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.

Canvas
This course will use Canvas for announcements, tests, quizzes, PDFs, etc. If necessary consult, https://sjsu.instructure.com/

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. 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.

GE Learning Outcomes (GELO)

GELO 1 (US1): Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:
   a) The continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and
   b) Within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.
Assessed by multiple choice and essay questions on two exams.

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

GELO 3 (D2): Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

GELO 4 (D2): Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

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

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

Required Texts/Readings


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 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.

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.

**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.

**Course Requirements and Assignments:**

**EXAM #1** (30 points) 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 1.**

**EXAM #2** (30 points) 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 1.**

**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.**

**EXAM #3 FINAL EXAM** (50 points) 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 GELO1.**

**PARTICIPATION** (30 points) 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 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.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>EXAMS/PAPERS &amp; DUE DATES</th>
<th>POINTS POSSIBLE</th>
<th>GELO Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAM 1 (week 6)</td>
<td>30 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>EXAM 2 (week 12)</td>
<td>30 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>PAPER 1 (Compare &amp; Contrast) Week</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
</tr>
<tr>
<td>PAPER 2 (Compare &amp; Contrast) Week</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
</tr>
<tr>
<td>FINAL EXAM (date TBA)</td>
<td>50 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>200 points possible</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Scale:**

185-200 A  
165-173 B  
145-152 C  
125-132 D  
179-184 A-  
159-164 B-  
139-144 C-  
119-124 D-  
174-178 B+  
153-158 C+  
133-138 D+  
<118 F
University Policies

Academic integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_ Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

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

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the AEC (Accessible Education Center) to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

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

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course. “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the
recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to gain the instructor's permission, you must submit a written request, identifying the period of recording, whether for the whole term or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 24, 26</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Keywords in Social Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Franks, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 31</td>
<td>North American Founders, North America to 1590</td>
</tr>
<tr>
<td></td>
<td>Sept. 2</td>
<td>Reading: Jones, pp. xxxi-xxxiv, Part One, Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>European Footholds in North America, 1600-1660</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Jones, Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 7</td>
<td>LABOR DAY--NO CLASSES</td>
</tr>
<tr>
<td></td>
<td>Sept. 9</td>
<td>Key Concepts in Social Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Franks, Chapter 1</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 14</td>
<td>European Control of North America, 1660-1715</td>
</tr>
<tr>
<td></td>
<td>Sept. 16</td>
<td>Reading: Jones, Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>African Enslavement: The Terrible Transformation, 1565-1770</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Jones, Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Sept. 21</td>
<td>An American Babel: 1713-1763</td>
</tr>
<tr>
<td></td>
<td>Sept. 23</td>
<td>Reading: Jones, Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Limits of Imperial Control, 1763-1775</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading: Jones, Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 6 | Sept. 28 | Revolutionaries at War, 1775-1783  
Readings: Jones, Chapter 7 |
|   | Sept. 30 | **FIRST EXAMINATION** |
| 7 | Oct. 5 | Political Science Perspectives.  
Readings: Franks, Chapter 3  
Greenberg and Page, Forward, Chapter 1 |
|   | Oct. 7 | New Beginnings: The Creation of the United States, The 1780s and the Constitution  
Reading: Jones, Chapter 8, Greenberg and Page, Ch. 2 and 3 |
| 8 | Oct. 12 | Revolutionary Legacies 1789-1803  
Reading: Jones, Chapter 9 |
|   | Oct. 14 | Congress  
Reading: Greenberg and Page, Chapter 11 |
| 9 | Oct. 19, 21 | History and Objectivity: Defending and Expanding the nation 1803-1818  
Reading: Jones, Chapter 10  
Franks, Chapter 4 |
|   | **First Writing Assignment Due (October 21)** |
| 10 | Oct. 26, 28 | Society and Politics in the “Age of the Common Man” 1819-1832  
Reading: Jones, Chapter 11 |
| 11 | Nov. 2 | The Presidency  
Reading: Greenberg and Page, Chapter 12 |
|   | Nov. 4 | Federal Bureaucracy and the Courts  
Reading: Greenberg and Page, Chapter 13 and 14 |
| 12 | Nov. 9 | **Second Examination** |
|   | Nov. 11 | VETERAN'S DAY--NO CLASSES |
| 13 | Nov. 16, 18 | Asian, Pacific, and Chinese Immigration  
Reading: Franks Chapter 5 |
| 14 | Nov. 23, 25 | Western Expansion  
Reading: Jones, Chapter 12  
**Second Writing Assignment Due Nov. 25** |
|   | **Thanksgiving Holiday (No Class)** |
| 15 | Nov. 30, Dec. 2 | The Crisis Over Slavery (all week)  
Reading: Jones, Chapter 13 |
<p>| 16 | Dec. 7 | The Civil War |</p>
<table>
<thead>
<tr>
<th>Reading: Jones, Chapter 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAL EXAM (Wed. Dec. 16, 12:15:2:30 pm)</td>
</tr>
</tbody>
</table>