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/

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 Books

* Additional reading available on-line through the course’s Canvas page.

Recommended Textbooks


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

Because this is a 3-unit course you can expect to spend a minimum of 6 hours per week completing class related readings and assignments, in addition to the in-person class meetings.

Course Assignments

- **8 quizzes** at 10 points each for a total of 80 points.
- **Book Club or Oral History Meetings** at 10 points each for a total of 20 points.
- **Midterm/Creative Proposal** 25 points.
- **Final Exam/Creative Project** 30 points.
• **Paper** 35 points.
• **Participation** 10 points (based on in-class activities).

*Late work will be penalized 1 point per day the work is late.*

**Grading Policy**

Your final grade is an accumulation of points that you earned throughout the semester. The grading scale is as follows: 200-185=A; 184-179=A-; 178-174=B+; 173-165=B; 164-159=B-; 158-153=C+; 152-145=C; 144-139=C-; 138-133=D+; 132-125=D; 124-119=D-; 118 and below = F.

**Classroom Protocol**

Students are expected to arrive to class on time, participate in class discussions and exercises, and be attentive during lectures, discussions, and activities. It is important to be courteous and respectful to peers as well as to the instructor. Students are asked to refrain from using their cell phone and computer during class. If students feel like they need to tape lectures and/or take photos of power points slides, they need to obtain permission from the instructor.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**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 and the following items to be included in the syllabus:
• “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.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o 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/.

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

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at 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. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD
digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**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 at 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 at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**Course Schedule**

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<thead>
<tr>
<th>Week</th>
<th>Tuesday</th>
<th>Thursday</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24 - 1st Day. Course Planning.</td>
<td></td>
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<tr>
<td>2</td>
<td>8/29- Orientalism Before Asian America</td>
<td>8/31 - In-Class Screening: Grace Lee, <em>Off the Menu</em>, 2015. (Not available online.)</td>
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<tr>
<td></td>
<td>Read: Lee, chapter 1</td>
<td>*Quiz #1 on Canvas Due 9/1.</td>
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9/5 - Capitalism, Imperialism, & Asian Migration
Read: Lee, chapter 2 or Watch: Coolies, Sailors, & Settlers,
*Quiz #2 on Canvas Due 9/8.

9/12 - Racism & Anti-Asian Movements
Read: Lee, chapter 5
*Quiz #3 on Canvas Due 9/15.

9/19 - Making America Home
Read: Lee, chapter 3
Quiz #4 on Canvas Due 9/22.

9/26 - Making America Home (cont.)
In-Class Screening: Kayo Hatta, Picture Bride, 1994.
*Film is accessible online, but you need to rent it for $1.99 if you miss it in class.

10/3 - Americanization, Modernity, & 2nd Generation through the 1930s
Read: Lee, chapter 7
10/5 - In-Class Screening: Arthur Dong, Forbidden City, USA, 1989.
*Film is available online for rental.
*Quiz #5 Due on Canvas 10/6.

10/10 - Asian Americans & World War II
Read: Lee, chapter 8
10/12 - Activity + Discussion
*Quiz #6 due on Canvas 10/13.
10/17 - **Book Club + Oral History Group Meetings**

10/19 - **Midterm Exam on Canvas** for folks doing the exam option. Folks doing creative projects will meet in class and their project proposal will be due.

10/24 - **Politics & Activism in the 60s & 70s**

Read: Lee, chapter 11

10/26 - In-Class Screening: Tadashi Nakamura, A Song for Ourselves, 2013.

*Quiz #7 due on Canvas 10/27.

10/31 - **Immigration Reform & Cold War**

Read: Lee, chapter 12

11/2 - Activity + Discussion

*Quiz #8 due on Canvas 11/3.

11/7 - **Vietnam & Refugee Communities**

Read: Lee, chapter 12

11/9 - In-Class Screening: America By the Numbers, "Pass or Fail in Cambodia Town," 11/7/14.

*Quiz #9 due on Canvas 11/10.

11/14 - **Asian America in the 21st Century**

Read: Lee, chapter 13

11/15 - Film + Discussion

In-Class Screening: Justin Lin, *Better Luck Tomorrow*, 2002. *(Available for rental online.)*

11/21 - **Book Club + Oral History Meetings**

11/23 - No Class.

11/28 - **Asian America in the 21st Century (cont.)**

11/30 - Film + Discussion

(I am hoping this film will be available.)

12/5 - **Asian Americans on TV**

Read: TBA

In-Class Screening: episodes from *Fresh Off the Boat*

12/7 - Course Conclusions