

San José State University
College of Social Sciences/Interdisciplinary Social Sciences Department/Asian
American Studies Program
AAS 33B: Asian Americans in the U.S. Historical and Political Process, Spring 2023

Instructor: Hien Duc Do, Ph.D.

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Office Hours: M 10:30 – 11:30 AM, and by appointment

Class Days/Time: M W 9:00-10:15 AM (Section 1)
T TH 10:30 – 11:45AM (Section 6)

Classroom: DMH 358 (1)

Prerequisites And DMH 226A (6)

Must have completed AAS 33A

GE and SJSU Studies
Category: D3 and US2 and US3

Canvas

This course will use Canvas for announcements, tests, quizzes, papers, posting of grades, PDFs, etc. If necessary, consult,

<https://sjsu.instructure.com/>

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 principle 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.

GE Learning Outcomes (GELO)

- 1. GELO (US2):** Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the US and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people, and the operations of California government. **Assessed by 2 mid-term and a final exam using a combination of multiple choice, short and long essay questions.**
- 2. GELO (US3):** Identify the tools of political action and collective decision making at the local, state, national, and global level, and articulate the values and assumptions that inform their civic engagement. **Assessed by 2 mid-term and a final exam using a combination of multiple choice, short and long essay questions.**
- 3. GELO (D3):** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by two 1500-word essay assignments.**
- 4. GELO (D3):** 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 two 1500-word essay assignments.**
- 5. GELO (D3):** 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 two 1500-word essay assignments**

6. **GELO (D3):** Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. **Assessed by the 2 essay assignments totally 1500 word.**

Course Learning Outcomes (CLO)

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

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

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

7. Write essays of critical analyses of major problems in U.S. history, society and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.
Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

Required Texts/Readings

Greenberg, Edward S., and Benjamin I. Page, *The Struggle for Democracy*, 11^h Edition, Longman Publishers, 2014

Jones, Jacqueline, et. al., *Created Equal: A Social and Political History of the United States*, 4th Edition Longman Publishers, 2014

Lee, Erika, *The Making of Asian America*, Simon and Schuster, 2015.

Course Requirements and Assignments

EXAM #1 (15% of grade) All exams and class assignments will consist of essay questions based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 1 – 6. **This exam will assess GELO (US 2 and US3)**

EXAM #2 (15% of grade) All exams will consist of a essay questions based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 7 – 12. **This exam will assess GELO (US2 and US3)**

COMPARE AND CONTRAST PAPER (15% of grade) These assignments will require that you use the assigned readings and class lectures to write 1 paper (3 – 5 pages each) comparing two or more ethnic groups cultures, regions, nations, or social systems in the context of US history. Your paper will be graded on how well you answer the question and how well you apply the relevant readings and lectures to support your argument. **This paper will assess GELO (D3)**

PAPER 2 – (15%) A series of short summary and analysis paper throughout the semester addressing some of the documentary films that will be shown in class.

California Government Project: (15% of grade) This project is designed meet university requirements regarding California government and politics. It will be take home activity comprised of objective and short essay components. **This will assess GELO (US3).**

EXAM #3 FINAL EXAM (15% of grade) All exams will consist of a essay questions based on class lectures, activities, and readings. The final exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for the entire semester with a focus on week 13 – 15. **This exam will assess GELO (US2 and US3)**

PARTICIPATION (10% of grade). This involves showing civility in class, participating in class discussions, and doing in class and out of class exercises.

Assignments and Grading Policy

EXAMS/PAPERS & DUE DATES	Proportion of Grade	GELO Assessed
EXAM 1 (week 5)	15%	GELO (US2 and US3)
EXAM 2 (week 11)	15%	GELO (US2 and US3)
PAPER 1 (Compare & Contrast) Week 12	15%	GELO (D3)
PAPER 2 (Short responses) A few times during the semester	15%	GELO (D3)
California Government Project Week 8	15%	GELO (US3)
FINAL EXAM (date TBA)	15%	GELO (US2 and US3)
Participation	10%	

Grading Scale:

93-100% A	90-92% A-	87-89% B+
83-86% B	80-82% B-	77-79% C+
73-76% C	70-72% C-	67-69% D+
63-66% D	60-62% D-	<59% F

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work

University Policies:

Academic integrity: Students should be familiar with the University’s Academic Integrity Policy that 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.

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 at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>.

For examples of paraphrasing and quotation, please see the following:

<http://www.indiana.edu/~istd/overview.html> <http://www.indiana.edu/~istd/examples.html>

<http://www.indiana.edu/~frick/plagiarism/item1.html>

For the SJSU policy on plagiarism, please read the "Academic Integrity Policy" at <http://info.sjsu.edu/web-dbg/narr/soc-fall/rec-369.html>

Dropping and Adding

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an F

grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgem/narr/soc-fall/rec-324.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.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.”

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 Access Education Center to establish a record of their disability. Access Education Center, formally the Disability Resource Center. 408-924-5970.

Student Technology Resources

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

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) 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 LARC website is located at <http://www.sjsu.edu/larc/>.

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 from each of the seven SJSU colleges. 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 rm 240: 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.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 25 -27	Introductions Orientalism and the Origins of Asian America Readings: Lee, Introduction; Chapter 1 Reconstruction or Restoration: 1865-1877 Readings: Jones, Chapter 15 https://www.facebook.com/vicenews/videos/852412418252043/ Charlottesville's terror https://www.facebook.com/opdocsnyt/videos/216507192227471/ Native American conversation on Race https://www.facebook.com/VT/videos/1701654019976433/ Privilege video Dr. Gills Response to Protests

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>The Structural Foundations of American Government and Politics</p> <p>Reading: Greenberg, Chapter 4, Jones, pp. xviii-xxvi</p>
2	Jan. 30 Feb. 3	<p>Industrialization, Urbanization, and Capitalism in America; Challenges to Government and Corporate Power: Resistance and Reform, 1877-1890</p> <p>Readings: Jones, Chapter 16 and 17</p> <p>Asian Diaspora in Pre-Exclusion Years, Reading; Lee, Chapter 2</p>
3	Feb. 6 Feb. 10	<p>Political and Cultural Conflict: Depression and War</p> <p>Reading: Jones, Chapter 18</p> <p>Progressive Reform, 1900-1912</p> <p>Readings: Jones, Chapter 19</p>
4	Feb. 13 Feb. 17	<p>Asian Americans Making a Living Before WW II</p> <p>Reading; Lee, Chapter 3</p> <p>Asian American Communities Before World War II</p> <p>Reading: Lee, Chapter 4</p>
5	Feb. 20 Feb. 24	<p>FIRST EXAM</p> <p>Racism and anti-Asian Movements</p> <p>Reading: Lee, Chapter 5</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Asian Americans at War Reading: Lee, Chapter 8
10	March 27 April 3 April 7	<p>MARCH 27 -MARCH 31 SPRING BREAK</p> <p>Cold War and the Korean War: 1945-1953</p> <p>Readings: Jones, Chapter 24 Lee, Chapter 9</p> <p>Domestic Dreams and Nightmares; Civil Rights and Civil Liberties</p> <p>Readings: Greenberg, Chapters 15-16 Jones, Chapter 25</p> <p>youtu.be/ym8rdtq-KBE (Links to an external site.)</p> <p>Little Rock Nine (60 years)</p> <p>https://youtu.be/IHFPH79Iaoo</p> <p>Montgomery Bus Boycott</p> <p>History of the Civil Rights Movement (Links to an external site.)</p>
11	April 10 April 14	<p>SECOND EXAM</p> <p>Political Linkage, Political Linkage: Public Opinion, the News</p>

