

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 250 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Application to Gen Ed menu: Cultural Literacy.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

					COUNCIL ³					
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	I
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	I
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G <i>or</i> G to U	A	A	A	A				A	I
11.	Cross list with another department: U or G level	A	A	A	A				A	I
12.	Department of record	A	A	A	A				A	I
13.	Open or close a course	A	A	A	A				A	I
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	I

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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COUNCIL ³												
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A

¹ Councils may request additional information about “Information” items. These items are approved as “Consent Agenda.”

² The Dean and Department should respond to the Provost’s recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

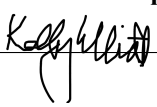
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU’s University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and “not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession” (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that “general requirements for graduation” means the enumerated items in the “General Requirements for Bachelor’s Degrees” section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<i>Signature</i> 	<i>Approval date</i> 09/14/2022
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of faculty senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	HIST 250 Introduction to Gender and Multicultural Studies in the U.S.
Terms offered:	Fall, Spring
Catalog description:	An introductory survey, within a Christian context, of race, class and gender in American society, including topics on how they are defined, their historical development, their impact on religion, politics, education, and other cultural issues. May be used to satisfy University Requirements.
Course prerequisites:	None
Cross-listed courses:	None

*Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	
Other general education menus on which the course appears or you are applying for:	Social and Behavioral Sciences

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

HIST 250 engages specifically with the histories and cultures of diverse populations in the United States, including Indigenous, African American, AAPI, Latinx American, and “new” European American populations, and emphasizes gender constructs and practices in each (B1), explores differences of cultural practice and historical experience along lines of gender, ethnicity, religion, and race (B2) and engages students in thoughtful self reflection on these topics, especially through Reading Journal assignments connected to assigned texts, including Harriet Jacobs’ *Incidents in the Life of a Slave Girl* and Mary Nakamura’s *White Road of Thorns* (B3).

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student’s breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

No prerequisites

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, “nepotism” in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community’s worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.
 - Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.

- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.
 - Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.

- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1	○ Class lectures and discussions specifically engage "how social and historical contexts shape a community's worldview or cultural commitments" by examining specific cultural groups, their historical experience, patterns of their integration/segregation or inclusion/exclusion within American life. ○ Through the Reading Journal assignments, students will be required to "compare the cultural perspectives of another culture" (Harriet Jacobs' experience as an enslaved black woman, and Mary Nakamura's as an AAPI immigrant interned during WWII) with "those of the student's own culture and reflect" through written journal responses on

	how these perspectives compare to, influence, and/or change their own points of view.
Outcome B2	- Students “reflect upon the cultural dimensions of complex challenges of human interconnections” through the study of the history of U.S. government policy towards the migration of various ethnic, cultural, and religious groups, and discussion of how different cultural groups have engaged with major social, environmental, and technological issues in American history. (Takeki text, in-class discussion.) - Students will listen to and discuss Indigenous origin stories from the Lipan Apache, Choctaw, Kalapuya, and Tlingit people through recorded oral history narratives, in order to “appreciatively evaluate the art and religious expression” of these cultures.
Outcome B3	- The Reading Journal assignments “feature personal reflections on the intersection of biography and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age” by engaging with the personal narratives of Harriet Jacobs and Mary Nakamura. - In this survey of race, ethnicity, and gender in U.S. history, “no less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts:” community, state, and nation.

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	<i>Incidents in the Life of a Slave Girl</i> Reading Journal
Outcome B2	Module 1 Discussion: Native Origin Stories
Outcome B3	<i>White Road of Thorns</i> Reading Journal

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

HIST 250: Introduction to Gender and Multicultural Studies in the US Spring 2022 MWF 9:00-9:50 Admin 321

Beth Purcell, Instructor
Office hours: By appointment
Email: mew97p@acu.edu

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world. The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and of peoples throughout the world.

Course Description

This course is an introductory survey of race, class, and gender in American society. The student will obtain a better understanding of these issues and how they impact the individual, small groups, institutions, and societies including: definitions; historical development; their impact on religion, politics, education, the media, the workplace, crime and family life. It is the intent of the instructor that this class will broaden the student's view of others by building on the Christian definition of who is our brother, sister, and neighbor, promote social activism, and strengthen the Christian attitude of servanthood.

While the course is interdisciplinary in nature, it focuses on interpretation of past practices and introduces the student to the methods of inquiry, significant research findings, and key concepts particular to the discipline of history. Course outcomes and competencies are available in the course Canvas shell.

This course may include controversial, sensitive, and/or adult material. Students are expected to have the readiness for college-level rigor and content. 3 Credit hours

ESW Minor Option

Introduction to Gender and Multicultural Studies (HIST 250) is the introductory course for the ACU's Gender and Multicultural Studies (GMCS) minor. This course of study complements many different majors, from nursing, social work, business, missions, and more! Academic advisors can assist students interested in including this minor in their degree plan.

Units of Study

Most modules last approximately two (2) weeks, unless stated otherwise. Students may also check individual assignments or the "Syllabus" tab in Canvas for the course schedule. Please familiarize yourself with the Canvas Calendar to keep up with due dates.

Module 1: Course Introduction/The Social Construction of Difference (one week)

Module 2: Indigenous/Native America

Module 3: African Americans (three weeks)
Module 4: Latinx Americans
Module 5: Reading Journal I/Midterm Exam (one week)
Module 6: The “New” European Americans
Module 7: Asian Americans and Pacific Islander Americans
Module 8: American Feminisms II
Module 9: Reading Journal 2/Final Exam (one week)

REQUIRED RESOURCES

Students should have the following for successful completion of this online course:

A laptop or desktop computer. While tablets and smartphones can be convenient for reading course materials and email, they will probably not be sufficient for doing your course work. Students also have access to computer labs on the ACU campus.

Your *internet* connection should be fast enough to stream video.

Word processing software: Microsoft Office, Google Apps, Open Office, or iWork are all options. Files must be submitted with a .doc or .docx extension.

PDF file reader, such as Adobe Acrobat Reader or Preview (on Macs)

Canvas, ACU’s online learning management system.

Access to *infographic software* (there are several free options)

All readings are provided by the instructor, including:

A Different Mirror by Ronald Takaki

Incidents in the Life of a Slave Girl by Harriet Jacobs

White Road of Thorns: Journalist's Diary - Trials and Tribulations of the Japanese American Internment During World War II by Mary Nakamura and Hisa Aoki

Other supplemental reading/audiovisual materials will be made available as needed by the instructor.

COURSE CONTENT AND ASSIGNMENTS

Weekly Meetings on Monday 3pm to 4:20pm

Class will meet weekly from 3pm to 4:20pm in the Administration building, room 321. During this time, students can expect class discussions, brief lectures, opportunities for questions, and project instruction and assistance.

Weekly Online Discussions

In a discussion forum, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. In the online environment, it is essential that all participate. Students are expected to: 1) respond to the discussion question itself with original posts, and 2) respond to other students' postings. In both instances, students should:

- Make references to any relevant course lectures, required readings, and other related materials (such as videos or listening assignments)
- Bring in outside research on the topic being discussed (may use books, articles, reviews, news, etc.)

Reading Quizzes

Weekly reading quizzes will be administered on Canvas. Questions are drawn from the assigned readings (made available by the instructor through Canvas).

Midterm Exam

One week prior to the Midterm Exam, the instructor will provide four broad essay topics. Each student will choose THREE (3) of these for exam completion. Each essay should include an introduction, claim/argument, supporting evidence for the claim, and a conclusion. A brief study guide on essay structure will also be made available at least one week prior to the exam.

Students should study and prepare for their selected topics, but will write the essay during the prescribed exam time.

Final Exam

One week prior to the Final Exam, the instructor will provide four broad essay topics. Each student will choose THREE (3) of these for exam completion. Each essay should include an introduction, claim/argument, supporting evidence for the claim, and a conclusion. A brief study guide on essay structure will also be made available at least one week prior to the exam.

Students should study and prepare for their selected topics, but will write the essay during the prescribed exam time.

Reading Journals (2)

Our class will collaborate together in a "deep reading" of both Harriet Jacob's *Incidents in the Life of a Slave Girl* and Mary Nakamura's *White Road of Thorns*. Student will keep an online journal of each books, which will include: 1) an concise (yet quality) summary on the book, an

examination on the role that critical race theory can play in the book's topic, as well as a personal reflection. The instructor will provide detailed instructions to guide students through the assignment for both books.

Grade Distribution and Methods of Assessment:

Attendance/Participation	10%
Weekly Discussions	20%
Reading Quizzes	10%
Journals (2)	30%
Exams	30%

Grade Scale:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59

An Important Note about Deadlines

Technical problems are not grounds for waivers or changed deadlines, so it is important to work on assignments in a timely manner. If a student begins an assignment late, he/she might not have time to deal with any technical problem that might arise. No late work is accepted in this course. Plan accordingly!

Technical Support

It is the student's responsibility to have an adequate internet connection and a computer sufficient for successfully completing each course requirement. Any technical questions concerning computer hardware or network connections should be directed to Team 55 at 325-674-5555 or team55@acu.edu.

POLICIES & NOTICES

Attendance

Prompt and regular class attendance is considered necessary for satisfactory work. For an online class, a student may be dropped after he/she fails to access the course web site and/or participate in the class for two weeks, and the professor deems the student to be failing. The university attendance policy can be found in the ACU undergraduate catalogue.

Withdrawal

Students are responsible for initiating a *Withdrawal from Class* form for any class that they have never attended or have stopped attending. If students do not initiate a withdrawal form, one of the following actions may be taken:

- The professor may initiate a withdrawal for a student who has violated the attendance policy as stated in the course syllabus. A "W" or "WF" grade will be assigned at the discretion of the professor; or

- The professor may choose not to initiate a withdrawal form and simply assign a grade of “F” at the end of the semester.

Academic Integrity

ACU expects its students to practice absolute academic integrity. Plagiarism, cheating and other forms of academic dishonesty are not acceptable at ACU. Students should consult the university’s Academic Integrity Policy (located in the *Student Guide*, found at www.acu.edu/studentlife) for a full description of the expectations of students and procedures for violations of the policy.

Disability Services/ADA Accommodations

ACU provides appropriate accommodations to qualified students in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

Accommodations are made on a case-by-case basis. Students with special needs are encouraged to contact the Disability Services Coordinator as early as possible. Early notice is required to prepare for and provide special accommodations by the first week of class. It is the student’s responsibility to provide the necessary documentation to the Disability Services Coordinator prior to receiving accommodations.

Changes to the Syllabus

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advanced notice. I strongly encourage students to make an appointment whenever they feel there is a need to talk about their progress in the course.

Module 1 (Jan 10): Class Introduction

Monday Class (Jan 10)

Readings: Takaki, Chapter 1, “A Different Mirror”; Roxanne Dunbar Ortiz, “Introduction: This Land,” in *An Indigenous People’s History of the United States*;

Assignment	Due Date
Student Paragraph: Write a paragraph about yourself and your expectations from this course. You will post this in the “Student Introductions Discussion Forum”	Sunday, Jan 16 @ 11:59PM
Reading Quiz	Sunday, Jan 16 @ 11:59PM
Module 1 Discussion	Sunday, Jan 16 @ 11:59PM

Module 2 (Jan 17 – Jan 30): Indigenous/Native America

Monday Classes (Jan 17 and Jan 30)

Week A Readings: Takaki, preface to Part 1, and Chapter 2, “The ‘Tempest’ in the Wilderness: A Tale of Two Frontiers”

Week B Readings: Takaki, Chapter 4, “‘Toward the Stony Mountains’: From Removal to Reservation”; Chapter 9, “The ‘Indian Question’: From Reservation to Reorganization”

Assignment	Due Date
Week A Reading Quiz	Sunday, Jan 23 @ 11:59PM
Week B Reading Quiz	Sunday, Jan 30 @ 11:59PM
Module 2 Discussion	Sunday, Jan 30 @ 11:59PM

Module 3 (Jan 31 – Feb 20): African Americans

Monday Classes (Jan 31, Feb 7, and Feb 14)

Week A Readings: Takaki, Chapter 3, “The Hidden Origins of Slavery”; *Incidents* pp. 25-84

Week B Readings: Takaki, Chapter 5, “No More Peck ‘o Corn’: Slavery and Its Discontents; *Incidents* pp.85-145

Week C Readings: Takaki, Chapter 13, “To ‘the Land of Hope’: Blacks in the Urban North”; *Incidents* pp. 145-209

Assignment	Due Date
Week A Reading Quiz	Sunday, Feb 6 @ 11:59PM
Week B Reading Quiz	Sunday, Feb 13 @ 11:59PM
Week C Reading Quiz	Sunday, Feb 20 @ 11:59PM

Module 3 Discussion	Sunday, Feb 20 @ 11:59PM
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Module 4 (Feb 21 – Mar 6): Latinx Americans

Monday Classes (Feb 21 and Feb 28)

Week A Readings: Takaki, Chapter 7, “‘Foreigners in Their Native Land’: The War Against Mexico”

Week B Readings: Takaki, Chapter 12, “El Norte: Up from Mexico”

Assignment	Due Date
Week A Reading Quiz	Sunday, Feb 27 @ 11:59PM
Week B Reading Quiz	Sunday, Mar 6 @ 11:59PM
Module 4 Discussion	Sunday, Mar 6 @ 11:59PM

Module 5 (Mar 7 – Mar 13): Reading Journal 1/Midterm Exam

Monday Class (Mar 7) No Readings

Assignment	Due Date
Reading Journal for <i>Incidents in the Life</i>	Sunday, Mar 13 @ 11:59PM
Midterm Exam	Sunday, Mar 13 @ 11:59PM

Module 6 (Mar 21 – April 3): The “New” European Americans

Monday Classes (Mar 21 and Mar 28)

Week A Readings: Takaki, Chapter 6, “‘Fleeing the Tyrant’s Heel’: Exiles from Ireland”

Week B Readings: Takaki, Chapter 11, “The Exodus from Russia: Pushed by Pogroms”

Assignment	Due Date
Week A Reading Quiz	Sunday, Mar 27 @ 11:59PM
Week B Reading Quiz	Sunday, April 3 @ 11:59PM
Module 6 Discussion	Sunday, April 3 @ 11:59PM

Module 7 (April 4 – April 17): Asian Americans and Pacific Islander Americans

Monday Classes (April 4 and April 11)

Week A Readings: Takaki, Chapter 8, “Searching for Gold Mountain: Strangers from a Different Shore”; *White Road*, pp. xi-53

Week B Readings: Takaki, Chapter 10, “Pacific Crossings: from Japan to the Land of ‘Money Tree’”; *White Road*, pp. 53-107

Assignment	Due Date
Week A Reading Quiz	Sunday, April 10 @ 11:59PM
Week B Reading Quiz	Sunday, April 17 @11:59PM
Module 7 Discussion	Sunday, April 17 @ 11:59PM

Module 8 (April 18 – May 1): American Feminisms**Monday Classes (April 18 and April 25)**

Week A Readings: TBA; *White Road*, pp. 107-170

Week B Readings: TBA; *White Road*, pp. 171-212

Assignment	Due Date
Week A Reading Quiz	Sunday, April 24 @ 11:59PM
Week B Reading Quiz	Sunday, May 1 @ 11:59PM
Module 8 Discussion	Sunday, May 1 @ 11:59PM

Module 9 (May 2 – May 6): Reading Journal 2/Final Exam Week

Assignment	Due Date
Reading Journal for <i>White Road of Thorns</i>	Sunday, May 6 @ 11:59PM
Final Exam	Sunday, May 6 @ 11:59PM