



The course syllabus serves as a description and plan for a course and is considered the contract between the faculty and the students in the course.

STATEMENT OF RESPECT, GRATITUDE, AND UNM RELATIONSHIPS

UNM-TAOS LAND ACKNOWLEDGEMENT

The University of New Mexico-Taos sits on the traditional homelands of the Red Willow People of Taos Pueblo. The original peoples of current-day New Mexico Pueblo, Navajo, and Apache since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history and work to maintain healthy, fruitful relationships with our neighbors for generations to come.

Keioshiah Peter, citizen of Navajo Nation, is Diné from the Four Corners region of Northern New Mexico and is proud to come from a long line of fierce Diné people whose knowledge is grounded in resiliency even through colonization. For the last decade, they have been honored to be a visitor on Tiwa Territory within Albuquerque, New Mexico. They are a graduate student at the University of New Mexico with numerous hours spent strengthening their reading, writing, and research practices within the Sociology, Gender Studies, American Studies, and Native American Studies disciplines with a focus on Indigenous Queer Studies, Performance, Indigenous Aesthetics, and Gender-based violence.

I acknowledge, recognize, and honor the lands, languages, ways of knowing, prayers, and families of the Sandia, Isleta, and Santa Ana Pueblo nations whose resources the majority of our university buildings occupy in Albuquerque. Furthermore, I give thanks to all Indigenous peoples who share their spaces to make this course possible.

SYLLABUS

Course Title: Introduction to Native American Studies

Course Number: NATV 1150: Sections 800 and 501

Class Meeting Day(s): N/A
Class Location / Room: Online
Term/Semester: Fall 2025
Course Credit Hours: 3

Class Time: N/A

Instructor: Keioshiah Peter (Prof. Peter)

Pronouns: They/She

***UNM Email: kpeter@unm.edu**

Office Location: Online

Office Hours: Drop-ins, Thursdays from 3pm-4pm MST (email me for a Zoom link).

Otherwise, please email me to schedule an appointment.

*Family Education Rights and Privacy Act (FERPA) requires that all communications between students and faculty are conducted through UNM e-mail addresses only. UNM Taos official communications will only be sent to student and faculty UNM e-mail addresses.

Course Description:

This course surveys the significance of Native American Studies through an inter-disciplinary approach to two areas of academic concentration: Indigenous Learning Communities and Leadership and Building Native Nations.

- Students will gain an overall understanding of what issues are studied across history, education, politics, sociology, and wellness, in respect to rebuilding Native Nations. The Indigenous perspective will be centered in approaching these issues with sustainable self-determined solutions. The activities and assignments are designed to allow students to apply the lessons learned in the course material to the past and present experiences of Native Peoples.
- Research is highly valued and embedded throughout our UNM NAS degree programs. The research experience in this course will be an opportunity for students to become familiar with and practice addressing community wellness through an NAS centered research paradigm that also intersects with various disciplines.
- You will find many specific expectations and requirements in the remainder of the syllabus. While this is a challenging course, I know you have the ability to be successful from whatever educational, cultural, or social background you are coming from. Please reach out to me if you find yourself in need of guidance. I have had the need to do so multiple times in my educational experiences.

Course Goals/Objectives:

- Identify issues of self-determination, identity, colonization, policy analysis, cultural continuity, gender, well-being, and language.
- Communicate community issues in Native and Non-Native America.
- Apply Native perspectives to inform an understanding of complex issues.

Student Learning Outcomes:

1. Students will develop a general understanding of the various concentration areas in Native American Studies throughout the United States.
2. Students will identify the contributions of various academic disciplines to Native American Studies.
3. Students will understand the intricacies and intersections of Indigenous scholarship in Native American Studies.
4. Students will articulate the importance of Native American Studies as a stand-alone discipline in academia.
5. Students will be able to connect community issues in both Native and Non-Native America to concepts taught in Native American Studies.

Textbooks/Supplies/Materials/Equipment/ Technology or Technical Requirements:

- *You must have access to the following textbook, either through the eBook or a hard copy:*
 - Lobo, Susan, Steve Talbot, and Traci L. Morris, eds. Native American Voices: A Reader 3rd edition.
 - ***You DO NOT need to purchase the textbook, though I highly encourage it if you are able.**
- Here is a link to the free eBook, which you can access through the UNM library system online.
 - <https://ebookcentral.proquest.com/lib/unm/detail.action?docID=4415695>
 - To order books go to the website <https://coursematerialsaccess.unm.edu>
 - If you are having trouble, call the textbook department for assistance at 505-277-7480 or email with questions at text@unm.edu.

Course Requirements

Computer and Technical Requirements:

- A high-speed Internet connection is necessary.
- Supported browsers include: Internet Explorer, Firefox, and Safari. Detailed Supported Browsers and Operating Systems.
- 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 Canvas, 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 Canvas Technical Support](#): (505) 277-0857 (24/7) or use the “Create a Support Ticket” link in your course.

Web Conferencing

Web conferencing will not be used in this course. However, should you elect to meet with classmates via web conferencing, 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

Grading Discussion Forum

Each week, there are two components to each discussion.

First, you will answer several discussion questions or complete activity objectives based on the week’s readings and/or other materials. Your answers should be at least 250 words total per initial post *and* sufficiently answer all questions or achieve objectives.

Second, you will respond to two of your classmates (unless otherwise required in discussion description). The quality and length of your responses are important to how effectively they contribute to class discussions.

Lengthy or wordy responses are difficult to read and may not generate substantial feedback.

This also is the case with abbreviated responses that do not contain sufficient information for the reader to understand what you're "talking about."

A quality follow-up response to a classmate is at least 75 words. Please see the rubric attached to each assignment on canvas for grading system.

Model of Exemplary Initial Post and Responses

Initial Post: In terms of self-identification, how I view and understand myself has been a work in progress. It has been the culmination of what I truly believe and how I have resisted ideas and stereotypes that have been forced upon me. I identify as a feminist female, which consistently comes under attack because people feel very passionate about either supporting the idea or shaming it. Weaver explained self-identification and resistance in a way that really resonated with me. Weaver says “to be fully human”, a person must be integrated into society. As a Hispanic female I have seen judgement towards my fellow Mexican family/friends, especially since the rise of our current President. Oppressed people, even in some ways, become motivated to come together and resist that oppression and make it a direct point to appreciate and cultivate tradition and culture. In terms of external

struggle, the native experience in the United States has been one that has consistently faced discrimination and unlawful acts and yet has remained. This can be said about other minorities in the country so I argue that in terms of external identification, non-whites are going to face the most discrimination and labeling because white supremacy is a legacy that helped shaped this nation. White supremacy wants to survive and feeds off otherizing communities and cultures. Though I identify as a Hispanic woman, I understand my privilege as being perceived as a white woman and I think for all three forms of identification, privilege is something that I must acknowledge and actively fight against.

Response From Student One: I really agree with your views and my identity is similar to yours. I'm a white woman, so I've never seen myself as a part of a group like a Native American might. However, you make a good point that it's not just your background that shapes your identity. I also identify as a feminist, and now that you've pointed it out, I realize that my identity can be shaped by my actions. I'm part Cajun, but since I grew up here in New Mexico, I can hardly identify as that. When I visit my relatives in Louisiana, I see their sense of community, and I really appreciate how they work as a group. I agree with you in terms of external identity. You're perceived as a white woman, and I am a white woman, so we both have white privilege in this country. I never have to worry about things like the government not recognizing my people, but especially since I'm beginning to learn about Native American studies, I see that privilege is something I have and I need to fight for others that don't.

Response From Student Two: I agree with you in many ways. I too come from a Hispanic background and have seen some sort of discrimination or another. The most recent of which was a few years ago when my parents bought a home. The Realtor was also Hispanic and showed my parents around Abq. But when it came down to selecting their home I noticed that the Realtor heavily tried to have my parents move to a considerably greater Hispanic filled neighborhood than others that were seen to be occupied by greater Anglo inhabitants.

Exams:

There will be a mid-term exam and a final exam. The mid-term will cover Modules 1-5. The final exam will cover the entire semester.

- Please remember, that you are required to complete all the readings assigned in the syllabus even though you may not specifically be addressing them in your online submissions.
- The best way to study for the exam is to review all the activities covered in the modules completed, review the main ideas from each reading in the course, and have all of these easily accessible to you.
- This is an open book exam.

- The exam will not be designed to allow for much time to look up answers as you are taking it.

Best Practices for Participation and Learning

Expectations:

- Time required:
 - This class is 3 credit hours condensed into 8 weeks, so **you should plan to spend a minimum of 10-15 hours studying each week.**
- Students are expected to learn how to navigate Canvas.
- Students are expected to communicate with one another in team projects and discussions.
- Students are expected to keep abreast of course announcements.
- Students are expected to use the Canvas course email as opposed to a personal email address.
- **Students are expected to keep instructor informed of class related problems, or problems that may prevent the student from full participation.**
 - This includes proactive communication for making up missed assignments.
- Students are expected to address technical problems immediately.
- Students are expected to always observe course netiquette.

Credit Hour Statements:

Each credit hour corresponds to a minimum of 3 hours of student engagement per credit hour. This time may be spent on learning activities as outlined in the course syllabus. Accelerated (8 or 12-week) minimum hours increase proportionately. **Expect to spend a minimum of 10-15 hours on this course each week.**

Student Attendance Policy:

Students' attendance will be tracked by UNM Canvas activity tracking; students must participate in online discussions; or students must log in weekly and submit all coursework on time. Coursework will typically be graded within 1 week of due date.

*Instructors may drop students from their classes for reasons of excessive absences, per Faculty Handbook Policy D145.

Grading:

Assignments	Points
Syllabus Quiz	20
Uploaded Notes (10 points each x2)	20
*Discussions (10 points each x6)	60
Student Project	50
Midterm Exam	100
Final Exam	100
Total:	350

***Note: I will accept up to 1 late assignment per semester, pending prior communication from the student.**

NO LATE ASSIGNMENTS WILL BE ACCEPTED WITHOUT INSTRUCTOR PRIOR APPROVAL.

Grading Scale:

		78-79	C+
98-100	A+	73-77	C
93-97	A	70-72	C-
90-92	A-	68-69	D+
88-89	B+	63-67	D
87-83	B	60-62	D-
80-82	B-	59 and below	F

Course Schedule

Module/Date	Topic	Assignments
Module 1 (3/23-3/29)	Course Overview and Personal Introductions	<input type="checkbox"/> Canvas Orientation Module <input type="checkbox"/> Read Course Syllabus <input type="checkbox"/> Read: p. 1-9 (Editors) <input type="checkbox"/> Read: p. 10-15 (Johansen) <input type="checkbox"/> Read: p. 16-50 (Champagne; Weaver; Talbot; & Edmonds) <input type="checkbox"/> Introduction post <input type="checkbox"/> Syllabus Quiz

Module/Date	Topic	Assignments
		<input type="checkbox"/> <i>Discussion Post Due Friday at 11:59 p.m./Responses Due Sunday by 11:59 p.m.</i>
Module 2 (3/30-4/5)	Introductions to Native American Studies	<input type="checkbox"/> Read: p. 56-70 (Wilson; Grinde, Jr. & Johansen) <input type="checkbox"/> Read: p. 90-92 (Littlebear) <input type="checkbox"/> Watch Film: <i>In the Light of Reverence</i> and upload film notes <input type="checkbox"/> <i>Discussion Post Due Friday at 11:59 p.m./Responses Due Sunday by 11:59 p.m.</i>
Module 3 (4/6-4/12)	Federal Policy Timeline and Hawaiian Sovereignty	<input type="checkbox"/> Read: p. 101-128 (Newcomb; Wilkins; Gonzalez; & Laenui) <input type="checkbox"/> Create a historical timeline; Respond to questions and apply lessons learned from videos <input type="checkbox"/> <i>Discussion Post Due Friday at 11:59 p.m./Responses Due Sunday by 11:59 p.m.</i>
Module 4 (4/13-4/19)	Racism and Representations	<input type="checkbox"/> Read: p152-156 (Editors) <input type="checkbox"/> Read: p 159-184 (Green; Ross; Giago; Prince; Torpy; & Amnesty International) <input type="checkbox"/> Read: p 194-198 (Cook-Lynn; & Talbot) <input type="checkbox"/> Read: p. 218-228 (Singer; Fleischer) <input type="checkbox"/> Watch “Reel Injun” (Canvas link) <input type="checkbox"/> Watch <i>Donavon Barney</i> Film <input type="checkbox"/> Read article on Piestewa Peak (Canvas link) <input type="checkbox"/> <i>Discussion Post Due Friday at 11:59 p.m./Responses Due Sunday by 11:59 p.m.</i>

Module/Date	Topic	Assignments
Module 5 (4/20-4/26)	Core Values and Community Wellness	<ul style="list-style-type: none"> <input type="checkbox"/> Read: p. 246-283 (Mankiller& Wallis; Kingston; Joe; May; Murillo; Zepeda; & Harjo) <input type="checkbox"/> Read: p. 292-299 (Wollock) <input type="checkbox"/> Reflect: What do we know about community wellness? What more do we need to know? <input type="checkbox"/> <i>Discussion Post Due Friday at 11:59 p.m./Responses Due Sunday by 11:59 p.m.</i> <input type="checkbox"/> Complete Midterm Exam by Sunday at 11:59 p.m.
Module 6 (4/27-5/3)	Native Sovereignty and Community Wellness	<ul style="list-style-type: none"> <input type="checkbox"/> Read: p. 317-328 (Thornton) <input type="checkbox"/> Read: p. 352-375 (Cornell, Davis & Feustel, Trask) <input type="checkbox"/> Identify core values of classmates and American History. <input type="checkbox"/> Reflections on “Thanksgiving Day” <input type="checkbox"/> Final Project is Due by Sunday at 11:59 PM.
Module 7 (5/4-5/10)	Urbanism, Indigenous Rights, & Looking Forward (Alcatraz and UNDRIP)	<ul style="list-style-type: none"> <input type="checkbox"/> Read: p. 399-402 (Editors) <input type="checkbox"/> Read: p. 404-433 (Forbes; Boyer; & Lobo) <input type="checkbox"/> Read: p. 468-475 (United Nations; & NCAI) <input type="checkbox"/> Watch “<i>We Hold the Rock</i>” (Canvas) <input type="checkbox"/> Read “<i>Rethinking Columbus</i>” (Canvas) <input type="checkbox"/> Read Waziyatawin & Yellow Bird (Canvas) <input type="checkbox"/> Discussion Post Due Friday at 11:59 pm/Responses Due Sunday at 11:59 pm
Module 8 (5/11-5/16)	FINAL WEEK!	<ul style="list-style-type: none"> <input type="checkbox"/> Final Exam Due Tuesday, December 2 by 11:59 pm.

Disclaimer:

The instructor reserves the right to alter this syllabus to better meet the learning needs of the students. Minor changes will be announced in class, major ones provided in writing.

Accommodation/Accessibility Statement:

In accordance with UNM Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he or she may not legally be permitted to inquire. Students who require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services, at the [Center for Academic Success and Achievement](#) (CASA), to coordinate accommodations and services CASA is located in the Pathways building on the Klauer Campus and can be reached at 575.737.6257.

Title IX Statement:

The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center the Women's Resource Center, and the LGBTQ Resource Center. If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see University-policies/2000/2740 and CEEO's website.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

Student Support: Confidential services for students are available at LoboRESPECT Advocacy Center, Women's Resource Center, and the LGBTQ Resource Center. The Women's Resource Center supports all students, including those who are pregnant or are parents. UNM's lactation stations are marked on the UNM campus map.

Instructor Support: Information about how to handle disclosures and provide a referral is available on the Title IX Coordinator page. Seek help from your Associate Dean or Dean of Instruction and the Title IX coordinator. Ombuds Services offers workshops that

include handling disclosures of sexual harassment. UNM representatives participate in Action Collaborative on Preventing Sexual Harassment in Higher Education.

Respectful and Responsible Learning:

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. *Please ask me for help in finding the resources you need to be successful in this course. I can help you use study resources responsibly and effectively.* Off-campus paper writing services, problem-checkers and services, websites, and AIs can produce incorrect or misleading results. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the *Student Pathfinder* (<https://pathfinder.unm.edu>) and the *Faculty Handbook* (<https://handbook.unm.edu>).

Academic Integrity Statement:

AI Writing tools are not permitted for any stage or phase of work in this class beyond basic grammar and plagiarism detection. If you use these tools, your actions would be considered academically dishonest and a violation of UNM's Academic Dishonesty Policy. All violators will be reported.

The policy of the University of New Mexico addresses the fact that academic honesty is one of the basic steps toward personal and academic development. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters.

At UNM, academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work done by others; or the use of unauthorized use of generative AI / ChatGPT, hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in coursework may receive a reduced or failing grade for the work in question and/or for the course.

The University's full statement on academic dishonesty and the consequences for failure to comply is available online at [UNM Pathfinder Academic Dishonesty](#).

Netiquette Statement:

Standards of courtesy and respect must be always maintained in our online classrooms. Join in the discussion but remember that this is still a classroom setting and that respect and consideration are crucial for any intellectual discussion. Name-calling and personal attacks are

not permitted. Any violation of the standards of appropriate behavior online may result in your being dropped from this course and reported to the Dean of Instruction. Netiquette details for discussions can be found at [UNM Canvass Netiquette Guidelines](#).

Dropping the course:

Students should not assume that non-attendance results in being dropped from the class. It is the student's responsibility to initiate drops or complete withdrawals utilizing [UNM Office of the Registrar](#) or [LoboWeb](#).

Citizenship and/or Immigration Status:

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website: <http://undocumented.unm.edu/>.

UNM-Taos Library:

All students are encouraged to utilize library services as an additional resource for this course. Please visit: [UNM-Taos Library](#)

CASA (Center for Academic Success and Achievement):

All students are encouraged to utilize the CASA tutoring services offered free through UNM-Taos: [UNM Taos CASA](#)

Resources if You Need Help:

Student Support: Academic and basic needs support (accessing services such as food, housing, emergency funds, behavioral/medical health, childcare etc.) are available to students by filling out the Student Support Request (SSR) Form. Filling out this form will generate an email to the support service indicated (you may select more than one). A support service staff will reach out to you using the contact information provided. Please click the link [UNM Taos Student Support Request](#)

Timelycare Platform:

Medical as well as counseling is now available to students for 24/7 access to virtual care services. If students have questions, they can contact Cami at (575) 737-3697 or by e-mail at chartman8@unm.edu . <https://timelycare.unm.edu/>

NM Crisis Hotline:

If you or a loved one is experiencing any kind of emotional crisis, mental health or substance use concern, you can find help 24 hours a day, seven days a week, by calling the NM crisis and access line or peer to peer warmline **1-855-NMCRISIS (662-7474)**

Due Process/Student Grievance Procedure:

If a student has a problem in class that cannot be handled by talking directly to the instructor, which would be the first step, the appropriate person to contact is the Program Coordinator or Department Chair if there is not a Program Coordinator for that course, in the program you are enrolled in. You can find Program Coordinators and Department Chairs online under the UNM [Taos Department page for Academic Affairs](#). The Dean of Instruction/Chief Academic Officer is the last step if all matters remain unresolved.

UNM-Taos Safety, Masking:

UNM is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to class. If you do need to stay home, please communicate with me. Let me, an advisor, or another UNM staff member know that you need support so that we can connect you to the right resources. Please be aware that UNM will publish information on websites and email students about any changes to our public health status and community response.

Up to date information related to UNM's COVID response can be found at the following link: <https://www.unm.edu/covid/>.