This course is labeled as fully online and will include both "asynchronous" and “synchronous” elements through the SJSU canvas system. Our Thursday meeting times will be our lectures with the occasional recording, podcast or media assignment. Though it is highly encouraged that you join us via Zoom, if you cannot make these meetings, there will be no penalty. This course is organized by Modules that may include multiple weeks of scholarly readings, lecture slides, current media, lectures, assignments, and quizzes. All materials will be posted to Canvas. Course videos for each week will be made available on Canvas by 8a on Mondays.

Course and Contact Information
❖ GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions ❖

Instructor(s): Dr. Saugher Nojan
Telephone: 408-924-TBD
Email: saugher.nojan@sjsu.edu

Scheduled Class Days/Times*:
Sec 14: Th 12:30am-1:45am Via Zoom. See Canvas for session info and link.
Sec 15: Th 2:15 pm-3:30pm Via Zoom. See Canvas for session info and link.
Sec 17: Th 5:45pm-7:00pm Via Zoom. See Canvas for session info and link.

Course Description:
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. Typically, we will be meeting once per week on Thursdays 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.

Office Hours:

- **BY APPOINTMENT** on Thursdays 3:30pm-5:30pm.
  - Use Google Calendar
  - ([Links to an external site.](https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9 (Links to an external site.))
  - to sign up. Reserve an appointment slot: Click [this link](https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9)
  - ([Links to an external site.](https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9))
  - for the appointments page. Click an available appointment slot and then Save.
  - If you would like to make an appointment outside of our regular office hours, please email me. (Make sure to follow the email protocol as stated in the syllabus)
  - **Each student is required to sign up for one office hours appointment by the end of Week 1 (8/27) to check-in and get to know you better. You just have to sign up for any appointment by then. The actual appointment can happen anytime between next Thursday and the end of the semester (but earlier is better!).**
  - Office Hours Zoom link:
    - Join from PC, Mac, Linux, iOS or Android: [https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9 (Links to an external site.)](https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9)
    - Password: 754966
    - [https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9](https://sjsu.zoom.us/j/84431485881?pwd=REczUklESHhrNDF4ZU1XNkdhbWNvQTo9)
    - Or iPhone one-tap:
      - US: +16699006833,,84431485881# or +13462487799,,84431485881#
    - Or Telephone:
      - Dial(for higher quality, dial a number based on your current location):
        - US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or...
Class Days/Time: Weekly Live Zoom link

- Computer Zoom Information for Live Zoom Class:
  - https://sjsu.zoom.us/j/82134232376?pwd=RW10NmpZMU9ucVZoE0wMnFHbStFdz09
  - (Links to an external site.)
  - ○ Password: 766916
  - ○ You must be logged into your SJSU account to access Zoom room.
- Telephone Dial-In Zoom Information (Meeting ID: 919 0595 2050)
  - ○ Dial (for higher quality, dial a number based on your current location):
    US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799
    or +1 646 876 9923 or +1 301 715 8592
    Meeting ID: 821 3423 2376
    International numbers available: https://sjsu.zoom.us/u/keyqMKTqHX
  - ○ (Links to an external site.)

Canvas

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through OneSJSU at http://one.sjsu.edu/ to learn of any updates. Be sure to also review your Canvas notification settings, as I will be posting announcements via Canvas. Elect to have announcements forwarded immediately to your primary email address. Furthermore, you will be required to submit your assignments via Canvas. If you have any questions, come to my off hours or consult the eCampus website at http://www.sjsu.edu/ecampus/. For help with using Canvas see Canvas Student Resources page.

Online Code of Conduct

By all means, treat your fellow students and your instructor with respect. For synchronous meetings, be on time, be engaged, and do your part to help make a great learning experience. Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Any disrespectful or threatening behavior will be reported to campus administration.
Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible. (Avoid video setups where people may be walking behind you, people talking/making noise, etc. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.)
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning

Consent for Recording of Class and Public Sharing of Instructor Material

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

University Policy S12-7, [http://www.sjsu.edu/english/frosh/program_policies/index.html](http://www.sjsu.edu/english/frosh/program_policies/index.html), 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.”
GE Learning Outcomes (GELO)

GELO 1 (US1) - Students will be able 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 ...

GELO 2 (D2) - Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3 (D2) - 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) - 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) - Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Course Learning Outcomes (CLO) – All assessed by Essay Assignments, Quizzes, and Final Exam

Upon successful completion of the course students will be able to ...

CLO 1 - 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 - 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 - 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 - 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 - 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 - 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 - Write essays of critical analyses of major problems in U.S. history, society and politics.

Students

Required Texts and Other Readings

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 both cost and pedagogical reasons for this. All books listed below will also be used in my 33B sections in the future. If you somehow cannot or do not want to 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.

$$ This book is available for purchase at Spartan Bookstore.
© PDFs of this book is available on Canvas
§ PDFs will be available on Canvas, but they are not text-reader accessible. If necessary, please contact the Accessibility Education Center for assistance.

© PDFs of this book is available on Canvas

$$ This book is available for purchase at Spartan Bookstore.
§ PDFs will be available on Canvas, but they are not text-reader accessible. If necessary, please contact the Accessibility Education Center for assistance.

Library Liaison (Delete if not applicable)

Michael Aguilar, email: michael.augilar@sjsu.edu
**Course Requirements and Assignments**

All assignments are to be submitted via Canvas. No email attachments or physical papers will be accepted for credit.

**DISCUSSION POSTS (30%)**

Students must **complete 4 discussions posts**. Posts will be assessed based on 3 tasks (no minimum word count; aim for completion and clarity):

1. Students will be asked to provide one quote from an assigned reading (include author and page number) and then discuss its significance to the topic and/or module.
2. A set of reflection questions will be offered to seed dialogue and discussion about the topic and/or module. Students must respond to at least one of these questions.
3. Students must respond thoughtfully to at least one other student’s post. Just saying, “I agree,” “I disagree,” or “This is interesting” won’t cut it.

**QUIZZES (20%)**

Quizzes will be made available on Canvas. Quizzes may consist of multiple choice, true/false, check all that apply, short written response questions based on class lectures, activities, and readings. Make sure you complete the assigned readings BEFORE the module/topic of the respective quiz. You will be allowed to use your readings and annotations/reading notes for all quizzes. You will be allowed a few attempts.

**ADOBE SPARK JOURNAL OF LETTERS (36%)**

These assignments will require that you use the assigned readings and class lectures to write 6 letters of at least 300 words each from the perspective of different ethnic groups, cultures, regions, nations, or social systems in the context of US history (6% each). You must include at least 1 relevant and appropriate visual aid (e.g., image or video) for each entry. These include the following:

1. Native Americans/Indigenous Peoples
2. Indentured Servants (i.e., poor White colonists)
3. Enslaved Africans
4. Native Hawaiians
5. South Asian or Chinese Coolie Laborers
6. Chinese Gold Miners, Chinese Economic Migrants, or Chinese Women Sold into Sexual Slavery

Letters plus visuals will be posted to an Adobe Spark webpage. Details of these assignments will be made available on Canvas.
FINAL ASSIGNMENT (9%)

Imagine you are a journalist. Write an article about how settler colonialism and racial capitalism have contributed to social inequality in the United States in the 21st century. You must include discussions of two to three groups. This will be the final entry to your Adobe Spark page. You will also be expected to include revisions for letters based on any comments I may have left you in your previous submissions. Details of this assignment will be made available on Canvas.

MISCELLANEOUS PARTICIPATION (5%)

Miscellaneous participation can include introductory posts, surveys, office hours attendance, and additional discussion post engagement. They will be listed under “Participation” in Canvas Assignments. Each student is required to sign up for one office hours appointment by the end of Week 1 (8/29).

EXTRA CREDIT

Extra credit may be assigned at the discretion of your professor.

Student Course Assessment

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>% POINTS POSSIBLE</th>
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<tbody>
<tr>
<td>Discussion Posts</td>
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<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Quizzes</td>
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<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Adobe Spark Letters</td>
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<tr>
<td>Final Article</td>
<td>9%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Miscellaneous Participation</td>
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<tr>
<td></td>
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Grading Scale

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<td>B</td>
<td>83-86.9</td>
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<tr>
<td>C+</td>
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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 at [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/).

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. The website for Student Conduct and Ethical Development is available at [http://info.sjsu.edu/static/catalog/integrity.html](http://info.sjsu.edu/static/catalog/integrity.html).

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

Please keep in mind that plagiarism is the use of someone else’s language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else’s ideas, and then lied by implying that they are your own. At the very
least, plagiarism will result in grade penalties. It can also result in failing the course and having the incident noted in your SJSU student records. 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.

A tutorial to explain how to identify and avoid plagiarism is available here: https://libguides.sjsu.edu/plagiarism

For examples of paraphrasing and quotation, please see the following:
http://www.indiana.edu/~istd/overview.html;
http://www.indiana.edu/~istd/examples.html

For the SJSU policy on plagiarism, please read the “Academic Integrity Policy” at http://info.sjsu.edu/static/schedules/integrity.html

Dropping and Adding

If you would like to add this class and the class is not you full, you must attend the first day of class and approach the instructor before or after class. You will not be guaranteed a seat, but your chances of getting in with be high if you continue to attend and check in with your instructor every day for two full weeks. Any absences in the meantime will automatically void this informal contract.

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 registration is available at http://www.sjsu.edu/registrar/students/registration/Registration_Resources/index.html

Late Work

I understand that emergencies arise, so please notify me as soon as possible if such emergencies may interfere with your class performance or participation. I have an unofficial late policy: get the assignment in before I grade it, and there will be no late penalty. I don’t usually grade right away. ☺ Otherwise, I can (retroactively) penalize at my discretion.
**Email Protocol**

I welcome your questions and am happy to speak with you during office hours or schedule a meeting over email. Before sending an email, I require the following:

1. Include a subject line, greeting, and a sign off. This is a professional norm and a sign of respect that will serve you well beyond SJSU.

2. Double check that the question you are asking is not already answered in the syllabus, assignment prompts, or any other materials that have been distributed. I will do my best to post announcements also to Canvas.

3. Evaluate whether the question you are asking is better suited for a conversation during office hours. Typically, email questions are better for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading must happen in office hours.

4. If you have not completed Steps 1-3, I may not respond to your message. Expect your email to be returned within 48 hours, not inclusive of weekends. So, if you have not received a response from me, check to make sure your question is not answered elsewhere.

**Here is an email template you may use.**

**Subject:** AAS 33A -section #  [insert short topic of email content]

**Body:**

Dear Dr. (or Professor) Nojan,

After perusing the syllabus and Canvas, I have a question regarding [insert question here].

Sincerely,

[insert First Name and Last Name]
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 (https://www.sjsu.edu/aec/) to establish a record of need.

Student Technology Resources: Learn Anywhere

Taking online classes requires some basic equipment needs (wifi, computer) and learning to use common apps (like video conferencing, online discussion boards, learning management systems). Get the basics and help with this part of online learning using the Learn Anywhere eCampus website (https://www.sjsu.edu/learnanywhere/equipment/index.php).

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. The website is located at http://peerconnections.sjsu.edu.

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. The Writing Center website is located at http://www.sa.sjsu.edu/writingcenter/.

ACCESS SJSU Social Sciences Success Center: Clark Hall 240

ACCESS (https://www.sjsu.edu/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.
Course Schedule

**MODULES**

- **Module 0:** Introduction to the Course
- **Module 1:** Settler Colonialism, Racial Capitalism, and Early Enslavement
- **Module 2:** Colonial "America" and Revolutionary Uprisings
- **Module 3:** Manifest Destiny, Forced Removal and the Southwest
- **Module 4:** Slavery and Its Discontents
- **Module 5:** The Civil War
- **Module 6:** Settler Colonialism and the Pacific
- **Module 7:** Transpacific Enslavement and Coolie Labor
- **Module 8:** Chinese Immigration to the United States
- **AAS 33A Final**

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**Introduction**

<table>
<thead>
<tr>
<th>Week</th>
<th>Synchronous Meeting Dates</th>
<th>Topics, Readings, Assignments</th>
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<tbody>
<tr>
<td>0</td>
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<td>Strategies for Success and Syllabus Review + Activity</td>
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**Module 1: Settler Colonialism, Racial Capitalism, and Early Enslavement**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Indigenous America, Columbus, and Early Colonization</td>
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</table>

- Introductory Survey Due (8/26)
- Zinn (2005) Ch 1 “Columbus, the Indians, and Human Progress”
### Module 2: Colonial “America” and Revolutionary Uprisings

<table>
<thead>
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<tr>
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<td>Regional Diversity and Revolutionary Uprisings American revolution (1763-1783)</td>
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<td>Zinn (2005)Ch 4 “Tyranny Is Tyranny” founding declarations</td>
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<td>Zinn (2005)Ch 5 “A Kind of Revolution” -constit/cong</td>
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<td>Zinn (2005)Ch 6 “The Intimately Oppressed” -women</td>
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<td>Zinn &amp; Arnove (2014)Ch 6 “The Early Women’s Movement”</td>
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### Module 3: Manifest Destiny: Forced Removal and the Southwest

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<th>Topics, Readings, Assignments</th>
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<tbody>
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<td>4</td>
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<td>Manifest Destiny and Forced Removal of Indigenous Peoples (1783-1815)</td>
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<td></td>
<td></td>
<td>Takaki (2008)Ch 4 “Toward ‘the Stony Mountains’: From Removal to Reservation”</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments</td>
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</tbody>
</table>
Zinn & Arnove (2014) Ch 7 “Indian Removal” |
|      | 9/23  | **The Constitution and the Southwest**  
Takaki (2008) Ch 7 “Foreigners in Their Native Land”: The War Against Mexico  
Zinn & Arnove (2014) Ch 8 “The War on Mexico” |
| 6    | 9/28  | |

**Module 4: Slavery and Its Discontents**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments</th>
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</thead>
</table>
| 6    | 9/30  | **Live Zoom Class**  
**Slavery and Its Discontents**  
Zinn & Arnove (2014) Ch 9 “Slavery and Defiance” Slave Narratives |
| 7    | 10/5  | |

**Module 5: The Civil War**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
</table>
| 7    | 10/7  | **Live Zoom Class**  
**The Civil War**  
Zinn (2005) Ch 10 “The Other Civil War”  
Zinn & Arnove (2014) Ch 10 “Civil War and Class Conflict” |
| 8    | 10/12 | |

**Module 6: Settler Colonialism and the Pacific**
### Module 7: Transpacific Enslavement and Coolie Labor

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10/21</td>
<td><strong>Coolie Labor</strong> &lt;br&gt; Lee (2015) Ch 1 “Los Chinos in New Spain and Asians in Early America”  &lt;br&gt; (1663) Spanish Visitor Describes the Philippine Market  &lt;br&gt; (1883) Journalist Reveals Filipino Roots of American Community</td>
</tr>
<tr>
<td>10</td>
<td>10/26</td>
<td>(1785) Manager of Cargo Reports on First U.S. Ship to Trade with China  &lt;br&gt; Lee (2015) Ch 2 “Coolies”</td>
</tr>
<tr>
<td>11</td>
<td>11/2</td>
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</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td><strong>Live Zoom Class</strong> Chinese Immigration</td>
</tr>
<tr>
<td>12</td>
<td>11/9</td>
<td><strong>Adobe Spark Assignment (5)</strong> <strong>Law and Nativism</strong> (1852) Senator Wants Millions of Chinese Laborers in the United States</td>
</tr>
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<td>11/11 <em>No Class or Office Hours – Veteran’s Day</em></td>
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<tr>
<td></td>
<td>11/18</td>
<td><strong>Live Zoom Class:</strong> Discussion in lieu of discussion post #6</td>
</tr>
<tr>
<td>14</td>
<td>11/23</td>
<td>(1876) Chinese Immigrant Leaders Discourage Further Immigration from China (1879) White Merchant Testifies Against Chinese Immigration (1881) Graphic Comic Depicts Chinese Labor Threat</td>
</tr>
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<td>11/25</td>
<td><strong>No Class – Non-instructio nal Day</strong></td>
</tr>
<tr>
<td>15</td>
<td>11/30</td>
<td><strong>Adobe Spark Assignment (6)</strong> (1882) U.S. Senator Declares Chinese Exclusion Un-American</td>
</tr>
<tr>
<td></td>
<td>12/2</td>
<td><strong>Live Zoom Class:</strong> Discussion of “Final” Assignment</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics, Readings, Assignments</td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>Office Hours</td>
</tr>
<tr>
<td>FINALS WEEK</td>
<td>12/10</td>
<td>Final Spark Entry and Polished Spark Page Due on Canvas</td>
</tr>
</tbody>
</table>
Extra Credit Opportunity!
Due Monday for full points (100 points)

1. DAY OF ACTION - Monday August 23, 2021
Call your Representative on behalf of Afghan Refugees on Monday and read the script on the page below.

WHO TO CONTACT? (3 people, usually 2 senators and 1 house representative).
Find your Senators and Representatives:
- Congressional Switchboard (just call and provide your zip code):
  202-224-3121
- Manual lookup:
  - https://www.house.gov/representatives/find-your-representative
  - https://www.senate.gov/senators/senators-contact.htm

To get credit for calling your representative, please write up a reflection answering:
- who you called,
- take a screenshot of your phone log and upload it to your reflection
- anything new you learned from the script,
- why you decided to take initiative,
- and how it felt afterwards to make the call.

Upload to canvas extra credit assignment when you are done. If you call another day besides Monday you will still get points, but only 50 points.

2. Sign this petition!!
- 

3. For more ways to help see:
- https://www.afgdiasporahub.com
- https://mobilize4change.org/PKOGZbZ
PLEASE SHARE THIS INFORMATION WITH YOUR FRIENDS AND FAMILY TO SUPPORT AS MANY AFGHAN REFUGEES AS POSSIBLE! THANK YOU!

**PHONE SCRIPT**

Instructions:
1. [Click here to look up your member of Congress.](#)
2. Be sure to call all three of your members of Congress: your Representative in the House, and both of your U.S. Senators.
3. Please call on **August 23, 2021** for a high impact day of action!

Hello, My name is ____ and I live at _______ in ______.

I am calling to urge my representative to support the immediate evacuation of women, civil society activists, human rights defenders, LGBTQ+, religious and ethnic minorities, and other vulnerable groups from Afghanistan.

We must broaden visa eligibility and expedite processing for SIV, P1, and P2 visas. Afghans in danger who do not qualify for those programs must be granted humanitarian parole and refugee quotas waived. We must demand that third-party processing countries drop visa requirements for those fleeing Afghanistan. These requirements are difficult to meet in the best of times, let alone during a humanitarian disaster and political collapse. Further, the DHS must designate Afghans for Temporary Protected Status to prevent deportations or other returns to Afghanistan for Afghans who are already in the United States.

The US must supply government-run evacuation flights for the most vulnerable Afghans and use its influence to keep the Kabul airport operational. Further, the US must work to open the airports in Kandahar and Mazar Sharif so Afghans who cannot reach Kabul can also reach safety.

The U.S. withdrawal from Afghanistan and the forceful resurgence of the Taliban is deplorable. After pursuing 20 years of failed policies that have created a humanitarian crisis, the absolute least the US can do is provide refuge to those seeking it. Thank you.
CONGRESSIONAL EMAIL ADVOCACY

Instructions:
1. Click here to look up your member of Congress.
2. Be sure to send this email to all three of your members of Congress: your Representative in the House, and both of your U.S. Senators.
3. Please email on August 23, 2021 for a high impact day of action!

Dear [name of your member of Congress],

I’m writing to you as your constituent to request your immediate support for the Afghan people through emergency humanitarian aid allocation, ensuring the aid is delivered safely, and urging the Department of State to grant humanitarian parole to all Afghans in danger--regardless of quotas. The Department of State must expand and expedite the processing of P1, P2, and P3 refugees from the region while also removing life-threatening obstacles to qualification for those programs. Further, the Department of Homeland Security must designate Temporary Protected Status (TPS) for Afghans already in the United States.

In addition to creating a security cordon around Kabul’s airport, the administration must live up to its promises to Afghans who cannot reach Kabul because of Taliban checkpoints. This means securing and opening the airports in Kandahar and Mazar Sharif.

While many advocates welcome the U.S. government’s evacuation of Afghan allies through the SIV program and the passage of the emergency security supplemental bill which includes funding for Afghan refugee assistance, I am concerned that the available pathways to safety for Afghans who were not directly involved with U.S. armed forces are extremely limited in scope and number.

Because the United States chose to hasten its withdrawal from Afghanistan during the height of the summer season when Taliban attacks are at their highest, ordinary Afghans were left unprepared to flee to safer areas. This will mean more Afghans than ever will be at the front-lines of conflict and face unprecedented levels of violence from an emboldened Taliban. Afghan refugees fleeing to neighboring nations like Pakistan and Iran are already being turned away.

Vulnerable Afghan women, children, and men who come from impoverished, rural areas, members of the Hazara community, journalists, activists, humanitarian workers, other ethnic and religious minorities likely face two options if the security situation continues to worsen: abject degradation at the hands of the Taliban or death.

I echo the calls from humanitarian and refugee resettlement organizations to increase the capacity of NGOs operating in the country to make referrals for the P1 program, especially for women and girls, activists, and religious and ethnic minorities.
Additionally, the increased allocation for P2 refugees is fraught with complications. As noted in the InterAction statement dated August 2, 2021, “Application for P-2 visas requires individuals to flee Afghanistan and apply from neighboring countries. InterAction feels that this is unacceptable, as several critical border crossing checkpoints are now under Taliban control and Afghanistan’s neighbors may not necessarily welcome these individuals and their families.” I urge you to closely follow the recommendations outlined in the InterAction statement to mitigate these issues.

I understand U.S. involvement in Afghanistan has to come to an end. But the U.S. also has a moral responsibility to do everything it can to mitigate the humanitarian consequences of its withdrawal from the country. The United States can do this by ensuring aid organizations are allowed to deliver aid without endangerment from the Taliban and call for all parties to respect international humanitarian law. I implore you to act now. Thank you.

Respectfully,

[Your name]

[Your zip code]