

RECLAIMING THE COMMONS: BLACK, WHITE, AND INDIGENOUS PEOPLES RECONSTRUCTING COMMUNITY SPRING 2023 SYLLABUS

ZOLTÁN GROSSMAN

Email: grossmaz@evergreen.edu
Mailbox: Lab I 1020 *Office:* Lab 1 3012; (360) 867-6153
Web: <https://sites.evergreen.edu/zoltan>

PRITA LAL

Email: lalp@evergreen.edu
Mailbox: Lab 1 1020 *Office:* Lab I 1006; (360) 867-6315
Web: <https://www.evergreen.edu/directory/people/pritalal>

PROGRAM DESCRIPTION

This program examines the Commons (land or resources belonging to or affecting the whole of a community) to gain insights into relationships among human beings and with the natural world. Historically, most of the land between villages was common space for gathering, hunting, and fishing, based on a cooperative and “organic” view of nature as living. Starting in the 16th century, European gentry elites began to enclose and privatize the Commons for profit, and repress peasant rebels and women healers, to impose a “mechanical” view of nature as a capitalist commodity. They later exported the “enclosure of the Commons” to the Americas, to serve settler colonialism, plantation labor exploitation, and natural resource extraction.

Legacies of these dispossessions continue today, as do Native and Black resistance to them. Native nations have used their tribal sovereignty and treaty rights to defend and restore the natural gifts in their ancestral territories, and Indigenous movements seek territorial powers and “land back” to revitalize local economies and food traditions. Black movements seek to defend and create public space, reallocate funds away from policing and toward reparations, and encourage a more cooperative local economy based on solidarity.

Settler and recent immigrant communities likewise have joined a myriad of movements to reclaim public space from corporate capitalist structures, build resilient economies, and redefine land, water, energy, and food as the Commons. These include initiatives for community rights, the rights of nature, community gardening and food forests, land trusts, watershed restoration, mutual aid projects of gifting and bartering, houseless communities, community-based learning, decentralized renewable energies, community art projects, park and refuge development, protest encampments, workers’ cooperatives, digital commons, liberated zones of self-governance, and “reclaiming the streets.” These and other steps to envision “a world beyond market and state” will be the subject of student academic work, including student case study research presentations, faculty lectures, guest speakers, workshops, films, book and article seminars, and field trips to community gardens and Native nations in our Salish Sea region.

The program will be divided into approximately 8 credits of academic work and 8 credits of applied community-based learning (roughly 10 hours a week plus an integrative final project). The community-based learning will involve volunteer or in-program internship work with a local organization or agency pertinent to program themes, or completing community-based research on a community organization or project. Faculty will support students in getting placed with a community project and/or completing a research project. Students will keep a weekly log of their community-based work to compile an integrative final paper. They will present their experiences and integrative findings in a community forum at the end of the quarter, celebrating their own learning community as a living example of reclaiming education as the Commons.

SCHEDULE

| | | | |
|------------------|-----------------------------------|---|------------------------------------|
| TUESDAY | 9:30 - 11:50 am 1:00 - 2:20 pm | Lecture/Workshop Lecture/Workshop | Longhouse 1007A Longhouse 1007A |
| WEDNESDAY | 9:30 - 11:50 am | Project set-up, weeks 1-2; <i>Project off campus, weeks 3-9 (with Monday & Friday), and Zoom check-ins by appointment (made before Tuesday 6 pm)</i> | Sem2 E1107 |
| THURSDAY | 9:30 - 11:50 am 1:00 - 2:20 pm | Lecture/Workshop Lecture/Workshop/Film | Longhouse 1007A Longhouse 1007A |

REQUIRED TEXTS

We will be reading specific chapter excerpts from most of these books, in order of the assignments (see assigned readings in the Schedule). Other discussion readings may be available on the Canvas website.

Bollier, David, *Think Like a Commoner: A Short Introduction to the Life of the Commons*: (New Society Publishers, 2014)

Wilkinson, Charles, *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way* (University of Washington Press, 2006)

White, Monica, *Freedom Farmers: Agricultural Resistance and the Black Freedom Movement* (University of North Carolina Press, 2018)

Nembhard, Jessica Gordon, *Collective Courage: A History of African American Cooperative Economic Thought and Practice* (Penn State University Press, 2014)

Routledge, Paul, *Space Invaders: Radical Geographies of Protest* (Pluto Press, 2017)

Coté, Charlotte, *A Drum in One Hand, a Sockeye in the Other: Stories of Indigenous Food Sovereignty from the Northwest Coast* (University of Washington Press, 2022)

OTHER RESOURCES AND EXCERPTS

On the Commons (Jay Walljasper, ed.) <https://www.onthecommons.org>

The Wealth of the Commons (David Bollier & Silfe Helfrich, eds.) <https://www.wealthofthecommons.org>

An Indigenous Peoples' History of the United States (Roxanne Dunbar-Ortiz) *Week 4 reading*

Stop, Thief!: The Commons, Enclosures, and Resistance (Peter Linebaugh)

The Death of Nature: Women, Ecology, and the Scientific Revolution (Carolyn Merchant)

Witches, Witch Hunting, and Women (Silvia Federici)

Removing Barriers: Restoring Salmon Watersheds through Tribal Alliances (Conceptualizing Place)

CREDIT AND EVALUATION

Full credit can be earned by doing all of the following:

- Attending class (as attendance is a precondition of participation, absences will diminish your ability to earn full credit; more than three absences will mean reduced credit. Attending means not only being present, but offering full attention to the work at hand. The eight academic credits are designed toward approximately 20 hours of work per week, including class time.
- Completing all assignments by the date due (or making arrangements with faculty in the case of extenuating circumstances). If you do the above you will earn full credit for the quarter.
- The maximum credit equivalencies for the program are:
 - 2 - Geography: Food justice and water justice**
 - 2 - History: Enclosure and reassertion of the Commons**
 - 2 - Native and Indigenous Studies: Indigenous resilience**
 - 2 - Sociology: Black cooperative traditions**
 - 4 - Community-based organizational project**
 - 4 - Community studies: Integrative community-based project reports**
- The quality of the work you accomplish will be described in a narrative evaluation. Your evaluation will consist of your seminar leader's written evaluation of your work, your *required* self-evaluation, and the evaluation meeting. You will be evaluated on your level of comprehension of the material, on your skills (writing, thinking, speaking, listening, research, presentation), and on intellectual engagement with the major themes of the program as reflected in assignments and seminar discussions.

WEEKLY SCHEDULE

WEEK ONE: APRIL 4, 5, 6 (Introduction to the Commons)

Readings: Vandana Shiva, "Reclaiming Our Common Home" (2021), Peter Linebaugh, "Some Principles of the Commons" (2010), & Elinor Ostrom, "Reflections on the Commons" (1990)

| | |
|----------------------|--|
| Tuesday 9:30-11:50 | Guest: Laura VerMuelen, Director of s'gwigwi?altxw: / House of Welcome (Longhouse Education and Cultural Center) Concept of Commons (David Bollier) Introduction to program, faculty, syllabus assignments |
| Tuesday 1:00-2:20 | Student introductions (bring Survey); Program Agreement DUE: Student Introduction Survey (email to both faculty) |
| Wednesday 9:30-11:50 | Internships set-up; Guest: Ellen Shortt-Sanchez, Center for Community-Based Learning & Action (CCBLA) |
| Thursday 9:30-11:50 | Seminar on Shiva, Linebaugh, and Ostrom; Seminar guidelines Workshop: Native Cultural Respect Guidelines |
| Thursday 1:00-2:20 | Divide case studies Workshop: Powerpoint guidelines Lecture: Community arts as reclaiming space DUE: Academic Statement or short biography draft |

WEEK TWO: APRIL 11, 12, 13 (Enclosure of the Commons in Europe)

Readings (on Canvas): Excerpts from Carolyn Merchant, *The Death of Nature: Women, Ecology & the Scientific Revolution* (essay), Peter Linebaugh, *Stop Thief!* (Ch. 2, 9), Silvia Federici, *Witches, Witch Hunting, and Women* (Intro, Ch. 1, 2, 3).

| | |
|----------------------|---|
| Asynchronous film: | <i>The Rights of Nature: A Global Movement</i> (Isaac Goekeritz, 2020, 53 min.) |
| Tuesday 9:30-11:50 | Lecture: Paradigms of Wholism and the Logic of Empire (P) Lecture: The Deindigenization of Europe (Z) |
| Tuesday 1:00-2:20 | Audio: <i>My Grandmother's Hands</i> (Resmaa Menaken). Directed readings: "Roots Deeper Than Whiteness" (David Dean), "The Vast and Beautiful World of Indigenous Europe" (Lyla June) |
| Wednesday 9:30-11:50 | Guest: First Peoples Multicultural, Trans & Queer Support Services Internships set-up; immersion in studying organization (bring laptops) Workshop: How to work in community, Van drivers training |
| Thursday 9:30-11:50 | Film discussion Seminar on Merchant, Linebaugh, Federici |
| Thursday 1:00-2:20 | Lecture: Invention of the White Race DUE: Synthesis paper (weeks 1-2) in Assignments & Discussion |

WEEK THREE: APRIL 18, 19, 20 (Theft of land and water)

Reading: David Bollier, *Think Like a Commoner*, Introduction, Ch. 1-6, 9-11 (pp. 1-95, 127-74)

| | |
|--------------------|---|
| Asynchronous film: | <i>Thirst</i> (Deborah Kaufman & Alan Snitow, 2004, 65 min.) |
| Monday | DUE: Project Report Weeks 1-2 (Project Background /Learning Agreement) DUE: Response to at least one other student's synthesis paper |
| Tuesday 9:30-11:50 | Lecture: Colonization of Indigenous Americas (Z) Workshop: America at the Crossroads / Pillars of White Supremacy (P) |

| | |
|--|---|
| Tuesday 1:00-2:20 | Guest: UW Anthropology Prof. Devon Peña, The Acequia Institute READ: In Colorado, a storied valley blooms again (<i>High Country News</i>) |
| Wednesday | Optional: Deondre Smiles on Indigenous geographies (PurceHall 1, 1:00 pm) Optional: Equity Symposium afternoon workshops Optional: Screening of <i>Rhythms of the Land</i> (PurceHall 1 or Zoom, 4:00 pm) |
| Thursday 9:30-11:50 NOTE: SEM2 C2105 | Film discussion Seminar on Bollier Water bottling workshop I (set-up); Lecture: Water; Maude Barlow essay |
| Thursday 1:00-2:20 | Water bottling workshop II SEM2 C2105 Optional: Equity Symposium evening event with Alok |

WEEK FOUR: APRIL 25, 26, 27 (Colonization of Indigenous Americas)

Readings: Excerpts from Roxanne Dunbar Ortiz, *An Indigenous Peoples History of the U.S.*, Introduction, Ch. 1, 2, 3, 8, 9, 11 (pp. 1-44, 133-77, 197-217).

| | |
|----------------------|---|
| Asynchronous film: | <i>The Demarest Factor: U.S. Military Mapping of Indigenous Communities in Oaxaca, Mexico</i> (Simón Sedillo, 2011, 54 min.) |
| Tuesday 9:30-11:50 | Lecture: U.S. Indian policies, 19 th -21 st centuries (Z) Workshop: Four I's of Oppression (P) |
| Tuesday 1:00-2:20 | Video: First Foods and Life Cycles (Umatilla Tribes, 2021) |
| Wednesday 9:30-11:50 | Zoom check-ins by appointment (made by Tuesday 6 pm) |
| Thursday 9:30-11:50 | Film discussion Seminar on Dunbar-Ortiz |
| Thursday 1:00-2:20 | Lecture: The Resilience Doctrine: Disaster Collectivism in the Climate and Pandemic Crises (Z) DUE: Synthesis Paper (weeks 3-4) in Assignments & Discussion |

WEEK FIVE: MAY 2, 3, 4 (Indigenous rights movements)

Reading: Charles Wilkinson, *Messages from Frank's Landing* [entire]

| | |
|----------------------------------|---|
| Asynchronous film: | <i>As Long as the Rivers Run</i> (Carol Burns, 1971, 60 min.) |
| Monday | DUE: Project report Weeks 3-4 DUE: Respond to at least one other student's synthesis paper |
| Tuesday 9:30-11:50 | Film discussion Lecture: Treaty rights and Nisqually watershed (Z) |
| Tuesday 1:00-2:20 | Directed reading: Salmon habitat restoration and dam/dike removals, from Conceptualizing Place, <i>Removing Barriers</i> DUE: Mid-Quarter Checklist |
| Wednesday 10:00-1:00 NOTE | José Gómez Farmworker Justice Day (Library Lobby) Mid-quarter Zoom check-ins by appointment in afternoon (Z): see Calendar |
| Thursday 9:30-2:20? | FIELD TRIP to Nisqually Community Garden, & Estuary. Gather at 9:15; Vans <i>leave</i> from Lot C at 9:30 am SHARP; bring bag lunch, notebook, warm clothes, and good shoes. We may go beyond 2:20. Seminar on Wilkinson (bring book on field trip) |

WEEK SIX: MAY 9, 10, 11 (Black and immigrant labor)

Readings: Jessica Gordon Nembhard, *Collective Courage* (Intro., Ch. 1, 2, 3, 4, 5), and Monica White, *Freedom Farmers* (Foreword, Intro., Ch. 1)

Asynchronous films: *Arc of Justice: The Rise, Fall, and Rebirth of a Beloved Community* (Helen S. Cohen & Mark Lipman, 2016, 22 min.)
Jessica Gordon Nembhard, Pandemic Academy talk (2020, 1-56 min.)

Tuesday 9:30-11:50 Lecture: History of Black Cooperatives (P)
Workshop: Logic of Enslavement

Tuesday 1:00-2:20 *Up on the Mountain* (Olivier Matthon, 2022, 52 min.)
Lecture: Morel gathering on B.C. / Alberta First Nations lands (Z)

Wednesday 9:30-11:50 Mid-quarter Zoom check-ins by appointment (P): See Calendar to sign up

Thursday 9:30-11:50 Film discussion
Seminar I on Nembhard and White

Thursday 1:00-2:20 Case study presentations on community farming and gardening
DUE: Synthesis Paper (weeks 5-6) in Assignments & Discussion

WEEK SEVEN: MAY 16, 17, 18 (Black urban communities)

Readings: Jessica Gordon Nembhard, *Collective Courage* (Ch. 7, 8, 9, 10), and Monica White, *Freedom Farmers* (Ch. 2, 3, 4, 5, Conclusion)

Asynchronous film: *Edible City* (Andrew Hasse, 2012, 55 min.)

Monday **DUE: Project Report** Weeks 5-6
DUE: Response to at least one other student's synthesis paper

Tuesday 9:30-11:50 Lecture: Black Agrarian Traditions and Rural-Urban Connections (P)
Workshop: Black Farmers Case Studies

Tuesday 1:00-2:20 Guest: Lawrence Jenkins, on Black food sovereignty
Prison Education Team: James Jackson, Reentry Scholars,
Kelli Bush from Sustainability in Prisons Project (SPP)

Wednesday 9:30-11:50 Zoom check-ins by appointment (made by Tuesday 6 pm)

Thursday 9:30-11:50 Film discussion
Seminar II on Nembhard and White

Thursday 1:00-2:20 Case study presentations on Solidarity Economy

WEEK EIGHT: MAY 23, 24, 25 (Carving out liberated space)

Reading: Paul Routledge, *Space Invaders*, Ch. 1, 2, 3, 7, 8 (pp. 1-60, 113-149)

Asynchronous film: *Conversations on Mutual Aid* (Dean Spade, 2022, 58 min.)

Tuesday 9:30-11:50 Workshop: Solidarity Economy and the The World We Desire
Directed reading: Ethan Miller, "Solidarity Economy Key Concepts & Issues"

Tuesday 1:00-2:20 Lecture: Liberated Zones (Z)
Film: *Mariana Pa'Lante* (Xabier Climent Belda / Aaron Kudja, 2018, 31 min.)

Wednesday 9:30-11:50 Zoom check-ins by appointment (made by Tuesday 6 pm)

| | |
|---------------------|--|
| Thursday 9:30-11:50 | Film discussion Seminar on Routledge George Floyd 3 years |
| Thursday 1:00-2:20 | Case studies presentations on prefigurative protest camps / liberated zones DUE: Synthesis Paper (weeks 7-8) in Assignments & Discussion |

WEEK NINE: MAY 30, 31, JUNE 1 (Indigenous resistance and resilience)

Reading: Charlotte Côté, *A Drum in One Hand, a Sockeye in the Other*, Intro., Ch. 1, 2, 3 (pp. 3-122).

Asynchronous film: *Gather* (Sanjay Rawal, 2020, 74 min.)

Monday
DUE: Project Report Weeks 7-8
DUE: Response to at least one other student's synthesis paper

Tuesday 9:30-11:50
Lecture: Native American Food Sovereignty (Z)
Video: Krystal Two Bulls on #LandBack
Workshop: Social Change as an Ecosystem

Tuesday 1:00-2:20
Film: *We Speak for the Forests*
(zephyr elise, 2023, 60 min.)

Wednesday 9:30-11:50
Zoom check-ins by appointment (made by Tuesday 6 pm)

Thursday 9:30-11:50
Film discussion
Seminar on Côté
Planning for student presentation panels

Thursday 1:00-2:20
Case studies panel: Indigenous spatial reclamations
Directed reading: Essays from *Standing with Standing Rock* (Estes / Dhillon)
DUE: Cumulative Project Report (including Week 9 work).

WEEK TEN: JUNE 6, 7 (Student presentations)

Tuesday 9:30-11:50
Students panel presentations

Tuesday 1:00-2:20
Students panel presentations

Wednesday 9:30-11:50
Students panel presentations
Summative discussion
Potluck lunch to celebrate (*please bring a dish to pass*)
DUE: Final Checklist and Self-Evaluation Draft

WEEK 11: EVALUATIONS

Required evaluation meeting will be scheduled early this week; sign up for slot in Modules. Do not make break travel plans without first signing up for a meeting.

DUE: Both Self-Evaluation and Faculty Eval on my.evergreen.edu after your Week 11 eval meeting (*required*)

ASSIGNMENTS

1.) ATTENDANCE: Attendance is the single most important factor in your success in this program, to learn, gain equal access class information, and build a learning community. We have planned for our program to be in-person, so lectures and workshops will no longer be recorded, just like back in the olden days of the 2010s. So please inform your families and friends that your attendance will be vital to your success this quarter, and not to make plans that would take you away from class. 90% of life is showing up.

2.) ACADEMIC STATEMENT or Biography: Incoming students to Evergreen are required to write an Academic Statement about their college education and perspective. If you don't have such an Academic Statement, please prepare a short biography for yourself. Post on Canvas assignments as an attachment. **Due Thursday, April 6 .**

3.) SYNTHESIS PAPERS (due Thursday weeks 2, 4, 6, and 8). We will have a single biweekly paper of at least 2-4 full pages (double-spaced), 500-1,000 words, that draws from and synthesizes your readings, summarizes their themes (what the author was trying to say), and relates them to other material in class over the two weeks (lecture, film, discussion). This assignment is to get you to show your engagement with the readings, but also to practice synthesis (interweaving or integration) of different observations into a coherent whole. You might, for example, identify a theme that cuts across the readings, and extract from all parts of the two weeks to provide evidence for your analysis.

Papers are due on Thursday by midnight pasted on Canvas in BOTH the synthesis paper Assignment (for faculty feedback) and Discussion (for student feedback). Do NOT post it as an attachment in Discussion. You should bring a draft to your Thursday morning seminar, so you can discuss it, and you can make and changes or additions and post it on Canvas by Thursday midnight. For credit, papers must include **ALL of the following:**

1. A quote, fact, concept, or argument from the previous week's reading(s) in last week's seminar.
2. A quote, fact, or concept from *this week's* reading(s) in this week's seminar.
3. **IMPORTANT:** *Another connected aspect of the class in the same two weeks, such as lecture, film, guest, field trip, discussion, etc.*
4. A sense of synthesis (interweaving / integration) of these observations into a coherent whole. The purpose of seminar assignments is to provide verification that you have done the reading, and to prepare you for seminar discussion. Faculty will review papers and give feedback.

Synthesis papers tips:

- Week numbers.
- Title of your paper (your synthesis theme).
- Write and save papers outside of Canvas (which can freeze or lose text). Edit if necessary.
- Draft of paper brought to Thursday morning seminar; posted on Modules by Thursday midnight.
- *Attach* in Canvas Assignments as .doc, docx, or .pdf for faculty feedback.
- *Paste* in Discussion for student feedback. *Respond to at least one other student by Monday midnight.*

4.) SYNTHESIS PAPER RESPONSES (Due Mondays in Weeks 3, 5, 7, and 9). ***You need to respond to at least one other student on Canvas Discussion by the Monday after they post,*** to comment on their papers (not just compliment or support, but to offer constructive feedback or dialogue). ***This dialogue is a critical part of building a learning community, and should be taken as seriously as your own paper, and are due on Monday by midnight.*** The submission of papers online is a crucial way to build a learning community and to engage in peer-based learning. Sharing your own paper and reading what other students have written builds writing, analytical, and critical thinking skills. (In the rare circumstance that students need to miss a seminar, they will be required to read and respond to four student posts.) Students will gain knowledge of the different ways students interpret texts, gain familiarity with different writing styles, and engage in asynchronous communication.

5.) CASE STUDIES. Each student will research and present to the class on a contemporary example of reclaiming the Commons, whether by a social movement, Indigenous nation, community-based organization, or project. This is not a group project; each student will present individual research, but as part of a thematic panel. The Case Studies sessions will consist of a 4-5 student panel organized around a similar theme, mainly on Thursday afternoons. Each student will present a powerpoint, for 8-10 minutes. Each panel will have a question-and-answer session totaling 5 minutes per student.

The Case Studies will situate the events in history and place, describe the events with an emphasis on how the people reclaimed the Commons. The reasons for their actions (such as environmental or economic

grievances), or their conflict with police or military, would only briefly be mentioned. Nearly the entire presentation should focus on how the people used the space for expression or prefiguring their preferred model for society.

The number of Case Studies depends on the number of students in the program, so scheduling will not be finalized until Thursday of Week 1. Some panel themes may include: Community farming and gardening, Solidarity economy and mutual aid, Prefigurative protest camps and liberated zones, and Indigenous spatial reclamations.

6.) COMMUNITY-BASED PROJECT. Students are required to complete an 8-credit community-based project, which will consist of either volunteer/internship work with a community organization OR a community-based research project. Faculty have compiled a list of volunteer and internship opportunities with local community-based organizations (posted on Canvas) and will support students during weeks 1 and 2 in getting placed with an opportunity. For students interested in community-based research (so no volunteer work with an organization), then faculty will regularly meet with these students in designing and completing this research throughout the quarter. Students doing volunteer and internship work will need to complete approximately 75 hours of volunteer work by the end of the quarter (hours can also be completed during evals week). Both groups of students will submit regular logs of their hours and Project Reports on Canvas. The first Project Report for weeks 1-2 will give project / organization background and community-based learning agreement. The reflections on the biweekly project reports in weeks 3-4, 5-6, and 7-8 are:

- What overall project work did you accomplish over the past two weeks?
- What new learning did you experience through the project over the past two weeks?
- What larger context, dilemmas, or interesting questions are you encountering in the work?
- What relationships do you see between your learning and the themes of our program?
- What plans are you or the organization making for your project in upcoming weeks?
- What satisfactions or concerns do you want to share with faculty?

Your Cumulative Project Report will be due at the end of Week 9, and include your Project Background and combines your biweekly reflections into a coherent whole (*not* simply pasted together, but interwoven into a single narrative of the quarter's work with overall conclusions). It will also include any work in week 9. The Cumulative Project Report, constructed over the quarter, serves as your "final paper," which is the basis of your Week 10 class presentation. Below is a summary of the scaffolded assignments and when they are due:

Week 3 (Monday, April 17): Project Background and Community-Based Learning Agreement due.

Week 5 (Monday, May 1): Log of hours and biweekly reflections report due.

Week 7 (Monday, May 15): Log of hours and biweekly reflections report due.

Week 9 (Monday, May 29): Log of hours and biweekly reflections report due.

Week 9 (Thursday, June 1): Cumulative Project Report due (including Week 9 work).

Week 10: Final powerpoint presentation on your community project.

7.) SEMINAR PARTICIPATION. All students must be prepared and ready to contribute to the discussion, starting by ***making sure you have a copy of the reading with you.*** You must have your book, e-book, or a print out of any .pdf that is available on Canvas. This is important because you build on your initial reading through discussion, and will need to refer to passages in the text. Expect to hear faculty and students read aloud passages (and if you feel comfortable, be prepared to read aloud as well). Reading out loud underscores significant ideas of the text and increases student comprehension. Students can work with the text in small groups after the faculty have presented information for students to consider. Students can have the option to lead seminar after signing up in Week 1 and meeting with faculty.

8.) NOTETAKING. Take care with your notetaking. Studies show that information is retained in our memory if we write it down. You do not have to take notes on everything, but record enough information to jog your memory later. Some lecture notes and powerpoints will be made available ahead of class, so you can download them, or print them off if you are able (using Handouts-3 pages print-out selection in powerpoint) and take notes on additional information from the lecture.

9.) CHECKLISTS AND EVALUATIONS. Students will be reporting the progress of their work with Mid-Quarter and Final Checklists, and writing a self-evaluation and a faculty evaluation at the end of the program, to be posted on <https://my.evergreen.edu>.

Tuesday, May 2: Mid-quarter Checklist of all written assignments due. Students will note which assignments have been submitted, submitted late, or not submitted

Wednesday, June 7: Final Checklist, Self-Evaluation draft, and Evaluation of your faculty (optional to share faculty eval before meeting). *Both the Self-Evaluation and Faculty Evals of each faculty are due on my.evergreen.edu after your Week 11 eval meeting.*

LAND AND LABOR ACKNOWLEDGEMENT

The Evergreen State College acknowledges the Coast Salish Indigenous peoples on whose ancestral lands our campuses reside and from whom this land was forcibly removed by federal accession through the Medicine Creek Treaty of 1854. We acknowledge the tribes and bands of the Medicine Creek Treaty, including the Squaxin Island [on Olympia campus], Nisqually, and Puyallup tribes who are the traditional custodians of this land. We pay respect to the elders, past and present.

We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal nation partners and all Indigenous students, families, faculty, and staff in our community.

What #SacredLand do you stand on? #HonorNativeLand by learning about the people and history of where you live. Commit to respectfully acknowledging ancestral lands and learn more at <https://hubs.ly/H0BvZf70>

We acknowledge that the economy in which we work was built upon land stolen from Native peoples and labor taken through the enslavement of Black people, and the exploitation of immigrant workers. Even after the formal end of slavery, Black people and other people of color have had freedom, time, knowledge, wealth, and work taken from them without compensation in ways that have laid the foundation for today's society. This includes the care work and labor of social reproduction by women, in particular Black women, that has long been taken for granted. As African American historian and scholar activist Robin D. G. Kelley said: "Federal assistance to Black people in any form is not a gift but a down payment for centuries of unpaid labor, violence, and exploitation."

We also want to express gratitude to those who work the land, particularly farmworkers. The first agricultural workers in the US were enslaved people of African descent. Today 75% of farmworkers are Latinx from the U.S., and Latin American and Indigenous peoples from south of the border. Evergreen has a long history of solidarity with farmworkers; the annual José Gómez Farmworker Justice Day will take place on May 3.

We understand the necessity of linking action to these acknowledgements; hence, these acknowledgments serve as important steps in processes of Native land repatriation, reparations for Black people, as well as broader movements for social justice. We are grateful to all the farmers, farmworkers, forest, land, and water protectors whose labors nourish and sustain us, our communities, and our future generations.