Canvas
Announcements and copies of the course materials such as the syllabus, major assignment handouts, and PDF files, etc. will be posted on Canvas. For information on using Canvas, please review the website, http://www.sjsu.edu/at/ec/canvas/student_resources/index.html and the Canvas Guide, http://www.sjsu.edu/at/ec/docs/CanvasStudentTutorial_Complete.pdf. This is not an online class. You still are responsible for announcements in class and picking up hand graded assignments, which will not necessarily be posted online.

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 in relation to the development of the United States as an emerging 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.

Course Goals and Learning Objectives
GE Learning Outcomes (GELO)
The student learning objectives for this course, listed immediately below, are designed to conform to the General Education Guidelines for Social Sciences (D2 and D3) and American Institutions (F 1-2-3) that are reprinted in italics following the course learning objectives. Satisfactory completion of this course will enable the student to:

1. To show an interdisciplinary understanding of the relationship between the post-Civil War development of the U.S. as a multicultural society and the experiences of Asian Americans. Students will be able to identify and relate the factors of race, class and gender drawn from the experiences of Native Americans, African Americans, Mexican Americans, and European Americans.
2. To demonstrate an interdisciplinary understanding of the development of American political institutions; the Constitution, the Bill of Rights, the federal system of government, the two party system, state and local governments, and to understand the impact of these institutions upon culturally diverse groups after the Civil War. Students will be able to identify the expanding notions of “the people” under the Constitution.
3. To show a critical, interdisciplinary awareness of the interactive roles and relationships of diverse cultural groups, such as American Indians, African Americans, European Americans, Latina/o/s, Pacific Islanders, and Asian Americans in shaping United States/California histories from the 19th century to the present, as well as United States/California political institutions. 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 in the context of the expansion of democracy as reflected in United States and California Constitutions and political institutions.

4. To demonstrate a critical, interdisciplinary awareness of the ways in which United States history and political institutions have been shaped by developments in Europe, Asia, Latin America, and Africa. Students will identify key issues and actions in U.S. foreign policy in Europe, Asia, Latin America, and Africa in relation to their impact upon the United States.

5. To be able to write critical analyses of major issues and problems in American history, society, and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.

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.

**Required Texts/Readings**


Books can be obtained at San Jose State bookstore, as well as various online venues. Cost is important to us. Used editions are fine, but for the government book be careful. You do not want a book too out of date. Probably, two years old is as far back as you’d want although you might be held accountable for knowing about current events such as the 2014 general election and recent political debates. Sharing texts is fine as long as no one’s comprehension and grades are hurt. Selected texts might also be put on reserve.

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

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<thead>
<tr>
<th>Assignment</th>
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<th>Points</th>
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<tr>
<td>First Exam</td>
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<td>40</td>
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<tr>
<td>Second Exam</td>
<td>20</td>
<td>40</td>
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<td>First Essay</td>
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<td>Participation</td>
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<td>20</td>
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<tr>
<td>Final Exam</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>200</strong></td>
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This course is team taught and interdisciplinary. The course is a combination of Sections 7 and 8. Students will be responsible for assignments given by the co-instructors. 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 textbooks not to duplicate the readings, therefore it is important to maintain the reading schedule and attend class regularly.

The exams will consist of essay questions and objective (multiple choice, true-false) questions based on the readings and classroom presentations. Please use new greenbooks to the exams and do not reuse greenbooks or tear pages from them. In addition, exams will require 882-E Scantrons for the objective portions of the exams.

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 with double line spacing, 1” margins, and a standard font such as Times New Roman set at 12-point size.
Essay assignments must be submitted on Canvas and a hard copy is due at the beginning of the class. For an essay that is turned in late, there will be a penalty of one point per day (counting weekends). An exception to the penalty requires 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 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. Late in-class exercises will not be accepted under any circumstance unless you can document illness, family emergency, or military call up, etc. Usually, exercises are worth only a few points can be easily made up by studying a little harder on exams. Students are required to keep all test results, class exercises, and essays until grades are posted. If students have questions regarding grades, all test results must be presented to the professors at the end of the semester.

NOTE that University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## Grading Policy

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<tr>
<td>B</td>
<td>172-165</td>
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<td>164-159</td>
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<td>D-</td>
<td>124-119</td>
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<td>F</td>
<td>118 or less</td>
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## 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 expected to use laptop computers for classroom related work. Please have all cell phones turned off and removed from desks and do not record or post lectures.

## University Policies

### 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. “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.”

### 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/.

### 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.

**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](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](http://www.sjsu.edu/aec) (AEC) at [http://www.sjsu.edu/aec](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](http://www.sjsu.edu/ senate/docs/S14-7.pdf) at [http://www.sjsu.edu/ senate/docs/S14-7.pdf](http://www.sjsu.edu/senate/docs/S14-7.pdf).

**Student Technology Resources**
Computer labs for student use are available in the [Academic Success Center](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.

**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](http://peerconnections.sjsu.edu) at [http://peerconnections.sjsu.edu](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](http://www.sjsu.edu/writingcenter) at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter).

**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](http://www.sjsu.edu/counseling) at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).
**Course Schedule** (Course calendar including assignment due dates, exam dates subject to change with fair notice in class and by email)

<table>
<thead>
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan. 26</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>Jan. 28</td>
<td>Foundations of American Government and Politics; California History and Government</td>
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<tr>
<td></td>
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<td>Readings: Greenberg, Chapter 4</td>
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<tr>
<td>2</td>
<td>Feb. 2</td>
<td>The Origins of Asian America</td>
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<td></td>
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<td>Readings: Takaki, pp. xi-xv, Chapters 1-2</td>
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<td>Feb. 4</td>
<td>Reconstruction or Restoration: 1865-1877</td>
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<tr>
<td></td>
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<td>Reading: Jones, Chapter 15</td>
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<tr>
<td>3</td>
<td>Feb. 9</td>
<td>Industrialization, Urbanization, and Capitalism in America; Challenges to Government and Corporate Power: Resistance and Reform, 1877-1890</td>
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<td>Readings: Jones, Chapter 16-17</td>
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<td>Feb. 11</td>
<td>Chinese Immigration and Labor; Reading:</td>
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<td>4</td>
<td>Feb. 16</td>
<td>Political and Cultural Conflict: Depression and War</td>
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<td>Reading: Jones, Chapter 18</td>
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<td>Feb. 18</td>
<td>Progressive Reform, 1900-1912</td>
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<td>Reading: Jones, Chapter 19</td>
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<td>Gerston and Christensen, Chapter 2</td>
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<td>5</td>
<td>Feb. 23</td>
<td>Raising Cane: The World of Plantation Hawaii</td>
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<td>Reading: Takaki, Chapter 4</td>
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<td>Feb. 25</td>
<td><strong>FIRST EXAM</strong></td>
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<td>6</td>
<td>Mar. 2</td>
<td>Japanese America</td>
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<td>Mar. 4</td>
<td>Chinese America: Ethnic Islands</td>
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<td>Reading: Takaki Chapter 6</td>
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<td>7</td>
<td>Mar. 9</td>
<td>World War I and Revolution, 1912-1920</td>
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<td>Mar. 11</td>
<td>Korean America; Asian Indian America</td>
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<td>Readings: Takaki, Chapters 7-8</td>
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<td>8</td>
<td>Mar. 16</td>
<td>The 1920s; Pilipino America</td>
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<td>Mar. 18</td>
<td>Great Depression and the New Deal</td>
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<tr>
<td></td>
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<td>Reading: Jones, Chapter 22</td>
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<td><strong>FIRST ESSAY: Mar. 18</strong></td>
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<td>Mar. 23-27</td>
<td><strong>SPRING BREAK</strong></td>
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<td>9</td>
<td>Mar. 30</td>
<td>America at War: World War II</td>
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<td>April 1</td>
<td>Asian Americans and World War II</td>
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<td>Reading: Takaki, Chapter 10</td>
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<tr>
<td>10</td>
<td>April 6</td>
<td>Cold War and the Korean War: 1945-1953</td>
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<td>Readings: Jones, Chapter 24</td>
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<tr>
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<td>Takaki, pp. 406-418</td>
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<td>April 8</td>
<td>Domestic Dreams and Nightmares; Social Movements&lt;br&gt;Readings: Greenberg, Chapter 8&lt;br&gt;Jones, Chapter 25</td>
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<td>11</td>
<td>April 13</td>
<td>Political Linkage: Public Opinion, the News Media, Interest Groups and Business Corporations; California Interest Groups&lt;br&gt;Readings: Greenberg, Chapters 5-7&lt;br&gt;Gerston and Christensen, Chapter 4</td>
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<td>April 20</td>
<td>Liberalism, the Vietnam War, and the Conservative Backlash&lt;br&gt;Reading: Jones, Chapter 26</td>
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<td>April 22</td>
<td>Asian Immigrants and Refugees&lt;br&gt;Reading: Takaki, pp. 418-471</td>
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<td>13</td>
<td>April 27</td>
<td>Stagflation and the Overextended Society&lt;br&gt;Reading: Jones, Chapter 27</td>
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<td>April 29</td>
<td>The Cold War Returns—and Ends, 1979-1991; Asian Americans, The Model Minority&lt;br&gt;Readings: Jones, Chapter 28&lt;br&gt;Takaki, Chapter 12</td>
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<td><strong>SECOND ESSAY: April 29</strong></td>
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<td>14</td>
<td>May 4</td>
<td>Political Parties; Voting, Campaign, and Elections in the U.S. and California&lt;br&gt;Readings: Greenberg, Chapters 9-10&lt;br&gt;Gerston and Christensen, Chapter 3</td>
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<td>May 6</td>
<td>California’s Political Institutions&lt;br&gt;Readings: Gerston and Christensen, Chapters 5-7</td>
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<td>15</td>
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<td>Post-Cold War America: 1991-2000&lt;br&gt;Readings: Jones, Chapter 29&lt;br&gt;Takaki, Chapter 13</td>
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<td>May 13</td>
<td>The New Millennium; Civil Liberties and Civil Rights&lt;br&gt;Reading: Jones, Chapter 30&lt;br&gt;Greenberg, Chapters 15-16</td>
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<td><strong>Final Exam</strong></td>
<td>May 20</td>
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Asian Americans and U.S. History and Political Institutions, AAS 33B, Sections 7-8, Spring, 2015 Page 6 of 6