

**Race, Neighborhoods, and Cities**  
**Ethnic Studies Program**  
**Cal State San Marcos**

Instructor: Matthew Irwin, PhD  
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Course/Section: ETST 221\_02 (23467)  
Term: Spring 2022  
Credit Hours: 3

Meeting Times: 10:30-1:20 am, Wednesday  
Location: SBSB 1109

**Drop-In Hours:**

9:30-10:20 pm, Monday; 1:30-3:00pm, Wednesday  
*or by appointment*

Location: SBSB 3203

Zoom Link: <https://csusm.zoom.us/j/7969941573>

All Zoom conferences require an appointment.

**Hours of Availability:** In addition to office hours, I am available by CSUSM email and Canvas Messages from 10 a.m. to 4 p.m., Monday-Friday.

## **I. COURSE DESCRIPTION**

This course introduces the study of race and ethnicity with respect to space and place. It explores the ways in which historically oppressed communities are affected by and respond to issues of migration, segregation, housing inequity, gentrification, and displacement, focusing on specific neighborhoods, cities, counties, and/or regions, local or otherwise, as case studies.

*A note on my approach to teaching and learning:* This course may be different from what you are used to or expect. You will have quizzes and a mid-term exam, but you will also produce your own knowledge by working with classmates and relating course concepts to your own lives and experiences. You can expect consistent themes across the readings and film screenings. The course reflects my own way of thinking and researching. I like to hold up ideas and stories, theories and case studies, not always certain about how they are connected, but suspecting they are, nonetheless. I find those connections through writing, revising, talking, and imagining; sometimes, I lose connections, but sometimes I discover new ones. Similarly, I am inviting you to take a creative approach to course materials and your own learning process, looking for connections. This may be a daunting request, so I want to offer you some reassurance: you may struggle with course concepts and you may get some things wrong, but neither will negatively impact your grade. The focus is on your process — more on this in the Grade Contract section — and the majority of students do very well in this class.

## **II. REQUIRED TEXTS**

Readings and materials are available via Cougar Courses.

### III. LEARNING OUTCOMES

#### Area F Student Learning Outcomes (SLOs)

SLO 2: Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

SLO 4: Explain and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

SLO 5: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

### IV. COURSE POLICIES

The following policies are set to ensure conditions for your success and for a safe, generative, and welcoming learning environment.

**E-Mail.** The primary methods of communication this semester will be e-mail, Cougar Courses, and Zoom sessions. All student e-mail correspondence must properly include a greeting, a body, a salutation, and your full name, and possess minimal grammatical errors. CSUSM requires you to use your official CSUSM email address for communications. I'm teaching several sections of several subjects, so it will help me tremendously to know to which course you are referring when you have questions.

**Each time you email, be sure to include:**

1. Course name number and section in the subject line
  - a. i.e. ETST 221.01
2. A greeting
3. A brief description of the reason for the email

Failure to follow this protocol may result in my failure to respond promptly. Please note: I will be available through e-mail Monday-Friday 10:00am-4:00pm and will generally respond well within 24 hours.

**Attendance.** Attendance is mandatory for this class. This is for two overlapping reasons. 1.) Learning is a group effort — no one produces knowledge alone — so I expect you to support each other through the wikis and class discussion. 2.) The Grade Contract only works if you attend class: rather than punish you for incomplete or inaccurate responses to class assignments, I

give you multiple opportunities to learn and correct, and the majority of the course correcting activities take place in class. Refer to the grades section for expectations.

**The Add/Drop Period for Fall 2021 is during the first two weeks of the semester.**

**Late Work.** All assignments will be due via Cougar Courses on the dates listed in the Course Schedule below. However, I understand “life” happens and there are times where we all need grace for late submissions. If this is the case for you, get a hold of me ASAP to make arrangements. Because the discussion boards are essential to our class discussions, I will not accept late submissions, but we can find appropriate alternatives, such as class facilitation or additional readings.

***If you are having technological difficulties, email a copy of your assignment to me and contact campus ITS immediately.***

**University Writing Requirement.** Undergraduate course must have a minimum writing requirement based on the number of units per class. In this course, the 2,500-word requirement will be met through Mid-Term, Reading Journals, Mapping Project, and Final Exam.

**University Credit Hour Policy.** Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. They will meet this requirement through quizzes, film screenings, writing assignments, and major assignments.

**Academic Integrity.** Plagiarism is the act of taking credit for work that is not your own and can have very serious consequences. Even instances of accidental plagiarism are subject to disciplinary action. Most importantly, I think, plagiarism is disingenuous when it comes to accountability and our collective and communal learning experience. Please consult the professor or other faculty such as our campus librarians if you have questions or concerns about citing the work of others. [Click here to read CSUSM's official Academic Honesty Policy which outlines expectations for students.](#)

**AI and ChatGPT.** Do not use AI for any part of this course. Doing so will be considered cheating, and you will be subject to academic discipline.

**Title IX.** CSUSM does not discriminate on the basis of sex, gender, or sexual orientation in its education programs or activities. Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of sex in all education programs and activities operated by the university (both on and off campus) that receive Federal financial assistance. Title IX protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and sexual misconduct.

[Click here for more information on Title IX.](#)

**Discrimination.** CSU Prohibits Discrimination, including Harassment, because of any Protected Status: i.e., Age, Disability, Gender, Genetic Information, Gender Identity or Expression, Nationality, Marital Status, Race or Ethnicity, Religion, Sexual Orientation, and Veteran or Military Status; Retaliation for exercising rights under this policy, opposing Discrimination or Harassment because of a Protected Status, or for participating in any manner in any related

investigation or proceeding; Dating and Domestic Violence, and Stalking; Sexual Misconduct of any kind, which includes sexual activity engaged in without Affirmative Consent; and, Employees from entering into a consensual relationship with any Student over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority.

**Support for Students with Disabilities.** Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Disability Support Services (DSS) Office. This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909, and by email sent to [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. [Click here for more information on Disability Support Services.](#)

**Statement on Undocumented Students.\*** As an educator, I support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge that I will not disclose the immigration status of any student who shares this information with me unless required by a warrant, and I will work with students who require immigration-related accommodations.

\*Language developed by Brenna Gomez, MFA, 2018

**Etiquette.** This class will often ask you to reconsider “commonsense”; that is, we begin by understanding U.S. social relations and political structures are not “natural,” but rather the material realization of ideological constructs. I expect you approach your assignments through a social justice framework, meaning I want you to seriously consider the influence race, gender, class, sexuality, Indigeneity, and/or ability have on social relations and political conditions. Some of you may have opposing viewpoints and I encourage you to express them through research and argumentation, staying within the themes and learning outcomes for the course. I expect you to do so in a professional and collegial manner. Give each other the benefit of the doubt and *wherever/whenever* possible, help each other learn. *Discrimination of any kind will not be tolerated and will result in disciplinary action.*

**Netiquette.** Special rules apply to internet communications where meaning and intention can easily be lost. Please be extra careful with your choice of words. Use emojis to express your tone, but don’t overuse them or rely on them. To the best of your ability please stick to Standardized Written American English and, again, be generous with classmates who don’t share your proficiency with written English.

**When we meet through video conferencing (i.e. Zoom, WebEx), I expect you to be present and have camera on.**

*Please reach out to me with any and all concerns about the tone or content of our discussions.*

**This Document.** This document serves as a working contract between the student and professor. This document sets the expectations and firm, non-negotiable policies for this course. Should the need arise for minor adjustments to certain contents of this document—i.e. issues regarding assignments and the course schedule—the professor and the students shall discuss these changes in detail. The professor retains the right to make minor adjustments to the course syllabus in

consultation with the students. Such minor adjustments must not sacrifice the integrity of the course, nor alter the student's ability to meet the course learning outcomes.

## V. GRADES AND ASSIGNMENTS

Assignment		Minimum Requirements		
		A	B	C
Participation & Attendance		✓ (-2)	✓ (-4)	✓ (-6)
Quizzes and Wikis		✓ (-1)	✓ (-2)	✓ (-3)
Archives of Home		✓	✓	✓
Mid-Term				
	Group Wiki	✓	✓	✓
	Exam	✓	✓	✓
	Peer Review	✓	✓	✓
	Peer Revision	✓	✓	
	Interview	✓		
Mapping Project				
	StoryBoard	✓		
	Presentation	✓	✓	
	Final Project	✓	✓	✓
Final Grade goes down 1/3 of a Letter for each Incomplete Assessment.				

**Attendance and Participation.** Students are present in class when they show up on time with cameras on (when relevant). They also participate in class discussions through various mediums. Exit Tickets at the end of class sessions demonstrate student learning. Weekly assignments help students meet Area F SLO 1.

**Quizzes and Wikis.** Weekly quizzes assess students' familiarity with course concepts. Students have four (4) opportunities to correctly answer all the questions for a "complete" grade. We will go over the questions the following week, so I suggest you save one (1) attempt for the in-class session, but you must attempt the quiz at least once before for full credit. This assignment helps students meet Area F SLO 1.

**Letters, Descriptions, and Archives of Home:** A critical-creative curatorial project, this assignment helps students meet Area F SLO 5.

**Mid-Term Exam.** An open-note, open-book exam with two to three questions on key words and ideas from the course readings. It includes five (5) parts:

1. In-class Group Wiki (attendance mandatory)
2. The Exam (attendance mandatory)
3. In-class Peer Review (attendance mandatory)
4. One Revision (based on peer review, attendance mandatory)
5. Interview (during drop-in hours)

This assignment helps students meet Area F SLO 1 and 3.

**Mapping Project:** An interdisciplinary, multimedia mini research project using ArcGIS software. Students present Mapping Projects to the class and receive feedback for their final submissions. It includes three (3) parts:

1. A StoryBoard
2. A Presentation
3. The Project

This assignment helps students meet Area F SLO 2.

**Extra Credit.** In addition to using drop-in hours (i.e. office hours) to make up missed assignments, you may earn extra credit by attending campus events related to the themes of the course. No more than two (2) events per semester and you must get approval in advance.

## VI. SPECIAL CONSIDERATIONS

**Contract Grading.** Decide your grade — an A, a B, or a C — in advance, using a grading contract. The requirements for each of these grades are listed in the Student Grade Contract, available in Module 1. Sign and return it, and you may renegotiate your contract at any point in the semester. (Lower grades at my discretion.)

*Why am I doing this?*

Grades are exhausting and stressful for everyone, and the focus on grades detracts from our ability to engage the material, think creatively, and/or fail. Failure is essential to learning, and all of us will fail in our own unique ways. It's ridiculous, therefore, to reduce all that work into a narrow grading scale. For more on contract grading, see Jane Danielewicz and Peter Elbow, "[A Unilateral Grading Contract to Improve Learning and Teaching.](#)" *College Composition and Communication*, 2009, 244–68.

**Course Readings.** I provide copies of all the class readings for your reference and further exploration. *You are not required to read them in their entirety*, but you are responsible for reflecting on the material in the Quizzes, Group Wikis, and Exams. I suggest you take good notes during lectures, participate in the review sessions, and seek elaboration in the readings themselves when and if necessary. I will also post lecture slides on Canvas after lecture has been presented.

**Computers and Note-taking.** At the beginning of the semester, I will provide each of you with a 60-page notebook. **DO NOT LOSE YOUR NOTEBOOK.** You will use it throughout the

semester to take notes and submit the mid-term exam. I will post lecture slides on Canvas for your reference after each class. With the advent and abuse of Artificial Intelligence (AI), I do not allow the use of *any* electronic devices during class time, with exceptions for group work, discussions, and students who have a formal accommodation with DSS. If you use electronic devices — including phones — outside of designated times, you will be counted absent.

## VII. COURSE SCHEDULE

*Please note the following schedule is subject to change at my discretion. Any changes will be clearly communicated to students well in advance.*

<b>Week/Module Deadlines</b>	<b>Readings/Activities</b>
<b>Racialization of Space (SLO 2)</b>	
<p>Week/Module 1</p> <p><b>Introductions Cities and Space</b></p> <p><i>Week of January 22</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Syllabus and Course Information</li> <li>2. JamBoard Activity: Introductions</li> <li>3. Archives of Home Prompt (in class)               <ol style="list-style-type: none"> <li>a. “Place Names of 501 Filomeno,” Mike Smith (in class)</li> </ol> </li> <li>4. Readings discussed in lecture:               <ol style="list-style-type: none"> <li>a. “Cultural Space and Urban Place,” Cultural Studies, Barker and Willis</li> <li>b. “Space,” George Lipsitz</li> <li>c. “Space—Place,” <i>The Aesthetics of Equity</i>, Wilkins</li> <li>d. “When Place Becomes Race,” Sherene Razack</li> </ol> </li> <li>5. Screening “Citizen Jane: Battle for the City,” Matthew Tyrnauer</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ol style="list-style-type: none"> <li>1. Grade Choice</li> <li>2. Grade Contract</li> <li>3. Syllabus and Course Quiz</li> <li>4. Citizen Jane Quiz</li> </ol>
<p>Week/Module 2</p> <p><b>Space and Race</b></p> <p><i>Week of January 29</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture:               <ol style="list-style-type: none"> <li>a. “Space,” George Lipsitz</li> <li>b. “Space—Place,” <i>The Aesthetics of Equity</i>, Wilkins</li> <li>c. “When Place Becomes Race,” Sherene Razack</li> <li>d. “Jungle Fever,” <i>Black Faces, White Spaces</i>, Carolyn Finney</li> </ol> </li> <li>3. Archives of Home Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Racialization of Space Quiz</li> <li>• Archives of Home</li> </ul>

Migrations and Settlements (SLOs 2, 4)	
<p>Week/Module 3</p> <p><b>Borders, Boundaries, Belongings</b></p> <p><i>Week of February 5</i></p> <p><b>Archives of Home Due</b></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “What is Border Imperialism?,” <i>Undoing Border Imperialism</i>, Harsha Walia</li> <li>b. “I Still Call Australia Home: Indigenous Belonging and Place in a Postcolonial Society,” Aileen Moreton-Robinson</li> <li>c. “Environmental Privilege in the Rocky Mountains,” <i>Slums of Aspen</i>, Park and Bellow</li> </ol> </li> <li>3. Mapping Project Prompt</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Borders Quiz</li> </ul>
<p>Week/Module 4</p> <p><b>Making Neighborhoods, Policing Race</b></p> <p><i>Week of February 12</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “Racial Zoning,” <i>The Color of Law</i>, Richard Rothstein</li> <li>b. “The Political Significance of Race: Asian American and Latino Redistricting Debates in California and New York,” Leland Saito</li> <li>c. “Race and Place in Cadillac-Corning” and “A Neighborhood is Born,” <i>Police, Power, and the Production of Racial Boundaries</i>, Ana Muñoz</li> <li>d. “Homegrown Revolution,” <i>City of Quartz</i>, Mike Davis</li> </ol> </li> <li>3. Mapping Project Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Neighborhoods Quiz</li> </ul>
<p>Week/Module 5</p> <p><b>Housing</b></p> <p><i>Week of February 19</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “Public Housing, Black Ghettos,” <i>The Color of Law</i>, Richard Rothstein</li> <li>b. “Class, Status, and Residence: The Changing Geography of Black Detroit,” <i>The Origins of the Urban Crisis</i>, Sugrue</li> </ol> </li> <li>4. Mapping Project Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Housing Quiz</li> </ul>



<b>Mid-Term</b>	
<p>Week/Module 6</p> <p style="text-align: center;"><b>Mid-Term Review</b></p> <p style="text-align: center;"><i>Week of</i> February 26</p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Review Course readings and notes               <ol style="list-style-type: none"> <li>a. Cities, Space, and Race</li> <li>b. Migrations and Settlements</li> </ol> </li> <li>3. <b>Create Group Wikis</b></li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Racialization of Space Quiz</li> </ul>
<p>Week/Module 7</p> <p style="text-align: center;"><b>Mid-Term Exam</b></p> <p style="text-align: center;"><i>Week of</i> March 4</p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Final Questions and Comments</li> <li>2. Exam Begins at 11 am</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Complete Traffic Light Mid-Term Survey</li> </ul>
<b>Displacement and Resistance (SLOs 4, 5)</b>	
<p>Week/Module 8</p> <p style="text-align: center;"><b>Imagining Gentrification</b></p> <p style="text-align: center;"><i>Week of</i> March 11</p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Mid-Term Revisions</li> <li>2. Review Quiz</li> <li>3. Readings discussed in lecture:               <ol style="list-style-type: none"> <li>a. Gentrification and Uneven Development, TBD</li> <li>b. “Why Do Rich People Love Quiet So Much?,” Xochitl Gonzalez</li> </ol> </li> <li>4. Screening: “Vampires vs. the Bronx”</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ol style="list-style-type: none"> <li>5. Gentrification Quiz</li> </ol>
<b>Spring Break — March 18-23</b>	
<p>Week/Module 9</p> <p style="text-align: center;"><b>Claiming Space</b></p> <p style="text-align: center;"><i>Week of</i> March 25</p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture:               <ol style="list-style-type: none"> <li>a. “Claiming Space, Being in Public,” <i>Art for People’s Sake</i>, Rebecca Zorach</li> <li>b. “Raising Arizona,” <i>Extinct Lands, Temporal Geographies</i>, Mary Pat Brady</li> <li>c. “Camino Largo: The Zapatistas’ Long Road toward Autonomy,” <i>¡Presente!</i>, Diana Taylor</li> </ol> </li> </ol>

	<ol style="list-style-type: none"> <li>3. Mapping Project Prompt</li> <li>4. Mapping Project Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ol style="list-style-type: none"> <li>5. Claiming Quiz</li> </ol>
<b>Alternative Place-Making (SLO 5)</b>	
<p>Week/Module 10</p> <p><b>Spatial Stories</b></p> <p><i>Week of April 1</i></p> <p><b>Storyboards Due</b></p>	<p><b>Monday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “Spatial Stories,” <i>The Practice of Everyday Life</i>, de Certeau</li> <li>b. “Story-telling,” <i>Decolonial Methodologies</i>, Smith</li> </ol> </li> <li>3. Lecture: Mapping Project</li> <li>4. Mapping Project Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ol style="list-style-type: none"> <li>5. Spatial Stories Quiz</li> <li>6. Storyboards</li> </ol>
<p>Week/Module 11</p> <p><b>Recognitions and Refusals</b></p> <p><i>Week of April 8</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “Dreams of the New Land,” <i>Freedom Dreams</i>, Robin D.G. Kelley</li> <li>b. “Forgotten Places and the Roots of Grassroots Planning,” Ruth Wilson Gilmore</li> <li>c. “Who are the ‘Real Indians’? Use of <i>Hubs</i> by Muwekma Ohlones and Relocated Native Americans,” <i>Native Hubs</i>, Ramirez</li> <li>d. “Emergence Geographies,” <i>Spiral to the Stars</i>, Harjo</li> </ol> </li> <li>3. Mapping Project Workshop</li> </ol> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Refusals Quiz</li> </ul>
<p>Week/Module 12</p> <p><b>Being Neighborly</b></p> <p><i>Week of April 22</i></p>	<p><b>Wednesday</b></p> <ol style="list-style-type: none"> <li>1. Review Quiz</li> <li>2. Readings discussed in lecture: <ol style="list-style-type: none"> <li>a. “Neighborly Citizenship in Absalom Jones and Richard Allen’s A Narrative of the Proceedings of the Black People During the Late and Awful Calamity in Philadelphia in the Year 1793,” <i>The Practice of Citizenship</i>,” Derrick Spires</li> <li>b. “A Visual History of Mutual Aid,” Ariel Aberg-Riger</li> <li>c. “Mutual Aid 101: Toolkit,” Alexandria Ocasio-Cortez and organizer Mariame Kaba</li> </ol> </li> <li>3. Mapping Project Workshop</li> </ol>

	<p>4. <i>Sign up for Mapping Project Presentations</i></p> <p><b>Assignments</b> (due before class next week)</p> <ul style="list-style-type: none"> <li>• Neighborliness Quiz</li> </ul>
<b>Finals (SLO 2, 4)</b>	
<p>Week/Module 14</p> <p><b>Mapping Project Presentations</b></p> <p><i>Week of April 29</i></p>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Review Quiz</li> <li>• Student Presentations</li> </ul>
<p>Week/Module 15</p> <p><b>Mapping Project Presentations</b></p> <p><i>Week of May 6</i></p>	<p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Student Presentations</li> <li>• Screening: “The Architecture of Settler Colonialism in Palestine,” Leopold Lambert</li> </ul> <p><b>Assignments due the following Monday by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Mapping Project &amp; Reflection</li> </ul>
<p>Week/Module 16</p> <p><b>Final Exam</b></p> <p><b>Mapping Projects Due</b></p> <p><i>Week of May 13</i></p>	<p style="text-align: center;"><b>Final Mapping Project &amp; Reflection due by 11:59 pm Monday</b></p>