

California Indigenous Peoples Section 80

NAIS 2

Summer 2025 Fully Online 3 Unit(s) 07/07/2025 to 08/08/2025 Modified 05/13/2025

Contact Information

Instructor: Dr. Kerri J. Malloy

Email: kerri.malloy@sjsu.edu

Office: DMH 224

Phone: 408-924-5861

Website: <https://sjsu.edu/people/kerri.malloy> (<https://sjsu.edu/people/kerri.malloy>)

Communication Policy

The most efficient way to contact me outside of class is via **Canvas Inbox**, which helps keep all course-related messages organized in one place.

I typically respond to messages **within 24 hours during business hours** (Monday–Friday, 9:00 AM–5:00 PM). I do **not** check or respond to email after 5 PM, on weekends, or when the campus is closed.

Office Hours

By Appointment
via Zoom

During this 5-week asynchronous summer course, **office hours are available by appointment only**. Please email me or send a message via **Canvas Inbox** to request a meeting time that works for your schedule.

Meetings will typically be held via Zoom at a time that works for both of us.

Course Information

This is a **5-week asynchronous summer course**, allowing you to engage with the material on your own schedule. All course content, assignments, and communications will be managed through **Canvas**. To stay on track, please adhere to the posted deadlines and regularly check Canvas for updates.

AI Use Disclosure: Course Design and Instructional Support

This course was designed by Dr. Kerri J. Malloy. All content—including readings, assignments, and instructional framing—was created by Dr. Malloy and reflects his disciplinary expertise in Native American and Indigenous Studies. No generative AI was used in the creation or revision of academic content.

Generative AI (ChatGPT) was used only to assist with course infrastructure and organization. This included formatting Canvas modules, creating HTML templates for weekly checklists and assignments, streamlining layout and navigation, and modeling best practices for time management in accelerated courses. Final decisions about structure and content were made by the instructor, and all AI-assisted materials were reviewed, customized, and approved by Dr. Malloy.

Transparency in AI use reflects the course's commitment to academic integrity and ethical instructional design. Students are expected to disclose any AI use in their own assignments using the SAID certificate policy outlined in the course.

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

Course Conduct Expectations

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

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/) (<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:

Given the accelerated pace of this 5-week course, 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.

Make-Up Work:

Due to the asynchronous format and condensed schedule, make-up opportunities for missed assignments or activities are generally not available. It's essential to stay engaged and adhere to all deadlines to ensure success in this course.

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 Chicanx/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 Chicanx/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, ethno-centrism, 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

Course Requirements and Assignments

Reading Notes: 10% of the final course grade

Reading Notes assignments are designed to deepen your engagement with the weekly course materials and prepare you for active participation in class discussions, quizzes, and major written assignments. Rather than simply summarizing content, Reading Notes challenge you to identify and explain key terms and events, answer reflection questions, pose your own discussion points, and connect chapter themes to broader issues of sovereignty, anti-racism, and resistance. By organizing your responses clearly and thoughtfully, you will build skills in critical note-taking, concept application, and analytical writing that directly support your success across the course, particularly in developing ideas for Connection Essays and mastering the key concepts of ethnic studies.

Annotations: 15% 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.

Discussions: 10% of the final course grade

Weekly discussions are a collaborative space where students connect course content to ongoing struggles for racial and social justice. Each week, students respond to a prompt based on the assigned chapter in an initial post (250–300 words) and then reply to at least one classmate's post (75–150 words) with a critical or connective comment. These discussions promote critical reflection and develop students' abilities to apply ethnic studies theories to California Indigenous histories and contemporary issues. Engagement with the readings prepares students for Connection Essays while sharpening persuasive writing and respectful dialogue across diverse perspectives. Through this work, students analyze the intersections of race, gender, and sovereignty and cultivate the skills to engage with anti-racist and anti-colonial practices.

Quizzes: 30% 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.

Connection Essays: 35% of the final course grade

Connection Essays are scaffolded assignments that challenge students to synthesize course readings from *We Are the Land* and the *Native Spaces* series, apply key Ethnic Studies concepts such as settler colonialism, sovereignty, and resistance, and reflect on their intellectual development over the semester. Across three essays, students will build arguments supported by evidence, integrate theory with historical and contemporary Indigenous struggles, and demonstrate mastery in critical analysis and academic writing. This assignment deepens the foundational skills developed through Reading Notes, Annotations, and Discussions, and directly fulfills all course learning outcomes, including analyzing colonialism, connecting Indigenous experiences to broader political contexts, and applying ethnic studies theory to justice movements. Through these essays, students will cultivate a skillset in structured academic writing, scholarly research, and theoretical application essential to future coursework and civic engagement.

Time Commitment & Weekly Workload Estimate

This is an intensive 5-week summer course that requires consistent engagement throughout each week. To succeed, students should plan to dedicate **12–15 hours per week** to course activities. Below is an estimate of how that time may be distributed:

- **Reading Assignments:** 4–5 hours per week
Reading includes assigned chapters from *We Are the Land* and *Native Spaces* entries. Careful reading is essential to complete notes, quizzes, and other assignments effectively.
- **Reading Notes & Annotations:** 2–3 hours per week
These assignments require you to process, reflect on, and critically engage with the readings.
- **Quizzes:** 1–1.5 hours per week
Quizzes reinforce comprehension and conceptual understanding. They include a mix of multiple-choice, true/false, and matching questions.
- **Discussion Posts and Replies:** 1–1.5 hours per week
Writing your discussion post and replying thoughtfully to a classmate supports your analytical writing and collaborative learning.
- **Connection Essays (Weeks 2, 4, and 5):** 3–4 hours in essay weeks
These assignments require reading synthesis, conceptual application, and structured academic writing. Be sure to plan accordingly in weeks when an essay is due.

This workload reflects university guidelines for a 3-unit summer course compressed into five weeks. Budgeting time each day will help you stay on track and get the most out of the learning experience.

Essay Coach: A Writing Support GPT

Essay Coach is a custom AI tool designed to support students in NAIS 2 in preparing their Connection Essays. It provides feedback on thesis development, use of the course text, paragraph structure, cultural terminology, and citation formatting. Essay Coach **does not write essays**—its purpose is to coach revision and deepen your engagement with Indigenous perspectives.

When to Use It:

- During planning: for help refining your thesis or selecting examples from *Native Spaces* or course chapters.
- During drafting: for feedback on structure, clarity, evidence, and respectful terminology.
- During revision: for rubric-aligned guidance before submission.

How to Submit for Feedback:

Paste your draft into the chat or upload a Word/PDF file along with this checklist:

1. Thesis and Structure

- Is my thesis clear and specific?
- Are my paragraphs clearly organized around main ideas?
- Do my topic sentences link back to the thesis?

2. Evidence and Insight

- Do I use relevant examples from *We Are the Land* or *Native Spaces*?
- Have I explained how my evidence supports my argument?
- Do I move beyond summary into interpretation?

3. Style and Clarity

- Are there areas where my writing could be more concise or academic?
- Do my transitions guide the reader effectively?

4. Cultural Respect

- Have I used accurate, respectful terminology?
- Does my essay avoid outdated or generalizing language?

5. Reflection and Positionality (if included)

- Have I explained why this topic matters to me personally?

- Do I show awareness of my perspective in relation to the topic?

6. Specific Requests (fill in)

- "I'm most unsure about: _____."
- "Please focus your feedback on: _____."

What You'll Receive:

- A reflective question to deepen your thinking.
- Rubric-based feedback across five areas: Source Integration, Thematic Understanding, Evidence and Insight, Structure and Organization, and Style and Cultural Respect.
- Inline paragraph-specific suggestions.
- A revision checklist with links to relevant SJSU Writing Center handouts.
- Citations flagged if they don't follow course guidelines or NAJA terminology standards.

✓ Grading Information

Criteria

Type	Weight	Topic	Notes
Reading Notes	10% of final course grade		Encourage weekly accountability and help students develop habits of structured academic reading.
Annotations	15% of final grade		Critical engagement with primary course texts using digital annotation tools fosters close reading and collaborative interpretation.
Discussions	10% of final course grade		Encourage weekly accountability and help students develop habits of structured academic reading.
Quizzes	30% of final course grade		Regular comprehension checks that reinforce content mastery and prepare students for analytical writing.
Connection Essays	35% of final course grade		These require synthesis, interpretation, and argumentation—central goals of general education and Area F (Ethnic Studies) learning outcomes.

Breakdown

Final grades are based exclusively on the quality of submitted work as outlined in the assignments described above. There will be **no extra credit opportunities**, and grades will **not be curved**. Final grades are determined by the **percentage earned**, and grades will **not be rounded** up or down.

In accordance with **CSU Area F requirements**, students must earn a **C– (70%) or higher** to receive general education credit for this course in Ethnic Studies.

Grades will be assigned and tracked in **Canvas** and will appear as **letter grades** based on the scale below.

Grade	Range	Notes
A	93–100%	Outstanding work; exceeds all expectations with clear insight, depth, and accuracy.
A–	90–92%	Excellent work; meets all key expectations with minor areas for improvement.
B+	87–89%	Very good work; demonstrates strong understanding with above-average execution.
B	83–86%	Good work; meets expectations with competent analysis and consistent performance.
B–	80–82%	Mostly good work; meets most expectations but lacks depth or consistency in places.
C+	77–79%	Satisfactory work; shows basic understanding with some clarity or accuracy issues.
C	73–76%	Adequate work; fulfills minimum requirements with limited depth or development.
C–	70–72%	Minimally adequate; meets basic criteria but with significant weaknesses.
D+	67–69%	Below satisfactory; shows incomplete understanding and limited skill application.
D	63–66%	Poor performance; major gaps in understanding and execution.
D–	60–62%	Very poor performance; work shows minimal engagement with course objectives.
F	0–59%	Failing; does not meet minimum standards for credit or understanding.

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

Course schedule subject to change with prior notice.

When	Topic	Notes
------	-------	-------

When	Topic	Notes
Week 1 July 7 - 12	Native California – Deep Histories and Early Encounters	<p>Week Over</p> <ul style="list-style-type: none"> • Overview Week 1 <p>Read</p> <ul style="list-style-type: none"> • Chapter 1 “A People of the Land, a Land for the People” in We are the Land, pp. 13-31. • Chapter 2 “Beach Encounters: Indigenous People and the Age of Exploration, 1540-1769” in We are the Land, pp. 36-58. <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 1 Reading Notes - due on July 11 • Chapter 2 Reading Notes - due on July 11 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Yuma - due on July 11 • Native Spaces: San Diego - due on July 11 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion 1 Native California – Deep Histories and Early Encounters - due on July 11 <p>Assess</p> <ul style="list-style-type: none"> • Chapter 1 Quiz - due on July 11 • Chapter 2 Quiz - due on July 11

When	Topic	Notes
Week 2 July 13-19	Native California during the Mission Era and Beyond (1769–1849)	<p>Week Over</p> <ul style="list-style-type: none"> • Overview Week 2 <p>Read</p> <ul style="list-style-type: none"> • Chapter 3 “Our Country before the Fernandino Arrived was a Forest”: Native Towns and Spanish Mission in Colonial California, 1769-1810” in We are the Land, pp. 64-87. • Chapter 4 “Working the Land: Entrepreneurial Indians and the Markets of Power: 1811-1849” in We are the Land, pp. 96-120. <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 3 Reading Notes - due on July 18 • Chapter 4 Reading Notes - due on July 18 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Rome - due on July 18 • Native Spaces: Sacramento - due on July 18 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion 2 Native California during the Mission Era and Beyond (1769–1849) - due on July 18 <p>Assess</p> <ul style="list-style-type: none"> • Chapter 3 Quiz - due on July 18 • Chapter 4 Quiz - due on July 18 <p>Write</p> <ul style="list-style-type: none"> • Connection Essay 1 - due on July 18

When	Topic	Notes
Week 3 July 20 - 26	Indigenous Survival and Resistance in California, 1848–1900	<p>Week Over</p> <ul style="list-style-type: none"> • Overview Week 3 <p>Read</p> <ul style="list-style-type: none"> • Chapter 5 “The White Man Would Spoil Everything”: Indigenous People and the California Gold Rush, 1846-1873” in We are the Land, pp. 126-160. • Chapter 6 "Working for Land: Rancheria, Reservations and Labor, 1807-1904” in We are the Land, pp. 167-192. <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 5 Reading Notes - due on July 25 • Chapter 6 Reading Notes - due on July 25 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Ukiah - due on July 25 • Native Spaces: Ishi Wilderness - due on July 25 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion 3 Indigenous Survival and Resistance in California, 1848–1900 - due on July 25 <p>Assess</p> <ul style="list-style-type: none"> • Chapter 5 Quiz - due on July 25 • Chapter 6 Quiz - due on July 25

When	Topic	Notes
Week 4 July 27 - August 2	Indigenous Activism and Adaptation in 20th-Century California	Week Over <ul style="list-style-type: none"> • Overview Week 4 Read <ul style="list-style-type: none"> • Chapter 7 "Friends and Enemies: Reframing Progress, and Fighting for Sovereignty, 1905-1928" in We are the Land, pp. 201-232. • Chapter 8 "Becoming the Indians of California: Reorganization and Justice, 1928-1954" in We are the Land, pp. 239-261. Take Notes <ul style="list-style-type: none"> • Chapter 7 Reading Notes - due on Aug 1 • Chapter 8 Reading Notes - due on Aug 1 Annotate <ul style="list-style-type: none"> • Native Spaces: Riverside - due on Aug 1 • Native Spaces: Los Angeles- due on Aug 1 Discuss <ul style="list-style-type: none"> • Discussion 4 Indigenous Activism and Adaptation in 20th-Century California - due on Aug 1 Assess <ul style="list-style-type: none"> • Chapter 7 Quiz - due on Aug 1 • Chapter 8 Quiz - due on Aug 1 Write <ul style="list-style-type: none"> • Connection Essay 2 - due on Aug 1

When	Topic	Notes
Week 5 August 3 - 8	Indigenous Resistance, Adaptation, and Survival	<p>Week Over</p> <ul style="list-style-type: none"> • Overview Week 5 <p>Read</p> <ul style="list-style-type: none"> • Chapter 9 "Reoccupying California: Resistance and Reclaiming Land, 1953-1985" in We are the Land, pp. 270-298. • Chapter 10 Returning to the Land: Sovereignty, Self-Determination, and Revitalization since 1985 in We are the Land, pp. 306-326. <p>Take Notes</p> <ul style="list-style-type: none"> • Chapter 9 Reading Notes - due on Aug 8 • Chapter 10 Reading Notes - due on Aug 8 <p>Annotate</p> <ul style="list-style-type: none"> • Native Spaces: Berkeley and the East Bay - due on Aug 8 <p>Discuss</p> <ul style="list-style-type: none"> • Discussion 5 Indigenous Sovereignty, Identity, and Revitalization in Contemporary California - due on Aug 8 <p>Assess</p> <ul style="list-style-type: none"> • Chapter 9 Quiz - due on Aug 8 • Chapter 10 Quiz - due on Aug 8 <p>Write</p> <ul style="list-style-type: none"> • Connection Essay 3 - due on Aug 8