San José State University  
Department of Sociology and Interdisciplinary Social Sciences  
AAS 33A: Asian American U.S. History and Politics I  
Fall 2021

COURSE AND CONTACT INFORMATION
Instructor: Joanne L. Rondilla, Ph.D.  
Office Location: Virtual, via Zoom.  
Email: joanne.rondilla@sjsu.edu  
Talk Story Sessions (a.k.a. Office Hours): Mondays 12pm-3pm; Wednesdays 4-5pm & by appointment.  
Sign up for an appointment here.

Scheduled Class Days/Times*:  
Sec 05 (42665): We 02:15pm-03:30pm  
Classroom: Via Zoom. Go here for registration link.  
Satisfies Area D: Social Sciences (formerly GE Area D2)  
Note: Per the SJSU General Catalog, students must complete entire sequence (AAS 33A and AAS 33B) to satisfy American Institutions (US 123).

COURSE DESCRIPTION
From the course catalog: 3 units. Historical and political processes shaping U.S. culture, institutions and society from before European expansion to the Civil War. Focus on the roles of workers, immigrants, and people of color from a comparative perspective.

This course will examine the development of the U.S. from before the era of European expansion through the Civil War. Emphasis will be given to the historical and political factors that shaped the culture, society and institutions of the nation. This approach will focus on the roles played by workers, immigrants, and people of color generally and Asian Americans and Pacific Islanders in particular. Since Asian immigrants did not arrive in large numbers until the 1850s, AAS 33A will focus on the transpacific and co-constitutive historical experiences of Native Americans, African Americans, Latinx Americans, and women more broadly. Such an examination of minority groups in the U.S. will help us understand the development of this country as a diverse nation. This course will also examine the development of national political ideologies, institutions, and practices. Topics will include the nature of government, the evolution of the Constitution, federalism, civil liberties and civil rights, political parties and interest groups and the ways in which politics and public policy have been interwoven with struggles over the issues of race, ethnicity, gender, and class.

COURSE FORMAT
This is an online course. We will be meeting once per week on Wednesdays during your designated course time. Please refer to Canvas for detailed information regarding links and meeting sessions. Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Learning Management System course login website. You are responsible for regularly
checking the messaging system through one.SJSU to learn of any updates. Be sure to also review your Canvas notification settings, as announcements will be posted via Canvas. Elect to have announcements forwarded immediately to your primary email address. If you have any questions, please post your questions on Hallway Conversations, email me, see me in Talk Story Sessions, or consult the eCampus website. Do not wait to ask questions until a few hours before an assignment is due. You may not receive a just-in-time response.

LEARNING OUTCOMES

GE Learning Outcomes (GELO)

GELO 1 (US1) - Assessed by the Critical Responses, Online Assignments, and Final Project: Students will be able to describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

⇒ The continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and
⇒ Within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

GELO 2 (D2) - Assessed by the Critical Responses, Online Assignments, and Final Project: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3 (D2) - Assessed by the Critical Responses, Online Assignments, and Final Project: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

GELO 4 (D2) - Assessed by the Critical Responses, Online Assignments, and Final Project: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

GELO 5 (D2) - Assessed by the Critical Responses, Online Assignments, and Final Project: Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Course Learning Outcomes (CLO) Upon successful completion of the course students will be able to:

CLO 1 - Assessed by the Critical Responses, Quizzes, and Final Project: Identify the interactive social roles and relationships of diverse cultural groups, such as American Indians, African Americans, women, European immigrants, Latinos, Pacific Islanders, and Asian immigrants in shaping the development of North America, including U.S. history and political institutions through the end of the Civil War. Students will learn of key events, individuals, groups, and organizations that reflect the ability of diverse groups to effect social change in the protection of their rights and liberties.
CLO 2 - Assessed by the Critical Responses, Course Activities, and Final Project: Analyze the contemporary development of American democracy in cultural, historical, environmental, and spatial contexts. Students will be able to identify the expanding definitions of “the people” in the United States as reflected in the effects of race, class, and gender on citizenship and voting rights.

CLO 3 - Assessed by the Critical Responses, Course Activities, and Final Project: Demonstrate a critical, interdisciplinary awareness of how U.S. history and political institutions have been shaped by developments in Europe, Asia, Latin America and Africa. Students will be able to identify key events in England, Europe, Africa, Latin America, and Asia in the context of the colonization of North America and the formation of the English colonies leading to the American Revolution and the establishment of the United States.

CLO 4 - Assessed by the Critical Responses, Course Activities, and Final Project: Identify the strengths and weaknesses of distinct social science perspectives. Students will be able to compare and contrast social science theories, such as classical liberalism, classical conservatism, assimilation, imperialism and colonization in understanding issues of ethnicity, race, class, and gender.

CLO 5 - Assessed by the Critical Responses, Course Activities, and Final Project: Demonstrate an interdisciplinary understanding of the development of U.S. political institutions, i.e., the Constitution, the Bill of Rights, the federal system of government, the political party system, and to understand their interaction with culturally diverse groups in early U.S. history. Through the utilization of social science perspectives, students will be able to identify the evolving nature of democracy in the “living” Constitution.

CLO 6 - Assessed by the Critical Responses, Course Activities, and Final Project: Demonstrate an interdisciplinary understanding of the relationship between the early development of the U.S. as a multicultural society and the experiences of Asian Americans, including early contacts between the U.S. and Asia, Chinese immigration after 1848, and how the status of Asian Americans relates to the experiences of Native Americans, African Americans, Euro Americans, Hispanic Americans, and women. Students will be able to identify the impact of ethnicity, race, class, and gender in the formation of the United States.

CLO 7 - Assessed by the Critical Responses, Course Activities, and Final Project: Write essays of critical analyses of major problems in U.S. history, society and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.

**REQUIRED TEXTS AND OTHER READINGS**

These textbooks are also available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted on our course Canvas webpage. Note that these required texts may be different from those required for AAS 33A/B sections taught by other professors or instructors. There are cost and pedagogical reasons for this. The text below will also be used in my 33B sections in the future. If you somehow cannot take 33B with me, we can set up a book trade with students from other 33A sections so that textbook expenses for AAS 33A/B can stay at a minimum. Please contact me if extenuating circumstances prevent you from accessing the materials.
• Additional readings and media are available on Canvas.

**COURSE REQUIREMENTS AND ASSIGNMENTS – 1000 points total (100%)**

**STUDENT’S OATH:** In order to remain enrolled in and pass the course, students are responsible for completing ALL required work. **Any major assignment that is missing can result in immediate failure.**

★ **Critical Responses:** 20% (TWO papers at 100 points each).
Assesses GELO 1, 2, 3, 4, and 5.
Students will be responsible for writing two critical responses. Papers must be at least 1000 words in length, and not exceed 1500 words (approximately three and a half to five pages; word count does NOT include notes or bibliography). Baseline credit will be based on word count. Failure to meet the minimum 1000 words will result in an automatic “D”. Responses will require that you use the assigned readings and course materials. Specific prompts and rubrics will also be provided on Canvas. Your paper will be graded on how well you answer the question(s) and how well you apply the relevant readings and lectures to support your argument. **Paper I due 10/3. Paper II due 11/14. Submit via Canvas.**

**TALK STORY SESSIONS (aka Office Hours):** 10% (TWO sessions at 50 points each).
Students are expected to schedule meet one-on-one with Dr. Rondilla at least TWICE this semester. The first meeting must occur between August 23rd – October 8th. The second meeting must occur between October 18th – December 3rd. Appointment sign-ups are [here](#). **When signing up for an appointment, it is best to use your SJSU email, thus ensuring that the instructor can readily identify you.** Students who fail to schedule and attend an appointment within the designated time frames will receive an automatic zero.

★ **FINAL GROUP PROJECT:** We the People: 30%.
Assesses GELO 1, 2, 3, 4, and 5.
Students are expected to work in groups of at least give (eight total groups max). Explicit directions for the final project will be available on Canvas by week 4. **Final Projects due 12/9 @11:59pm.** Late projects will result in immediate course failure.

**ZOOM SESSIONS & NOTES:** 5%
To assist students in keeping up with the module materials, you will have the opportunity to submit lecture and module notes for credit. Each module will have a submission link where students can submit notes within a limited time. Late submissions for notes will not be accepted. In addition, for those who attend the Zoom sessions, students can earn points for the limited-time activities that take place. There are no makeup opportunities for Zoom activities

**OVERALL PARTICIPATION (includes pop quizzes, online assignments, and exercises etc.):** 35%
Assesses GELO 1, 2, 3, 4, and 5.
Class participation is a substantive part of your grade. It will be based upon discussions, completion of Canvas exercises, quizzes, and a display of appropriate class protocol (netiquette). The reading load is very manageable. Therefore, I expect ALL the assigned reading to be completed by the time we meet for our
weekly discussions. Kindly be prepared to come to discussion sessions having read course materials critically and closely. I reserve the right to give pop quizzes – especially when I sense that students have not kept up with the reading. There are no make-ups for these in-session exercises and quizzes. Deadlines vary. See Canvas for more details.

Showing up is strongly suggested. Simply showing up and occupying space does not constitute overall participation. Students are expected to engage with the material and with each other in respectful and meaningful ways. This includes speaking up and asking questions, sharing informed thoughts, as well as taking a step back and providing your fellow classmates the space to articulate their ideas. I understand that not all students feel comfortable speaking up on a regular basis. Please note that active engagement (posing questions, connecting ideas with the materials and peers, posting questions and ideas in online discussions, etc.) is essential to your success. You may also come to Talks Story Sessions so that we can discuss the course material.

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other’s opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways.

If you have a medical problem that makes it difficult for you to participate in class, please come see me ASAP or have Accessible Education Services contact me. If not, you may get docked participation points.

**COURSE SCHEDULE**

Check Canvas website for most current course reading and deadline schedule. Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.

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<tr>
<th>STUDENT COURSE ASSESSMENT</th>
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<tr>
<td><strong>ASSESSMENT CRITERIA</strong></td>
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<td>Final Project</td>
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<td>Critical Response I</td>
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<td>Talk Story Hours</td>
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<td>Zoom Sessions &amp; Notes</td>
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GRADING SCALE AND POLICY

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<td>A-</td>
<td>92.9% - 90%</td>
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<td>B+</td>
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Note: “A+” grades will not be granted.

The university’s grading policies can be found [here](#). With respect to percentages, the breakdown for this course is listed [here](#). Grades will not be curved or rounded up. No exceptions.

If you have questions about assignments and grades, please see the instructor during office hours (open hours or via appointment). Note: I will NOT discuss or share grades over email. No exceptions.

COURSE POLICIES

SENDING EMAIL

Please note that I am a firm believer in face-to-face communication and interaction – yes, even with online interactions. Oftentimes, students hide behind emails or simply refuse to look at a syllabus or direction sheet for essential course information. Also, intent and tone often get lost in email communication and can result in uncomfortable, unprofessional misunderstandings between the student and professor.

In situations where students have specific questions about the course or their personal performance, then please email or schedule a Talk Story session with me. My email address is: joanne.rondilla@sjsu.edu. When sending an email, please remember to exercise basic email etiquette (e.g. NEVER begin an email with “Hey...” as I will not respond and will automatically delete said message) and include some basic information such as:

a) a detailed subject heading. e.g. AAS 33A: Talk Story Session Request.
b) your FULL name as listed on the roll sheet
c) a brief message letting me know what you would like to discuss during our meeting
d) at least three possible dates/times you are available to meet.

Though I try my very best to respond to emails in a timely manner, kindly allow least 48 hours (weekends not included) for a response before sending a follow-up message.

ATTENDANCE & CLASSROOM BEHAVIOR

As noted on the course home page, the world we live in is not normal. Ideally, I would like you to attend the weekly discussion sessions (Wednesdays). However, I understand that some of you may have some challenges attending. With that, my official policy is: attendance is strongly suggested. The weekly sessions are the only way to make and maintain connections with each other, so please attend as best as you can. In situations when you cannot, please make sure you check Canvas for any associated assignments.
This is college. I trust that you are adults* that respect the educational opportunity before you, and that you do your part to create a great learning experience for everyone. Though online learning is challenging, I expect that you will maintain netiquette at all times, as disruptive behavior in class will not be tolerated. Be mindful and respectful. *Please see me if you are under 18 years old.

EXTRA CREDIT
There will be opportunities to earn extra credit. As information about relevant events surfaces, I will post these additional opportunities on Canvas. To receive extra credit, students will have to submit the following:

- proof of attendance (examples include: a screenshot of the event taking place, an electronic copy of the event ticket, etc.)
- a short write-up (at least 200 words) about the event and its relevance to the course.

Students have FOURTEEN days from the date of the event to submit these materials for consideration. Late submissions will not be accepted. The last day to submit extra credit materials is: Monday, November 15th @11:59pm. See Canvas for relevant links. Please note the following:

- While students are free to attend ALL the events, there is a limit of THREE submissions to be counted for extra credit.
- Each complete extra credit submission will be worth 5 points each, and will be .5 points to your overall grade. For example, if a student successfully completes all three submissions, they will receive 1.5 points added to their overall grade.

LATE WORK
Again, the world we live in is not normal. Given the pandemic, I will take late work until December 6th (the last day of instruction). However, if an assignment is submitted after the grades have been posted, there will be a 10-15% late deduction. Final Projects cannot be submitted late.

UNIVERSITY POLICIES
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available here at the Office of Graduate and Undergraduate Programs website.

Credit Hours
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Academic Integrity
Students should be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Instances of academic dishonesty will not be tolerated.
Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Plagiarism**

While I trust that all of you will do honest work, plagiarism happens more often than I care to admit. It is a terrible offense that breaches the trust between the student and the instructor. Cheating and plagiarism are serious academic offenses and will not be tolerated. Sadly, most students do not know what plagiarism actually is. To clarify, to plagiarize means to:

- [Intentionally or unintentionally] pass off the ideas or words of another as one’s own;
- Use (another’s production) without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (Merriam Webster Online Dictionary definition of "plagiarize," retrieved June 20, 2005)

In the event that a student is caught cheating or plagiarizing an assignment, the following will happen:

- The student will receive zero credit for the assignment.
- 200 points will be deducted from the student’s final grade.
- The student will meet with the instructor and the department chair for further discipline.
- The student may fail the course.

If you are unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. Examples of plagiarism: If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism. If you paraphrase somebody else’s theory or idea and do not reference the source, you have committed plagiarism. If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism. If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

The SJSU “Academic Integrity Policy” can be found [here](#). A tutorial to explain how to identify and avoid plagiarism is available [here](#). For examples of paraphrasing and quotation, please see the following:

- How to Recognize Plagiarism
- Word for Word examples

**Enrolling in the course**

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an “F” grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available [here](#). Information about late drop is available [here](#). Students should be aware of the current deadlines and penalties for adding and dropping classes.
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor’s permission to record the course. “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” In order to gain the instructor’s permission, you must submit a written request, identifying the period of recording, whether for the whole term or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

ACADEMIC RESOURCES and ACCOMMODATIONS

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the Accessible Education Center to establish a record of need.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the MLK Library.

Peer Connections
Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. For other writing resources, please refer to the SJSU School of Information for Writing Resources for Students.

ACCESS SJSU Social Sciences Success Center: Clark Hall 240
The Academic Counseling Center for Excellence in the Social Sciences (ACCESS) provides advising for undergraduate students majoring or want to major in any in the Department of Social Sciences. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet, comfortable study environment. Students can talk with a professional advisor about requirements for their major, general
education courses, changing majors and much more. Students can get advice on developing study strategies, improve time management, and general information on how to navigate the SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution. It is also a nice quiet place to study.

Note: If you are using any of the services on this page, please see the instructor for possible participation and/or extra credit points.

### AAS 33A Tentative Course Schedule*

**Note:** Schedule subject to change. Please make sure to check Canvas on a regular basis for updated announcements for the weekly agenda. The instructor retains the right to modify the syllabus as necessary to accommodate course and student needs. Complete learning Modules can be accessed through Canvas. Modules contain learning objectives, reading and media lists, and assignments. **Readings must be completed by the weekly Zoom sessions** (unless otherwise noted).

<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Agenda</th>
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<tbody>
<tr>
<td><strong>Week 00 (Mo-Sun): Aug 16-22</strong></td>
<td>Th 8/19. Instruction begins.</td>
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<tr>
<td><strong>Week 01: Aug 23-29</strong></td>
<td>☄️ W 8/25: Class will meet via Zoom.</td>
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<tr>
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<td>☄️ <strong>Module 1: Introduction</strong></td>
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<tr>
<td><strong>Week 02: Aug 30-Sept 5</strong></td>
<td>☀️ Tu 08/31: Drop deadline.</td>
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<td>☄️ W 9/01. Class will meet via Zoom.</td>
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<tr>
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<td>☄️ <strong>Module 2: The Master Narrative of U.S. History</strong></td>
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<tr>
<td><strong>Week 03: Sept 06-12</strong></td>
<td>☄️ W 9/08. Class will meet via Zoom.</td>
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<td></td>
<td>☀️ W 9/08: Add deadline.</td>
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<tr>
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<td>☄️ <strong>Module 3: Ocean Worlds &amp; The World System</strong></td>
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<td><strong>Week 04: Sept 13-19</strong></td>
<td>☄️ W 9/15. Class will meet via Zoom.</td>
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<td>☄️ <strong>Module 4: Indigenous Peoples and Early European Settlers</strong></td>
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<td><strong>Week 05: Sept 20-26</strong></td>
<td>☄️ W 9/22. Class will meet via Zoom.</td>
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<td>☄️ <strong>Catch-up week; Discussing the final project.</strong></td>
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<tr>
<td><strong>Week 06: Sept 27-Oct 03</strong></td>
<td>☄️ W 9/29. Class will meet via Zoom.</td>
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<td>☄️ <strong>Module 5: Race and the Color Line</strong></td>
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<td>☀️ Su 10/03: <strong>Paper I due @11:59pm.</strong></td>
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<tr>
<td><strong>Week 07: Oct 04-10</strong></td>
<td>☄️ W 10/06. Class will meet via Zoom.</td>
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<tr>
<td></td>
<td>☄️ <strong>Module 5: Race and the Color Line (con’t)</strong></td>
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*Complete learning Modules can be accessed through Canvas.*
| Week 08: Oct 11-17 | W 10/13. Class will meet via Zoom.  
|                  | Module 6: The Nuances of Race & Gender |
|                  | Module 7: Citizenship Matters |
| ✗ Talk Story Sessions II begins. |
|                  | Module 8: The Civil War and Beyond |
| Week 11: Nov 01-07 | W 11/03. Class will meet via Zoom.  
|                  | Module 9: Western Expansion & Settler Colonialism |
| Week 12: Nov 08-14 | W 11/10. Class will meet via Zoom.  
|                  | Catch up week.  
|                  | Su 11/14: Paper II due @11:59pm. |
| Week 13: Nov 15-21 | M 11/15: Extra credit assignments are due @11:59pm.  
|                  | W 11/17. Class will meet via Zoom.  
|                  | Module 10: Legacies of Genocide, Slavery, and Exclusion: Framing Contemporary Race Relations |
| Week 14: Nov 22-28 | Thanksgiving Week! Classes will not meet. |
| Week 15: Nov 29-Dec 05 | W 12/01. Class will meet via Zoom. (Last day of our class.)  
|                  | Module 10: Legacies of Genocide, Slavery, and Exclusion: Framing Contemporary Race Relations (con’t) |
| ✗ Talk Story Sessions II ends. |
| Week 16: Dec 06-12 | M 12/06: Instruction ends.  
|                  | W 12/08: Exams begin.  
|                  | Th 12/09: Final projects due @11:59pm |
| Week 17: Dec 13-19 | W 12/14: Exams end. |