

# Course Syllabus



## SYLLABUS\*

### **GWS 111: Indigenous and Decolonial Feminist Ways of Knowing**

**T/TH: 5- 6:29**

**Room: SS 56**

**Professor:** Sandra M. Pacheco, Ph.D. [she, her, ella]

**Office Hours:** Tuesdays 10am [tentative] or by appointment. For zoom meetings please use the following Meeting ID: 774 997 3903

**Office:** SS 648

**Phone:** 831-229-0178

**Email:** [spacheco@berkeley.edu](mailto:spacheco@berkeley.edu) (best way to reach me)

**Reader:** Kit Gardner [they, them]

**Email:** [kit\\_gardner@berkeley.edu](mailto:kit_gardner@berkeley.edu)

**Office Hours:** Tuesdays 2:30-3:30

\*The syllabus is a living document and subject to change to take advantage of unexpected learning opportunities such as, but not limited to, guest speakers, field trips, current events, and student informed content requests. Any changes made are always in service to student learning and will never add extra work.

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## COURSE DESCRIPTION

This course focuses on indigenous, decolonial, and feminist ways of knowing with critical analysis of the scientific method as a privileged way of knowing situated in a particular

social, cultural, political economy. Local and transnational feminist movements focusing on health and wellness of people and Mother Earth will be explored. Some topics will include examination of traditional birthing methods, integrated mental health practices, food as medicine, and indigenous women led environmental movements.

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## REQUIRED READING

- Kimmerer, Robin Wall. Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants. Minneapolis, Minnesota: Milkweed, 2013. [available online] If you happen to have a subscription or access to audio books, I highly encourage experiencing the book that way. The author, Robin Wall Kimmerer, is the narrator. They bring sweet energy to the reading.
  - <https://ebookcentral-proquest-com.libproxy.berkeley.edu/lib/berkeley-ebooks/detail.action?docID=1212658>
  - Digital articles, videos, podcasts and more which will be provided via Canvas. See links embedded below. On the schedule all forms will be referred to as "readings." Under the pages tab I will include a full reference page that will be updated during the semester to include "suggested reading," which may be helpful for your final projects/papers.
  - Some readings will be via "oral tradition" sharing.
  - Note: For the most part, I have organized assigned readings to have more pages between Th and T and less reading between T and Th. I have kept the reading load light so we can engage more deeply.
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## COURSE OBJECTIVES

Within the context of *Indigenous and Decolonial Feminist Ways of Knowing*, students will:

- Explain the intricate and interdependent relationship between land, nature, health, and wellness.
  - Analyze the social, cultural, political, and historical context in which knowledge is produced.
  - Integrate new ways of knowing with existing ways of knowing.
  - Demonstrate the ability to engage in creative and experiential ways of knowing.
  - Research and synthesize subject matter for personal use.
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## COURSE EXPECTATIONS

As with any course I expect that we all come prepared to engage. This means we have done the readings and assignments. We are prepared to engage and continually co-create our learning experience. We work from the understanding that everyone is at a different stage and journey of learning. Some may know more than others. We chose to share with a generosity of spirit and create a learning environment that is respectful and aware of power dynamics that can disrupt learning for other students in the class. We will discuss this our first week of the semester.

**Process:** My pedagogy is informed by bell hooks and my Indigenous elders with an understanding of institutional needs and requirements. While elements of the course will be very familiar, other learning experiences may not be. I will be sure to always explain what we are doing and why. I have created the course in such a way to have a rhythm. For readings, the process will be to engage with the readings, videos, etc. and post some thoughts. This will be followed by expanding on your post as a result of new learning that emerged from engaging with other students, guest speakers, and/or professor. Remember, participation is important. It energizes and deepens learning. A note on discomfort in the classroom. At anytime subject matter or a conversation can result in discomfort. Some discomfort is expected, such as when we are in the process of facing new ways of understanding that challenge existing ways of understanding. Take note of any discomfort and consider "writing it out" in your short response pieces noted below under CRR.

The first part of the course will be creating the container and engaging in a general understanding of the course themes. We will then move to having opportunities for experiential learning of specific examples.

**Attendance:** I will be taking attendance, but it will **not** be part of your grade. That said, attendance is quite important as it will inform a significant part of your assignments. See Critical Reflection Response (CRR) below under assignments. I understand that we are in difficult times so I just ask that you reach out to me to see what we can do to ensure you stay connected.

**Technology:** Once we are in person, I ask that devices be put away. Given the subject matter, it will be our first act of practicing decolonizing, at least for the moment. On the first day we will explore how we can navigate information gathering and sharing needs. I have some thoughts on how we might do this but am interested in your ideas as well! I also want to be sure we understand varying learning styles.

**Honor Code:** This course will be deeply personal for each student as the semester progresses. As such, plagiarizing and other honor violations are not as relevant to this course. Of course, your work must be your own. With that said, collaboration is valued. We will discuss during our first week what constitutes collaboration. The link will take you to the home page of the UC Berkeley Honor Code. <http://asuc.org/honorcode/index.php> (Links to an external site.)Links to an external site.

**Accessibility and Academic Accommodations:** I am committed to creating a learning environment that meets the needs of everyone in my class. Please be sure to meet with me during the first two weeks of the semester to check-in about support you may need. Below, under "Campus Resources," you will find more detailed information.

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## ASSIGNMENTS AND GRADING

Assignments are intentional designed to provide you with deeper engagement and the ability to return to learning. Content and assignments along the ways will provide the elements for your final paper/project. I will often point out, "keep this in mind as you work on your paper/project." Below I have provided brief information. For each assignment I will go over requirements in detail and will also note it on the "assignments" tab when posting it on Canvas.

### **Critical Reflection Responses [CRR]: 36 points (6 submissions, 6 points each)**

**CRRs** will be your opportunity to engage with the reading and incorporate new understanding of the reading after conversations with students in the class, guest speakers, or other learning experiences. Between weeks 2 through week 14 you will submit 6 CRRs for a possible 6 points per submission. These are short responses, not essays. **Think of this as your reading journal and dialogue with authors and class members.** The CRR is 2 to 3 pages. The CRRs have accommodations built-in for all. CRRs can be written on any week of readings you like with a due date after that week or as noted below.

- Strong CRRs provide many examples, grapple with ideas, make connections between readings, and/or applied readings to lived experiences.
- It demonstrates new learning that emerged as a result of engaging in conversations in class.
- CRRs are to be beneficial to you, not me. I get excited seeing your minds, hearts, and spirits engaged fully. An integral approach to learning is what we are aiming for as a mini subversive act. That said, I still need to see you stay on topic.
- Use a writing voice of your choice. If you need to practice academic writing for a senior thesis, then approach it as such. If you are trying to get out of your head, practice that. Think dialogue.

**CRR non expository:** I am committed to an engaged pedagogy and students having the opportunity to learn from strengths. As such, one CRR can be a non-expository engagement with the reading. In the past students have done the following: slam poetry, podcast, performance, art piece, songs, political posters, psa, etc. What are your creative strengths when it comes to learning? For some it is challenging to move out of their head. The non-expository CRR provides an opportunity to not center cognition.

**Due:** Friday 11:59 pm on Weeks 2, 4, 6, 8, 10, and 12.

**Experiential Learning: 16 points (4 opportunities- 4 points each)**

Throughout the semester you will be provided with opportunities to directly engage with what we are learning. For example, when we begin to discuss actual practices related to Indigenous and decolonial ways of knowing you will be able to try them for yourself. I will place a special module for this on Canvas. It will include opportunities from class and from readings. I will describe various options. You are free to choose the four that speak to you or suggest ones that you prefer and/or relate to class or your final paper.

**Due:** Friday 11:59 pm on Weeks 7, 9, 11, and 13.

**Draft Sections of your Final Paper/Project: 8 points (2 sections- 4 points each)**

Engaging in thinking, creating, revising, and receiving feedback will give you the opportunity to receive a higher score on your final paper. Your final paper/project will consist of creating a personal health and wellness toolkit informed by the indigenous, earth-based traditions of your respective cultural lineage(s). A separate handout will be provided for the two drafts.

**Draft of Section 1: Situating Yourself**

**Due:** Friday 11:59 pm on Week 5

**Draft of Section 2: Rituals and Practices**

**Due:** Friday 11:59 pm on Week 9

**Final Paper/Project: Personal Indigenous/Decolonial Health and Wellness Resource: (40 points)**

The final Paper/Project will be a minimum of 12 pages and a maximum of 15 pages, double-spaced and 12 point font. It will include at least 15 sources/citations. Six sources may come from course material. I will provide a separate handout detailing requirements for your final paper/project below. The course content, including engagement with content in class, all serve as possible components to include. The most important thing to understand about this final paper/project is that it must be fiercely internally driven and personal. Format according to the convention (MLA, Chicago, APA, etc) that you are most comfortable using.

**Due:** Friday, May 12th, at 11:59 pm

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**Grading**

**Total Points Possible: 100**

A: 90-100 [90-93 A-; 94-97 A; 98-100: A+]

- B: 80-89 [80-83 B-; 84-87 B; 88-89: B+]  
C: 70-79 [70-73 C-; 74-77 C; 78-79: C+]  
D: 60-69 [This is a NP grade if you are taking the P/NP option]  
F: 0-59 [This is a NP grade if you are taking the P/NP option]
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## CAMPUS RESOURCES

**Accessibility and Accommodation Services:** UC Berkeley is committed to creating a learning environment that meets the needs of its diverse student body including students with disabilities. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. All videos have CC or in the process of being modified to include CC.

If you have a disability, or think you may have a disability, you can work with the Disabled Students' Program (DSP) to request an official accommodation. The Disabled Students' Program (DSP) is the campus office responsible for authorizing disability-related academic accommodations, in cooperation with the students themselves and their instructors. You can find more information about DSP, including contact information and the application process here: [dsp.berkeley.edu](https://dsp.berkeley.edu) Links to an external site. If you have already been approved for accommodations through DSP, please meet with me so we can develop an implementation plan together.

**Student Technology Equity Program (STEP)** - provides laptops and other peripherals for students in need (Informational Services and Technology)

**Corona Virus** [coronavirus.berkeley.edu](https://coronavirus.berkeley.edu) (central campus website for COVID-19 resources)

**Berkeley Basic Needs** <https://basicneeds.berkeley.edu/> supports with all the essential resources needed to not only survive but thrive here at UC Berkeley. Whether you're a graduate student, undergraduate student, staff, or faculty, our mission is to support you as we work together towards justice and belonging for all.

**Crisis Support and Resources:** <https://uhs.berkeley.edu/counseling/urgent> Students with urgent needs should call 510-642-9494 to speak with a counselor. Urgent concerns regarding sexual assault call 510-642-6074

It is important to note that faculty fall under the category of "responsible employee" and are mandate to report any information suggesting a person is in danger of sexual violence or harm or has been harassed or violated. We are required to report this information to the Title IX officer whether or not you wish us to do so. Please note that such sharing is not held "in confidence." It is a complicated policy that is both helpful and

troubling. Unfortunately, it is a rule we are required to operate under. It is important you know this. I will add resource information here that provides for confidential sharing.

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## CLASS SCHEDULE

### Week 1: Introduction: Pedagogy, Tone, and Context

These first two days will be for understanding what we will be doing this semester and how we will be engaging. Process is important!

#### Tue (Jan 17): Readings

- Bless this Land by Joy Harjo [Bless This Land Poem by Joy Harjo.pdf](#) [1 page]
- <http://www.grandreunion.net/the-land-you-are-on/Links> to an external site.
- Intro to Teaching to Transgress by bell hooks [bell hooks Intro to Teaching to Transgress.pdf](#) [12 pages]

#### Thu (Jan 19): Readings

- Positionality, Epistemology, and Social Justice in the Classroom by David Takacs [Positionality, Epistemology, and Social Justice in the Classroom Takacs.pdf](#) [11 pages]
- Sogorea Te' Land Trust: Lisjan History and Territory <https://sogoreate-landtrust.org/lisjan-history-and-territory/Links> to an external site.
  - Please note that this site has a number of sections embedded toward the end of the page that need to be clicked on to expand.

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### Week 2: Problematizing Research and Science

We will explore the history or research and its impact on Indigenous persons as well as the impact of colonization. From the field of psychology, we will examine feminist and indigenous efforts being made to challenge disciplines that are known for engaging in problematic research.

#### Tue (Jan 24) Readings

- Introduction in Decolonizing Methodologies: Research and Indigenous Peoples by Linda Tuhiwai Smith [Decolonizing Methodologies L T Smith Intro.pdf](#)[18 pages]
- Colonizing Knowledges in Decolonizing Methodologies: Research and Indigenous Peoples by Linda Tuhiwai Smith [Decolonizing Methodologies L T Smith Colonizing Knowledges.pdf](#) [21 pages]

### Thu (Jan 26) Readings

- Quantitative Methods: Science means and ends by Lisa Cosgrove, Emily E. Wheeler, and Elena Kosterina [CP Quantitative Means and Ends Cosgrove et al.pdf](#) [7 pages]
- The Egg and the Sperm by Emily Martin [The Egg and the sperm Emily Martin.pdf](#) [16 pages]

Due: CRR 1 Friday, Jan 27th by 11:59 pm or before.

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### Week 3: Critique of Healing Systems and Decolonizing Healing

This week we continue with problematizing existing systems and then transitioning to seeing possibilities for a different way of doing health and wellness.

### Tue (Jan 31) Readings

- The "benevolent" policing of social work and mental health: <https://rabble.ca/anti-racism/benevolent-policing-social-work-and-mental-health/> [Links to an external site.](#)[9 pages]
- Introduction to Inflamed: Deep Medicine and the Anatomy of Injustice by Rupa Marya and Raj Patel [Inflamed Deep Medicine and the Anatomy of Injustice Marya and Patel.pdf](#) [26 pages]

### Thu (Feb 2) Readings

- Guest Speaker: Corrina Gould [pending confirmation]
- Decolonizing Healing Through Indigenous Ways of Knowing by Miranda Field [Decolonizing Healing Through Indigenous Ways of Knowing SpringerLink.pdf](#) [11 pages]
- Rematriation Resource Guide [Rematriation-Resource-Guide.pdf](#)

[This is more of a booklet than article. It's very short.]

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### Week 4: Indigenous Ways of Knowing

As we begin our primary text, approach it as the container that will be a cultural constant that keeps us in a relational space with land and plant relatives. All Tuesday readings, from here on, will be from Braiding Sweetgrass.

### Tue (Feb 7) Readings



- Braiding Sweetgrass [pages 3-32]

### Thu (Feb 9) Readings

- Indigenous Women and Knowledge by Isabel Altamirano-Jimenez and Nathalie Kermoal [Indigenous Women and Knowledge Isabel Altamirano et al.pdf](#) [12 pages]

**Due:** CRR 2 Friday, Feb 10th by 11:59 pm or before.

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### Week 5: Indigenous Ways of Knowing

This week, in addition to Braiding Sweetgrass, we learn about the work of Washoe tribal member, Dr. Lisa Grayshield, who shares on Indigenous Ways of Knowing within the field of counseling. We also hear from the Chief of the Winnemem Wintu Tribe, Caleen Sisk, who shares about Traditional Ecological Knowledge (TEK) and ongoing efforts to protect salmon relatives.

### Tue (Feb 14) Readings

- Braiding Sweetgrass [pages 33-59]
  - An Offering
  - Asters and Goldenrod
  - Learning the Grammar of Animacy

### Thu (Feb 16) Readings

- Indigenous Ways of Knowing as a Philosophical Base for the Promotion of Peace and Justice in Counseling Education and Psychology by Lisa Grayshield [Indigenous Ways of Knowing Lisa Gray Shield.pdf](#) [15 pages]
- Traditional Ecological Knowledge: Chief Caleen Sisk, Winnemem Wintu Tribe [https://vimeo.com/14870939?fbclid=IwAR0Td1Y3Et0nWd0tC\\_EExRKlk9CdjoIQO7Zggo3jPS47oIWQgGacGY-BVY](https://vimeo.com/14870939?fbclid=IwAR0Td1Y3Et0nWd0tC_EExRKlk9CdjoIQO7Zggo3jPS47oIWQgGacGY-BVY) [Links to an external site.](#)[15 min]
  - Full documentary is only available via DVD. I will continue to find access for the full length film.
- Chief Caleen Sisk, "When Salmon Speak: The Winnemem Wintu and The Winter-Run Chinook" <https://www.kcet.org/shows/tending-the-wild/when-salmon-speak-the-winnemem-wintu-and-the-winter-run-chinook> [Links to an external site.](#)[3pages]

**Due:** Draft 1 of your final paper on Friday, Feb 17th by 11:59 pm or before.

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## Week 6: Practices: Curanderismo

As mentioned in class during week one, I will be sharing from my personal research and practice in curanderismo. The readings for Thursday provide a brief overview of curanderismo as covered by Paula Hendricks and Patrisia Gonzales. I included an optional chapter by Gloria E. Anzaldua who holds the intensity of shifts that becomes sites for healing.

### Tue (Feb 21) Readings

- Braiding Sweetgrass [pages 60-81]
  - Tending Sweetgrass
  - Maple Sugar Moon
  - Witch Hazel

### Thu (Feb 23) Readings

- Elena Avila, Curandera: Balancing the Old and the New by Paula Hendricks [Curandera Balancing the Old and New.pdf](#) [3 pages]
- Patrisia Gonzales, Calling Our Spirits Back: Indigenous ways of diagnosing and treating soul sickness. [Calling Our Spirits Back by Patrisia Gonzales.pdf](#) [15 pages]
- [Optional, but Highly Recommended: Provides a "borderlands" connection to healing.] Now let us shift...the path of conocimiento...inner work, public acts by Gloria E. Anzaldua [Now Let Us Shift Anzaldua.pdf](#) [37 pages]

**Due:** CRR 3 Friday, Feb 24th by 11:59 pm or before.

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## Week 7: Practices: Altars

Moving forward, you will have more opportunities to engage in experiential learning. The altar activity we do in class will be an invitation to experience a different way of knowing. Home altars are central to numerous cultures, often tended to by women.

### Tue (Feb 28) Readings

- Braiding Sweetgrass [pages 82-117]
  - A Mother's Work
  - The Consolation of Water Lilies
  - Allegiance to Gratitude

### Thu (Mar 2) Readings

- Altar for the Healing of Our Younger Self by Susy Zepeda [Altar for Younger Self Susy Zepeda.pdf](#) (3 pages)
- The Day After the Election (body as altar) by Sandra M. Pacheco [Voices from the Ancestors The Day After Body as Altar.pdf](#) (3 pages)
- In class activity: Home Altar

**Due:** EL1 Friday, Mar 3rd, by 11:59 pm or before.

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## **Week 8: Practices: Sweat Lodges and Spiritual Baths**

This week we continue with healing practices that are found in indigenous traditions from the northern part of Turtle Island to the southern part. As you will see in the readings, these practices also extend beyond Turtle Island.

### **Tue (Mar 7) Readings**

- Braiding Sweetgrass [pages 119-155]
  - Picking Sweetgrass
  - Epiphany in the Beans
  - The Three Sisters
  - Wisgaak Gokpenagen: A Black Ash Basket

### **Thu (Mar 9) Readings**

- Crying for a Vision: The Native American Sweat Lodge Ceremony as Therapeutic Intervention by Michael Tlanusta, et al [Native American Sweat Lodge as Therapeutic Intervention.pdf](#) [ 7 pages]
- Baños de limpia espiritual by Sandra M. Pacheco [Voices from the Ancestors Banos Espirituales Pacheco.pdf](#) [5 pages]

**Due:** CRR 4 Friday, Mar 10th by 11:59 pm or before.

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## **Week 9: Practices: Plant Relatives [This week may be reorganized to accommodate guest speakers.]**

We have a guest speaker, Atava Garcia Swiecicki, who will be joining us Thursday via zoom from New Mexico. Atava was my first "formal" teacher of herbalism. She is trained as an herbalist and is also a practitioner of curanderismo. She will be sharing about plant relatives and her new book that was recently released.

### **Tue (Mar 14): Readings**

- Braiding Sweetgrass (pages 156-201)
  - Mishkos Kenomagwen: The Teachings of Grass
  - Maple Nation: A Citizenship Guide
  - The Honorable Harvest

#### Thu (Mar 16): Readings

- Video: Tending the Wild Episode 5-Gathering Medicine: How Native Medicinal Practices are Thriving Today <https://www.kcet.org/shows/tending-the-wild/episodes/gathering-medicine> Links to an external site.[ 12 min.]
- Curanderx Toolkit by Atava Garcia Swiecicki [forthcoming]
- Guest Speaker: Atava Garcia Swiecicki, Herbalist and practitioner of curanderismo [PENDING]

**Due:** Draft 2 of your final paper, Friday, Mar 17th by 11:59 pm or before.

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#### **Week 10: Practices: Birthing Practices and Plant Relatives [This week we will be online for class.] [This week may be reorganized to accomodate guest speakers.]**

This week we will be meeting remotely so that I may bring you a special guest speaker, Doña Enriqueta Contreras Contreras, a Zapotec curandera and midwife extraordinaire. She is also my primary teacher and elder. She will be sharing with us some examples of indigenous birthing practices.

#### Tue (Mar 21) Readings

- Braiding Sweetgrass (pages 203-253)
  - Braiding Sweetgrass
  - In the Footsteps of Nanbozho: Becoming Indigenous to Place
  - The Sound of Silverbells
  - Sitting in a Circle
  - Burning Cascade Head

#### Thu (Mar 23) Readings:

- Zapotec Woman of the Clouds: The Life of the Midwife-Healer Enriqueta Contreras Contreras [The Life of Midwife Curandera Dona Enriqueta-1.pdf](#)
- Guest Speaker: Zapotec Curandera and Midwife Doña Enriqueta Contreras Contreras from Oaxaca, Mexico

**Due:** CRR 5 Friday, Mar 24th by 11:59 pm or before.

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## SPRING BREAK: MAR 27-31

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### Week 11: Practices: Plant Relatives [This week may be reorganized to accommodate guest speakers.]

On Thursday we will have a hands-on activity where we learn to prepare plant medicine.

#### Tue (Apr 4) Readings

- Braiding Sweetgrass (pages 254-300)
  - Putting Down Roots
  - Umbilicaria: The Belly Button of the World
  - Old-Growth Children
  - Witness to the Rain

#### Thu (Apr 6) Readings

- Walking on Our Lands Again: Turning to Culturally Important Plants.... by Leigh Joseph/styawat [Walking on our Lands Plants and Indigenous Health.pdf](#) [12 pages]
- Plant Medicine Activity: We will be preparing plant medicine in class.

**Due:** EL 2 Friday, Apr 7th by 11:59 pm or before.

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### Week 12: Practices: Limpias

#### Tue (Apr 11) Readings

- Braiding Sweetgrass (pages 301-340)
  - Burning Sweetgrass
  - Windigo Footprints
  - The Sacred and the Superfund

#### Thu (Apr 13) Readings

- The Thirteen Aires and Self-Limpias by Atava Garcia Swiecicki [Thirteen Aires and Self Limpias.pdf](#)

Class Activity: We will be learning how to do a limpia.

**Due:** CRR 6 Friday, Apr 14th by 11:59 pm or before.

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## Week 13: Practices: Food as Medicine

Women are primary preparers of food. From the indigenous tradition that I come from and study in, how we prepare food is important. The process begins long before the kitchen. Our readings this week will help us understand how we relate to plant food and its medicinal benefits.

### Tue (Apr 18) Readings

- Breeding Sweetgrass (pages 341-359)
  - People of Corn, People of Light
  - Collateral Damage

### Thu (Apr 20) Readings

- Recovering our Gardens-Traditional Diets and Activities by Devon A. Mihesuah [Recovering Our Ancestor's Gardens Chapter 1 Traditional Diets and Activities.pdf](#) [23 pages]
- Decolonize Your Diet: A Manifesto by Catriona Rueda Esquibel and Luz Calvo [Decolonize Your Diet a Manifesto Esquibel and Calvo.pdf](#) [4 pages]
- Video: Tending the Wild Episode 4-Decolonizing the Diet: How Native People are Reclaiming Traditional Foods <https://www.kcet.org/shows/tending-the-wild/episodes/decolonizing-the-diet> Links to an external site.(15 min)

Due: EL 3 Friday, Apr 21st by 11:59 pm or before.

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## Week 14: Practices: Food as Medicine

### Tue (Apr 25) Readings

- Breeding Sweetgrass (pages 360-384)
  - Shkitagen: People of the Seventh Fire
  - Defeating Windigo
  - Epilogue: Returning the Gift

### Thu (Apr 27) Readings

- Film: Gathering [available for free on Kanopy and Netflix] <https://berkeley.kanopy.com/video/gather>
  - Guest: TBD
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**Week 15: Review Week**

**Tue (May 2)**

**Thu (May 4)**

**Due:** EL 4 Friday, May 6 by 11:59 pm or before.

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**Finals Week: May 8th -12th**

**Due:** Final Paper on May 12th by 11:59 or before.