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

Instructors

Hien Duc Do (section 1) and Joel Franks (section 2)

Do’s and Franks Office Location

Clark 140

Do’s Telephone:

(408)924-5461

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Do's Email

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Franks’ Email

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Do's Office Hours:

F

Rank’s Office Hours:

10:30-11:30, Tuesday, Thursday

Class Days/Time:

10:30-11:45 AM, Monday, Wednesday

Room

Engr. 343

Prerequisites

None

GE/American Institutions Category:

D2 Social Sciences and US 1 American Institutions

Fees

None

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, gender and class.

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 multiple choice and essay questions on two exams.

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts.

Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

GELO 5 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).
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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

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 the 2 Compare and Contrast Essay assignments (1500 word).

Required Texts/Readings
ISBN-10: 0133915271

ISBN-10: 0205901301

Franks, Joel S. Keywords and Concepts in Asian American History, BVT Publishing, 2015 (ebook or hardcopy)
Students who wish to purchase the eBook format of your book can go to www.bvtstudents.com and search by your last
name, the whole or part of the title, or by ISBN 978-1-62751-7447. Your students may also purchase the eBook from the bookstore.

These textbooks are available for purchase at Spartan Bookstore and other outlets.

Course Requirements and Assignments:

EXAM #1 (30 points) All exams will consist of a combination of 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 (30 points) All exams will consist of a combination of short answer 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.**

COMPARE AND CONTRAST PAPER 1 and 2 (30 points each) These assignments will require that you use the assigned readings and class lectures to write 2 papers (3 – 4 pages each) 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 questions and details of these assignments will be distributed 3 weeks prior to the due date. The first paper is due in week 9 and the second paper is due in week 14. **This 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 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

While unlikely, 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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</thead>
<tbody>
<tr>
<td>EXAM 1 (week 6 )</td>
<td>30 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>EXAM 2 (week 12 )</td>
<td>30 points</td>
<td>GELO1</td>
</tr>
<tr>
<td>PAPER 1 (Compare &amp; Contrast) Week</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
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<tr>
<td>PAPER 2 (Compare &amp; Contrast) Week</td>
<td>30 points</td>
<td>GELO 2, 3, 4, 5</td>
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<tr>
<td>FINAL EXAM (date TBA)</td>
<td>50 points</td>
<td>GELO1</td>
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<tr>
<td>PARTICIPATION</td>
<td>30 points</td>
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200 points possible

Grading Scale:

185-200 A  179-184 A-  174-178 B+
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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 24</td>
<td>Introductions</td>
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<tr>
<td>2</td>
<td>Aug. 29</td>
<td>Keywords in Social Science</td>
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<td></td>
<td>Aug. 31</td>
<td>Reading: Franks, Chapter 1</td>
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<tr>
<td>3</td>
<td>Sept. 5</td>
<td>LABOR DAY--NO CLASSES</td>
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<td></td>
<td>Sept. 7</td>
<td>North American Founders, North America to 1590</td>
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<td></td>
<td></td>
<td>Reading: Jones, pp. xxxi-xxxiv, Part One, Chapter 1</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<td>4</td>
<td>Sept. 12</td>
<td>European Footholds in North America, 1600-1660</td>
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<td>Sept. 14</td>
<td>European Control of North America, 1660-1715</td>
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<td>5</td>
<td>Sept. 19</td>
<td>African Enslavement: The Terrible Transformation, 1565-1770</td>
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<td>Sept. 21</td>
<td>An American Babel: 1713-1763</td>
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<td>6</td>
<td>Sept. 26</td>
<td>Social Theories</td>
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<td>Sept. 28</td>
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<td>7</td>
<td>Oct. 3</td>
<td>FIRST EXAMINATION</td>
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<td>Oct. 5</td>
<td>Limits of Imperial Control, 1763-1775</td>
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<td>8</td>
<td>Oct. 10</td>
<td>Revolutionaries at War, 1775-1783</td>
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<tr>
<td>Date</td>
<td>Reading</td>
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| Oct. 12| Political Science Perspectives.  
Readings: Franks, Chapter 3  
Greenberg and Page, Forward, Chapter 1 |
| 9      | Oct. 17  
New Beginnings: The Creation of the United States, The 1780s and the Constitution  
Reading: Jones, Chapter 8, Greenberg and Page, Ch. 2 and 3 |
| Oct. 19| Revolutionary Legacies 1789-1803  
Reading: Jones, Chapter 9 |
|        | **First Writing Assignment Due (October 19)**                                               |
| 10     | Oct. 24, 26  
History and Objectivity: Defending and Expanding the nation 1803-1818/  
Reading: Jones, Chapter 10  
Franks, Chapter 4  
Greenberg and Page, Chapter 11 |
| 11     | Oct. 31  
Society and Politics in the “Age of the Common Man” 1819-1832; Congress  
Reading: Jones, Chapter 11  
Greenberg and Page, Chapter 11 |
| Nov. 2 |                                                                                             |
| 12     | Nov. 7  
Ante-bellum Slavery  
Reading: Jones, Chapter 12 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Notes</th>
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<tbody>
<tr>
<td>Nov. 9</td>
<td>Second Examination</td>
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<td>Nov. 14</td>
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<td>The Presidency</td>
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<td>Reading: Greenberg and Page, Chapter 12</td>
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<td>Nov. 16</td>
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<td>Federal Bureaucracy and the Courts</td>
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<td>Reading: Greenberg and Page, Chapter 13 and 14</td>
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<tr>
<td>Nov. 21</td>
<td>Western Expansion</td>
<td>Reading: Jones, Chapter 12 (reread if necessary)</td>
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<td>Nov. 23</td>
<td></td>
<td>No class, but campus open</td>
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<tr>
<td>Nov. 28, Nov. 30</td>
<td>Asia, the Pacific, and early Chinese Immigration</td>
<td>Reading: Franks, Chapter 5</td>
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<tr>
<td>Dec. 5, 7</td>
<td>Origins of the Civil War</td>
<td>Reading: Jones, Chapter 13</td>
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<tr>
<td>Dec. 12</td>
<td>Civil War</td>
<td>Reading: Jones, Chapter 14</td>
</tr>
</tbody>
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**FINAL EXAM Wed. Dec. 14, 9:45-12 PM**