San José State University  
College of Social Science  
Interdisciplinary Social Science and Sociology Department  
AAS 33A, Asian Americans and U.S. History and Political Institutions  
Fall Semester, 2016, section 17

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Apryl Berney (Section 12)</th>
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</thead>
<tbody>
<tr>
<td>Office Location</td>
<td>Clark 140</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:apryl.berney@sjsu.edu">apryl.berney@sjsu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>11am-1pm, Fridays on Google Hangout &amp; by appointment</td>
</tr>
<tr>
<td>Class Days/Time:</td>
<td>12pm-1:15pm, T&amp;Th</td>
</tr>
<tr>
<td>Room</td>
<td>Clark 303</td>
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<tr>
<td>Prerequisites</td>
<td>None</td>
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<tr>
<td>GE/American Institutions Category:</td>
<td>D2 Social Sciences and US 1 American Institutions</td>
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<tr>
<td>Fees</td>
<td>None</td>
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Faculty Web Page
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on our faculty web pages accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU.

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

Use of your student Canvas website. Some additional assignments and announcements may be sent to the students via the Canvas website. Please note that this is not an on-line class. Do not rely on the Canvas site to substitute your presence in class. All assignments or announcement will be made in class. Your attendance is required to get a good grade.

Course Description
This course will examine the development of the U.S. from before the era of European expansion through the Civil War. Emphasis will be given to the historical and political factors that shaped the culture, society and institutions of the nation. This approach will focus on the roles played by workers, immigrants, and people of color generally and Asian Americans in particular. Since Asian immigrants did not arrive in large numbers until the 1850s, AAS 33A will focus on the historical
experiences of Native Americans, African Americans, Hispanic Americans, and women. Such an examination of minority groups in the United States will help us understand the development of this country as a diverse, multicultural nation.

This course will also examine the development of national political ideologies, institutions and practices. Topics will include the nature of government, the evolution of the Constitution, federalism, civil liberties and civil rights, political parties and interest groups and the ways in which politics and public policy have been interwoven with struggles over the issues of race, ethnicity, class, gender and sexuality.

While team taught, your section instructor will be responsible for specific assignments and grading.

**GE Learning Outcomes (GELO)**

**GELO 1 (US1):** Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including:

a) The continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b) Within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations. **Assessed by exams and paper assignment.**

**GELO 2 (D2):** Place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by exams and paper assignment.**

**GELO 3 (D2):** Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them. **Assessed by exams and paper assignment.**

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

**GELO 5 (D2):** Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. **Assessed by exams and paper assignment.**
Course Learning Outcomes (CLO)

Upon successful completion of the course students will be able to:

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. Assessed by exams and paper assignment.

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. Assessed by exams and paper assignment.

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. Assessed by exams and paper assignment.

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. Assessed by exams and paper assignment.

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. Assessed by exams and paper assignment.
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. **Assessed by exams and paper assignment.**

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. **Assessed by paper assignment (1500 word).**

**Required Texts/Readings**


These books are available on-line. All other course reading is available through the course Canvas page.

**Course Requirements and Assignments:**

**EXAM #1** (40 points) Exams will possibly consist of a combination of multiple choice and true and false questions, short and long essay items based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 1 – 6. **This exam will assess GELO 1.**

**EXAM #2** (40 points) Exams will possibly consist of a combination of multiple choice and true and false questions, short and long essay items based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 7 – 12. **This exam will assess GELO 1.**

**FORMAL ESSAY** (40 points each) The essay assignment will require that you use the assigned readings and class lectures to write 1 paper (4-5 pages in length) comparing two or more ethnic groups cultures, regions, nations, or social systems in the context of US history. Your paper will be graded on how well you answer the question and how well you apply the relevant readings and lectures to support your argument. The essay question and details of these assignments will be distributed 3 weeks prior to the due date. The paper will assess **GELO 2, GELO3, GELO 4**
and GELO 5.

**PARTICIPATION** (30 points) The participation grade will be based upon completion of in-class assignments such as group projects, class exercises and quizzes, as well as display appropriate class protocol. 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.

**FINAL EXAM** (50 points)

All exams will consist of a combination of multiple choice and true and false questions, short and long essay items based on class lectures, activities, and readings. The final exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for the entire semester with a focus on week 13 – 15. **This exam will assess GELO1.**

**EXTRA CREDIT**

Extra credit may be assigned at the discretion of your section instructor.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>EXAMS/PAPERS &amp; DUE DATES</th>
<th>POINTS POSSIBLE</th>
<th>GELO Assessed</th>
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<tbody>
<tr>
<td>EXAM 1 (week 7)</td>
<td>30 points</td>
<td>GELO1-5, CLO 1-6</td>
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<tr>
<td>PAPER (week 10)</td>
<td>40 points (includes steps)</td>
<td>GELO 2, 3, 4, 5, CLO 7</td>
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<tr>
<td>FINAL EXAM (date TBA)</td>
<td>30 points</td>
<td>GELO1-5, CLO 1-6</td>
</tr>
<tr>
<td>PARTICIPATION</td>
<td>100 points</td>
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<tr>
<td></td>
<td>200 points possible</td>
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**Grading Scale:**

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>185-200</td>
</tr>
<tr>
<td>A</td>
<td>179-184</td>
</tr>
<tr>
<td>A-</td>
<td>174-178</td>
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<tr>
<td>B</td>
<td>165-173</td>
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<tr>
<td>B-</td>
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<tr>
<td>D-</td>
<td>119-124</td>
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<tr>
<td>F</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 peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work. If misused, electronic devices will be banned on the instructor's discretion. If students feel like they need to tape lectures and/or take photos of power point slides, they will need to attain the
instructors' permission.

Credit Hours

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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo

Course Schedule 33A

Introductions & Course Overview
Week 1 – Read: Syllabus + Order Books + Start Next Week’s Reading

What is History? Interpretation, Ethics, and Facts
Week 2 - Read: Nealson + Giroux, “History”, The Theory Toolbox + Watch: Bill Moyer interview with Junot Diaz (or read the show’s transcripts)

Week 3 - Read: Dunbar-Ortiz, “Culture of Conquest,” from Indigenous People’s History. 
->In-Class Screening & discussion of Iciar Bollain, Even the Rain, 2010.

Keywords in American History & Politics

Submit Film Selection or Creative Project Idea to Canvas by Thursday, Sept. 22nd.

The News Media: Media Consolidation, Journalism, & the 1st Amendment
Political Institutions: The Constitution, Presidency, & Supreme Court

- Submit Film Reviews or Research for Creative Project to Canvas by Thursday, Oct. 6th.

Week 7 – Review & First Exam (Thursday, Oct. 6th)

Origins of the United States
Week 8 – Read: Loewen, “The Truth About the First Thanksgiving,” from Lies My Teacher Told Me.
- In-Class Screening: “After the Mayflower,” from We Shall Remain, PBS, 2009.

Who Built America? Indentured Servants, Slaves, & Coolies
Week 9 – Read: Loewen, “Gone with the Wind: The Invisibility of Racism in American History Textbooks,” from Lies My Teacher Told Me, On the Media, “America’s Long (Unaddressed) History of Class, 3/18/16
- In-Class Screening: “Many Rivers to Cross” from Africans in the Americas, PBS, 2013.

Challenging an Empire: American Revolution & Native American Survival
Week 10 – Watch: episode 1 & 2 of Liberty! The American Revolution, PBS + Read: Dunbar-Ortiz, ”Birth of a Nation,” An Indigenous People’s History of the United States
- In-Class Screening: “Tecumseh’s Vision” from We Shall Remain, PBS, 2009.

- Submit Paper Canvas or Creative Project in-class by Thursday, Oct. 27th

Spanish Colonialism, US Imperialism & the American Southwest
Week 11 – Read: Dunbar-Ortiz, “Sea to Shining Sea,” from Indigenous People’s History of the United States.
- In-Class Screening, “Foreigners in Their Own Land,” from Latino Americas, PBS, 2013.
- Extra Credit: Tour of Mission San Jose!

Industrialization, Urbanization & Popular Entertainment
Week 12 – Read: Bruce Laurie, “Household to Factory” from Artisans Into Workers: Labor in 19th-Century America + Watch: David Macaulay, Mill Times, PBS.

- Berney @ SF State on Thursday, Nov. 17th

Asian Migration to the Americas & the California Gold Rush (Thanksgiving Break)
-> Extra Credit: Chinatown Walking Tour in SF!!

Week 15 – Read: Jean Pfaelzer, chapters 3, 6, & 8, *Driven Out: The Forgotten War Against the Chinese*.

**Conclusions**
Week 16 – Review & Final Exam