice Press. St. Paul, Minnesota. *(Required)*

Optional Text:

Cajete, Gregory A. (1994) *Look to the Mountain*. Kivaki Press, Skyland, NC. *(Optional)*

\*Core Readings will be provided to students as necessary during the course.



# NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

- ROUTING (All Four Collated Sets)**

  1. Department Chair
  2. College or School Curricula Committee
  3. College or School Faculty (if necessary)
  4. College or School Dean/Dean of Instruction
  5. Office of Registrar—Catalog
  6. Director of Relevant Library
  7. FS Graduate Committee  
(graduate courses)
  8. FS Undergraduate Committee  
(undergraduate courses)
  9. FS Curricula Committee
  10. Associate Provost for Academic Affairs

Submission Date 1 / 18 / 2016

Name of Faculty Member Initiating Request Lloyd L. Lee

Initiator's Position / Title Associate Professor

College University

Department Native American Studies

Phone 277-1822 Email triplel@unm.edu

Branches Only – course is

Type 1  Type 2  Type 3

- A.** A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.
- A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

**B.** B1. Course Subject Code NATV B2. Course Number 555 B3. Proposed Effective Term Fall 2017

B4. Long Course Title (up to 100 letters, including spaces):

Indigenous Community Building

B5. Proposed Short Course Title (up to 30 letters, including spaces):

N a t A m P o l C o m m u n i t y B u i l d i n g

B6. College University B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

**B10. Repeat Rules**

Is the course repeatable for credit? Yes  No

- The course may be repeated \_\_\_\_\_ times (exclusive of the first time).

**AND / OR**

- The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

B11. Course Level (check one only): UG  GR  Law  PharmD  MedD

Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
If graduate credit is available for courses numbered outside of 500-699, complete section F1.

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No

If no, select the appropriate option and complete section F2.

- The grade scale will be exclusively CR/NC.
- The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature                      Department Chair Signature                      Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will start in Fall 2018. Students will critically engage Native American policy and community building dynamics and its relationship to Native thought. Principles relating to political sovereignty, cultural self-determination, economic sustainability, social and economic justice, and strategic planning underlies the notion of policy development and community building.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is required for the MA degree

b. Impact on long-range planning for unit, school / college, and university:

This course will be taught continuously by NAS faculty.

c. Budget and faculty load data:

NAS faculty load will not be impacted (either 2/2 or 3/2 course load). The budget is similar to a graduate level course being taught by faculty.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian



H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory H. Lajete	1/25/16
2. College or School Curricula Committee		
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	Alta Fure	10/24/16
5. Office of Registrar—Catalog	Elizabeth A. Boston	06/28/16
6. Director of Relevant Library	(see Library statement w/ Form D)	
7. FS Graduate Committee (graduate courses)	Jennifer A. Shaebel	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	Gregory H. Lajete	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_

**NATV 555. Native American Policy & Community Building. (3)**

Critically engages Native policy and community building dynamics. Principles relating to political sovereignty, cultural self-determination, economic sustainability, social and economic justice, and strategic planning underlie the notion of Native policy development and community building.

## **NATV 555: Native American Policy & Community Building**

Fall 2016, University of New Mexico  
Mondays 4:00 p.m. - 6:30 p.m.  
Dane Smith Hall 132  
3-credit hour course

Instructor: Lloyd L. Lee, Ph.D.  
Office Location: Mesa Vista Hall 3092  
Office Hours: Thursdays 10:00 a.m. – 12 p.m. & by appointment  
Office Phone: 277-1822  
E-mail: [triplel@unm.edu](mailto:triplel@unm.edu)

### **Course Description:**

This course critically engages indigenous community building dynamics and its relationship to indigenous thought. Principles relating to political sovereignty, cultural self-determination, economic sustainability, social and economic justice, and strategic planning underlie the notion of community building for Native people.

### **Learning Objectives:**

1. Students will be introduced to the role, status, and implications regarding the conceptual idea of indigenous community building.
2. Students will identify and regard the significance of community building as directly related to quality of life issues affecting Native peoples.
3. Students will critically engage and apply policy and community building concepts, theory, and practice.
4. Students will engage critical thinking skills including A) conversation and dialogue regarding Indigenous political sovereignty movements; B) critical reflection regarding economic development of Native land and resources; C) political negotiation of native leaders; and D) conscious awareness.

### **Required Textbooks:**

The following texts are available at the UNM Bookstore and are required for this course.

1. Cajete, Gregory A. *Indigenous Community: Rekindling the Teachings of the Seventh Fire*. St. Paul, MN: Living Justice Press, 2015.
2. Barker, Joanne. *Native Acts: Law, Recognition, and Cultural Authenticity*. Durham, NC: Duke University Press, 2011.
3. Simpson, Audra. *Mohawk Interruptus: Political Life across the Borders of Settler States*. Durham, NC: Duke University Press, 2014.



4. Goodyear-Ka'ōpua, Noelani, Ikaika Hussey, and Erin Kuhunawaika'ala. *A Nation Rising: Hawaiian Movements for Life, Land, and Sovereignty*. Durham, NC: Duke University Press, 2014.

### **Course Requirements:**

Reflection Essays (3): You will write three reflection essays reflecting on themes discussed in the lectures, readings, and class discussions. The format of the essay is: double-spaced, 12-point font, 3-5 pages only. The essays are due **September 12, October 10, and November 7.**

Book/Article Review: You will be required to produce a comprehensive review on a peer-reviewed journal article or book addressing the key issue of indigenous community building. The format of the paper is the following: title page, typed, double-spaced, 12-point font, and 5-7 pages. The review is due **November 21.**

Brown Paper: Your assignment is to examine your own community or another indigenous community and to develop an approach for building an area of the community (i.e. education system, health care services, public safety, economic development, etc.). This paper must include the following: a title page, bibliography, and typed, double-spaced, 12-point font, and 8-10 pages. The paper is due **December 5.**

Presentation: You will do a 15-minutes presentation on the Brown paper. The presentations will be conducted in class on the following date: **December 5.**

Participation: You will need to attend class every day, complete assigned readings, and participate in class discussions. Additionally, each student will develop 5 open-ended comments/questions on the assigned reading for the class session. These comments/questions will guide class discussions.

If you have two excused or unexcused absences, you will be dropped from the course. In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester.

### Grading Point Scale:

Reflection Essays	50 points each X 3 = 150 points total
Book/Article Review	50 points
Brown paper	100 points
Presentation	50 points
Participation	50 points (Based on attendance + Comments/Questions)

Total 400 points

Percentage Scale:

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

**Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

**Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

**Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

### **Course Schedule of Activities:**

*The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.*

**August 22.** Introductions & course overview

**August 29.** Education & Thought

**Read: Cajete Foreword, Preface, Chapters 1-2**

**September 5. NO CLASS (LABOR DAY)**

**Read: Cajete Chapters 3-4**

**September 12.** Stories & Critical Pedagogy

**Read: Cajete Chapters 5-6**

**1<sup>st</sup> Reflection DUE**

**September 19.** Leadership

**Read: Cajete Chapters 7-8**

**September 26.** Visions

**Read: Cajete Chapters 9-10 & Epilogue**

**October 3.** Recognition

**Read: Barker Introductions, Chapters 1-2**

**October 10.** Membership

**Read: Barker Chapters 3-5**

**2<sup>nd</sup> Reflection DUE**

**October 17.** Tradition

**Read: Barker Chapters 6-7**

**October 24.** Mohawk Nationhood

**Read: Simpson Acknowledgements, Chapters 1-2**

**October 31.** Place

**Read: Simpson Chapters 3-4**



**November 7.** Borders, Gender, & Interruptus  
**Read: Simpson Chapters 5-6 & Conclusion**  
**3<sup>rd</sup> Reflection DUE**

**November 14.** Hawaiian Life  
**Read: *A Nation Rising* Acknowledgements, Introduction, & Part I**

**November 21.** Hawaiian Land  
**Read: *A Nation Rising* Part II**  
**Book/Article Review DUE**

**November 28.** Hawaiian Sovereignty  
**Read: *A Nation Rising* Part III**

**December 5.** Presentations  
**Brown Paper due**

# NEW COURSE REQUEST—FORM B

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

- ROUTING (All Four Collated Sets)**
1. Department Chair
  2. College or School Curricula Committee
  3. College or School Faculty (if necessary)
  4. College or School Dean/Dean of Instruction
  5. Office of Registrar—Catalog
  6. Director of Relevant Library
  7. FS Graduate Committee (graduate courses)
  8. FS Undergraduate Committee (undergraduate courses)
  9. FS Curricula Committee
  10. Associate Provost for Academic Affairs

Submission Date 1 / 19 / 20 16  
 Name of Faculty Member Initiating Request Tiffany Lee  
 Initiator's Position / Title Associate Director/Associate Professor  
 College University College  
 Department Native American Studies  
 Phone 277-1820 Email tslee@unm.edu

**Branches Only – course is**  
 Type 1  Type 2  Type 3

**A.** A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

**B.** B1. Course Subject Code \_\_\_\_\_ B2. Course Number 560 B3. Proposed Effective Term Fall 2017

B4. Long Course Title (up to 100 letters, including spaces):  
Research Method & Practice in Indigenous Scholarship

B5. Proposed Short Course Title (up to 30 letters, including spaces):  

R	e	s		M	e	t	h		P	R	a	c	t		I	n	d	i	g		S	c	h	o	l	r	s	h	p
---	---	---	--	---	---	---	---	--	---	---	---	---	---	--	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---

B6. College UC B7. Department Native American Studies B8. CIP Code \_\_\_\_\_  
(assigned by Assoc. Provost for Academic Affairs)

**B9. Credit Hours**

	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

**B10. Repeat Rules**  
 Is the course repeatable for credit? Yes  No   
 • The course may be repeated \_\_\_\_\_ times (exclusive of the first time).  
**AND / OR**  
 • The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

B11. Course Level (check one only): UG  GR  Law  PharmD  MedD   
 Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
*If graduate credit is available for courses numbered outside of 500-699, complete section F1.*

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No   
*If no, select the appropriate option and complete section F2.*  
 The grade scale will be exclusively CR/NC.  
 The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):  
 a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_



E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will tentatively start in Fall 2017.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is a part of the required curriculum for earning the NAS MA. It is a methods course preparing students for their project of excellence (thesis or project).

b. Impact on long-range planning for unit, school / college, and university:

The course has been figured into faculty's course loads and the MA degree proposal.

c. Budget and faculty load data:

The course is included in the budget for the MA degree and will be integrated into faculty course load.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajate	1/28/16
2. College or School Curricula Committee	[Signature]	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	6/24/16
5. Office of Registrar—Catalog	Elizabeth A. Barton	06/28/16
6. Director of Relevant Library	See Library statement w/Form D	
7. FS Graduate Committee (graduate courses)	Jennifer A. Thacker	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	[Signature]	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY** (After approval by Faculty Senate Curricula Committee):

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_  
 Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_  
 Grade Modes \_\_\_\_\_

**NATV 560. Research Method & Practice in Indigenous Scholarship. (3)**

Critically examines research theories, methodologies, and practices in Native American Studies. Diverse research methods are explored, with emphasis on decolonizing approaches and the impact and value of research for Native communities.



**Native American Studies 560**  
 Research Method & Practice in Indigenous Scholarship

Fall 2018, University of New Mexico

*Class date & time TBD.* NAS Classroom – MVH 3082

Instructor: Dr. Tiffany S. Lee

Office Hours: MVH room 3095, Wednesdays 9am-11am, or by appointment

Phone: 277-1820

Email: tslee@unm.edu

**Course Description:** Critically examines research theories, methodologies, and practices in Native American Studies and focuses on pre-thesis/project development. Diverse research methods are explored, with emphasis on decolonizing approaches. Emphasis on the impact and value of research for Native communities.

**Student Learning Outcomes:**

- Students will demonstrate their knowledge of important ethical issues of conducting research in Native communities and with Native peoples.
- Students will articulate and examine current NAS scholarship related to Indigenous approaches and methodologies in research.
- Students will develop skills at defining research questions, searching databases, identifying relevant research, and reviewing research.
- Students will create a thesis or project of excellence topic and propose their research approach and plan to be carried out in the project of excellence course.

**Required Texts:**

- *Place in research: Theory, Methodology, & Methods* (2015) by Eve Tuck & Marcia McKenzie. NY, NY: Routledge
- *Decolonizing Methodologies: Research and Indigenous Peoples* (2012) by Linda Smith. NY, NY: Zed Books, Ltd.
- *Indigenous methodologies: Characteristics, conversations, and contexts.* (2009). By Margaret Kovach. Toronto: UT Press.
- *Indigenous Statistics: A Quantitative Research Methodology* (2013) by Maggie Walter & Chris Andersen. Walnut Creek, CA: Left Coast Press
- *Foundations for research: Methods of inquiry in education and the social sciences* (2004) by Kathleen deMarrais & Stephen D. Lapan (Eds.) Mahwah, NJ: Lawrence Erlbaum Associates

Course requirements:	% per assignment	% breakdown	
Annotated Bibliography	20	A+	98-100%
Literature Review	20	A	93-97%
Proposal for thesis/project	20	A-	90-92%
Critical Analysis Papers	20	B+	88-89%
Methods Presentation	10	B	83-87%
Participation	10	B-	80-82%

<b>TOTAL</b>	<b>100%</b>	C+ 78-79%
		C 73-77%
		C- 70-72%
		D 60-69%

### **Cell Phones and Technology**

As a matter of courtesy, please turn off cell phones, ipods, and other communication and entertainment devices prior to the beginning of class. This includes refraining from texting and social networking on your computers and other devices. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

### **Special Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Class schedule:**

Readings listed are to be completed before class and will be discussed on the date listed

- *Place in research: Theory, Methodology, & Methods* (2015) by Eve Tuck & Marcia McKenzie. NY, NY: Routledge
- *Decolonizing Methodologies: Research and Indigenous Peoples* (2012) by Linda Smith. NY, NY: Zed Books, Ltd.
- *Indigenous methodologies: Characteristics, conversations, and context* (2010) by Margaret Kovach. Toronto, Canada: University of Toronto Press
- *Indigenous Statistics: A Quantitative Research Methodology* (2013) by Maggie Walter & Chris Andersen. Walnut Creek, CA: Left Coast Press



- *Foundations for research: Methods of inquiry in education and the social sciences* (2004) by Kathleen deMarrais & Stephen D. Lapan (Eds.) Mahwah, NJ: Lawrence Erlbaum Associates

Readings and activities are subject to change

Date	Reading Assignment	Class activity and assignments DUE
Week 1	Smith, Ch 1, 2 Kovach, Ch. 1	Introductions, Basic course Overview <i>Native perspectives on research and research ethics</i>
Week 2	Smith, Ch. 3, 4 Kovach, Ch. 2, 3 Tuck & McKenzie, Ch. 1	<i>Decolonizing methodologies</i>
Week 3	Smith, Ch. 5, 6 Kovach, Ch. 4, 5 Tuck & McKenzie, Ch. 2	
Week 4	Smith, Ch. 7, 8 Tuck & McKenzie, Ch. 3 Kovach, Ch. 6	Critical Analysis Paper 1 due
Week 5	Smith, Ch. 9, 10 Kovach, Ch. 7	
Week 6	Tuck & McKenzie, Ch. 4 Kovach, Ch. 8, 9	Annotated bibliography due
Week 7	Walter & Andersen, Intro & Ch. 1 Tuck & McKenzie, Ch. 5, 6, 7	<i>Methods</i> Critical Analysis Paper 2 due
Week 8	Walter & Andersen, Ch. 2, 3 deMarrais & Lapan, Ch. 1, 2, 3	Methods presentations
Week 9	Walter & Andersen, Ch. 4 deMarrais & Lapan, Ch. 4, 5, 6	Methods presentations
Week 10	Walter & Andersen, Ch. 5 deMarrais & Lapan, Ch. 7, 8, 9	Methods presentations
Week 11	Walter & Andersen, Ch. 6 deMarrais & Lapan, Ch., Ch. 10, 11, 12	Literature review due Methods presentations
Week 12	deMarrais & Lapan, Ch. 13, 14, 15	Methods presentations



<b>Week 13</b>	deMarrais & Lapan, Ch. 16, 17, 18	Critical Analysis Paper 3 due Methods presentations
<b>Week 14</b>	deMarrais & Lapan, Ch. 19, 20	Methods presentations
<b>Week 15</b>		Work on proposal
<b>Week 16</b>	Finals week	Proposal for thesis/project due

**NEW COURSE REQUEST—FORM B**

- ◆ Allow at least 6 months to complete the entire approval process.
- ◆ Please refer to the Form B Instructions at [www.unm.edu/~unmreg](http://www.unm.edu/~unmreg)
- ◆ Four sets of forms must be collated and submitted.

**ROUTING (All Four Collated Sets)**

1. Department Chair
2. College or School Curricula Committee
3. College or School Faculty (if necessary)
4. College or School Dean/Dean of Instruction
5. Office of Registrar—Catalog
6. Director of Relevant Library
7. FS Graduate Committee  
(graduate courses)
8. FS Undergraduate Committee  
(undergraduate courses)
9. FS Curricula Committee
10. Associate Provost for Academic Affairs

Submission Date 1 / 18 / 2016

Name of Faculty Member Initiating Request Lloyd L. Lee

Initiator's Position / Title Associate Professor

College University College

Department Native American Studies

Phone 277-1822 Email triplel@unm.edu

Branches Only – course is

Type 1  Type 2  Type 3

- A. A1. Attach four copies of a precise, complete catalog listing of the proposed new course following the current format used in the printed UNM catalog. The listing must include the course subject code and the course number, long title, credit hour value, and course description (no more than 35 words). To indicate graduate credit for course numbers outside of 500-699, an asterisk (\*) should precede the course number.  
 A2. Attach four copies of a course syllabus and bibliography (include suggested course text and schedule of topics covered in the course).

B. B1. Course Subject Code NATV B2. Course Number 570 B3. Proposed Effective Term Fall 2017

B4. Long Course Title (up to 100 letters, including spaces):

Indigenous Thought & Ethics

B5. Proposed Short Course Title (up to 30 letters, including spaces):

I n d i g e n o u s    T h o u g h t    a n d    E t h i c s

B6. College University B7. Department Native American Studies B8. CIP Code \_\_\_\_\_

(assigned by Assoc. Provost for Academic Affairs)

B9. Credit Hours				
	Fixed Credit	Variable Credit		
		Low	Or / To	High
Credit Hours	3			
Lecture Hours				
Lab Hours				

**B10. Repeat Rules**

Is the course repeatable for credit? Yes  No

- The course may be repeated \_\_\_\_\_ times (exclusive of the first time).

**AND / OR**

- The course may be repeated for \_\_\_\_\_ hours (inclusive of the first time)

B11. Course Level (check one only): UG  GR  Law  PharmD  MedD

- Graduate credit for course numbers outside of 500-699 (requiring an asterisk before the number)  
 If graduate credit is available for courses numbered outside of 500-699, complete section F1.

B12. Grade Options: The standard grading scale in the catalog will be applied to this course. Yes  No   
 If no, select the appropriate option and complete section F2.

- The grade scale will be exclusively CR/NC.
- The grade scale will be an alternative to the standard scales in the catalog.

B13. List all schedule type(s) (may be more than one):

a. Lecture b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

None

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

None

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

If yes, complete the following table:

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE
				AGREE TO DUPLICATE
				DISAGREE TO DUPLICATE

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_



E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will tentatively start in Fall 2018. Students will be introduced to Indigenous thoughts, ethics, will critically engage and apply Indigenous thought to community building, understand strategies of decolonization, examine the intersection of Indigenous intellectual production and lived experiences, and envision collective and individual agency and models of sovereignty.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course is required for the MA degree.

b. Impact on long-range planning for unit, school / college, and university:

This course will be continuously taught by the NAS faculty

c. Budget and faculty load data:

NAS faculty load will not be impacted (either 2/2 or 3/2 course load). The budget is similar to a graduate level course being taught by faculty.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

The library will have the resources to complement the course.

---

Name of Library

---

Name and Signature of Librarian

H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajite	1/28/16
2. College or School Curricula Committee	[Signature]	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	6/24/16
5. Office of Registrar—Catalog	Elizabeth A. Branton	06/28/16
6. Director of Relevant Library	Library statement w/ Form 1	
7. FS Graduate Committee (graduate courses)	Jennifer A. [Signature]	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	[Signature]	2/7/17

After securing departmental approval, send this form and all attachments, *collated into 4 sets of documents*, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

*For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):*

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_

**NATV 570. Indigenous Thought & Ethics. (3)**

Introduces students to diverse and complex theoretical and contextual perspectives in Native American Studies through an examination of the most significant contemporary scholarship. Transcends disciplinary boundaries and grounds scholarly inquiry in frameworks reflecting Native-centered ethics.



## **NATV 570 Indigenous Thought & Ethics**

Fall 2016, University of New Mexico  
Mondays 4:00-6:30 p.m.  
Dane Smith Hall 132  
3-credit hour course

Instructor: Lloyd L. Lee, Ph.D.  
Office location: Mesa Vista Hall 3092  
Office hours: Thursdays 10:00 a.m. – 12 p.m. & by appointment  
Office phone: 277-1822  
E-mail: [triplel@unm.edu](mailto:triplel@unm.edu)

### **Course Description:**

This course introduces students to the many diverse and complex theoretical and contextual perspectives in the field of Native American Studies through an examination of some of the most significant contemporary scholarship in the field. This course transcends disciplinary boundaries and grounds scholarly inquiry in Native frameworks that reflect Native-centered ethics and objectives.

### **Learning Objectives:**

1. Students will be introduced to Indigenous thoughts, paradigms, and ethics
2. Students will critically engage and apply Indigenous thought to Indigenous community building
3. Students will understand strategies of decolonization
4. Students will examine the intersection of Indigenous intellectual production and lived experiences
5. Students will envision collective and individual agency and models of sovereignty

### **Required Textbooks:**

The following texts are available at the UNM Bookstore and are required for this course. Additional readings on class's LEARN page.

1. Byrd, Jodi A. *The Transit of Empire: Indigenous Critiques of Colonialism* (Minneapolis: University of Minnesota Press, 2011).
2. Goeman, Mishuana. *Mark My Words: Native Women Mapping Our Nations*. (Minneapolis: University of Minnesota Press, 2013).
3. Simpson, Audra and Andrea Smith, eds. *Theorizing Native Studies*. (Durham, NC: Duke University Press, 2014).
4. Coulthard, Glen. *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. (Minneapolis: University of Minnesota Press, 2014).
5. Ramirez, Renya. *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. (Durham, NC: Duke University Press, 2007).

6. *Wicazo Sa Review* Fall 2009 Volume 24 Number 2 "Native Feminisms: Legacies, Interventions, and Indigenous Sovereignties"
7. Lee, Lloyd L., ed. *Diné Perspectives: Reclaiming and Revitalizing Navajo Thought*. (Tucson: The University of Arizona Press, 2014).
8. Pavlik, Steve and Daniel R. Wildcat, eds. *Destroying Dogma: Vine Deloria, Jr. and His Influence on American Society*. (Golden, CO: Fulcrum Publishing, 2006).
9. Four Arrows, Greg Cajete, and Jongmin Lee. *Critical Neurophilosophy and Indigenous Wisdom*. (Rotterdam: Sense Publishers, 2010).
10. Waziyatawin and Michael Yellow Bird, ed. *For Indigenous Minds Only: A Decolonization Handbook*. (Santa Fe, NM: School for Advanced Research Press, 2012).
11. Lyons, Scott Richard. *X-Marks: Native Signatures of Assent*. (Minneapolis: University of Minnesota Press, 2010).
12. Barker, Joanne, ed. *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*. (Lincoln, NE: The University of Nebraska Press, 2005).

### **Course Requirements:**

Critical Review: You will serve as the resident "expert" on the assigned reading for a given week. You will write a concise critical book review (5-7 pages) on the assigned reading, which you will distribute to your classmates. In the critical book review, you should present a concise summary of the book's thesis or overall argument, a discussion on the theoretical paradigm and significance, and an analysis of the themes of the work. This assignment will help you develop your analytical and writing skills as well as give you experience leading a seminar.

Annotated Bibliography: You will prepare an annotated bibliography (approximately 30 entries). This assignment will provide you with an understanding of the history of the field, the depth and breadth of scholarship in the field, and the major areas of conversation and debate.

Final Paper: You will produce a paper of 15-20 pages based on your choice of two questions I will hand out mid-semester. The questions will focus on the discussions and themes of the readings.

Participation: You will need to attend class on a regular basis, complete assigned readings, and participate in class discussion. **If you have two unexcused absences, you will be dropped from the course.** In order for us to learn from one another and create an engaging class environment, it is vital that you attend all classes, complete the readings before class, and come prepared to share your thoughts, questions, and perceptions.

Additional information concerning these assignments and the grading criteria for each will be provided in timely fashion throughout the semester



### Grading Point Scale:

Critical Review	50 points
Annotated Bibliography	50 points
Final Paper	50 points
Participation	50 points
<b>Total:</b>	<b>200 points</b>

### Percentage Scale:

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

### **Accommodations:**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

### **Academic Integrity:**

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.



### **Cell Phones and Technology:**

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

### **Library and Tutorial Services:**

UNM-Main campus provides many library services and some tutorial services for distance students. For library services, go to <http://www.unm.edu/libraries/> to link to a specific library or to contact a librarian. For tutorial services, go to <http://caps.unm.edu/online> to explore UNM's online services.

### **Course Schedule of Activities:**

*The course readings, assignments, exams, due dates, and schedule is subject to change. Minor changes will be announced in class, major ones in writing.*

## **UNIT ONE: Questions of History and Significance**

### **Week One**

**August 22**—Introduction

### **Week Two**

**August 29. The History of Native American Studies**

**Read:** “Bizzell and Brandt: Pioneers in Indian Studies” (Crum 1988); “Who Stole Native American Studies?” (Cook-Lynn 1997); “More Light than Heat: The Current State of Native American Studies” (Weaver 2007); “In Search of Theory and Method in American Indian Studies” (Champagne 2007); “American Indian Studies: Intellectual Naval Gazing or Academic Discipline?” (Kidwell 2009); “Native American Studies and the Transnational Turn” (Warrior 2009); “The Future in the Past of Native and Indigenous Studies” (Warrior 2011)

## **UNIT TWO: Indigenous Worldviews**

### **Week Three**

**September 5. Indigenous Wisdom**

**Read:** *Critical Neurophilosophy and Indigenous Wisdom*

### **Week Four**

**September 12. Vine Deloria, Jr.**

**Read:** *Destroying Dogma: Vine Deloria, Jr. and His Influence on American Society*

**Week Five**

**September 19. Nation-Centered Scholarship**

**Read:** *Diné Perspectives: Revitalizing and Reclaiming Navajo Thought*

**Week Six**

**September 26. Contemporary Theorizing**

**Read:** *Theorizing Native Studies*

**Week Seven**

**October 3. Native Feminism**

**Read:** *Wicazo Sa Review* Fall 2009 Volume 24 Number 2

**Week Eight**

**October 10. Mid-way Point (Individual appointments)**

**Annotated Bibliography DUE**

**UNIT THREE: Questions of Identity**

**Week Nine**

**October 17. Who is an Indian? What is a tribe? Who can speak?**

**Read:** *X-Marks: Native Signatures of Assent*

**Week Ten**

**October 24. What is a Native community?**

**Read:** *Native Hubs: Culture, Community, and Belonging in Silicon Valley*

**UNIT FOUR: Questions of Sovereignty and Decolonization**

**Week Eleven**

**October 31. How is tribal sovereignty defined? Conceptualized? Theorized?**

**Read:** *Sovereignty Matters: Locations of Contestation and Possibility in Indigenous Struggles for Self-Determination*

**Week Twelve**

**November 7. How can sovereignty be used as a tool of community building?**

**Read:** *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*

**Week Thirteen**

**November 14. How can sovereignty be used as a tool of decolonization?**

**Read:** *For Indigenous Minds Only: A Decolonization Handbook*

**UNIT FIVE: Questions of Empire, Colonialism, and the Transnational**

**Week Fourteen**

**November 21. What are the structures of Empire in a globalized world? In what ways has settler colonialism impacted Indigenous peoples?**

**Read:** *Transit of Empire: Indigenous Critiques of Colonialism*

**Week Fifteen**

**November 28. What can be gained from comparative studies?**

**Read:** *Mark My Words: Native Women Mapping Our Nations*

**Week Sixteen**

**December 5. Envisioning thought, theory, and intellectual production**

**Final Paper DUE**





C. C1. Co-requisites to this course: a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_

*If this course is a new co-requisite to those listed, you must submit a Form A for each course that is affected.  
 Note: Please see the instructions for information on one-way vs. two-way co-requisites.*

C1a. If the co-requisite course exists in another department, the co-requisite offering department must approve it as well.

Department	a.	b.	c.
Course			
Chair Name			
Chair Signature			

C2. Crosslisted courses: Complete the table, including signatures from all departments offering the crosslisted courses.

Department	a.	b.	c.	d.	e.	f.
Subject Code & Number						
Chair Name						
Chair Signature						

C3. Course Fees: Yes  No  If yes, attach a completed, signed *Special Course Fees Approval Form* from the office of the Associate Provost for Academic Affairs.

C4. Is this course *elective*  or *required*  for a degree program? If *required*, submit a **Form C** as well.

C5. Branches Only: Is this course: Occupational  Technical  Academic  (*Please check one*)

D. D1. Restrictions. List any restrictions placed on students for registration in any section of this course. If none, write "None" in the box.

D2. Pre-requisites for Course: If the course has pre-requisites, list all of them, including course subject code and course number or test name and test score for each one. Be sure to include the appropriate conjunction (and / or) between each item and between any sets of pre-requisites. If any of the pre-requisites come from another department, have the department chair sign to acknowledge awareness of those relationships. If none, write "None" in the box.

\*NATV 560 Research Method & Practice in Indigenous Scholarship; \*NATV 570 Indigenous Thought & Ethics; \*NATV 580 Internship

For courses outside the offering department to be used as pre-requisites:

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

\_\_\_\_\_  
 Department Chair Signature

E. E1. Does this course duplicate any content in the current UNM Catalog? Yes  No

*If yes, complete the following table:*

Department Name	Duplicate Course	Department Chair	Chair Signature	Check One:
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>
				AGREE TO DUPLICATE <input type="checkbox"/>
				DISAGREE TO DUPLICATE <input type="checkbox"/>

E2. Has this course been offered as a topic course? Yes  No

If yes, in which term(s), and to what average enrollment? \_\_\_\_\_

E3. Will this course replace a deleted course? Yes  No  If yes, which one? \_\_\_\_\_

If yes, and the deleted course is 100 or 200 level, has this change been discussed with all the branch campuses that offer this course? Yes  No

Provide a statement below or attach a memo explaining how this replacement will impact Branch campuses and programs.

---

F. F1. Justification for Graduate Credit: If the course is numbered outside of 500-699, indicate the nature of additional work to be required of graduate students.

This course is part of the MA program that will tentatively start in Fall 2017.

F2. Justification for CR/NC or Alternative Grading Scale (include scale in justification):

---

G. G1. Budgetary and Faculty Load Implications. All new courses have such implications, even when replacing a deleted course.

a. Justification for offering the course:

This course fulfills the M.A. in NAS requirement in lieu of a thesis or practicum.

b. Impact on long-range planning for unit, school / college, and university:

This course is a culmination of the graduate student competence and knowledge of Native American Studies discipline with implications for contributing to the academic and Native communities at-large.

c. Budget and faculty load data:

Faculty members may work with only one student enrolled in this course per semester to prevent time overload.

G2. Relevant Library Impact Statement: Complete below or attach a signed memo.

Students enrolled in this course will be using online library databases and reference books and possible films available in library.

---

Name of Library

---

Name and Signature of Librarian



H. Required Signatures:

Office	Signature	Date
1. Department Chair	Gregory A. Cajete	1/28/16
2. College or School Curricula Committee	[Signature]	6/27/16
3. College or School Faculty (if necessary)		
4. College or School Dean / Dean of Instruction	[Signature]	6/24/16
5. Office of Registrar—Catalog	Elizabeth A. Draxton	06/28/16
6. Director of Relevant Library	see library statement w/ Form D	
7. FS Graduate Committee (graduate courses)	[Signature]	11/3/16
8. FS Undergraduate Committee (undergraduate courses)		
9. FS Curricula Committee		
10. Associate Provost for Academic Affairs	[Signature]	2/7/17

After securing departmental approval, send this form and all attachments, **collated into 4 sets of documents**, to the Registrar's Catalog Office, which retains the original and returns copies to the department and college office.

**For Registrar's Office Use ONLY (After approval by Faculty Senate Curricula Committee):**

Entered in Banner \_\_\_\_\_ Entered in Catalog \_\_\_\_\_ Copies Mailed \_\_\_\_\_

Attributes: 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

Grade Modes \_\_\_\_\_

**NATV 590. Project of Excellence. (6 hours arranged)**

Graduate students are required to complete. Demonstrate accumulation of a theoretical foundation that can be successfully applied to address a target topic/issue relevant to a particular Native community, inter/national audience or indigenous group/organization.

## **NATV 590: Project of Excellence (6 hours arranged)**

Instructor: TBA

### 1. Course Description

In fulfillment of the Master of Arts Degree in Native American Studies at UNM, graduate students are required to complete a Project of Excellence. The goal of this project is to demonstrate the student's accumulation of a theoretical foundation that warrants Native American Studies in the service of the academy that can be successfully applied to address a target topic or issue relevant to a particular Native community, inter/national audience or indigenous group or organization.

### 2. Course Overview

The course is based on a student-led and initiated project that combines all prior course work related to Native American Studies that will be used in the development of a finished project through a process of evaluative reciprocity with a Native American faculty member.

### 3. Course Methods and Practice

- As a contribution to the study of Native America the 'project of excellence' will be guided a specific faculty member in Native American Studies through which a student will produce a 25-30 page literature review of significant research studies, theoretical and literary texts, films and other social media websites that have been of significant importance to the student's selected area of NAS focus. The purpose of this extensive literature review will be used to develop a 'project of excellence.'
- Student must set up a plan of activity web page for use by student and faculty member to exchange comments and questions that arise during throughout the course. Student will be responsible for setting up the web page access for the faculty member to join.

### 4. Learning Objectives, Content and Context

The objectives of this course are threefold:

- 1) Identify the students in depth knowledge of Native American Studies;  
Therefore, student will make explicit connections between the study of Native America with learning about how to conduct indigenous approaches to the study of Native Americans through research, histories, identity studies, indigenous language, philosophy, policy, media formats, an indigenous relations internationally, etc...
- 2) Demonstrate students ability to apply their knowledge and process of learning;  
Meaning that student must establish clear relationships between making critical decisions and knowing how to evaluate the uses or application of Native American Studies knowledge for other students, Native American communities, and the general public's need to know about Native America.
- 3) Share their greatest lessons about what they have learned (challenges and surprises) from the study at-large as a contribution to the academy of disciplined study in Native American Studies.  
Student must know how to share their knowledge effectively to an audience, and know what they are talking about using theory, pedagogy, and provocative storytelling.

### 5. Units of Work Required-Deadlines



- The student must submit working literature review paper by semester mid-term. This will require at least *4 specific meetings with professor prior to mid-term to complete this work.*
- The student will submit a conceptual outline of their project of excellence *two weeks prior to midterm* and meet again with their professor to review the project's significance, impact, feasibility and/or achieve-ability, implementation, and completion.
- Plan of work with specific deadlines for completion submitted *within a week after midterm* after meeting with professor.
- Begin implementing project of excellence. *Meet with professor 2 times during the implementation phase.*

## 6. Text and Required Reading

See literature review requirement. No less than 30 references are required for the literature review.

## 7. Project Assignment

- The Project of Excellence is a demonstration of the student's level of competence and confidence;
- The project must be realistic yet imaginative and conceive of indigenous ways to understand Native Americans in contemporary society;
- The project shall employ the idea of promoting a systemic change with the intention of *re-membering* indigenous knowledge that is relevant and useful for indigenous people while also a benefit society at-large,
- The project is also a way to reclaim indigenous representational authority in ways that benefit Native/Indigenous communities.

Suggested projects are: The development of an entirely new course syllabus (complete written syllabus with specific lessons and readings, assignments, goals and objectives, grading, course methods) to be taught in Native American Studies; A 20-minute fully edited video including your life story with specific lessons from the formal study of Native American Studies-challenges and surprises; Develop a Native American Studies Excellence Project in one of the following foci areas- Indigenous Leadership, Self-Determination, or Sustainable Community Building with a Native community involving youth, elders, women, etc... and go through all the research permissions can also be urban community group; and in the best of all possible worlds write a complete article or essay for publication in a Native American academic journal including submitting it for publication review.

## 8. Evaluation and Grading Procedures

- Literature Review is worth 25% of final grade.
- Required Meetings schedule with professor is worth 20% of final grade. Missed appointments will impact final grade.
- Concept and Plan of Work Outline is worth 15% of final grade.
- Project of Excellence Completion is worth 40% of final grade.

### Grading Point Scale:

Literature Review                      25 points

Required meetings	20 points
Concept & Plan of Work	15 points
Project	40 points
Total	100 points

Percentage Scale:

A+	99-100%
A	94-98%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	0-59%

**9. Attendance Policy**

Attendance for the entire duration at all sessions is required in order to be eligible for graduate credit. Missing any part of the course could result in not receiving credit. Requests for make-up opportunities must be submitted in writing to the instructor. A participant missing more than 20% of the scheduled course time is encouraged to withdraw from the course with no refund or graduate credit.

**10. Academic Honesty and Integrity Statement**

Students are expected to maintain academic honesty and integrity as students of Aurora University by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student's receiving a zero for that test, assignment, or paper. The complete academic integrity statement is found in the current graduate catalog

**11. Final Examination Policy**

In lieu of a final examination, the final culminating activity is the Project of Excellence.

**12. Accommodations**

Accessibility Services (Mesa Vista Hall 2021, 277-3506) provides academic support to students who have disabilities. If you think you need alternative accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting Accessibility Services, see the Bachelor and Graduate Programs Office.

**13. Bibliography**

*All articles (identified in literature review) will be posted to the online site established by the student and shared with the faculty member in Native American Studies. Sample bibliographic references to be used:*

#### Selected Bibliography for Native American Studies

Alfred, Taiaiake, Alfred

2009 *Peace, Power, Righteousness: An Indigenous Manifesto*, Second Edition. Oxford University Press.

Agrawal, Arun

2002 *Indigenous Knowledge and the Politics of Classification*. *In International Social Science Journal*. 54(173):

Atalay, Sonya

2012 *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley, Los Angeles, and London: University of California Press.

Barker, Joanne

2011 *Native Acts: Law, Recognition, and Cultural Authenticity*. Durham: Duke University Press.

Breinig, Helmbrecht



- 2008 Resistance and Remembrance in Narratives by Asturias, Tapahonso, and Vizenor.. *In* Survivance: Narratives of Native Presence. Gerald Vizenor, ed. Lincoln: University of Nebraska Press. Pp. 39-60.
- Butler, Judith and Athena Athanasiou  
2013 Dispossession: The Performative in the Political. Polity.
- Cattelino, Jessica R.  
2008 High Stakes: Florida Seminole Gaming and Sovereignty. Durham: Duke University Press.
- Claspy, Everett  
1966 The Potawatomi Indians of Southwestern Michigan. Ann Arbor: Braun-Brumfield, Inc.
- Clifton, James A., George L. Cornell, and James M. McClruken  
1986 People of the Three Fires: The Ottawa, Potawatomi and Ojibwe of Michigan. The Michigan Indian Press, Grand Rapids Inter-Tribal Council.
- Coulthard, Glen Sean  
2014 Red Skin, White Masks: Rejecting the Colonial Politics of Recognition. Minneapolis: University of Minnesota Press.
- Creswell, John W. and Vicki L. Plano Clark  
2010 Designing and Conducting Mixed Methods Research, Second Edition. John W. Creswell and Vicki L. Plano Clark, eds. SAGE Publications, Inc
- Deloria Jr., Vine  
1997 Red Earth White Lies: Native Americans and the Myth of Scientific Fact. Golden: Fulcrum Publishing.  
2002 Evolution, Creationism, and Other Modern Myths: A Critical Inquiry. Golden: Fulcrum Publishing.
- Denzin, Norman K. and Linda Tuhiwai Smith  
2008 Handbook of Critical and Indigenous Methodologies. SAGE Publications.
- Dunbar-Ortiz, Roxanne  
2014 An Indigenous Peoples' History of the United States. Beacon Press.
- Echo-Hawk, Walter R.  
2010 In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided. Golden: Fulcrum.
- Edge, H. L.  
1998 Individuality in a Relational Culture: A Comparative Study. *In* Tribal Epistemologies: Essays in the Philosophy of Anthropology. H. Wautischer, ed. Aldershot: Ashgate

Publishing Ltd.

Fanon, Frantz

1968 Black Skin White Masks. MacGibbon & Kee.

Goeman, Mishuana

2013 Mark My Words: Native Women Mapping Our Nations. Minneapolis: University of Minnesota Press.

- Jacob, Michelle M.  
2014 *Yakama Rising: Indigenous Cultural Revitalization, Activism, and Healing*. University of Arizona Press.
- The Kino-nda-niimi Collective  
2014 *The Winter We Danced*. Winnipeg: ARP Books.
- Kovach, Margaret Elizabeth  
2010 *Indigenous Methodologies: Characteristics, Conversations, and Contexts*. University of Toronto Press.
- Kuwayama, Takami  
2014 'Natives' as Dialogic Partners: Some Thoughts on Native Anthropology. *In Anthropology Today*. 19(1):8-13.
- LaDuke Winona  
1999 *All Our Relations: Native Struggles for Land and Life*. South End Press.
- LaDuke, Winona and Sean Aaron Cruz  
2013 *The Militarization of Indian Country*. East Lansing: Makwa Enewed.
- Lee, Lloyd  
2007 The Future of Navajo Nationalism. *Wicazo Sa Review*. Special Issue on Navajo Studies 22(1), Spring.  
  
2006 Navajo Cultural Identity: What Can the Navajo Nation Bring to the American Indian Identity Discussion Table? *Wicazo Sa Review* 21(2), Fall.
- Lockard, Joe  
2008 Facing the Wiindigoo: Gerald Vizenor and Primo Levi. *In Survivance: Narratives of Native Presence*. Gerald Vizenor, ed. Lincoln: University of Nebraska Press. Pp. 25-38.
- McCormack, Fiona  
2011 Levels of indigeneity: The Maori and Neoliberalism. *In Journal of the Royal Anthropological Institute*. 17(2):281-300.
- McKinnon, Crystal  
2010 Indigenous Music as a Space of Resistance. *In Making Settler Colonial Space: Perspectives on Race, Place and Identity*. Tracey Banivanua Mar and Penelope Edmonds, eds. Hampshire [England]: Palgrave Macmillan.
- Mihesuah, Devon Abbott and Angela Cavender Wilson  
2004 *Indigenizing the Academy: Transforming Scholarship and Empowering Communities*. Lincoln: University of Nebraska Press.



Moreton-Robinson, Aileen

2015 *The White Possessive: Property, Power, and Indigenous Sovereignty*. Minneapolis and London: University of Minnesota Press.

Murray Li, Tania

2010 Indigeneity, Capitalism, and the Management of Dispossession. *In Current Anthropology*. 51(3):385-414.

Newcomb, Steven T.

2008 *Pagans in the Promised Land: Decoding the Doctrine of Christian Discovery*. Golden: Fulcrum.

Niezen, Ronald

2003 *The Origins of Indigenism: Human Rights and the Politics of Identity*. Berkeley: University of California Press.

2009 *The Rediscovered Self: Indigenous Identity and Cultural Justice*. Montréal: McGill Queen's University Press.

Niezen, Ronald and Kim Burgess

2000 *Spirit Wars: Native North American Religions in the Age of Nation Building*. Berkeley: University of California Press.

Northrup, Jim

2011 *Anishinaabe Syndicated: A View from the Rez*. Minnesota Historical Society Press.

2013 [1993] *Walking the Rez Road*. Golden: Fulcrum.

O'Brien, Jean M.

2010 *Firsting and Lasting: Writing Indians Out of Existence in New England*. Minneapolis: University of Minnesota Press.

Povinelli, Elizabeth

2002 *The Cunning of Recognition: Indigenous Alterities and the Making of Australian Multiculturalism*. Durham: Duke University Press.

Ramirez, Reyna K.

2007 *Native Hubs: Culture, Community, and Belonging in Silicon Valley and Beyond*. Durham: Duke University Press: Durham.

Rata, Elizabeth

2011 Encircling the Commons: Neotribal Capitalism in New Zealand since 2000. *In Anthropological Theory*. 11(3):327-353.

Simpson, Audra

2014 *Mohawk Interruptus: Political Life Across the Borders of Settler States*. Durham: Duke University Press.

Simpson, Leanne

- 2011 *Dancing on Our Turtle's Back: Stories of Nishnaabeg Re-Creation, Resurgence and a New Emergence*. Winnipeg: Arbeiter Ring Publishing.  
2013 *Islands of Decolonial Love*. Winnipeg: ARP Boks.

Simpson, Audra and Andrea Smith

- 2014 *Theorizing Native Studies*. Durham and London: Duke University Press.

Singer, Beverly and Robert Warrior

- 2001 *Wiping the War Paint Off the Lens: Native American Film and Video*. University of Minnesota Press.

Tuhiwai-Smith, Linda

- 1999 *Decolonizing Methodologies: Research and Indigenous Peoples*. Dunedin: University of Otago Press.  
2012 *Decolonizing Methodologies: Research and Indigenous Peoples*, Second edition. London & New York: Zed Books.

Veracini, Lorenzo

- 2010 *Settler Colonialism: A Theoretical Overview*. Palgrave Macmillan.

Vizenor, Gerald

- 2008 *Aesthetics of Survivance: Literary Theory and Practice*. In *Survivance: Narratives of Native Presence*. Gerald Vizenor, ed. Lincoln: University of Nebraska Press. Pp. 1-24.

Wainwright, Joel and Joe Bryan

- 2009 *Cartography, Territory, Property: Postcolonial Reflections on Indigenous Counter Mapping in Nicaragua and Belize*. In *Cultural Geographies*. 16:153-178.

Waskar, Ari

- 2014 *Earth Politics: Religion, Decolonization, and Bolivia's Indigenous Intellectuals*. Duke University Press.

Waziyatawin Angela Wilson and Michael Yellowbird

- 2005 *For Indigenous Eyes Only: A Decolonization Handbook*. Santa Fe: School of American Research Press.

Willow, Anna

- 2010 *Images of American Indians in Environmental Education: Anthropological Reflections on the Politics and History of Cultural Representation*. In *American Indian Culture and Research Journal*. 34(1): 67-88.

Wilson, Shawn

- 2009 *Research is Ceremony*. Fernwood Publishing Co.