San José State University  
Department of Sociology and Interdisciplinary Social Sciences  
AAS 33A: Asian American U.S. History and Politics I  
Summer 2018

Course and Contact Information

Instructor: Yvonne Y. Kwan, PhD  
Office Location: Dudley Moorhead Hall 213  
Telephone: 408-924-5258  
Email: yvonne.y.kwan@sjsu.edu  
Office Hours: MoWe 1:20-2p  
Class Days/Time: MoWe 9a-1:20p  
Classroom: Dudley Moorhead Hall 231  
GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions

Course Format

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates. Be sure to also review your Canvas notification settings, as announcements will be posted via Canvas. Elect to have announcements forwarded immediately to your primary email address. Do not rely on the Canvas site to substitute your presence in class. Your attendance is required to get a good grade. You will be required to submit your written assignments via Canvas. If you have any questions, come to my off hours or consult the eCampus website at http://www.sjsu.edu/ecampus/. Do not wait to ask questions until a few hours before an assignment is due. You may not receive a just-in-time response.
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 transpacific and co-constitutive historical experiences of Native Americans, African Americans, Latinx Americans, and women more broadly. Such an examination of minority groups in the U.S. will help us understand the development of this country as a diverse 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.

Course Goals

GE Learning Outcomes (GELO)

GELO 1 (US1) - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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 …

⇒ 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

⇒ 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.

GELO 2 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Exam: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

GELO 4 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Exam: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

GELO 5 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Exam: Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
Course Learning Outcomes (CLO)

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

CLO 1 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 2 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 3 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 4 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 5 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 6 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.

CLO 7 - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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.
Required Texts and Other Readings

These textbooks are also available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted on our course Canvas webpage. Note that these required texts may be different from those required for AAS 33A/B sections taught by other professors or instructors. There are both cost and pedagogical reasons for this. All books listed below will also be used in my 33B sections in the future. If you somehow cannot or do not want to take 33B with me, we can set up a book trade with students from other 33A sections so that textbook expenses for AAS 33A/B can stay at a minimum.


*Used copies of these trade books should be fairly inexpensive. Do not expect to pay >$10.  
*Free PDFs of these books should be available with a quick google search

Course Requirements and Assignments

WEEKLY PAPERS – Paper 1 (5%), Paper 2 (10%), Paper 3 (15%), Paper 4 (15%)

These assignments will require that you use the assigned readings and class lectures to write 4 papers with varying word count expectations to be detailed on Canvas. Specific prompts and rubrics will also be provided on Canvas. Broadly, students will compare 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. **Papers are due at 11:59p via Canvas every Thursday.** These papers will assess GELO 1, 2, 3, 4, and 5.

Due Dates

- Week 1 Response Paper: Thursday, 6/7
- Week 2 Response Paper: Thursday, 6/14
- Week 3 Response Paper: Thursday, 6/21
- Week 4 Response Paper: Thursday, 6/28

PARTICIPATION (10%)

Your participation grade will be based upon completion of in-class assignments such as group projects, in-class and Canvas class exercises and quizzes, as well as a display of appropriate class protocol. You are expected to read the assigned texts before the date of class. Unannounced quizzes or in-class assignments may be given based upon your prior reading. **There are no make-ups for these in-class assignments.**
exercises. Study a little harder for exams to make up for points lost. I understand that not all students feel comfortable speaking up on a regular basis, but your weekly readings, notes, and journal entries should help you collect your thoughts so that you can actively contribute to class discussion. You may also come to my office hours so that we can discuss the course material.

If you have a medical problem that makes it difficult for you to come to class, pay attention in class, stay awake in class, or participate in class, please come see me during office hours ASAP or have Accessible Education Services contact me. If not, you may get docked participation points.

I will be keeping a log of student participation, which will note if a student is not only speaking up in class but more importantly, actively listening and taking notes. Likewise, I also keep a log of students who are distracted and/or distract others. Merely showing up for class will not earn you a passing grade for participation. You can be physically present without being mentally present. If that is the case, you should not bother coming to class because you will not likely benefit from this absent-presence. And, your actions, such as doing homework for other classes, texting with whomever, online shopping, binge watching TV, snapchatting, or whatever else you choose to do can be distracting and detrimental to the success of others in the class. Please be respectful of everyone’s time and efforts. Note: It may also be possible to speak too much. Remember to “step up or step back” as appropriate.

On the second to the last day of the course (Wednesday, 6/27), you will submit a response in class that evaluates the quality of your course participation.

QUIZZES (20%)

In-class or take-home quizzes will be given at the instructor’s discretion (i.e., pop quizzes). Make sure you complete the assigned readings BEFORE class. You will be allowed to use your readings and annotations/reading notes for all quizzes. There are NO MAKE UPS for in-class quizzes.

FINAL EXAM (25%)

This final exam will consist of multiple choice, true/false, check all that apply, short written response questions based on class lectures, activities, and readings. This exam is cumulative and will cover all assigned chapters in the textbooks, Canvas activities, and lectures. You will have the duration of our last meeting time on Monday, 7/2 to complete your final exam via Canvas (at home).

EXTRA CREDIT

Extra credit may be assigned at the discretion of your professor.
# Student Course Assessment

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>% POINTS POSSIBLE</th>
<th>GELO ASSESSED</th>
</tr>
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<tbody>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Week 1 Response Paper</td>
<td>5%</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Week 2 Response Paper</td>
<td>10%</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Week 3 Response Paper</td>
<td>15%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Week 4 Response Paper</td>
<td>15%</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td></td>
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<tr>
<td></td>
<td>100% possible</td>
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## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
</tr>
<tr>
<td>D</td>
<td>63-66.9</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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Classroom Protocol

By all means, treat your fellow students and your instructor with respect. Be on time, be engaged, avoid using your electronic gadgets, and do your part to help make a great learning experience. Students are required to participate in class discussions and exercises and be attentive to lectures and discussions. Lecture slides will be posted to Canvas, but they are often quite sparse and comprised primarily of images. Also, if students are found failing to take notes, your privilege of accessing the slides online may be revoked at the instructor’s discretion. You may use tablets and laptops during class for notetaking or accessing your readings. However, if you choose to use an electronic device, you must sit in the last two to three rows of the classroom—so that you do not disrupt or distract your fellow classmates. If electronics are misused, they may be banned at the instructor’s discretion. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

Email Protocol

When emailing the instructor, you MUST include the following information in your draft. If not, your message will not be properly triaged by my email settings. Thus, you may not get a response to your email. And, if your question can be addressed by the syllabus, you may not get a response either.

Subject: AAS 33A - [insert short topic of email content]

Body:

Dear Dr. (or Professor) Kwan,

After perusing the syllabus and checking in with a fellow classmate, I have a question regarding [insert question here].

Sincerely,

[insert First Name and Last Name]

Do not expect to receive an immediate reply. Expect your email to be returned within 48 hours, not inclusive of weekends. Because of this, make good use of office hours. If you are reading this far along into the syllabus, good for you! To receive extra credit that will be added to your overall grade at the end of the semester, email me a confirmation using the above format that denotes your understanding of the email protocol for ALL emails you will send AND a link or an attachment of either your favorite meme, gif, or vine or one that uniquely defines who you are as a person. You must also email me by 8a before our first day of class.
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available here at the Office of Graduate and Undergraduate Programs website at http://www.sjsu.edu/gup/syllabusinfo/.

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.

Academic Integrity

Students should be familiar with the University’s Academic Integrity Policy. 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 here: 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

If you would like to add this class and the class is not you full, you must attend the first day of class and approach the instructor before or after class. You will not be guaranteed a seat, but your chances of getting in with be high if you continue to attend and check in with your instructor every day for two full weeks. Any absences in the meantime will automatically void this informal contract.

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://www.sjsu.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.”
Academic Resources and Accommodations

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations, 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 requesting accommodations must register with the Accessible Education Center to establish a record of need.

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 MLK Library.

Peer Connections

Peer Connections 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 website is located at http://peerconnections.sjsu.edu.

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. 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/.

ACCESS SJSU Social Sciences Success Center: Clark Hall 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.

Late Work

Under no circumstances will late work be accepted if you do not offer a compelling explanation to your instructor with ample lead-time. If need be, email ASAP.

Course Schedule

Check Canvas website for most current course reading schedule.

Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.