General Education Annual Course Assessment Form

Course Number/Title: AAS 33B AA US History and Political Inst. GE Area: D3

Results reported for AY: 2016-2017 # 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 1

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

The assessment instrument was successful since the students had to complete the assignment to successfully pass the course.

(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.

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
### 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 2017**

**Instructors:**
- Hien Duc Do, Ph.D. (Sec. 2)
- Joel S Franks, Ph.D (Sec. 1)

**Office Location:**
- Do: DMH 221
- Franks: DMH 238B

**Telephone:**
- Do: 408-924-5747
- Franks: 408-924-5752

**Email:**
- hien.do@sjsu.edu
- Franks: joel.franks@sjsu.edu

**Office Hours:**
- Do: M 1:00 – 2:00 PM
- Franks, 10:30-11:30 AM, T, Th

**Class Days/Time:**
- 9:00-10:15 AM, MW

**Classroom:**
- ENG 343

**Prerequisites**
- 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 exams 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 exams 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
Longman Publishers, 2014

Jones, Jacqueline, et. al., Created Equal: A Social and Political History of the United


RECOMMENDED (ebook or hardcopy)
Students who wish to purchase the eBook format of your book can go to 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. (Recommended)

Course Requirements and Assignments

EXAM #1 (15% of grade) All exams will consist of a combination of multiple choice,
short answer items 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 (US 2 and US3)

EXAM #2 (15% of grade) All exams will consist of a combination of multiple choice,
short answer items 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 (US2 and US3)

COMPARE AND CONTRAST PAPER 1 and 2 (30% of grade) 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 (D3)

California Government Project: (15% of grade) This project is designed meet university requirements regarding California government and politics. It will be a 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 combination of multiple choice, short answer items 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 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

<table>
<thead>
<tr>
<th>EXAMS/PAPERS &amp; DUE DATES</th>
<th>Proportion of Grade</th>
<th>GELO Assessed</th>
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</thead>
<tbody>
<tr>
<td>EXAM 1 (week 6)</td>
<td>15%</td>
<td>GELO (US2 and US3)</td>
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<tr>
<td>EXAM 2 (week 12)</td>
<td>15%</td>
<td>GELO (US2 and US3)</td>
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<tr>
<td>PAPER 1 (Compare &amp; Contrast) Week 9</td>
<td>15%</td>
<td>GELO (D3)</td>
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<tr>
<td>PAPER 2 (Compare &amp; Contrast) Week 14</td>
<td>15%</td>
<td>GELO (D3)</td>
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<tr>
<td>California Government Project</td>
<td>15%</td>
<td>GELO (US3)</td>
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<tr>
<td>FINAL EXAM (date TBA)</td>
<td>15%</td>
<td>GELO (US2 and US3)</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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</table>

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. Otherwise, electronic devices will be banned from the classroom except for those students who have identified problem with the Disabled Resources Center.

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](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](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](http://tutorials.sjlibrary.org/plagiarism/index.htm).

For examples of paraphrasing and quotation, please see the following:
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-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at http://wwwsjsu.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, 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.

A number of videos shown in class may be available for viewing or for student checkout from Media Services located in IRC 112.

**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. 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 navigate the SJSU experience. 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

<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>Jan. 30</td>
<td>Introductions</td>
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<td>Feb., 1</td>
<td>Orientalism and the Origins of Asian America</td>
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<td>Readings: Lee, Introduction; Chapter 1</td>
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<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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<td>2</td>
<td>Feb. 6</td>
<td>Reconstruction or Restoration: 1865-1877</td>
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<td>Feb. 8</td>
<td>Readings: Jones, Chapter 15</td>
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<td></td>
<td>The Structural Foundations of American Government and Politics</td>
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<td></td>
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<td>Reading: Greenberg, Chapter 4, Jones, pp. xviii-xxvi</td>
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<td>3</td>
<td>Feb. 13</td>
<td>Industrialization, Urbanization, and Capitalism in America; Challenges to Government and Corporate Power: Resistance and Reform, 1877-1890</td>
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<td>Feb. 15</td>
<td>Readings: Jones, Chapter 16 and 17</td>
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<td>Asian Diaspora in Pre-Exclusion Years,</td>
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<td>Reading: Lee, Chapter 2</td>
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<td>4</td>
<td>Feb. 20</td>
<td>Political and Cultural Conflict: Depression and War</td>
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<td>Feb. 22</td>
<td>Reading: Jones, Chapter 18</td>
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<td>Progressive Reform, 1900-1912</td>
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<td>Readings: Jones, Chapter 19</td>
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<td>5</td>
<td>Feb. 27</td>
<td>Asian Americans Making a Living Before WW II</td>
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<td>Mar 1</td>
<td>Reading: Lee, Chapter 3</td>
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<td></td>
<td>Asian American Communities Before World War II</td>
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<td></td>
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<td>Reading: Lee, Chapter 4</td>
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<td>6</td>
<td>Mar 6</td>
<td><strong>FIRST EXAM</strong></td>
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<tr>
<td></td>
<td>Mar 8</td>
<td>Racism and anti-Asian Movements</td>
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<td>Reading: Lee, Chapter 5</td>
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<td>7</td>
<td>Mar 13</td>
<td>World War I and Revolution, 1912-1920</td>
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<td>Readings: Jones, Chapter 20</td>
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<td>Week</td>
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| 8    | Mar 15 | Asian American Agency  
Reading: Lee, Chapter 6 |
|      | Mar 20 | Americanization, Modernity and the Second Generation Before WW II  
Reading: Lee, Chapter 7 |
|      | Mar 22 | 1920s: Great Depression and the New Deal  
Readings: Jones, Chapters 21-22  
**FIRST ESSAY DUE: Mar. 20** |
| 9    | Mar 27 | **SPRING BREAK** |
|      | Mar 31 |  |
| 10   | Apr 3  | America at War: World War II.  
Reading: Jones, Chapter 23 |
|      | Apr 5  | Asian Americans at War  
Reading: Lee, Chapter 8 |
| 11   | Apr 10 | Cold War and the Korean War: 1945-1953  
Readings: Jones, Chapter 24  
Lee, Chapter 9 |
|      | Apr 12 | Domestic Dreams and Nightmares; Civil Rights and Civil Liberties  
Readings: Greenberg, Chapters 15-16  
Jones, Chapter 25 |
<p>| 14   | Apr 17 | <strong>SECOND EXAM</strong> |
|      | Apr 19 | Political Linkage, Political Linkage: Public Opinion, the News |</p>
<table>
<thead>
<tr>
<th>Week</th>
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</table>
|      |          | Media, Interest Groups and Business Corporations  
Reading: Greenberg, Chapters, 5-7 |
| 15   | Apr 24   | The Vietnam War; Asian Immigrants and Refugees  
Readings: Jones, Chapter 26  
Lee, Chapter 10 |
|      | Apr 26   | Political Parties and Social Movements; Asian American Agency  
Reading: Greenberg, Chapters, 8, 9  
Lee. Chapter 11 |
|      |          | **CALIFORNIA GOVERNMENT PROJECT: Due on Apr 26** |
| 16   | May 1    | Stagflation and the Overextended Society;  
Readings: Jones, Chapter 27 |
Readings: Jones, Chapter 28  
Greenberg, Chapter 10 |
| 17   | May 8    | Asian Americans as the Model Minority.  
Readings: Lee, Chapter 12-13 |
Readings: Jones, Chapter 29  
**SECOND ESSAY DUE: MAY 8** |
|      | May 15   | The New Millennium & Review  
Readings Jones, Chapter 30 |
|      |          | **MON. May 22, 7:15-9:30 AM   FINAL EXAM** |