

California Indigenous Peoples

NAIS 2

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/17/2025

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

Office Hours

Tuesdays and Thursdays, 1:30 PM to 2:30 PM

DMH 224

You may also schedule an appointment at a mutually convenient time outside of designated office hours.

Course Information

Course meeting days, times, and locations.

Tuesday, Thursday, 10:30 AM to 11:45 AM, Sweeney Hall, Room 313

Minimum Course Grade

Area F: Ethnic Studies courses must be completed with a minimum grade of C- or better as a CSU graduation requirement.

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

In this course, every individual is valued and deserves respect. As we engage in our learning community, please uphold the following standards:

- **Respectful Communication:** Engage with peers and the instructor thoughtfully and courteously in all discussions and communications.
- **Active Participation:** Contribute meaningfully to discussions and activities, demonstrating engagement with the course material.
- **Academic Integrity:** Submit original work and provide appropriate citations for all sources and collaborations.
- **Professionalism:** Adhere to deadlines, follow assignment guidelines, and communicate proactively about any challenges.

Maintaining these standards ensures a productive and inclusive learning environment for all participants.

Academic Integrity - Use of Artificial Intelligence Tools

Developing strong competencies in writing, analytical, and critical thinking skills will prepare you for a competitive workplace. However, students' use of artificial intelligence (AI) tools such as Grammarly, ChatGPT, or Large Language Models to complete assignments is expanding rapidly. When students use generative AI (such as ChatGPT) to replace the rigorous demands and personal engagement with their coursework, it contradicts the university's educational mission and undermines the heart of education.

You may use AI tools to assist your learning in this course, including idea generation and grammar assessments for written assignments. However, it is your responsibility to be open in your AI use. To that end, you are required to thoroughly read and edit your assignment submissions, particularly any items created using AI. For every assignment submission which you use an AI tool, you will include an AI Acknowledgement that includes the following four components:

1. A citation for the tool/s used, as follows: "Title of AI Tool. Include the prompt or brief topic description, depending on the tool. Date of creation."
2. An explanation of why you decided to use the tool(s).
3. A description of how you used the tool(s) to manage assignment requirements.
4. A reflection on your experience using the tool, exploring what worked or didn't, how you determined the accuracy of the information generated by the AI tool, and acknowledging the limitations of the tool for this assignment, potential biases, etc.

The AI Acknowledgement is in addition to the assignment and does not count toward the assignment's minimum page or word count. It must be submitted with the assignment by the designated due date. When the instructor determines the use of an AI tool without the required AI Acknowledgement, the assignment will receive a '0,' and will not be eligible for resubmission, and result in a referral to the Office of Student Conduct and Ethical Development.

Using an AI tool to generate assignment content without proper attribution would violate the SJSU [Academic Integrity Policy](#). Assignments submitted.

Late Work, Extensions, and Make-up Work

Late Work – An assignment is considered late unless submitted by the deadline. **Late assignments will incur a 5% penalty for each day they are submitted after the due date.**

Extensions – Extension requests will only be granted for serious and compelling reasons, which will be determined at the instructor's discretion.

Make-up Work – Assignments and activities completed in class or due during scheduled class times are not eligible for the grace period and cannot be made up.

Academic Integrity – Use of Artificial Intelligence Tools

Permissible Use of AI Tools:

You may use AI tools to assist with:

- ◦ Idea generation
- Grammar and syntax suggestions
- Clarifying concepts

Requirements for AI Tool Usage:

If you utilize AI tools for any assignment, you must include a [Student - AI Disclosure \(SAID\)](https://the-said.pages.dev/) certificate with your submission, detailing:

The SAID certificate does not count toward the assignment's word or page count and must be submitted by the deadline for the assignment.

Academic Integrity Compliance:

Failure to disclose the use of AI tools as specified will result in a grade of '0' for the assignment and referral to the Office of Student Conduct and Ethical Development, in accordance with SJSU's Academic Integrity Policy (University Policy F15-7).

For guidance on responsible AI use, refer to SJSU's Student AI Disclosure (SAID) tool and the [AI Writer Toolbox \(https://sites.google.com/sjsu.edu/aiwritertoolbox\)](https://sites.google.com/sjsu.edu/aiwritertoolbox) provided by the SJSU Writing Center

Late Work, Extensions, and Make-Up Work Policy

Late Work:

Timely submission of assignments is crucial. Assignments submitted after the deadline will incur a **5% deduction per day**, up to a maximum of **3 days** (15% total). Assignments more than 3 days late will not be accepted and will receive a grade of zero.

Extensions:

Extensions may be granted for serious and compelling reasons, such as medical emergencies or unforeseen personal circumstances. Requests must be submitted **in writing via Canvas Inbox** as soon as possible and **before the assignment deadline**. Approval is at the instructor's discretion, and documentation may be required.

In-Class Activities and Discussions: In-class activities and discussions are an essential part of your learning and cannot be made up outside of class. To allow for illness, emergencies, or other conflicts, your lowest three activity/discussion scores will be dropped from your final course grade.

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

Price: \$11.85 used print rental / \$17.78 used print

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

Other Readings

All other readings for this course will be made available through the course Canvas site.

Course Requirements and Assignments

Area F: Ethnic Studies courses must be completed with a minimum grade of C- or better as a CSU graduation requirement.

Reading Notes: 15% of the final course grade

You will prepare and submit reading notes for each class meeting, documenting your interactions with the assigned readings. These reading notes are meant to give credit for your preparation for class discussion and for you to show your interaction with the course material. The three (3) lowest-scored reading notes will be dropped from the final course grade.

Media Assignments: 10% of the final course grade

You will prepare and submit viewing guides documenting your interactions for each assigned video. These viewing/ notes are meant to give credit for your preparation for class discussion and for you to show your interaction with the course material. The lowest-scored viewing/listening notes will be

dropped from the final course grade.

Annotations: 10% of the final course grade

Using the Hypothesis tool in Canvas, these assignments foster close, critical engagement with the required readings. By highlighting key passages, posing questions, applying course concepts, and responding to classmates, you will collaboratively explore the material and deepen your understanding of ethnic studies frameworks and California Indigenous histories. Annotation work directly supports your growth in discussion, essay writing, and quiz performance by strengthening your skills in textual analysis, evidence gathering, and conceptual application. Through this practice, you will develop your ability to articulate and apply anti-racist and anti-colonial ideas, analyze identity and sovereignty, and engage meaningfully in collective inquiry.

Quizzes: 15% of the final course grade

Quizzes in this course assess students' understanding and critical application of the assigned readings, ensuring consistent engagement with central themes such as sovereignty, colonialism, resistance, and land. Each quiz will follow designated readings and consist of multiple-choice, true/false, and matching questions. These low-stakes assessments serve as essential preparation for higher-order assignments. Specifically, they support Reading Notes by encouraging close attention to factual and interpretive details, and they build the conceptual fluency necessary for Connection Essays. Through this work, students strengthen their ability to analyze concepts like racialization and resistance, apply ethnic studies theory to historical and current events, and connect Indigenous histories to present-day struggles for justice. In doing so, quizzes help build critical academic skills such as reading comprehension, synthesis, and applying theoretical frameworks under time constraints.

In-Class Discussions: 10% of the final course grade

These discussions will take place weekly and may not be made up. You will need to bring paper and pen to each class; these write-ups will be handwritten and due at the end of class. You must be present in class to participate in the small group discussion, and it may not be made up. The three (3) lowest-scored in-class discussions will be dropped from the final course grade.

In-Class Activities: 10% of the final course grade

There will be a graded in-class activity based on the assigned readings, videos, or lectures. You will need to bring paper and pen to each class; these activities will be handwritten and due at the end of class. You must be present in class to participate in the in-class activity, and it may not be made up. The three (3) lowest-scored in-class activities will be dropped from the final course grade.

Connection Essays: 15% of the final course grade

There will be three (3) short essay assignments (3-4 pages, double-spaced). You will analyze the connections between the readings, videos, lectures, and class discussions in these essays. Your essays should analyze and discuss connections from 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 understanding from our class discussion using evidence from our readings to articulate and support your interpretive argument.

Research Poster: 15% of final course grade

In small groups (2–3 students), you will research a contemporary issue affecting California Indian communities, such as land back, education, language revitalization, or repatriation, and present your findings in a digital poster and short in-class presentation. This culminating project synthesizes your learning across the course, requiring you to apply ethnic studies frameworks, use both scholarly and community-based sources, and communicate your analysis clearly through visual design and collaborative teamwork.

✓ Grading Information

Breakdown

Grades will be determined solely based on the work quality for the above mentioned 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. **Area F: Ethnic Studies courses must be completed with a minimum grade of C- or better as a CSU graduation requirement.**

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+	87 to 89%	Very Good Work
B	84 to 86%	Good Work
B-	80 to 83%	Mostly Good Work
C+	77 to 79 %	Above Average Work
C	74 to 76%	Average Work

Grade	Range	Notes
C-	70 to 73 %	Mostly Average Work Area F: Ethnic Studies courses must be completed with a minimum grade of C- or better as a CSU graduation requirement.
D+	67 to 69%	Below Average Work
D	64 to 66%	Poor Work
D	60 to 63%	Below Poor Work
F	0 to 59%	Failing Work

Criteria

Type	Weight	Topic	Notes
Reading Notes	15% of final course grade		The purpose of these reading notes is to provide credit for your preparation for class discussion and for you to demonstrate your interaction with the course material. The three (3) lowest-scored reading notes and questions will be dropped from the final course grade.
Media Assignments	10% of final course grade		These viewing notes are meant to give credit for your preparation for class discussion and for you to show your interaction with the course material. The lowest-scored viewing/listening notes will be dropped from the final course grade.
Annotations	10% of final course grade		Using the Hypothesis tool in Canvas, you will highlight passages, pose questions, and respond to peers to engage closely and critically with the readings. These collaborative annotations build your skills in textual analysis and evidence-based argument while deepening your understanding of California Indigenous histories and ethnic studies frameworks.
In-Class Discussions	15% of final course grade		These discussions will take place weekly and may not be made up. The three (3) lowest-scored in-class discussions will be dropped from the final course grade.
In-Class Activities	15% of final course grade		There will be a graded in-class activity based on the assigned readings, videos or lectures. You must be present in class to participate in the in-class activity, and it may not be made up. The three (3) lowest-scored in-class activities will be dropped from the final course grade.

Type	Weight	Topic	Notes
Quizzes	15% of final course grad		Quizzes check your understanding of assigned readings and key themes such as sovereignty, colonialism, resistance, and land through short-answer formats like multiple-choice, true/false, and matching. These low-stakes assessments prepare you for essays, discussions, and other assignments by strengthening reading comprehension, conceptual fluency, and the ability to apply ethnic studies frameworks.
Connection Essays	15% of final course grade		There will be three (3) short essay assignments (3-4 pages, double-spaced). You will analyze the connections between the readings, videos, lectures, and class discussions in these essays.
Research Poster	15% of final course grade		Working in groups of 2–3, you will research a contemporary issue facing California Indian communities and present your findings in a digital poster and brief in-class presentation that applies course concepts and draws on both scholarly and community-based sources.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/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

This course schedule is subject to change with prior notice. Please refer to the course Canvas page the most update schedule of due dates and times,

When	Topic	Notes
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When	Topic	Notes
<p>Week 1 Aug 21</p>	<p>Course Introduction</p>	<p>Read</p> <ul style="list-style-type: none"> • Syllabus, Course Overview, and Orientation materials <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Introduce Yourself Discussion – due Aug 25 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-class orientation and activity <p>Assess</p> <ul style="list-style-type: none"> • Syllabus Quiz – due Aug 25
<p>Week 2 Aug 24–30</p>	<p>Native California – Deep Histories</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 1 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 1 Reading Notes – due Aug 26 <p>Watch</p> <ul style="list-style-type: none"> • <i>Acorns and Tradition</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>Acorns and Tradition</i> – due Aug 26 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 1 and <i>Acorns and Tradition</i> – due Aug 26 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Yuma – due Aug 28 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Yuma and the Colorado River – Aug 28 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 1 – due Aug 29

When	Topic	Notes
<p>Week 3 Aug 31– Sep 6</p>	<p>Encounters and Early Contact</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 2 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 2 Reading Notes – due Sep 2 <p>Watch</p> <ul style="list-style-type: none"> • <i>San Diego's First People – Kumeyaay</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>San Diego's First People – Kumeyaay</i> – due Sep 2 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 2 and <i>San Diego's First People – Kumeyaay</i> – due Sep 2 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: San Diego – due Sep 4 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Kumeyaay Resistance – Sep 4 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 2 – due Sep 5

When	Topic	Notes
<p>Week 4 Sep 7–13</p>	<p>Missions and Indigenous Labor</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 3 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 3 Reading Notes – due Sep 9 <p>Watch</p> <ul style="list-style-type: none"> • <i>Doctrine of Discovery: The Domination Code</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>Doctrine of Discovery</i> – due Sep 9 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 3 and <i>Doctrine of Discovery</i> – due Sep 9 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Rome – due Sep 11 <p>Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Pablo Tac and Indigenous Geography – Sep 11 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 3 – due Sep 12

When	Topic	Notes
<p>Week 5 Sep 14–20</p>	<p>Markets and Power</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 4 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 4 Reading Notes – due Sep 16 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 4 – “Working the Land” – Sep 16 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Sacramento – due Sep 18 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Nisenan Histories and Memory – Sep 18 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 4 – due Sep 19

When	Topic	Notes
<p>Week 6 Sep 21–27</p>	<p>Gold Rush and Indigenous Displacement</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 5 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 5 Reading Notes – due Sep 23 <p>Watch</p> <ul style="list-style-type: none"> • <i>Gold, Greed & Genocide</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>Gold, Greed & Genocide</i> – due Sep 23 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion: Chapter 5 and <i>Gold, Greed & Genocide</i> – Sep 23 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Ukiah – due Sep 25 <p>Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Pomo Land and Sovereignty – Sep 25 <p>Assess</p> <ul style="list-style-type: none"> • Connection Essay 1 – due Sep 26 • Quiz: Chapter 5 – due Sep 26

When	Topic	Notes
<p>Week 7 Sep 28– Oct 4</p>	<p>Reservations and Labor</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 6 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 6 Reading Notes – due Sep 30 <p>Watch</p> <ul style="list-style-type: none"> • <i>A Man Called Ishi</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>A Man Called Ishi</i> – due Sep 30 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 6 and <i>A Man Called Ishi</i> – Sep 30 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Ishi Wilderness – due Oct 2 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Memory and Ishi Wilderness – Oct 2 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 6 – due Oct 3

When	Topic	Notes
<p>Week 8 Oct 5–11</p>	<p>Early 20th-Century Sovereignty Struggles</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 7 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 7 Reading Notes – due Oct 7 <p>Watch</p> <ul style="list-style-type: none"> • <i>These Are Not "Stories": American Indian Boarding Schools in Southern California</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>These Are Not "Stories"</i> – due Oct 7 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 7 and <i>These Are Not "Stories"</i> – Oct 7 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Riverside – due Oct 9 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Riverside Borderlands – Oct 9 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 7 – due Oct 10

When	Topic	Notes
<p>Week 9 Oct 12–18</p>	<p>Reorganization and Legal Reform</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 8 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 8 Reading Notes – due Oct 14 <p>Watch</p> <ul style="list-style-type: none"> • <i>Urban Rez</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>Urban Rez</i> – due Oct 14 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 8 and <i>Urban Rez</i> – Oct 14 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Los Angeles – due Oct 16 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Native Los Angeles – Oct 16 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 8 – due Oct 17

When	Topic	Notes
<p>Week 10 Oct 19–25</p>	<p>Land Back and Red Power</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 9 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 9 Reading Notes – due Oct 21 <p>Watch</p> <ul style="list-style-type: none"> • <i>We Hold This Rock</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>We Hold This Rock</i> – due Oct 21 <p>In-Class Discussion</p> <ul style="list-style-type: none"> • Discussion: Chapter 9 and <i>We Hold This Rock</i> – Oct 21 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Berkeley & East Bay – due Oct 23 <p>In-Class Activity</p> <ul style="list-style-type: none"> • In-Class Activity: Language, Land, and Memory – Oct 23 <p>Assess</p> <ul style="list-style-type: none"> • Connection Essay 2 – due Oct 24 • Quiz: Chapter 9 – due Oct 24

When	Topic	Notes
<p>Week 11 Oct 26– Nov 1</p>	<p>Contemporary Revitalization and Resistance</p>	<p>Read</p> <ul style="list-style-type: none"> • <i>We Are the Land</i>, Chapter 10 <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 10 Reading Notes – due Oct 28 <p>Watch</p> <ul style="list-style-type: none"> • <i>How This Native American Elder Reclaimed Sacred Land in the Bay Area</i> <p>Media Guide</p> <ul style="list-style-type: none"> • Viewing Guide: <i>How This Native American Elder Reclaimed Sacred Land</i> – due Oct 28 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion: Chapter 10 and <i>Sacred Land</i> – Oct 28 <p>Activity</p> <ul style="list-style-type: none"> • In-Class Activity – Oct 30 <p>Assess</p> <ul style="list-style-type: none"> • Quiz: Chapter 10 – due Oct 30
<p>Week 12 Nov 2–8</p>	<p>Launching the Research Poster Project</p>	<p>Activity</p> <ul style="list-style-type: none"> • Group Formation & Brainstorming – Nov 4 <p>Assignment</p> <ul style="list-style-type: none"> • Research Poster Topic Proposal – due Nov 7
<p>Week 13 Nov 9–15</p>	<p>Poster Research & Drafting</p>	<p>Assignment</p> <ul style="list-style-type: none"> • Group Check-In: Draft Progress – Nov 13
<p>Week 14 Nov 16–22</p>	<p>Peer Feedback and Final Revisions</p>	<p>Assignments</p> <ul style="list-style-type: none"> • Peer Review – Nov 20 • Group Check-In: Revision Plan – Nov 20

When	Topic	Notes
Week 15 Nov 23–29	Presentation Preparation and Reflection	Assignment <ul style="list-style-type: none"> • Final Poster Submission – due Nov 26
Week 16 Nov 30– Dec 6	Research Poster Presentations & Wrap-Up	Activity <ul style="list-style-type: none"> • In-Class Presentations – Week 16 Assignment <ul style="list-style-type: none"> • Presentation Reflection & Audience Feedback – due Dec 6
Finals Week Dec 10–12	Course Wrap-Up	Assess <ul style="list-style-type: none"> • Connection Essay 3 – due Dec 11