Instructors:  
Greg Smay & Soo H. Choi

Office Location:  
Soo H. Choi: DMH 238B  
Greg Smay: DMH 162

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Soo H. Choi: (408)924-5752  
Greg Smay: (408) 924-5597

Email:  
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Greg Smay: gsmay@berkeley.edu

Office Hours:  
Soo H. Choi: M & W 1:30-4:00 pm  
Greg Smay: F 12:30 – 1:30 pm

Class Days/Time:  
Section 11.  Friday  9:30 am-12:15 pm

Room  
Engr. 343

Pre-requisites  
None

GE/SJSU Studies Category:  
Integrated D2-D3 and American Institutions  Integrated US 1-2-3  
(Completion of AAS 33A/B)

Fees  
None

SJSU Canvas  
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our canvas. You are responsible for regularly checking with the messaging system through canvas. All announcement will be posted on canvas.

Please note this is not an On-Line class and your classroom attendance is required. Dependence solely on the CANVAS page and faculty web page will result in missing assignments, class participation exercises, pop quizzes, and exam instructions. A student can not make up for missed class participation exercises and pop quizzes. You will risk a poor grade if you do not attend class.

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 before the era of European expansion through the Civil War, emphasizing the role of class, race, ethnicity, and gender in American history and politics. Since Asian immigrants did not arrive in large numbers until the 1850s, AAS33A will focus on the historical experiences of Native Americans, African Americans, and Hispanic Americans, while also noting how gender and sexuality affected the experiences of individuals within these diverse ethnoracial groups. 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, sexuality, gender and class.

This course is designed to conform to the General Education Guidelines for Social Sciences (Integrated D2-D3) and American Institutions (Integrated US 1-2-3) that are reflected by the following objectives.

**GE Student Learning Objectives**

1. 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 listed below.
   a) the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government. Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary;
   b) the links between the people and government, including participation and voting, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process and the maintenance of order, the efforts to end racial, gender and other forms of discriminatory practices in both the public and private sectors of society; and
   c) the operations of California government,
2. Students will be able to explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. As students analyze the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should be able to describe:
   a) identify the tools of political action and collective decision-making at the local, state, national, and global level; and
   b) articulate the values and assumptions that inform their civic engagement.
3. Students should also be able to:
   a) identify the tools of political action and collective decision-making at the local, state, national, and global level; and
   b) articulate the values and assumptions that inform their civic engagement.
4. Identify the interactive social roles and relationships of diverse cultural groups, such as American Indians, African Americans, 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.
   a) 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, gender, sexuality, and on citizenship and voting rights.
   b) 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.
   c) 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, gender, and sexuality.
   d) 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.
   e) 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 countries, Chinese immigration after 1848, and how the status of Asian Americans relates to the experiences of Native Americans, African Americans, Euro Americans, and
Hispanic Americans. Students will be able to identify the impact of ethnicity, race, class, gender and sexuality in the formation of the United States.
f) Gain insight into U.S. history and government, and Asian American history through cooperative learning.
g) 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 on topics in the Learning Objectives.

GE Learning Outcomes

1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.
2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.
3. 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.
4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
5. Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
6. 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.

American Institutions

1. Goals
Courses in American Institutions should meet one or more of the following requirements: U.S. History, U.S. Constitution, and California Government. Students enrolled in these courses should be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political systems in which they live.

These courses will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic, and political relations. The focus of the courses is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

2. Student Learning
To fulfill the requirements for U.S. History, students should consider 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 trends, students should be asked to analyze certain themes including: earliest inhabitants, colonization, the American Revolution and the early Republic, territorial expansion, economic development, Civil War and Reconstruction, foreign relations, Populism, Progressivism, the New Deal, wars and conflicts of the 20th century, the Fair Deal, the Great Society, McCarthyism, the Civil Rights movement, mobilization of minorities, new feminism, and modern times.

Included within the study of these themes should be a consideration of women and gender relations from the colonial period to the present; the history and experience of racial and ethnic minorities; emigration to the United States and the experiences of these immigrants to this country; and patterns of race and class relations from the period of European colonization to the present.

To fulfill the requirements for U.S. Constitution and California Government, students should study how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process.

As students study the meaning and content of the democratic process as it has evolved in the United States and California, at a minimum, they should recognize:
the foundations of the political system, including the evolution of the philosophies of the U.S. and California constitutions, political culture, separation of powers, bureaucracy, federalism, and relations among various levels of government.
Students should also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary; the links between the people and government, including participation and voting, political parties, interest groups, and public opinion and socialization.

Students should also analyze the rights and obligations of citizens, the tension between various freedoms of expression and due process and the maintenance of order, and the efforts to end racial and gender discrimination in both the public and private sectors of society; and the operations of California government, including the similarities and differences between the California and U.S. Constitutions, the relationship between state and local government in California, the basic issues of California politics, and a careful assessment of the impact of demographic changes on the history and politics of the state and the nation.

3. Content

Diversity. Issues of diversity shall be incorporated in an appropriate manner.

Writing. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

Required Texts/Readings


The general rule is that a student should use the most recent edition. If you choose to use an older edition, you will have to take good notes and do some outside reading. Some questions for the test may be based on the newer text. Also, some of the other sections of 33A and 33B are using different textbooks completely. Make sure you check. If you don’t use the recommended text, you do so at your own risk. The instructors have not put the required text on library reserve.

Recommended Readings


Student CANVAS website

Experimentally, this course can occasionally use CANVAS for announcements, quizzes, PDFs, etc. Please familiarize yourself with your CANVAS page and check it weekly. Please note this is not an On-Line class and your classroom attendance is required. Dependence solely on the CANVAS page will result in missing assignments, exam instructions and a poor grade.

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 ones 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. Laptops make be banned if used during class for non-classroom work. Students who have an identified problem and are registered with the Accessible Education Center please the instructor to for accomodations.

Hours of study per class/Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

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
Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>20</td>
<td>40</td>
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<tr>
<td>Second Exam</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>First Essay</td>
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<tr>
<td>Second Essay</td>
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<td>30</td>
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<tr>
<td>Participation</td>
<td>10</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
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<td>40</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>200</strong></td>
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This course is team taught and interdisciplinary. The course material will be delivered through a variety of techniques including lectures, discussions, exercises, readings and video presentations. In-class lectures are meant to supplement the text books, not to duplicate the readings. Therefore it is important to maintain the reading schedule and attend class regularly.

The exams will consist of short answer items and may also include objective (multiple choice) questions based on the readings and classroom presentations. The final exam may include short answer, objective and essay questions and may be comprehensive of readings and classroom presentations for the semester. A makeup of a missed exam requires an official notice from a doctor, or other official. If you do miss an exam you must email or leave a phone message to one of the instructors before the exam is held.

The two writing assignments will be based on a topic chosen later. Some outside research may be required, but the writing assignment must have explicit references to the relevant course readings. Both papers must include references to the required textbooks in the bibliography. The bibliography must be in a standard format. The paper should be three to five pages not counting the bibliography. The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

The paper must be typewritten, double spaced and printed single-sided on white paper. Papers must be formatted with one-inch margins, and a standard font such as Times New Roman set at 12-point size. Your name, date, class section, time of class and assigning instructor's name should be in the upper left hand corner of the first page. Your title of the term paper and body of the paper should centered and begin on the first page. Do not use separate cover sheet. The essays will be graded based on accuracy, clarity, conciseness and the following of instructions. All term papers must be uploaded on to TURNITIN on the Canvas site on the day due. The paper must be uploaded to TURNITIN even if the professor requires a printed copy to be handed in on the due date.

Please utilize office hours for feedback on drafts of essays. Additional assistance is also available at the Learning Assistance Resource Center (924-2587). For an essay that is turned in late, there will be a penalty of one point per day (counting weekends). An exception to the penalty requires a note from a doctor. However, a late essay will not be accepted one week after the due date. There is a great probability that you will not pass this course if you fail to turn in either of the required essays. Essay assignments are due at the beginning of class periods. For those students with an acceptable excuse, a new essay assignment may be given only with the approval of the instructor.

The participation grade will be based upon completion of in-class assignments such as group projects, class exercises and quizzes. Please read the assigned chapters before the date of class. Instructors may give unannounced quizzes or in-class assignments based upon the readings. Late in-class exercises will not be accepted under any circumstances. Each section of 33A class may have different assignments, quizzes and due dates.

**Grading Scale:**

- 200-185   A       164-160   B-       139-135   D+
- 185-180   A-      159-155   C+       134-125   D
- 179-175   B+      154-145   C        124-120   D-
- 174-165   B       144-140   C-       119>     F
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 plagiarizing (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.

University Policies: 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-dbgen/narr/soc-fall/rec-369.html.

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 Accessible Education Center to establish a record of their disability. Accessible Education Center (AEC), was 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.

Testing Center

The Testing Center is in the Industrial Studies Bld, room 228. 408-924-5980. Call to arrange a time and date to take any make-up tests. You will have one week to take a make-up test with the permission of an instructor.

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/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

**Access SJSU Social Sciences Success Center: Clark Hall rm 240:** ACCESS provides advising for undergraduate students majoring or have questions about any of the Social Sciences areas. 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, academic probation questions 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. They are at http://www.sjsu.edu/access/ and 924-5363.

**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>Aug. 29</td>
<td>Introduction/Overview</td>
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<tr>
<td></td>
<td></td>
<td>Democracy and American Politics</td>
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<tr>
<td></td>
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<td>Readings: Greenberg, pp. vii-xx, Chapter 1</td>
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<td></td>
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<td>Global Perspectives and North American Founders</td>
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<td></td>
<td></td>
<td>Readings: Jones, Chapter 1 and Chapter 2.</td>
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<td>2</td>
<td>Sept. 5</td>
<td>European Control of North America, 1660-1715</td>
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<td>Readings: Jones, Chapter 2 and 3</td>
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<td>3</td>
<td>Sept. 12</td>
<td>African Enslavement: The Terrible Transformation, 1565-1760</td>
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<td>Readings: Jones, Chapter 4</td>
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<td>4</td>
<td>Sept. 19</td>
<td>An American Babel, 1713-1763</td>
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<td></td>
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<td>Readings: Jones, Chapter 5</td>
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<td>5</td>
<td>Sept. 26</td>
<td>Resistance to Imperial Control, 1763-1775</td>
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<td>Jones Chapter 6</td>
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<td>Midterm 1</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>6</td>
<td>Oct 3</td>
<td><strong>Revolutionaries at War, 1775-1783</strong>&lt;br&gt;Readings: Jones, Chapter 7</td>
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<tr>
<td>7</td>
<td>Oct. 10</td>
<td><strong>New Beginnings: The Creation of the United States, 1781-1791</strong>&lt;br&gt;Readings: Jones, Chapter 8&lt;br&gt;<strong>The Constitution</strong>&lt;br&gt;Readings: Greenberg, Chapter 2</td>
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<td><strong>FIRST WRITING ASSIGNMENT DUE</strong></td>
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<td>8</td>
<td>Oct. 17</td>
<td><strong>Revolutionary Legacies, 1789-1803</strong>&lt;br&gt;Readings: Jones, Chapter 9&lt;br&gt;<strong>Federalism</strong>&lt;br&gt;Readings: Greenberg, Chapter 3</td>
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<tr>
<td>9</td>
<td>Oct. 24</td>
<td><strong>Political Linkage, Public Opinion and The News Media</strong>&lt;br&gt;Reading: Greenberg, Chapters 5 and 6.</td>
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<td>10</td>
<td>Oct. 31</td>
<td><strong>Interest Groups and Business Corporations</strong>&lt;br&gt;Readings: Greenberg, Chapter 7&lt;br&gt;<strong>Social Movements and Political Parties</strong>&lt;br&gt;Readings: Greenberg, Chapters 8</td>
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<td><strong>Midterm II</strong></td>
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<td>11</td>
<td>Nov. 7</td>
<td><strong>Political Parties</strong>&lt;br&gt;Reading: Greenberg, Chapters 9&lt;br&gt;<strong>Voting, Campaigns and Elections</strong>&lt;br&gt;Readings: Greenberg, Chapter 10</td>
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<tr>
<td>12</td>
<td>Nov. 14</td>
<td><strong>Defending and Expanding the New Nation, 1803-1818</strong>&lt;br&gt;Readings: Jones, Chapter 10&lt;br&gt;<strong>Expanding Westward: Society and Politics in the “Age of the Common Man”, 1819-1832</strong>&lt;br&gt;Readings: Jones Chapter 11</td>
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<td><strong>SECOND WRITING ASSIGNMENT DUE</strong></td>
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<td>13</td>
<td>Nov. 21</td>
<td><strong>Immigration, Migration, and Territorial Expansion,</strong>&lt;br&gt;Readings: Jones, Chapter 12&lt;br&gt;1832-1848, Chinese Immigration, Opium Wars</td>
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<td>14</td>
<td>Dec. 5</td>
<td><strong>The Crisis Over Slavery.</strong>&lt;br&gt;Reading: Jones, Chapter 13&lt;br&gt;&quot;To Fight to Gain a Country&quot;: The Civil War, 1861-1865&lt;br&gt;Readings: Jones, Chapter 14</td>
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<td>Last day of class and last day of office hours.</td>
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**GROUP I CLASSES  FINAL EXAM SCHEDULE - FALL 2014**

Group I classes are those classes which meet M, W, F, MTW, MWTh, MTWF, MWThF, MTWThF, MW, WF, MWF, MF, WTh, MT.

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<tr>
<th>Regular Class Start Time</th>
<th>Final Examination Day</th>
<th>Final Examination Time</th>
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<tr>
<td>0730 or 0800</td>
<td>Friday, December 12</td>
<td>0715-0930</td>
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<tr>
<td>0830 or 0900</td>
<td>Tuesday, December 16</td>
<td>0715-0930</td>
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<tr>
<td>0930 or 1000</td>
<td>Thursday, December 18</td>
<td>0715-0930</td>
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<tr>
<td><strong>1030 or 1100</strong></td>
<td>Monday, December 15</td>
<td><strong>0945-1200</strong></td>
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<tr>
<td>1130 or 1200</td>
<td>Wednesday, December 17</td>
<td>0945-1200</td>
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<tr>
<td>1230 or 1300</td>
<td>Friday, December 12</td>
<td>1215-1430</td>
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<td>1330 or 1400</td>
<td>Tuesday, December 16</td>
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<td>1430 or 1500</td>
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<td>Monday, December 15</td>
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<tr>
<td>1630* or 1700*</td>
<td>Wednesday, December 17</td>
<td>1445-1700</td>
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</tbody>
</table>

*Classes with start time between 1600 and 1725, which are for two or more semester units of credit and meet only once per week, will follow the same schedule as "Late Afternoon Classes."

For other classes see the Fall Finals Examine website: [http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html](http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html)