San José State University
Department of Sociology and Interdisciplinary Social Sciences

AAS 33A: Asian American U.S. History and Politics 1
Section 17, Fall 2019

Course and Contact Information
Professor: Dawn Lee Tu, Ph.D. (she/they)
Office: Dudley Moorhead Hall 221
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Office Hours: Th 5-6p and by request
Class Days/Time: Th 6-845p
Classroom: Dudley Moorhead Hall 358
GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions

My Teaching Philosophy

I teach because I love being in the classroom and facilitating students’ learning. I expect everyone to succeed in this class. It is important to me to understand where you’re at in terms of experience and knowledge related to the course subject matter because you will be co-creating the learning environment for yourself and others in this class. This syllabus is a set of curated materials that is designed to expand your thinking, engage with other students with varying perspectives, and opportunities to further enhance your critical thinking and dialoguing skills which are important, if not the most important, life skills you will have. You ultimately will take this class as far as you want to.

This class is also designed for us to be a learning community. We will be collectively creating learning materials and supporting one another, even me, in grappling with all this stuff. We are responsible for each other’s learning and I expect you to support each other this semester.

I also understand that you have other things going on besides being a student and life happens. I too do other things besides teach and am human. I will extend to you compassion and understanding with the expectation that you seek help from one another and come to me for support. I will do the best I can to support you this semester. I expect you to do the same for me and know that I will learn from you as much as you will learn from each other this semester.
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.

Required texts and other readings

These texts will be available through our course Canvas. Many of them are available used and online. Please note that these required texts may be different from those required for other AAS 33A sections taught by other instructors. If you are taking 33B, Erika Lee’s (2015) The Making of Asian America may be a good investment. You can check the bookstore to see which books are required for 33B.

- Ronald Takaki (2008) A Different Mirror: A History of Multicultural America (Chapters 1, 7)
- James Loewen (1995) Lies My Teacher Told Me (Chapters 1, 2, 4, 5, 7, 11, 12)
- Howard Zinn (2003 or any edition) A People’s History of the United States (Chapters 1-10)
- Howard Zinn & Anthony Arnove (2014) Voices of a People’s History of the United States (Selections from Chapters 1, 2, 4, 6, 7, 8, 9, 10)
- Shelley Sang-Hee Lee (2014) A New History of Asian American (Chapter 1)
- Edward Said (1978) Orientalism (Selections from Introduction and Chapter 1)
- Schlund-Vials, Vo, and Wong (2015) Keywords for Asian American Studies (selections)

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Reading + Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>Intro to the class, review major themes of the course and components of syllabus, academic resources</td>
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<tr>
<td>1</td>
<td>8/29</td>
<td>The Master Narrative of American History</td>
<td>Takaki (2008) Ch 1</td>
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<td>Okihiro (2015) Ch 1 + 2</td>
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<td>Date</td>
<td>Assignment/Event</td>
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<td>Mon 9/2</td>
<td>Labor Day No School</td>
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<td>Tue 9/3</td>
<td>Last Day to Drop without entry</td>
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<tr>
<td>2 9/5</td>
<td>Orientalism</td>
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<tr>
<td>3 9/10</td>
<td>Last Day to Add and Register late</td>
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<tr>
<td>3 9/12</td>
<td>Slavery</td>
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<tr>
<td>4 9/19</td>
<td>American Revolution (1775-1783)</td>
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Columbus and the “Discovery” of America

- Loewen (1995) Ch 2
- Zinn (2003) Ch 1
- Zinn & Arnove (2014) Ch 1 (selections)

Orientalism

- S Lee (2014) p 5-15
- Said (1978) Selections
- Chong in Schlund-Vials, p 182-5

Slavery

- Citizenship

- Zinn (2003) Ch 2
- Zinn & Arnove (2014) Ch 2 (Selections)

American Revolution (1775-1783)

- The Women’s Movement

- Thomas Paine, “Common Sense” Excerpt (1776)
- Zinn (2003) Skim Ch 3, 4, 5
- Zinn & Arnove (2014) Ch 4 (Selections)
- Loewen (1995) Ch 1
- Zinn (2003) Ch 6
- Zinn & Arnove (2014) Ch 6 (Selections)
- Angela E. Grimké Welds Speech at Pennsylvania Hall (May 17, 1838)

9/19 Paper 1 Workshop in class
<table>
<thead>
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<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</table>
| 5    | 9/26 | Native Americans | Loewen (1995) Ch 4  
Zinn (2003) Ch 7  
Zinn & Arnove (2014) Ch 7 (Selections)  
-John G. Burnett, “The Cherokee Removal Through the Eyes of a Private Soldier” (December 11, 1890)  
Takaki (2008) Ch 7  
Zinn (2003) Ch 8  
Zinn & Arnove (2014) Ch 8 (Selections)  
9/28 Paper 1 due in Canvas by 9a |
| 6    | 10/3 | Civil War | Loewen (1995) Ch 5  
Zinn (2003) Skim Ch 9, 10  
Zinn & Arnove (2014) Ch 9, 10 (Selections)  
-Hinton Rowan Helper, “The Impending Crisis of the South” (1857)  
-“Mechanic” (Unknown), “Voting by Classes” (October 13, 1863)  
Midterm due in Canvas by 10/11, 9a |
| 7    | 10/10 | NO CLASS – Complete Midterm | Okihiro (2015) Ch 4, 5 |
| 8    | 10/17 | Hawaii | Okihiro (2015) Ch 6, 7  
S Lee (2014) Ch 2  
Leong in Schlund-Vials p 98-101  
E Lee (2015) Ch 1, 2  
Chang in Schlund-Vials, p 37-38 |
| 9    | 10/24 | Migrant Labor and Immigrants | Coolie Labor  
Okihiro (2015) Ch 3, 4, 5  
Ku in Schlund-Vials p 244-246 |
| 10   | 10/31 | NO CLASS – Complete course self-evaluation | Self-eval due in Canvas by 11/1, 9a |
Ku in Schlund-Vials p 244-246 |
Course Goals (GELOs) and Learning Outcomes (CLOs)

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.

Course Requirements and Assignment Descriptions
A grading rubric will be provided for each item below so you understand how you will be assessed and graded.

Papers
These assignments will require that you use the assigned readings, class lectures and discussions, etc. to write TWO papers (3-4 pages each) comparing two or more ethnic groups cultures, regions, nations, or social systems in the context of U.S. history. Your papers will be graded on how well you answer the question and how well you apply the relevant readings, lectures, etc. to support your thesis. The essay questions and details of these assignments will be made available on Canvas. There will also be additional assignments associated with each paper (e.g., outlines and peer reviews). These papers will assess GELO 1, 2, 3, 4, and 5.

Midterm
Exam will could consist of multiple choice and true/false questions as well as short answer questions based on class lectures, activities, and readings. This exam will assess GELO 1, 2, 3, 4, and 5.

Assignments
- Summary of reading
Write/create a summary of ONE assigned reading for the course. The summary should be no more than one page. The summary should include the main ideas, concepts, etc. of the assigned reading. These summaries will be shared with the entire class and some students may use them to review/study for exams and complete papers, assignments, etc.

- Summary of class session
Write/create a summary of ONE course for the course. The summary should be no more than one page. The summary should cover what happened in class including any major ideas, concepts, etc. we discussed. These summaries will be shared with the entire class and some students may use them to review/study for exams and complete papers, assignments, etc.

Quizzes
Un-announced, in-class quizzes will be given at the professor's discretion (i.e., pop quizzes). Make sure you complete the assigned readings BEFORE class as quizzes may be based upon your prior reading. You will be allowed to use your readings and annotations/reading notes for all quizzes. There are NO MAKE UPS for in-class quizzes.

Participation
Your participation grade will be based upon completion of in-class assignments such as group projects, in-class and Canvas class exercises, as well as a display of appropriate class protocol. You are expected to read the assigned texts before the date of class. There are no make-ups for these in-class 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, etc. should help you collect your thoughts so that you can actively contribute to class discussion. You may also talk to me at 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. If you are unable to be mentally present in class, you should consider not coming to class to take care of yourself and show up ready for the next class. (You are still responsible for work. No make ups will be provided for in-class activities you miss.) On the last day of the course, you will submit a response in class that evaluates the quality of your course participation.

Final Exam
The final exam may consist of multiple choice, true/false, check all that apply, short written response questions based on class lectures, activities, assignments, and readings. This exam is cumulative and will cover all assigned chapters in the textbooks, Canvas activities, and lectures.
Extra credit
Extra credit will be offered throughout this semester. You should definitely take advantage of these opportunities.

A VERY IMPORTANT NOTE ABOUT TURNING THINGS IN LATE
Please do not hesitate to ask me about turning something in late especially if you just need a little more time. Life happens. You request should be in writing via Canvas message or email (see below Communication Protocol) and accompanied with a reasonable explanation of why you need to turn something in late. I will reply to you with the terms of your late submission. Please keep this communication as confirmation and in case we need to look up what I said to you about your late submission.

Student Course Assessment and Grading Scale

<table>
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<tr>
<th>ASSESSMENT CRITERIA</th>
<th>Points possible</th>
<th>GELO ASSESSED</th>
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<td>200</td>
<td>GELO 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>Paper 1</td>
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<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Paper 2</td>
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<tr>
<td>Summary of reading</td>
<td>25</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<td>Summary of class session</td>
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<td>Quizzes (5)</td>
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<td>Final Exam</td>
<td>200</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Extra credit</td>
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Grading Scale (by percentage)

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