San José State University  
College of Social Science  
Interdisciplinary Social Science and Sociology Department  
AAS 33B, Asian Americans and U.S. History and Political Institutions  
Winter, 2018

| Instructors: | Hien Duc Do (Sec 1)  
Joel Franks (Sec 2) |
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| Do's Office Location | DMH 221 |
| Do's Telephone | (408) 924-5461 |
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| Franks Email: | joel.franks@sjsu.edu |
| Do's Office Hours: | 8:15-8:45 AM, M,W |
Franks' Office Hours
8:15-8:45 AM, T, Th

Class Days/Time:
9-11:55 AM Monday-Friday

Room
DMH 227 (Do); DMH 359 (Franks)

Prerequisites
Must Have Completed 33A

GE/American Institutions Category:
D3 and US2 and US3

Fees
None

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

Use of your student Canvas website. Some additional assignments and announcements may be sent to the students via the Canvas website. Please note that this is not an on-line class. Do not rely on the Canvas site to substitute your presence in class. All assignments or announcement will be made in class. Your attendance is required to get a good grade.

Course Description
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 exams using a combination of 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 exams using a combination of 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 assignment.**

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 3000 word.**

**Required Texts/Readings**
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% of grade) All exams will combine, 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 week 1 This exam will assess GELO (US 2 and US3)

EXAM #2 (20% of grade) This exam will combine 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 week 2. This exam will assess GELO (US2 and US3)

COMPARE AND CONTRAST PAPER (40% of grade) These assignment will require that you use the assigned readings and class lectures to write 1 paper (5 – 7 pages) 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 (D3)

California Government Project: (10% of grade) This project is designed to meet university requirements regarding California government and politics. It will be take home activity comprised of objective and short essay components. This will assess GELO (US3).

Participation (10% of grade). This involves doing participation activities. Asking and answering questions in class. And showing respect for other students and instructors.

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 (Seventh session of class)</td>
<td>20% of grade</td>
<td>GELO (US2 and US3)</td>
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<tr>
<td>EXAM 2 (Fourteenth session of class)</td>
<td>20% of grade</td>
<td>GELO (US2 and US3)</td>
</tr>
<tr>
<td>PAPER 1 (Compare &amp; Contrast) Week 2</td>
<td>40% of grade</td>
<td>GELO (D3)</td>
</tr>
<tr>
<td>California Government Project</td>
<td>10% of grade</td>
<td>GELO (US3)</td>
</tr>
<tr>
<td>Participation</td>
<td>10% of grade</td>
<td></td>
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Grading Scale:

<table>
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<tr>
<th>93%-100 A</th>
<th>90%-92% A-</th>
<th>87%-89% B+</th>
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<tbody>
<tr>
<td>83%-86% B</td>
<td>80%-82%= B-</td>
<td>77%-79% C+</td>
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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. Otherwise, electronic devices will be banned from the classroom except for those students who have identified problem with the Disabled Resources Center.

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://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.”

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/.

**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/.

**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.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 2-Jan 5</td>
<td>Topics: America, 1865-1900; 19th century Asian Americans Foundations and Practices of American Democracy, Reading: Jones, ch. 15-18; Lee, ,Introduction, ch. 1-2; Greenberg and Page, ch. 4</td>
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<tr>
<td>2</td>
<td>Jan 8-Jan 12</td>
<td>American Society Since 1900-1945; Asian Americans 1900-1945; and U.S. political processes;</td>
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Reading: Jones, ch. 19-23, Greenberg and Page, ch. 4-10; Lee, 3-8
Examination, Jan 10
California Government and Politics Project Due: Jan 12

3 Jan 16-Jan. 19 American Society Since 1945; Asian Americans Since 1945; and
Civil Liberties;
Reading: Jones, ch.24-30; Greenberg and Page, ch. 15-16; Lee, ch. 9-13
and Epilogue,
MLK Jr. Birthday No Class, Jan. 15
Paper Due, Jan. 17
Examination, Jan. 19