

San José State University
College of Social Science
Interdisciplinary Social Science and Sociology Department
AAS 33B-1, Asian Americans and U.S. History and Political Institutions
Fall Semester, 2023

Instructor	Dr. Soo H. Choi
Office Hours	238B DMH 10:00-11:30 and 3:00-4:00 pm on T&Th & Zoom meeting
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Classroom & Hours	DMH 234 9:00-10:15 am

GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions

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:

- a) The continent's earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and
- b) Within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations. Assessed by multiple choice and essay questions on two exams.

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

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. Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

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. Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

GELO 5 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

Credit Hour Policy per Federal Guidelines

San Jose State University classes are designed such that in order to be successful, students are expected to spend a minimum of forty five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of 6 hours per week completing course-related assignments in addition to attending all the in-person class

meetings. Assignments include reading the assigned readings, accessing supplementary material through Canvas, taking examinations, quizzes, homework, and writing papers. More details about student workload can be found in University Policy S12-3at <http://www.edu.sjsu.edu/senate/docs/S12-3.pdf>. For this course, you will be required to take 2 exams, write two papers, and a final exam.

University Policies on Academic integrity

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. 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://www.sa.sjsu.edu/judicial_affairs/index.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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, 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 with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of

our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, 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."

Course Requirements and Assignments

All detailed rubrics of all test and essay grading are uploaded in "Announcement" in canvas

Two Midterm exams

All exams will be based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks. It will be composed of 2 essay, 20 multiple choice, 20 true/false questions.

Essay Submission (50%) & Zoom Presentation (50%)

A group of about 4-5 students will collectively make a 20-minute presentation on a given topic. All topics (prompts) are uploaded on canvas. Group members can communicate in "discussion" in canvas. All groups and group names are posted as well. All Group members will receive the same points based upon the quality of presentation and coordination. A good cooperation is highly recommended. The detailed rubric is uploaded in "Announcement" in canvas.

Final Exam

The final exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for the entire semester. It will be composed of 4 essay, 30 multiple choice, and 40 true/false questions.

Grading Scale

95-100%: A 90-94%: A- 86-89: B+ 83-85%: B 80-82%: B- 76-79: C+ 73-75%: C 70-72%: C- 66-69%: D+ 63-65%: D 60-62%: D- 0-59%: F

Course Description

The purpose of the course is to examine the historical and political development of the United States from a multicultural perspective. The course will examine the principal events, developments, and problems of the United States from the mid-nineteenth century to the present, emphasizing the role of class, race, ethnicity, gender, and sexuality in American history and politics. The course will examine the diversity of the Asian American experience within the context of the development of the United States as a developing nation-state and world power and within the context of its race relations with other minorities such as Native Americans, African Americans, and Mexican Americans.

The social history of Asian America forms an important part of the broad understanding of the social, economic, and political contours of America. In turn, the contours of American history and political institutions help us to better understand the particular social experiences of Asians and Asian Americans as immigrants, workers, and small business entrepreneurs and the impact of social institutions upon the formation of families, and communities.

In addition, the course will examine the history and politics of California government, contrasting the similarities and differences between California and U.S. Constitutions, the relation between the federal and state and local governments, and contemporary issues of California government and politics.

Texts

Greenberg, Edward S., and Benjamin I. Page, *The Struggle for Democracy*, Longman Publishers
Jones, Jacqueline, et. al., *Created Equal: A Social and Political History of the United States*, Longman Publishers
Ronald Takaki, *Strangers from a Different Shore*, Little, Brown, and Company Publisher

Topics & Readings

1st week

Reconstruction or Restoration: 1865-1877

Readings: Jones, Chapter 15

The Structural Foundations of American Government and Politics

Reading: Greenberg, Chapter 4

2nd week

Chinese Immigrants, 1830's-1880's

Readings: Takaki, Chapter 3

3rd week

Industrialization, Urbanization, and Capitalism in America, 1877-1890

Readings: Jones, Chapter 16

Challenge to Government and Corporate Power: Resistance and Reform, 1877-1890

Readings: Jones, Chapter 17

4th week

Political and Cultural Conflict: Depression and War

Reading: Jones, Chapter 18

Progressive Reform, 1900-1912

Readings: Jones, Chapter 19

5th week

Excluded Chinese Americans: Chinatown, 1880's-1900

Reading; Takaki Chapter 6

Japanese Americans, 1860's-1900

Reading; Takaki Chapter 5

6th week

Filipino American Immigration, 1900-1945

Reading: Takaki Chapter 9

Korean American Immigration, 1860's-1950

Reading: Takaki Chapter 7

7th week

World War I and Revolution, 1912-1920

Readings: Jones, Chapter 20

Asian American During and after the WW II

Reading: Takaki Chapter 10

8th week

1920s: Great Depression and the New Deal

Readings; Jones, Chapters 21-22

9th week

America at War: World War II.

Reading: Jones, Chapter 23

10th week

Cold War and the Korean War: 1945-1953

Readings: Jones, Chapter 24

11th week

Domestic Dreams and Nightmares; Civil Rights and Civil Liberties

Readings: Greenberg, Chapters 15-16; Jones, Chapter 25

Political Linkage, Political Linkage: Public Opinion, the News Media, Interest Groups and Business Corporations

Reading: Greenberg, Chapters, 5-7

12th week

The Vietnam War; Asian Immigrants and Refugees

Readings: Jones, Chapter 26

13th week

Political Parties and Social Movements

Reading: Greenberg, Chapters, 8, 9, 10

Asian Americans since 1965

Reading: Takaki Chapter 11

Stagflation and the Overextended Society

Readings: Jones, Chapter 27

The Cold War Returns---and Ends, 1979-1991 (part I)

Readings: Jones, Chapter 28

14th week

The Cold War Returns---and Ends, 1979-1991 (part II)

Readings: Jones, Chapter 28

Asian Americans since 1980's

Readings: Takaki Chapter 12 & 13

15th week

America: 1991-2000

Readings: Jones, Chapter 29

The New Millennium & Review

Readings: Jones, Chapter 30

16th week

Summary & Conclusion

17th week Final Exam