General Education Annual Course Assessment Form

Course Number/Title  AAS 33A Historical and Political Process  GE Area ____D2 _________

Results reported for AY ___16-17____________ # of sections ____16______ # of instructors __6____

Course Coordinator: _______Dr. Hien Do_________ E-mail: __hien.do@sjsu.edu________

Department Chair: _______Dr. Carlos Garcia____________________ College: Social Sciences________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?
GELO 2 and GELO 3

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?
The students

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)
None. The instrument used (2 essay assignments) work well and allow the instructors to evaluate the student's ability to complete the GELOs.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?
Yes

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.
Not Applicable

Course syllabus attach, please see next page
San José State University  
College of Social Science  
Interdisciplinary Social Science and Sociology Department  
AAS 33A, Asian Americans and U.S. History and Political Institutions  
Fall Semester, 2016, sections 10 and 11.

| **Instructors** | Hien Duc Do (sec 10)  
Steven Doi (sec 11) |
| **Do’s Office Location** | McQuarrie 316 (Dr. Do)  
Clark 140 |
| **Doi’s Office Location** | Clark 140 (Prof. Doi) |
| **Do’s Telephone:** | (408) 924-5461  
(408) 924-5597 |
| **Doi’s Telephone:** |  |
| **Do’s Email** | hien.do@sjsu.edu  
steven.doi@sjsu.edu |
| **Doi’s Email** |  |
| **Do’s Office Hours:** | M 2 – 3 pm  
Doi’s: Office Hours: 12noon to 1pm Tues. and by appointment |
| **Class Days/Time:** | 10:30-11:45 AM, Tuesday - Thursday  
Room | Engr. 343 |
| **Prerequisites** | None |
| **GE/American Institutions Category** | D2 Soc. Sciences and US 1 Am. Institutions  
Fees | None |

**Faculty Web Page**
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our faculty web pages accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU. The weekly assignments are set out on the syllabus.

**Canvas**
This course will use Canvas for announcements, tests, quizzes, PDFs, etc. If necessary consult, [https://sjsu.instructure.com/](https://sjsu.instructure.com/)
Announcements and copies of the course materials such as the syllabus, major assignment handouts, and PDF files, etc. will be posted on Canvas. For information on using Canvas, please review the website, http://www.sjsu.edu/at/ec/canvas/student_resources/index.html and the Canvas Guide, http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf. This is not an online class. You still are responsible for regularly checking with the Canvas system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates.

**Use of your student Canvas website.** Some additional assignments and announcements may be sent to the students via the Canvas website. Please note that this is not an on-line class. Do not rely on the Canvas site to substitute your presence in class. All assignments or announcement will be made in class. This is a lecture class, not an on-line class. Your attendance is required to get a good grade.

**Course Description**
This course will examine the development of the U.S. from before the era of European expansion through the Civil War. Emphasis will be given to the historical and political factors that shaped the culture, society and institutions of the nation. This approach will focus on the roles played by workers, immigrants, and people of color generally and Asian Americans in particular. Since Asian immigrants did not arrive in large numbers until the 1850s, AAS 33A will focus on the historical experiences of Native Americans, African Americans, Hispanic Americans, and women. Such an examination of minority groups in the United States will help us understand the development of this country as a diverse, multicultural nation.

This course will also examine the development of national political ideologies, institutions and practices. Topics will include the nature of government, the evolution of the Constitution, federalism, civil liberties and civil rights, political parties and interest groups and the ways in which politics and public policy have been interwoven with struggles over the issues of race, ethnicity, gender and class.
While team taught, your section instructor will be responsible for specific assignments and grading.

AAS 33A, Do and Doi, fall 2016
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, 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).**

**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. AAS 33A, Do and Doi, fall 2016

**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).**

AAS 33A, Do and Doi, fall 2016
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).**

AAS 33A, Do and Doi, fall 2016
**Required Texts/Readings**

ISBN-10: 0133915271

ISBN-10: 0205901301

Franks, Joel S. *Keywords and Concepts in Asian American History*, BVT Publishing, 2015 (ebook or hardcopy)  
Students who wish to purchase the eBook format of your book can go to [www.bvtstudents.com](http://www.bvtstudents.com) and search by your last name, the whole or part of the title, or by ISBN 978-1-62751-7447. Your students may also purchase the eBook from the bookstore.

These textbooks are available for purchase at Spartan Bookstore and other outlets.

**Course Requirements and Assignments:**

**EXAM #1** (40 points) All exams will consist of a combination of short and long essay items 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 1.**

**EXAM #2** (40 points) All exams will consist of a combination of short answer and long essay items 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 1.**

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**COMPARE AND CONTRAST PAPER 1 and 2** (30 points each) These assignments will require that you use the assigned readings and class lectures to write 2 papers (3 – 4 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. The essay questions and details of these assignments will be distributed 3 weeks prior to the due date. The first paper is due in week 9 and the second paper is due in week 14. This paper will assess **GELO 2, GELO3, GELO 4 and GELO 5**.

**PARTICIPATION** (20 points) The participation grade will be based upon completion of in-class assignments such as group projects, class exercises and quizzes, as well as display appropriate class protocol. Please read the assigned chapters before the date of class. Instructors may give unannounced quizzes or in-class assignments based upon your prior reading. There is no make-up for these in-class exercises. Study a little harder for exams to make up for points lost.

**FINAL EXAM** (50 points)

All exams will consist of a combination of short and long essay items 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 GELO1.**

**EXTRA CREDIT**

While unlikely, extra credit may be assigned at the discretion of your section instructor. Each section may have different assignments or participation exercises.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>EXAMS/PAPERS, DUE DATES</th>
<th>POINTS POSSIBLE</th>
<th>GELO Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAM 1 (week 6)</td>
<td>40 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>EXAM 2 (week 12)</td>
<td>40 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>PAPER 1 ( week 9)</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
</tr>
<tr>
<td>PAPER 2 (week 14)</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
</tr>
<tr>
<td>FINAL EXAM Dec. 15, 9:45am</td>
<td>50 points</td>
<td>GELO1</td>
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<tr>
<td>PARTICIPATION. Any class date</td>
<td>20 points</td>
<td></td>
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<tr>
<td></td>
<td>200 points possible</td>
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</tbody>
</table>
Grading Scale:
185-200 A  179-184 A-  174-178 B+
165-173 B  159-164 B-  153-158 C+
145-152 C  139-144 C-  133-138 D+
125-132 D  119-124 D-  <118 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 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. If misused, electronic devices will be banned on the instructor's discretion. If students feel like they need to tape lectures and/or take photos of power point slides, they will need to attain the instructors' permission. It is required that all students use bring a small sized exam book and a scantron 882 to the midterms. The exam book is 8 ½ inches tall and 6 ½ long. All essays must be written with a pen. The scantron requires a pencil. There will also be in-class participate exercises that require class attendance.

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.

AAS 33A, Do and Doi, fall 2016
University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Exams

Exams will be based on the readings and classroom presentations. There will be no make-up exams unless there is a valid reason given before the exam date. Thus, if you car breaks down on the day of the exam, email or call and leave a message. This must be before the exam. If a make-up test is allowed, a written test must be scheduled at the SJSU Testing Office. The Testing Office is at Industrial Studies Building 228. Their phone is 408.924.5980. The test must be taken within a week of the missed exam.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

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 and the following items to be included in the syllabus:

- “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.”
- “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.”

AAS 33A, Do and Doi, fall 2016
**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

**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 one of the instructors during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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.

AAS 33A, Do and Doi, fall 2016
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).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling. AAS 33A, Do and Doi, fall 2016
ACCESS SJSU Social Science Success Center
The ACCESS Center is located on the 2nd floor of the Clark Hall rm 240. ACCESS provides advising for undergraduate students majoring or want to major in any in the Department of Social Sciences programs. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet comfortable study environment. Students can talk with a professional advisor about requirements for their major, general education courses, changing majors and much more. Students can get advice on developing study strategies, improve time management and general information on how to succeed at SJSU. For any student needs, problems or situations, this Center can provide a start for a solution. It is also a nice quiet place to study.

COURSE SCHEDULE
AAS 33A, Do and Doi, fall 2016

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 25</td>
<td>Introductions</td>
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<tr>
<td>2</td>
<td>Aug. 30</td>
<td>Keywords in Social Science&lt;br&gt;Reading: Franks, Chapter 1&lt;br&gt;Readings: Jones, introduction to pp. I to xxx</td>
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<td>Sept. 1</td>
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<td>3</td>
<td>Sept. 6</td>
<td>North American Founders, North America to 1590&lt;br&gt;Reading: Jones, pp. xxxi-xxxiv, Part One, Chapter 1&lt;br&gt;And continue Franks, Chapter 1.</td>
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<tr>
<td></td>
<td>Sept. 8</td>
<td>North American Founders, North America to 1590&lt;br&gt;Reading: Jones, pp. xxxi-xxxiv, Part One, Chapter 1</td>
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<td>4</td>
<td>Sept. 13</td>
<td>European Footholds in North America, 1600-1660&lt;br&gt;Reading: Jones, Chapter 2</td>
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<td>Sept. 15</td>
<td>European Control of North America, 1660-1715</td>
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<tr>
<td>Date</td>
<td>Reading</td>
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<tr>
<td>5 Sept. 20</td>
<td>Reading: Jones, Chapter 3</td>
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<td>5 Sept. 22</td>
<td>African Enslavement: Terrible Transformation, 1565-1770</td>
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<td></td>
<td>Reading: Jones, Chapter 4</td>
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<tr>
<td>6 Sept. 27</td>
<td>Social Theories</td>
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<tr>
<td>6 Sept. 29</td>
<td>Possible in class video.</td>
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<tr>
<td>6 Sept. 29</td>
<td>Reading: Franks, Chapter 3</td>
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<tr>
<td>7 Oct. 4</td>
<td><strong>FIRST EXAMINATION</strong></td>
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<td>7 Oct. 6</td>
<td>Limits of Imperial Control, 1763-1775</td>
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<td>7 Oct. 8</td>
<td>Reading: Jones, Chapter 6</td>
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<tr>
<td>8 Oct. 11</td>
<td>Revolutionaries at War, 1775-1783</td>
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<tr>
<td>8 Oct. 13</td>
<td>Possible class video: Thomas Jefferson</td>
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<tr>
<td>9 Oct. 18</td>
<td>Political Science Perspectives.</td>
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<tr>
<td>9 Oct. 20</td>
<td>Revolutionary Legacies 1789-1803</td>
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<tr>
<td></td>
<td>Reading: Jones, Chapter 9</td>
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<tr>
<td>10 Oct. 25</td>
<td>Defending and Expanding the nation 1803-1818; Congress</td>
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<tr>
<td>10 Oct. 25</td>
<td><strong>First Writing Assignment Due (October 20)</strong></td>
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<tr>
<td></td>
<td>Defending and Expanding the nation 1803-1818; Congress</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/Notes</td>
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<td>---------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Oct. 27    | Reading: Jones, Chapter 10  
Franks, Chapter 4  
Greenberg, Chapter 11                                              |                                                                                                   |
| 11 Nov. 1  | History and Objectivity; Society and Politics in the “Age of the Common Man” 1819-1832; Congress  
Reading: Jones, Chapter 11  
Franks, Chapter 4                                                |                                                                                                   |
| Nov. 3     | Ante-bellum Slavery  
Reading: Jones, Chapter 12                                          |                                                                                                   |
| 12 Nov. 8  | Post election summary/discussion. The electoral college                                                 |                                                                                                   |
| Nov. 10    | Second Examination                                                                                         |                                                                                                   |
| 13 Nov. 15 | The Presidency  
Reading: Greenberg, Chapter 12                                                    |                                                                                                   |
| Nov. 17    | Federal Bureaucracy and the Courts  
Reading: Greenberg, Chapter 13 and 14                                 |                                                                                                   |
| 14 Nov. 22 | Western Expansion  
Reading: Jones, Chapter 12 (reread if necessary)  
Second Writing Assignment Due Tues. Nov. 22.  
Nov. 24 | No class. Thanksgiving.                                                                                   |
| 15 Nov. 29, Dec. 1 | Asia, the Pacific, and early Chinese Immigration  
Reading: Franks, Chapter 5                                      |                                                                                                   |
| 16 Dec. 6, and Dec. 8 | Origins of the Civil War  
Reading: Jones, Chapter 13 and 14                             | Last date of class                                                                                 |
| 17 Dec. 12 | Monday. Last day of class for the semester.                                                                |                                                                                                   |
| Dec 15 Thursday | **FINAL EXAM Thursday. Dec. 15, 2016. 9:45 am to 12noon**  
AAS 33A, Do and Doi, fall 2016                                 |                                                                                                   |