

California Indigenous Peoples Section 01

NAIS 2

Fall 2024 Section 01 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/18/2024

Contact Information

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The most efficient means of communicating with me outside of class is via e-mail. I prefer that you use Canvas Inbox to send course-related e-mails, as this permits me to keep all course information in one place for easy retrieval.

I respond to e-mails during normal business hours, 9:00 AM to 5:00 PM, Monday through Friday, usually within 24 hours. I do not access e-mail after 5 PM on weekdays, or on weekends and days when campus is closed.

Office Hours

Tuesday, Thursday, 1:30 PM to 2:30 PM, DMH 224

You may also schedule an appointment with your instructor outside of scheduled office hours.

Course Information

Course meeting days, time and location.

Tuesday, Thursday, 10:30 AM to 11:45 AM, Hugh Gillis Hall, Room 122

Course Description and Requisites

Origins, social organization, geographic and political histories of Native Americans in California, and the effects of colonialism and settler colonialism. Exploration of the evolving relationship of Indigenous peoples and nations with settler colonial societies. Course surveys California Indigenous peoples, selected tribal community histories, federal and state Indian policies, and California Indigenous history.

Satisfies Area F: Ethnic Studies.

Grading: Letter Graded.

Classroom Protocols

Each person is of intrinsic worth and is thus worthy of respect in all interactions. Please keep this awareness at the forefront of your mind as you enter and exit your lecture and seminar classrooms and as you comport yourself in those classes (and in all of your other classes as well!). Treat guests with respect and courtesy. Respectful behavior includes silence when others are speaking, entering the room quietly and inconspicuously, leaving the room during the session only as a matter of greatest urgency, being attentive to the class in progress, raising your hand if you wish to be acknowledged, and refraining from all other interactions (personal and electronic) while class is going on.

Academic Integrity - Use of AI

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace.

You may use artificial intelligence (AI) programs, e.g., ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own, this includes the use of AI to polish up your writing. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant San José State University policies.

Late Work

An assignment is considered late unless it is posted by the deadline. A 24-hour grace period is provided for each assignment, except in-class work or activities and the final project. Assignments will not be accepted after the 24-hour grace period has elapsed. Extension requests will not be granted absent serious and compelling reasons, which will be determined at the instructor's discretion.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Goals

Upon successful completion of this course, students will be able to:

1. Explain how the concepts of race and ethnicity have and are applied to the Indigenous populations of California.
2. Characterize and critique how colonialism and settler colonialism have shaped the experience of Indigenous people in California since colonization.
3. Explain how federal and state policies affected tribal sovereignty and citizenship in the unique legal space of California in federal Indian law and the Indigenous resistance movements that have challenged and changed those policies.
4. Articulate the relationship between Indigenous peoples in California and the land, and how that relationship has influenced decolonization and sovereignty movements in the state.

Course Learning Outcomes (CLOs)

GE Area F: Ethnic Studies

The Area F requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies." To fulfill this requirement, eligible courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicax/Latinx Studies (CCS).

GE Area F Learning Outcomes

Upon successful completion of an Area F course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in this class. Area F emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicax/Latinx Americans. Approved courses shall meet at least three of the five following student learning outcomes:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. Apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

We are the Land: A History of Native California

Author: Damon B. Akins and William J. Bauer, Jr.

Publisher: University of California Press

ISBN: 978-0-520-28049-6

Availability: Campus Bookstore, online vendors

Available through the MLK Library as an ebook: https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/tu4ck5/alma991013925245202919

California Through Native Eyes: Reclaiming History

Author: William J. Bauer, Jr.

Publisher: University of Washington Press

ISBN: 978-0-295-99835-0

Availability: Campus Bookstore, online vendors

Available through the MLK Library as an ebook: https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CAL_SJO/tu4ck5/alma991003362689702919

Other Readings

All other readings for this course will be made available through the course Canvas site. Links to the material will be posted in the class modules.

Course Requirements and Assignments

Your comprehension of the course material, achievement of the General Education, and course learning outcomes will be evaluated throughout the semester. That evaluation will take the form of the assignments and assessments listed here.

Canvas Discussion Posts: 16% of the final course grade

There will be discussion posts approximately every two weeks to demonstrate what we are learning from the material and from one another. For these discussion posts, you will write a two-paragraph response. One paragraph will explore what came to mind for you personally. For instance, what does the material covered make you think about that you can connect to your own life and/or academic interests. The second paragraph will ask you to explore a topic we covered in class.

Self-Assessment : 15% of the final course grade

Each week, you assess your comprehension of the information on the module topic. The questions will come directly from the course readings, videos, and Canvas modules. Read each question carefully and select the best response. The self-assessments are timed. You will be provided with 35 minutes for each attempt. You may take this self-assessment unlimited times before the due date, with only your highest score recorded in the gradebook. You must complete the weekly self-assessment by 11:59 PM on the Friday. The two (2) lowest-scored self-assessments will be dropped.

Connection Essays: 10% of the final course grade

There will be two short essay assignments (3-4 pages, double-spaced). In these essays, you will analyze the connections between the readings, videos, lectures, and class discussions connected to a provided current event/article. Your essays should analyze and discuss connections from at least two readings across different weeks of the course. Along with developing an analytical argument that is sensitive to the author's insights into cultural discourse and historical context, these brief connections essays should build on your thinking from our class discussion using evidence from our readings (at least four citations, with at least one quote per reading) to articulate and support your interpretive argument.

Pop Quizzes: 12% of the final course grade

Throughout the semester, there will be in-class pop quizzes that cover the previous class lecture. Each quiz will consist of short-answer questions drawn from the prior class lecture. You must be present in class to take a pop quiz, and they may not be made up.

Small Group Discussion : 12% of the final course grade

These discussions will take place twice monthly and may not be made up. For these discussions, you will write a two-paragraph (2) response in class in the same style as an online discussion post. You will need to bring paper and pen to each class; these write-ups will be handwritten and due at the end of class. We will use a Compliment, Comment, and Question dialogue model, which we will review in class.

Midterm: 15% of the final course grade

The midterm will cover all course material (lectures, discussions, readings, videos, Canvas) for the semester (Weeks 1 – 7). The prompts for the midterm will be posted at the start of Week 3. You will compose three (3) short essays, between 500 and 700 words each, and submit those by 11:59 PM on Friday, October 11, 2024.

Final: 20% of the final course grade

The final will comprehensively cover all course material (lectures, discussions, readings, videos, Canvas) for the semester (Weeks 1 – 16). The prompts for the final will be posted at the start of Week 12. You will compose two (2) short essays, between 700 and 900 words each, and submit those by 12:00 PM on Thursday, December 12, 2024.

✓ Grading Information

This course must be passed with a C- or better as a CSU graduation requirement.

Breakdown

Grades will be determined solely based on the work quality for the abovementioned assignments. There is no extra credit. Neither assignments nor the final course grade will be curved. No grades will be rounded up or down for any reason.

Grades will be assigned through Canvas, and they will be in the form of letter grades. The following chart indicates the grading scale for this course.

Grade	Range	Notes
A	97 to 100%	Excellent Work
A-	90 to 96%	Nearly Excellent Work
B+	85 to 89%	Very Good Work
B	83 to 84%	Good Work
B-	80 to 82%	Mostly Good Work

Grade	Range	Notes
C+	75 to 79 %	Above Average Work
C	73 to 74 %	Average Work
C-	73 to 74 %	Mostly Average Work
D+	70 to 72%	Below Average Work
D	63 to 64%	Poor Work
D-	60 to 62%	Below Poor Work
F	0 to 59%	Failing Work

Criteria

Type	Weight	Topic	Notes
Canvas Discussion Posts	16%		There will be discussion posts approximately every two weeks to demonstrate what we are learning from the material and from one another.
Self-Assessment	15%		Each week, you assess your comprehension of the information on the module topic.
Connection Essays	10%		There will be two short essay assignments (3-4 pages, double-spaced). In these essays, you will analyze the connections between the readings,
Pop Quizzes	12%		Throughout the semester, there will be in-class pop quizzes that cover the previous class lecture.
Small Group Discussion	12%		These discussions will take place twice monthly and may not be made up.
Midterm	15%		The midterm will cover all course material (lectures, discussions, readings, videos, Canvas) for the semester (Weeks 1 – 7).
Final	20%		The final will comprehensively cover all course material (lectures, discussions, readings, videos, Canvas) for the semester (Weeks 1 – 16).

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance,

counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

The following course schedule is subject to revisions and other modifications as the instructor deems necessary. Any changes to the course schedule will be announced on the course Canvas site and in class in advance of the week in which the change will occur.

When	Topic	Notes
Week 1 Aug 21 - 24	Course Overview	Review <ul style="list-style-type: none"> • Week 1 Canvas module Read <ul style="list-style-type: none"> • Syllabus Assignment <ul style="list-style-type: none"> • No assignment this week.
Week 2 Aug 25 - 31	A Context for California Indigenous Peoples	Watch <p>Tuesday (8/27)</p> <ul style="list-style-type: none"> ◦ History of Native California ◦ The Conversation: Indigenous Peoples Read <p>Tuesday (8/27)</p> <ul style="list-style-type: none"> ◦ "Introduction: Openings" in <i>We are the Land</i>, pp. 1-12. <p>Thursday (8/29)</p> <ul style="list-style-type: none"> ◦ "If the Truth Be Told: Revising California History as a Moral Objective" by Jack Norton. (PDF) Assignment <ul style="list-style-type: none"> • Small Group Discussion (In-class 08/27) • Self-Assessment due Friday, August 30 at 11:59 PM

When	Topic	Notes
Week 3 Sep 1 - 7	Symbioses: People and Place	<p>Read</p> <p>Tuesday (09/03)</p> <ul style="list-style-type: none"> ◦ "Creating" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 10-27 <p>Thursday (09/05)</p> <ul style="list-style-type: none"> ◦ Naming" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 28-48 <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 09/06 at 11:59 PM • Self-Assessment due 09/06 at 11:59 PM
Week 4 Sep 8 - 14	Symbioses: People and Place	<p>Read</p> <p>Tuesday (09/10)</p> <ul style="list-style-type: none"> ◦ "A People of the Land, a Land for the People" in <i>We are the Land</i>, pp. 13-31. <p>Thursday(09/11)</p> <ul style="list-style-type: none"> ◦ "The Land and the People" from <i>Genocide in Northwestern California: When Our Worlds Cried</i> by Jack Norton. (PDF) <p>Assignment</p> <ul style="list-style-type: none"> • Small Group Discussion (In-class 09/10) • Self-Assessment due 09/13 at 11:59 PM
Week 5 Sep 15 - 21	Encounters and Foreign Contact	<p>Read</p> <p>Tuesday (09/17)</p> <ul style="list-style-type: none"> ◦ "Native Spaces: Yuma" in <i>We are the Land</i>, pp. 32-35. ◦ "Discovery" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 49-72. <p>Thursday(09/19)</p> <ul style="list-style-type: none"> ◦ "Beach Encounters: Indigenous People and the Age of Exploration, 1540-1769" in <i>We are the Land</i>, pp. 36-58. <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 09/20 at 11:59 PM • Self-Assessment due 09/20 at 11:59 PM

When	Topic	Notes
<p>Week 6 Sep 22 - 28</p>	<p>Papal Bulls and the Requerimiento</p>	<p>Read</p> <p>Tuesday (09/24)</p> <ul style="list-style-type: none"> ◦ Romanus Pontifex” issued by Pope Nicholas V (1455). PDF) ◦ “Inter Caetera” issued by Pope Alexander VI (1493). (PDF) ◦ Requerimiento (1510) Requirement: Pronouncement to be Read by Spanish Conquerors to Defeated Indians. (PDF) <p>Thursday(09/26)</p> <ul style="list-style-type: none"> ◦ The Vatican repudiates ‘Doctrine of Discovery’ which was used to justify colonialism. <p>Assignment</p> <ul style="list-style-type: none"> • Connection Essay due 09/26 at 11:59 PM • Self-Assessment due 09/26 at 11:59 PM
<p>Week 7 Sep 29 - Oct 5</p>	<p>Contact and Colonization</p>	<p>Read</p> <p>Tuesday (10/1)</p> <ul style="list-style-type: none"> ◦ ““Our Country before the Fernandino Arrived was a Forest”: Native Towns and Spanish Mission in Colonial California, 1769-1810” in <i>We are the Land</i>, pp. 64-87. ◦ “A Shaman Obeys” (Pedro Encinales, Salinan) in <i>Native American Testimony. (PDF)</i> <p>Thursday(10/3)</p> <ul style="list-style-type: none"> ◦ “Native Spaces: San Diego” in <i>We are the Land</i>, pp. 59-63. ◦ “Native Spaces: Rome” in <i>We are the Land</i>, pp. 89-95. <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 09/20 at 11:59 PM • Self-Assessment due 09/20 at 11:59 PM

When	Topic	Notes
<p>Week 8 Oct 6 - 12</p>	<p>Colonial Survivance and Adaptation</p>	<p>Read</p> <p>Tuesday (10/8)</p> <ul style="list-style-type: none"> ◦ "California's International Frontier" in <i>Indian Survival on the California Frontier</i>, pp. 32-54. (PDF) <p>Thursday(10/10)</p> <ul style="list-style-type: none"> ◦ "Working the Land: Entrepreneurial Indians and the Markets of Power: 1811-1849" in <i>We are the Land</i>, pp. 96-120. ◦ "The Freedom to Work" (Pablo Tac, Luiseño) in <i>Native American Testimony</i>. (PDF) <p>Assignment</p> <ul style="list-style-type: none"> • Small Group Discussion (In-class 10/10) • Self-Assessment due 10/11 at 11:59 PM
<p>Week 9 Oct 13 - 19</p>	<p>A New Sovereign and the Gold Rush</p>	<p>Read</p> <p>Tuesday (10/15)</p> <ul style="list-style-type: none"> ◦ "Native Spaces: Sacramento" in <i>We are the Land</i>, pp. 121-125. (PDF) ◦ "White Rabbit Go Lotsa Everything" (Annie Lowry, Paiute) in <i>Native American Testimony</i>. (PDF) ◦ "Annie Makes Her Choice" in <i>Native American Testimony</i> (William Benson, Pomo) in <i>Native American Testimony</i>. (PDF) ◦ "He-Na Tom, The Hoodwinker" (Lucy Thompson, Yurok) in <i>Native American Testimony</i>. (PDF) ◦ "'The White Man Would Spoil Everything': Indigenous People and the California Gold Rush, 1846-1873" in <i>We are the Land</i>, pp. 126-160. (PDF) <p>Thursday(10/17)</p> <ul style="list-style-type: none"> ◦ "Working the Land: Entrepreneurial Indians and the Markets of Power: 1811-1849" in <i>We are the Land</i>, pp. 96-120. ◦ "The Freedom to Work" (Pablo Tac, Luiseño) in <i>Native American Testimony</i>. (PDF) ◦ "A Regional Perspective on Indians in the Gold Rush" in <i>Indian Survival on the California Frontier</i>, pp. 100-124. (PDF) <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 10/18 at 11:59 PM • Self-Assessment due 10/19 at 11:59 PM

When	Topic	Notes
<p>Week 10 Oct 20 - 26</p>	<p>Resistance and a New Indian Policy</p>	<p>Read</p> <p>Tuesday (10/22)</p> <ul style="list-style-type: none"> ◦ "Fighting" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 73-87. ◦ "Blood Scattered Like Water" (William Benson, Pomo) in <i>Native American Testimony</i> (PDF) <p>Thursday(10/24)</p> <ul style="list-style-type: none"> ◦ State of the State Address by Governor Burnett (1851). ◦ "Inventing a New Indian Policy" in <i>Indians and Indian Agents: The Origins of the Reservation System in California, 1849-1852</i>. (PDF) <p>Assignment</p> <ul style="list-style-type: none"> • Small Group Discussion (In-class 10/24) • Self-Assessment due 10/25 at 11:59 PM
<p>Week 11 Oct 27 - Nov 2</p>	<p>Peace and Genocide</p>	<p>Read</p> <p>Tuesday (10/29)</p> <ul style="list-style-type: none"> ◦ "California, Eighteen Unratified Treaties" by William Bauer. (PDF) ◦ The Secret Treaties With California Indians by Larisa K. Miller. (PDF/Link) ◦ Treaty A. (PDF) ◦ Treaty K. (PDF) <p>Thursday(10/31)</p> <ul style="list-style-type: none"> ◦ "Perfecting Killing Machine: Militias and Vigilantes, April 1850-December 1854" in <i>An American Genocide: The United and the California Indian Catastrophe</i> by Benjamin Madely. (PDF) <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 11/1 at 11:59 PM • Self-Assessment due 11/1 at 11:59 PM

When	Topic	Notes
<p>Week 12 Nov 3 - 9</p>	<p>Resilience and Survival</p>	<p>Read</p> <p>Tuesday (11/5)</p> <ul style="list-style-type: none"> ◦ "Cleansing" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 88-104. <p>Thursday(11/7)</p> <ul style="list-style-type: none"> ◦ Working for Land: Rancheria, Reservations and Labor, 1807-1904" in <i>We are the Land</i>, pp. 167-192. <p>Assignment</p> <ul style="list-style-type: none"> • Connection Essay due 11/8 at 11:59 PM • Self-Assessment due 11/8 at 11:59 PM
<p>Week 13 Nov 10 - 16</p>	<p>Resistance to Assimilation</p>	<p>Read</p> <p>Tuesday (11/12)</p> <ul style="list-style-type: none"> ◦ "Neglect Along the Klamath" (Robert Spott, Yurok) in <i>Native American Testimony</i> (PDF) ◦ "Resisting the Indian New Deal" (Rupert Costo, Cahuilla) in <i>Native American Testimony</i>. (PDF) ◦ "Friends and Enemies: Reframing Progress, and Fighting for Sovereignty, 1905-1928" in <i>We are the Land</i>, pp. 201-232. <p>Thursday(11/14)</p> <ul style="list-style-type: none"> ◦ "Native Spaces: Ukiah" in <i>We are the Land</i>, pp. 161-166. ◦ "Native Spaces: Ishi Wilderness" in <i>We are the Land</i>, pp. 193-200. ◦ "Native Spaces: Riverside" in <i>We are the Land</i>, pp. 233-238. <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 11/14 at 11:59 PM • Self-Assessment due 11/14 at 11:59 PM

When	Topic	Notes
<p>Week 14 Nov 17 - 23</p>	<p>Termination and Survivance</p>	<p>Read</p> <p>Tuesday (11/19)</p> <ul style="list-style-type: none"> ◦ "Becoming the Indians of California: Reorganization and Justice, 1928-1954" in <i>We are the Land</i>, pp. 239-261. <p>Thursday(11/21)</p> <ul style="list-style-type: none"> ◦ "Persisting" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 105-119. <p>Assignment</p> <ul style="list-style-type: none"> • Small Group Discussion (In-class 11/21) • Self-Assessment due 11/22 at 11:59 PM
<p>Week 15 Nov 24 - 30</p>	<p>Social Action and Sovereignty</p>	<p>Watch</p> <p>Tuesday (11/26)</p> <ul style="list-style-type: none"> ◦ We Hold this Rock ◦ Urban Rez <p>Read</p> <p>Tuesday (11/26)</p> <ul style="list-style-type: none"> ◦ "Reoccupying California: Resistance and Reclaiming Land, 1953-1985" in <i>We are the Land</i>, pp. 270-298. ◦ "Restoring Life to the Dead" (Rosemary Cambra, Muwekma) in <i>Native American Testimony</i>. (PDF) ◦ Returning to the Land: Sovereignty, Self-Determination, and Revitalization since 1985 in <i>We are the Land</i>, pp. 306-326. <p>Thursday(11/28)</p> <ul style="list-style-type: none"> ◦ No Class <p>Assignment</p> <ul style="list-style-type: none"> • Canvas Discussion Post due 12/01 at 11:59 PM • Self-Assessment due 12/01 at 11:59 PM

When	Topic	Notes
<p>Week 16 Dec 1 - 7</p>	<p>Symbioses: Land and Sovereignty</p>	<p>Watch</p> <p>Thursday(12/05)</p> <ul style="list-style-type: none"> ◦ Tending the Wild <p>Read</p> <p>Tuesday (12/03)</p> <ul style="list-style-type: none"> ◦ Returning to the Land: Sovereignty, Self-Determination, and Revitalization since 1985 in <i>We are the Land</i>, pp. 306-326. <p>Thursday(12/05)</p> <ul style="list-style-type: none"> ◦ "Native Spaces: Los Angeles" in <i>We are the Land</i>, pp. 262-269. ◦ "Native Spaces: Berkeley and the East Bay" in <i>We are the Land</i>, pp. 299-305. <p>Assignment</p> <ul style="list-style-type: none"> • Small Group Discussion (In-class 12/05) • Self-Assessment due 12/06 at 11:59 PM
<p>Finals Week Dec 11 - 17</p>		<p>Read (the following are preparatory readings for the final)</p> <ul style="list-style-type: none"> • "Conclusion: Returns" in <i>We are the Land</i>, pp. 327-332. • "Conclusion" in <i>California Through Native Eyes: Reclaiming History</i>, pp. 120-124. <p>Assignment</p> <ul style="list-style-type: none"> • The final is due by 12:00 PM on 12/12, 2024.