Asian American Studies 33B
Asian Americans and U.S. History and Political Institutions
Summer 2016

Instructors: Joel Franks
Office Location: DMH 238B

Phone: 408 924-5752
Email: joel.franks@sjsu.edu

Office Hours: 8:15-8:45 AM, M W

Room: Class Days and Time, MW 9-12:55 PM, DMH 163
Prerequisites: None

GE/SJSU Category: D3 and US2 and US3
Fees: None

Canvas
This course will use Canvas for announcements, exams, PDFs, etc. 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
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.

**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.

**GE Learning Outcomes (GELO)**

1. **GELO (US2):** Explain how political decisions are made, their consequences for individuals and society, and how individuals and groups may affect the decision-making process. Analyze the meaning and content of the democratic process as it has evolved in the US and California, and describe the foundations of the political system and the evolving institutions of government, the links between the people, and the operations of California government. **Assessed by 2 mid-term and a final exams using a combination of multiple choice, short and long essay questions.**
2. **GELO (US3):** 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. *Assessed by 2 mid-term and a final exams using a combination of multiple choice, short and long essay questions.*

3. **GELO (D3):** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. *Assessed by 3000 word essay assignment.*

4. **GELO (D3):** 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 3000 word essay assignments.*

5. **GELO (D3):** 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 3000 word essay assignment*

6. **GELO (D3):** 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. *Assessed by the essay assignments totally 3000 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 the Compare and Contrast Essay assignment (3000 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 Compare and Contrast Essay assignment (3000 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 Compare and Contrast Essay assignments (3000 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 Compare and Contrast Essay assignments (3000 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 Compare and Contrast Essay assignment (3000 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 Compare and Contrast Essay assignments (3000 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 Compare and Contrast Essay assignments (3000 word).

Required Texts/Readings


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.

Books should 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 books be careful. You do not want a book too out of date. For the combined edition of Jones and the Greenberg book, Obama should be President. Sharing texts is fine as long as no one’s comprehension and grades are hurt.

Credit Hour Policy per Federal Guidelines
San Jose State University classes are designed such that in order to be successful, students are expected to spend a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Students are expected to spend at least two hours outside of class for every one hour of in-person class time. Because this is a three-unit course, you can expect to spend a minimum of 6 hours per week completing course-related assignments in addition to attending all the in-person class meetings. Assignments include reading the assigned readings, accessing supplementary material through Canvas, taking examinations, quizzes, homework, and writing papers. More details about student workload can be found in University Policy S12-3 at http:www.edu.sjsu.edu senate/docs/S12-3.pdf. For this course, you will be required to take 2 exams, write two papers, and a final exam.

Course Requirements and Assignments

EXAM #1 (20 points) Both exams will consist of a combination 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 first five days of class. This exam will assess GELO (US 2 and US3)

EXAM #2 (30 points) Both exams will consist of a combination 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 the whole class but will focus on the material not covered in exam 1. This exam will assess GELO (US2 and US3)

COMPARE AND CONTRAST PAPER 1 (30 points each) These assignments will require that you use the assigned readings and class lectures to write 1 paper(5-7 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 paper will be due in the fifth week of class. This paper will assess GELO (D3)

California Government Project: (10 Points) This project is designed meet university requirements regarding California government and politics. It will be take home activity
comprised of objective and short essay components. It will be due at the end of two weeks of class. **This will assess GELO (US3).**

**PARTICIPATION** (10 points). This involves showing civility in class, participating in class discussions, and doing in class and out of class exercises.

**Assignments and Grading Policy**

<table>
<thead>
<tr>
<th>EXAMS/PAPERS &amp; DUE DATES</th>
<th>POINTS POSSIBLE</th>
<th>GELO Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAM 1 (week 2)</td>
<td>20 points</td>
<td>GELO (US2 and US3)</td>
</tr>
<tr>
<td>EXAM 2 (week 5)</td>
<td>30 points</td>
<td>GELO (US2 and US3)</td>
</tr>
<tr>
<td>PAPER (week 5)</td>
<td>30 points</td>
<td>GELO (D3)</td>
</tr>
<tr>
<td>California Government Project (week 3)</td>
<td>10 points</td>
<td>GELO (US3)</td>
</tr>
<tr>
<td>Participation</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

**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 asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

**Academic Integrity Policy**
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located 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/.

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.

**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.

A tutorial to explain how to identify and avoid plagiarism is available at: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm

For examples of paraphrasing and quotation, please see the following:
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.”

ACCESS Center, Clark 240

The ACCESS (Academic Counseling Center for Excellence in the Social Sciences) Center provides academic advising to students in the College of Social Sciences and general questions about SJSU. It offers academic and peer advisors and a place to drop in, study and/or do group project(s), meet other students in the Social Sciences, and a variety of workshops throughout the year. Call 408-924-5363 or http://www.sjsu.edu/socialsciences/ACCESS/.

Campus Policy in Compliance with the American Disabilities Act

For the SJSU policy on plagiarism, please read the “Academic Integrity Policy” at http://www.sjsu.edu/senate/S07-2.htm.
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 Accessible Education Center to establish a record of their disability.

**SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at [http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter) or call 924-2308.

**Tentative Class and Reading Schedule**

1st Week

7/9

Introductions; Reconstruction America

Reading: Jones, Ch. 15

Social Theories

Reading: Franks, chapter 1 and 2

7/11

Late Nineteenth Century America

Reading: Jones, Ch. 16-18

Structure of American Politics, Greenberg and Page, ch. 1 (recommended) and ch. 4 (required)

Pre-Exclusion Asian Diaspora

Reading: Franks, chapter 5

2nd Week

7/16
America, 1900-1920
Reading: Jones, Chapters 19-20
Politics and Public Opinion, News Media, and Interest Groups, and Political Parties
Reading: Greenberg and Page, Chapters 5-7
Asian Americans Before 1900
Reading: Franks, chapter 6

7/18
America Between the Wars
Reading: Jones, Chapters 21-22.

Asian Americans, 1900-1924
Racism and Asian American Agency
Reading: Franks, chapter 5 continued

California Government Project Due on Canvas: July 18

3rd Week
7/23
America and World War II
Reading: Jones, Chapter 23; Franks, Chapter 6

First Exam on Canvas Due: July 23

7/25
Cold War America:
Reading: Jones, Chapter 24-25; Franks, Chapter 6 continued
4th Week
7/30
Vietnam War Era
Reading: Jones, Chapter 26; Franks, chapter 7

8/1
American History, 1970s-1980s
Reading: Jones, Chapter 27-28
Asian Americans as Model Minority
Reading: Franks, chapter 7 continued and chapter 8

Fifth Week
8/6
American History Since 1990
Reading: Jones, Chapters 29-30
Greenberg and Page, Chapter 8-10

Second Canvas Exam on August 8