San José State University  
College of Social Science  
Interdisciplinary Social Science & Sociology Department  
AAS 33A, Asian Americans, US History and Political Institutions,  
Section #13, Fall, 2015

Course and Contact Information

Instructor:  
Apryl Berney

Office Location:  
DMH 238B

Email:  
apryl.berney@sjsu.edu

Office Hours:  
Tuesdays & Thursdays. 1:30 pm- 2:45pm

Class Days/Time:  
Tues. & Thurs. 12 pm – 1:15 pm

Classroom:  
ENG 343

GE/SJSU Studies Category:  
D2 Social Sciences & US 1 American Institutions

Canvas

Course materials such as syllabus, readings, handouts, notes, and assignment instructions can be found on Canvas. Please note that this is not an on-line course. Do not rely on Canvas to substitute for your presence in class. Assignments and major announcements will always be made in class!

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.

GE Learning Outcomes (GELO)

GELO 1 (US 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, 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. **GELO 1 & US 1 will be assessed through Assignments #2-13 and two exams.**

**GELO 2 (D2):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. **GELO 2 & D2 will be assessed through Assignments #2, #4, #9, #11, and #13**

**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. **GELO 3 & D2 will be assessed through Assignments #2-13 and two exams.**

**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. **GELO 4 & D2 will be assessed through comparative essays on two exams.**

**GELO 5 (D2):** Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. **GELO 5 & D2 will be assessed through Assignments #4, #9, #11, and #13**

**Required Texts/Readings**


All of these books are available for purchase at Spartan Bookstore and other outlets.

**Recommended Textbooks**


**Course Requirements and Assignments**

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](http://www.sjsu.edu/ senate/docs/S12-3.pdf).

**Because this is a 3-unit course you can expect to spend a minimum of 6 hours per week completing class related readings and assignments, in addition to the in-person class meetings.**

**Course Requirements and Assignments**

**Weekly Assignments (10 points per assignment/100 points total)** - For nearly every week of class there is an assignment given relating to course readings, lectures, and films. The vast majority of these assignments involve writing, yet a few involve map making and discussion participation or facilitation. You will need to complete and turn in 10 of the 14 weekly assignments. Everyone MUST do assignments 7 and 13!
Midterm Exam (40 points) – The midterm exam will consist of a combination of multiple choice, short answer, and long essay questions. This exam will cover the material discussed in weeks 1-8.

Final Exam (40 points) – The final exam will consist of a combination of multiple choice, short answer, and long essay questions. This exam will cover the material discussed in weeks 9-16.

Participation (10 points) – Your participation grade will be based on your presence and engagement with class activities, quizzes, and group discussions. Students should attend class regularly and bring a copy of the assigned reading with them to class.

All assignments must be turned in on time during class and should be turned in by the person who completed the assignment. Assignments cannot be dropped off or turned in by another person during class. Failure to turn in an assignment on time will result in a 0 for the assignment.

Grading Policy

Your final grade is an accumulation of points that you earned throughout the semester. The grading scale is as follows: 200-185=A; 184-179=A-; 178-174=B+; 173-165=B; 164-159=B-; 158-153=C+; 152-145=C; 144-139=C-; 138-133=D+; 132-125=D; 124-119=D-; 118 and below = F.

<table>
<thead>
<tr>
<th>Assignments, Exams, Due Dates</th>
<th>Points</th>
<th>GELO Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Assignments (dates vary)</td>
<td>10 each for 100 points total</td>
<td>GELO 1,2,3,4, D2 and US 1</td>
</tr>
<tr>
<td>Midterm (11/8)</td>
<td>40</td>
<td>GELO 1,2,3,4, D2 and US 1</td>
</tr>
<tr>
<td>Final (12/11)</td>
<td>40</td>
<td>GELO 1,2,3,4, D2 and US 1</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
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Classroom Protocol

Students are expected to arrive to class on time, participate in class discussions and exercises, and be attentive during lectures, discussions, and activities. It is important to be courteous and respectful to peers as well as to the instructor. Students are asked to refrain from using their cell phone and computer during class. If students feel like they need to tape lectures and/or take photos of power points slides, they need to obtain permission from the instructor.

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.

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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester 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.”

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 at 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 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 me during office hours. Presidential Directive 97-03 at 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 (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu senate/docs/S14-7.pdf.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

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.

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.

Course Schedule

Below is a tentative schedule for this course. Changes to the course schedule might occur during the semester and those changes will be announced during class.

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<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. 20</td>
<td>Introduction &amp; Course Overview</td>
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</table>
| 2    | Aug. 25  | The Politics of US History  
Read: Loewen, “Introduction”, chapter 1, “Handicapped by History.”  
Assignments #1 Due |
| 3    | Sept. 1  | Keywords, US Democracy & Politics  
Assignments #2 Due |
| 4    | Sept. 8  | Americas Before Europeans & the Treatment of Native Americans in US History  
Read: Roxanne Dunbar-Ortiz, “Follow the Corn,” from An Indigenous People’ History of the United States  
Assignments #3 Due |
| 4    | Sept. 10 | Read: Loewen, chapter 4, “Red Eyes.”  
Recommended: Jones, chapter 1 |
| 5    | Sept. 15 | European Conquest of the Americas  
Read: Loewen, chapter 2, “1493: The True Importance of Christopher Columbus.”  
Assignments #4 Due |
| 5    | Sept. 17 | Read: Loewen, chapter 3, “The Truth about the First Thanksgiving.”  
Recommended: Jones, chapter 2-3 |
| 6    | Sept. 22 | Film Screening: Icíar Bollaín, Even the Rain, 2010.  
Assignments #5 Due |
| 6    | Sept. 24 | Film Screening: Icíar Bollaín, Even the Rain, 2010. |
| 7    | Sept. 29 | Slavery  
Read: Loewen, chapter 5, “Gone With the Wind: The Invisibility of Racism in American History Textbooks.”  
Assignments #6 Due  
Recommended: Jones, chapter 4. |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Oct. 8</td>
<td>Midterm Exam</td>
<td></td>
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| 9    | Oct. 13    | **Building a Nation: The American Revolution**  
**Assignment #7 Due**  
Recommended: Jones, chapter 6-7; Greenberg, chapter 2-3                                                                                                                                                                                                                                                                                                                                                                           |  |
| 10   | Oct. 20    | **Building a Nation: Congress & the Presidency**  
**Assignment #8 Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| 10   | Oct. 22    | Watch: “The Legislative Process: How a Bill Becomes a Federal Law” and “Mandate: The President and the People” both are from the Annenberg Classroom.  
**Recommended: Greenberg, chapter 11-12**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| 11   | Oct. 27    | **Western Expansion & Indian Removal**  
Read: Roxanne Dunbar-Ortiz, “The Birth of a Nation” and “The Last of the Mohicans and Andrew Jackson’s White Republic,” from *An Indigenous People’s History of the United States*.  
**Assignment #9 Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| 11   | Oct. 29    | Film Screening: *We Shall Remain*, episode 2, “Tecumseh’s Vision.”  
**Recommended: Jones, chapters 9-10**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 12   | Nov. 3     | **Industrialization, Urbanization, & Social Reform**  
**Assignment #10 Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
**Recommended: Jones, chapter 11**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 13   | Nov. 10    | **Territorial Expansion of the United States**  
**Assignment #11 Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| 13   | Nov. 12    | Film Screening: *Latino Americans*, episode 1, “Foreigners in their Own Land.”  
**Recommended: Jones, chapter 12**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| 14   | Nov. 17    | **Asians in the Americas**  
Read: “Coolie” by Kornel Chang, “Foreign” by Karen Leong from *Keywords for Asian American Studies*, 2015; Jean Pfaelzer, chapter 1 & 2, *Driven Out: The Forgotten War Against Chinese Americans*.  
**Assignment #12 Due**                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
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</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Nov. 19</td>
<td>Read: Jean Pfaelzer, chapter 3, <em>Driven Out: The Forgotten War Against Chinese Americans.</em></td>
</tr>
<tr>
<td>15</td>
<td>Nov. 24</td>
<td>Film Screening: Michael Rohde, <em>Madams of the Barbary Coast</em>, 2005. <strong>Assignment #13 Due</strong></td>
</tr>
<tr>
<td>15</td>
<td>Nov. 26</td>
<td>Thanksgiving Break!</td>
</tr>
</tbody>
</table>
  Recommended: Jones, chapters 12-13 |
| 17   | Dec. 8   | Review for Final Exam **Assignment # 14 Due**                                                              |
| Final Exam |  | Friday, Dec. 11, 9:45 am – 12pm                                                                             |