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 2015

Instructors:  Apryl Berney
              Dean Adachi

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Office Hours:  Apryl Berney: Wednesdays, 1:30pm-3pm, and by appointment
              Dean Adachi: Mon. & Wed., 2-3pm, and by appointment

Class Days/Time:  Fridays

Classroom:  ENG 343

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

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.

Asian American Studies 33A and 33B meets general education requirements in U.S. History and Political Institutions, as well as California Political Institutions. AAS 33A and B were designed to integrate the study of Asian American history with the study of American history.
and politics. AAS 33B, in particular, examines the historical experiences of Asian Americans and other Americans from 1865 until the present. It also focuses on California and local politics.

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

**Student Learning Objectives**

**SLO#1** -- Students will be able to 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: 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 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.

**SLO #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: 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/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 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.

**SLO #3** -- Students should also be able to 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.
**GE Learning Outcomes**

1. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.
2. 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.
3. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
4. Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
5. 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**

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.

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.

**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**


Purchasing the combined edition of *Created Equal* is recommended for people who will be taking both 33A & B. We will only be using Volume II in 33B, which covers US history from 1877 to the present. Older editions of both Greenberg and Jones books can be purchased on-line and the material covered in older editions is consistent with what we will be covering in class. However, people who purchase older editions do need to be a bit more attentive during lectures since our lectures are based on the most recent edition of each book. If you have any problems obtaining copies of the required texts please contact your professor. After the second week of class, it will be assumed that all students possess copies of the required texts and are completing the weekly readings.

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

Assignments and Grading Policy

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 S123 at http://www.sjsu.edu senate/docs/S12-3.pdf.

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>First Exam</td>
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<td>Second Exam</td>
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<td>40</td>
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<tr>
<td>Essay</td>
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<tr>
<td>Participation</td>
<td>15</td>
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<td>Final Exam</td>
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<td>TOTAL</td>
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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. Please bring a bluebook to the exams and do not reuse bluebooks or tear pages from them.

The writing assignment will be based on a topic chosen later. Some outside research may be required, but the writing assignment must include explicit references to the course readings. It should be four to five pages, typewritten and printed single-sided on white paper. Papers must be formatted as with double line spacing, 1” margins, and a standard font such as Times New Roman set at 12-point size. Your name, the class section, professor’s names and the date must be in the upper right hand corner of the first page. All information must be single spaced and not double-spaced. All assignments will be graded on the content and the ability to follow these instructions. An excellent paper will adhere to all of these requirements.

Writing assignments are due at the beginning of class periods. For an essay that is turned in late, there will be a penalty of three points per day (counting weekends). An exception to the penalty requires an official notice from a doctor, court officer, or other official. However, a late essay will not be accepted one week after the due date. For those students with an official notice, a new essay assignment may be given only with the approval of the instructor. A makeup of a missed exam requires an official notice from a doctor, court officer, or other official. The professors may have you use Turn-It-In on your Canvas student in addition to handing in a hard copy in class.

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.

**Grading Scale:**

- 200-193 A+
- 192-186 A
- 185-179 A-
- 178-173 B+
- 172-165 B
- 164-159 B-
- 158-153 C+
- 152-145 C
- 144-139 C-
- 138-133 D+
- 132-125 D
- 124-119 D-
- 118-0 F

**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](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy](http://www.sjsu.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.”

**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.

**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](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/overview.html)
- [http://www.indiana.edu/~istd/examples.html](http://www.indiana.edu/~istd/examples.html)
- [http://www.indiana.edu/~frick/plagiarism/item1.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](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 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/.

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 Room 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

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics, Readings, &amp; Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 23rd</td>
<td>Introductions; Origins of Asian America; Structural Foundations of American Government</td>
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<tr>
<td>Date</td>
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<tr>
<td>Jan. 30th</td>
<td>Reconstruction or Restoration?: 1865-1877; Chinese Immigration &amp; Labor</td>
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<td></td>
<td>Read: Jones, chapter 15; Takaki, chapter 3 &amp; 6</td>
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<tr>
<td>Feb. 6th</td>
<td>Industrialization, Urbanization, and Capitalism in America: 1877-1890; Political &amp; Cultural Conflict: Depression &amp; War 1890s</td>
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<td>Read: Jones, chapters 16-18</td>
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<td>Watch: The Pinky Show, “Fabulous Imperialism!: The 1893 Columbian Expedition.”</td>
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<td>Feb. 13th</td>
<td>Progressive Reform, 1900-1912; The World of Plantation Hawaii</td>
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<td>Read: Jones, chapter 19; Takaki, chapter 4</td>
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<td>Feb. 20th</td>
<td>Japanese America + Picture Bride</td>
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<td>Read: Takaki, chapter 5</td>
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<td>DUE: SJSU Plagiarism Tutorial &amp; Quiz</td>
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<td>Feb. 27</td>
<td>World War I &amp; Revolution, 1912-1920</td>
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<td>Read: Jones, chapter 20</td>
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<td>Exam #1</td>
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<td>March 6th</td>
<td>Korean America and Asian Indian America</td>
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<td>Read: Takaki, chapter 7 &amp; 8</td>
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<td>March 13th</td>
<td>Pilipino America; Roaring Twenties</td>
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<td></td>
<td>Read: Takaki, chapter 9; Jones, chapter 21</td>
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<td>March 20th</td>
<td>Great Depression &amp; New Deal</td>
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<td>Read: Jones, chapter 22</td>
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<td>4-5 page paper due</td>
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<tr>
<td>March 23rd-27th</td>
<td>Spring Break</td>
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<tr>
<td>April 3rd</td>
<td>Asian Americans &amp; World War II</td>
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<td></td>
<td>Read: Takaki, chapter 10; Jones, chapter 23</td>
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<tr>
<td>April 10th</td>
<td>Cold War &amp; Korean War: 1945-1953; Domestic Dreams &amp; Nightmares; Civil Rights &amp; Civil Liberties</td>
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<td>Read: Jones, chapter 24-25; Takaki, pgs. 406-420; Greenberg,</td>
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| 13 | April 17th | **Political Linkages: Public Opinion, the News Media, Interest Groups and Business Corporations**  
Read: Greenberg, chapter 5-7  
Exam #2 |
| 14 | April 24th | **The Vietnam War; Asian Immigrants & Refugees; Immigration Reform; Political Parties & Social Movements**  
Read: Jones, chapter 26; Takaki, pgs. 420-471; Greenberg, chapters 8-9  
| 15 | May 1st    | **Stagflation & the Overextended Society; The Cold War Returns and Ends, 1979-1991**  
Read: Jones, chapter 27 & 28 |
| 16 | May 8th    | **Asian Americans as the Model Minority; Post-Cold War America: 1991-2000; Review**  
Read: Takaki, chapters 12-13; Jones, chapter 29 |
| 17 |            | **Final Exam (See SJSU Final Schedule for Date & Time)** |