San José State University
College of Social Sciences/Interdisciplinary Social Science/Asian American Studies Program
AAS 33A, Asian Americans and US History and Political Process,
Sections 14 Fall, 2018

Course and Contact Information

Instructors: Hien Duc Do, Ph.D.
Office Location: DMH 221
Telephone: Do 408-924-5747
Email: Hien.Do@sjsu.edu
Office Hours: Do T Th 3:00 – 4:00 pm
Class Days/Time: T Th 1:30-2:45 PM
Classroom: DMH 358
Prerequisites: None
GE/SJSU Studies Category: D3 and US2 and US3

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

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.
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 essay questions on two exams.

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

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

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 2 Compare and Contrast Essay assignments (1500 words).

GELO 5 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. Assessed by 2 Compare and Contrast Essay assignments (1500 words).

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 2 Compare and Contrast Essay assignments (1500 words).

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 2 Compare and Contrast Essay assignments (1500 words).

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 2 Compare and Contrast Essay assignments (1500 words).

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 words)

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 2 Compare and Contrast Essay assignments (1500 words)

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

8. 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 Compare and Contrast Essay assignments (1500 words)

Required Texts/Readings

Textbook


Course Requirements and Assignments (Required)

**EXAM #1** (15% of grade) Exam will consist of short answer items 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 (US 2 and US3)**
EXAM #2 (15% of grade) Exam will consist of a combination of multiple choice, short answer items 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 (US2 and US3)

COMPARE AND CONTRAST PAPER 1 and 2 (15% 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 (10% of grade). This involves showing civility in class, participating in class discussions, and doing in class and out of class exercises.

THE UNIVERSITY POLICY S16-9,

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus.”

EXAM #3 FINAL EXAM (25% of grade) All exams will consist of a combination of short answer items 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, but will also entail reviewing material from earlier in the semester. This exam will assess GELO US2 and US3

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 6)</td>
<td>15%</td>
<td>GELO1</td>
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<tr>
<td>EXAM 2 (week 12)</td>
<td>15%</td>
<td>GELO1</td>
</tr>
<tr>
<td>PAPER 1 (Compare &amp; Contrast) Week 9</td>
<td>15%</td>
<td>GELO 2, 3, 4, 5</td>
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<tr>
<td>PAPER 2 (Compare &amp; Contrast) Week 14</td>
<td>15%</td>
<td>GELO US3</td>
</tr>
<tr>
<td>FINAL EXAM (date TBA)</td>
<td>25%</td>
<td>GELO1</td>
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<tr>
<td>PARTICIPATION</td>
<td>10%</td>
<td>100% possible</td>
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AAS 33A, Fall 2018
Grading Scale:
93-100  A
90-92  A-
87-89  B+
83-86  B
80-82  B-
77-79  C+
73-76  C
70-72  C-
67-69  D+
63-66  D
60-62  D-
<60      F

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 Accessible Education Center (AEC)

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.

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: http://tutorials.sjlibrary.org/plagiarism/index.htm.
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-dbgen/narr/soc-fall/rec-369.html

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://wwwsjsu.edu/sac/advising/latedrops/policy. Students should be aware of the current deadlines and penalties for adding and dropping classes.

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.”

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/](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/](http://www.sa.sjsu.edu/writingcenter/).

**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.
AAS 33A / Asian Americans and US History and Political Process, Fall, 2018

Course Schedule

The following schedule is subject to change and the instructor will do his best to provide students with fair notice by way of email and/or in-class notification.

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<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 21</td>
<td>Introductions</td>
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<td>Aug 23</td>
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<td>2</td>
<td>Aug 28</td>
<td>Keywords in Social Science</td>
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<td></td>
<td>Aug 30</td>
<td>Reading:</td>
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<td>3</td>
<td>Sept. 4</td>
<td>Key words (cont’d)</td>
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<td></td>
<td>Sept. 6</td>
<td>North American Founders, North America to 1590</td>
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<td>Reading: Jones, pp. xxxi-xxxiv, Part One, Chapter 1</td>
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<td>4</td>
<td>Sept 11</td>
<td>European Footholds in North America, 1600-1660</td>
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<td>Sept 13</td>
<td>Reading: Jones, Chapter 2</td>
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<td>European Control of North America, 1660-1715</td>
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<td>Reading: Jones, Chapter 3</td>
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<td>5</td>
<td>Sept 18</td>
<td>African American Enslavement</td>
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<td>Sept 20</td>
<td>Reading: Foner, Jones, Chapter 4</td>
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<td>An American Babel: 1713-1763</td>
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<td>Readings: Jones, Chapter 5</td>
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<td>6</td>
<td>Sept. 25</td>
<td>Limits of Imperial Control, 1763-1775</td>
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<td>Sept. 27</td>
<td>Reading: Jones, Chapter 6</td>
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<td>Social Theories</td>
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<td>7</td>
<td>Oct 2</td>
<td>First Examination</td>
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<td>Oct 4</td>
<td>Revolutionaries at War, 1775-1783</td>
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<td>Readings: Jones, Chapter 7</td>
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<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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| 8    | Oct. 9     | New Beginnings: The Creation of the United States, The 1780s and the Constitution  
Reading: Jones, Chapter 8, Greenberg and Page, Ch. 2 and 3, and the Constitution |
|      | Oct. 11    |                                          |
| 9    | Oct. 16    | Political Science Perspectives.  
Readings: Franks, Chapter 3 and Greenberg and Page, Forward, Chapter 1 |
|      | Oct. 18    | Revolutionary Legacies 1789-1803  
Reading: Jones, Chapter 9  
First Writing Assignment Due Oct. 17 |
| 10   | Oct. 23    | Defending and Expanding the nation 1803-1818/  
Reading: Jones, Chapter 9. |
|      | Oct. 25    | Society and Politics in the “Age of the Common Man” 1819-1832; Congress  
Reading: Jones, Chapter 11 |
| 11   | Oct. 30    | Congress  
Reading: Greenberg and Page, Chapter 11 |
|      | Nov. 1     | Ante-Bellum Slavery,  
Reading: Jones, Chapter 12 |
| 12   | Nov. 6     | The Presidency  
Reading: Greenberg and Page, Chapter 12 |
|      | Nov. 8     | Second Examination |
| 13   | Nov. 13    | Veteran’s Day (Campus Closed) |
|      | Nov. 15    | Federal Bureaucracy and the Courts  
Reading: Greenberg and Page, Chapter 13 and 14 |
| 14   | Nov. 20    | Western Expansion  
Reading: Jones, Chapter 12 (reread if necessary) |
|      | Nov. 22    | No class, but campus opened  
Compare and Contrast Paper Due on Canvas |
| 15   | Nov. 27    | Asia, the Pacific, and Early Chinese Immigration  
Reading: |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
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<td>Nov. 29</td>
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| 16   | Dec. 4 | Origins of the Civil War  
Reading: Jones, Chapter 13                                                   |
|      | Dec. 6 | The Civil War  
Reading: Jones, Chapter 14                                                  |
| 17   |        | Review                                                                    |
|      |        | FINAL TBA                                                                 |