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:  
Joel Franks, section 11  
Soo Choi, section 12

Office Location:  
Choi: DMH 238B  
Franks: DMH 238B

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Office Hours:  
Choi: M&W 1:30 - 2:30 pm  Tue 2:30-5:30 pm  
Franks: T, Th, 10:30-11:30 AM

Class Days/Time:  
T, Th, 9-10:15 AM

Classroom:  
ENG 343

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

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  
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.

**Course Goals**

1. Identify the interactive social roles and relationships of diverse cultural groups, such as American Indians, African Americans, women, European immigrants, Latinos, Pacific Islanders, and Asian immigrants in shaping the development of North America, including U.S. history and political institutions through the end of the Civil War. Students will learn of key events, individuals, groups, and organizations that reflect the ability of diverse groups to effect social change in the protection of their rights and liberties.

2. Analyze the contemporary development of American democracy in cultural, historical, environmental, and spatial contexts. Students will be able to identify the expanding definitions of “the people” in the United States as reflected in the effects of race, class, and gender on citizenship and voting rights.

3. Demonstrate a critical, interdisciplinary awareness of how U.S. history and political institutions have been shaped by developments in Europe, Asia, Latin America and Africa. Students will be able to identify key events in England, Europe, Africa, Latin America, and Asia in the context of the colonization of North America and the formation of the English colonies leading to the American Revolution and the establishment of the United States.

4. Identify the strengths and weaknesses of distinct social science perspectives. Students will be able to compare and contrast social science theories, such as classical liberalism, classical conservatism, assimilation, imperialism and colonization in understanding issues of ethnicity, race, class, and gender.

5. Demonstrate an interdisciplinary understanding of the development of U.S. political institutions, i.e., the Constitution, the Bill of Rights, the federal system of government, the political party system, and to understand their interaction with culturally diverse groups in early U.S. history. Through the utilization of social science perspectives, students will be able to identify the evolving nature of democracy in the “living” Constitution.

6. Demonstrate an interdisciplinary understanding of the relationship between the early development of the U.S. as a multicultural society and the experiences of Asian Americans, including early contacts between the U.S. and Asia, Chinese immigration after 1848, and how the status of Asian Americans relates to the experiences of Native Americans, African Americans, Euro Americans, Hispanic Americans, and women. Students will be able to identify the impact of ethnicity, race, class, and gender in the formation of the United States.

7. Write essays of critical analyses of major problems in U.S. history, society and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.
Integrated GE/SJSU Studies Learning Outcomes

SLO 1 (D2/D3): Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

SLO 2 (D2/D3): Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

SLO 3 (D2/D3): Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

SLO 4 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

SLO 5 (D3): Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

American Institutions--Goals and Student Learning Objectives

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 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:
   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.
   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:
   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, 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:

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. 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.

Class Procedures

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 activities 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.

You are divided by sections. While each instructor will lecture and lead discussions for the whole class, your section instructor will be responsible for your grades. Franks will design and grade assignments for section 11 and Choi will design and grade assignments for section 12.

Required Texts/Readings


Franks, Joel, Franks, Joel S., Asian Pacific Americans: “Keywords,” Concepts and History, McGraw-Hill, Inc., 2013 (recommended) (an EBook is available. See Franks on this)

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work. Otherwise, electronic devices will be banned from the classroom except for those students who have identified problem with the Disabled Resources Center.

Dropping and Adding

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an F grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at
http://www.sjsu.edu/sac/advising/latedrops/policy. Students should be aware of the current deadlines and penalties for adding and dropping classes.

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

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<th>Assignment</th>
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<tr>
<td>First Exam</td>
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<td>Second Exam</td>
<td>15</td>
<td>30</td>
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<td>First Essay</td>
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<td>Second Essay</td>
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<td>Participation</td>
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<td>Final Exam</td>
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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. Please bring a bluebook to the exams and do not reuse bluebooks or tear pages from them.

The writing assignments 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 three 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 point 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.

California Government Project is designed meet university requirements regarding California government and politics. It will be take home activity comprised of objective and short essay components.

**Grading Scale:**

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<td>185-200</td>
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<td>180-184</td>
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<td>174-179</td>
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<td>145-152</td>
<td>C</td>
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<tr>
<td>140-144</td>
<td>C-</td>
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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. 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.

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:

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-dhgen/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 rm 240

ACCESS provides advising for undergraduate students majoring or want to major in any in the Department of Social Sciences. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet, comfortable study environment. Students can talk with a professional advisor about requirements for their major, general education courses, changing majors and much more. Students can get advice on developing study strategies, improve time management, and general information on how to navigate the SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution. It is also a nice quiet place to study.
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<tr>
<th>Week</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 22</td>
<td>Introductions</td>
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| 2    | Jan. 27    | The Origins of Asian America  
Readings: Takaki, Chapters 1-2                                                                               |
|      | Jan. 29    | Reconstruction or Restoration: 1865-1877  
Readings: Jones, Chapter 15                                                                                   |
| 3    | Feb. 3     | The Structural Foundations of American Government and Politics  
Reading: Greenberg, Chapter 4,  
Industrialization, Urbanization, and Capitalism in America; Challenges to Government and Corporate Power: Resistance and Reform, 1877-1890  
Readings: Jones, Chapter 16 and 17                                                                             |
|      | Feb. 5     |                                                                                                         |
| 4    | Feb. 10    | Chinese Immigration and Labor;  
Readings: Takaki, Chapter 3                                                                                   |
|      | Feb. 12    | Political and Cultural Conflict: Depression and War  
Reading: Jones, Chapter 18                                                                                   |
| 5    | Feb. 17    | Progressive Reform, 1900-1912  
Readings: Jones, Chapter 19                                                                                   |
|      | Feb. 19    | The World of Plantation Hawaii  
Takaki, Chapter 4                                                                                             |
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<tr>
<td>6</td>
<td>Feb. 24</td>
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<td>Feb. 26</td>
<td>Reading: Takaki Chapter 5</td>
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<td>7</td>
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<td>Mar. 5</td>
<td>Reading: Takaki, Chapter 6</td>
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<td>Mar. 12</td>
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<td>Mar 31</td>
<td><strong>FIRST ESSAY DUE: Mar. 17</strong></td>
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<td>Apr. 2</td>
<td>1920s: Great Depression and the New Deal</td>
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<td>Readings: Jones, Chapters 21-22</td>
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<tr>
<td>10</td>
<td>Mar 31</td>
<td>America at War: World War II.</td>
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<td>Apr. 2</td>
<td>Reading: Jones, Chapter 23</td>
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<td>Asian Americans during the WW II</td>
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<td>11</td>
<td>Apr. 7</td>
<td>Cold War and the Korean War: 1945-1953</td>
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<td>Mar 31</td>
<td>Takaki, pp. 406-420</td>
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|      | Apr. 9 | Domestic Dreams and Nightmares; Civil Rights and Civil Liberties  
Reading: Greenberg, Chapters 15-16      Jones, Chapter 25 |
| 14   | Apr. 14 | **SECOND EXAM** |
|      | Apr. 16 | Political Linkage, Political Linkage: Public Opinion, the News Media, Interest Groups and Business Corporations  
Reading: Greenberg, Chapters, 5-7 |
|      | Apr. 21 | The Vietnam War; Asian Immigrants and Refugees  
Reading: Jones, Chapter 26  
Takaki, pp. 448-471  
Political Parties and Social Movements  
Reading: Greenberg, Chapters, 8, 9 |
| 15   | Apr. 23 |                                |
|      | Apr. 28 | Stagflation and the Overextended Society;  
Reading: Jones, Chapter 27  
Reading: Jones, Chapter 28  
Greenberg, Chapter 10 |
|      | Apr.30 |                                |
| 16   | May 5 | Asian Americans as the Model Minority.  
Reading: Takaki, Chapters 12-13  
Post-Cold War America: 1991-2000;  
Reading: Jones, Chapter 29  
**SECOND ESSAY DUE: MAY 4** |
|      | May 7 |                                |
|      | May 12 | The New Millennium & Review  
Reading: Jones, Chapter 30 |
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