Course and Contact Information

Instructor: Apryl Berney (I prefer Apryl, but Dr. Berney or Professor Berney works too.)
Office Location: Dudley Moorhead Hall 238B
Telephone: None
Email: apryl.berney@sjsu.edu
Office Hours: Thursdays, 12 pm-1 pm & by appointment
Class Days/Time: Tuesdays & Thursdays
Classroom: DMH
GE/SJSU Studies Category: D2 Social Sciences and US 1 American Institutions

Course Canvas Site

Course material such as syllabus, handouts, lecture, notes, assignment instructions, and readings 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. If you have any questions, come to my office 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.

GE Learning Outcomes (GELO)
GELO 1 (US1) - Assessed by the Activities, Quizzes, and Project: 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) - Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by the Activities and Quizzes.

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 the Activities and Quizzes.

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 the Activities and Quizzes.

GELO 5 (D2) - Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. Assessed by the Activities and Quizzes.

Course Learning Outcomes (CLO)

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

CLO 1 - Assessed by the Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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 Activities, Quizzes, and Creative Project: 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/Readings
Please purchase the following books for the course. You will also want to secure a subscription to Netflix in order to screen several of the films assigned for this course. Audio version of the assigned book are also available.


Course Requirements and Assignments

MODULE QUIZ – This course is divided into 5 modules. Each module contains assigned reading, films, and concludes with a quiz based on the material covered in the module. Quiz formats will vary and might contain any or all of the following kinds of questions: matching, multiple choice, short answer, true/false, along with audio and visual questions. The goal of a quiz is mostly comprehension of people, concepts, events, and issues specific to the module.

MODULE ACTIVITY – There are 4 module activities scheduled during the course. You will choose 3 of the 4 activities to complete. Activities range from letters to drawings, yet always require some degree of writing and reflection. Whereas the quizzes are meant to assess reading and viewing comprehension, activities are intended to assess critical thinking skills, rather than mere comprehension. You will often be required to place the authors’ assigned in a particular module in conversation with one another over a particular historical problem or issue.
**FINAL PROJECT** – You will work by yourself or with a group of your peers to research and execute a handmade textile or virtual reality (VR) world. More instructions will be given on Canvas. The final project will be due during the final exam period schedule by the university.

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.

**Final Examination or Evaluation**

For your final exam, you will present your creative project to the class on Canvas.

**Grading Information**

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>POINTS POSSIBLE</th>
<th>GELO ASSESSED</th>
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</thead>
<tbody>
<tr>
<td>Module Quizzes (5 offered only 4 will count toward grade.)</td>
<td>5 @ 20 points = 80</td>
<td>GELO 1,2,3,4,5</td>
</tr>
<tr>
<td>Module Activities (4 offered only 3 will count toward your grade.)</td>
<td>3 @ 30 points = 90</td>
<td>GELO 1,2,3,4,5</td>
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<tr>
<td>Final Project</td>
<td>30 points</td>
<td>GELO 1,2,3,4,5</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>200-185</td>
<td>A</td>
<td>184-179 A-</td>
</tr>
<tr>
<td>173-165</td>
<td>B</td>
<td>164-159 B-</td>
</tr>
<tr>
<td>152-145</td>
<td>C</td>
<td>144-139 C-</td>
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<tr>
<td>132-125</td>
<td>D</td>
<td>124-119 D-</td>
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<td>&lt;118 F</td>
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**Additional Points About Grading**

- When assessing a student’s final grade for the course I do round up if the total is .5 or above. For example, if your final score is 178.6 I will round it up to 179.
- Late work is accepted, but there is a 1 point per day late penalty. No exceptions unless a request is made at least 24 hours ahead of time through email.
- If anything submitted is plagiarized, the work is not specifically produced for this course, or the work is produced by another person, the student will receive a 0 for the assignment.
- I do appreciate it when I receive an email notifying me of an absence or missed class. However, your email does not excuse your absence or any of the work missed during the class you missed. Please check-in with a classmate about what you missed. If you owe me something, please see me during my office hours.
- Participation and regular attendance in class is an important part of your grade even though participation is not an official percentage of your grade. What does that mean? It means that just attending class regularly is not enough to warrantee an A in the course. An “A” which is about excellence is achieved through a demonstrated mastery of course work. It involves attending class and asking questions in lecture, completing assigned readings on the week they are assigned, and writing critical and nuanced essays. Trying hard in the course will yield a passing grade. However, it does not guarantee an A, which again, means excellence.
• Since Participation is not a percentage of your official grade I do reserve the right to ask students to leave the class if their behavior is disruptive to me or fellow students.

• Folks taking my physical class should limit the number of emails that they send me, especially since information and directions for course material is given during the days and times provided for the class. I limit the amount of time I spend on email since I am only paid by the university for my class time and office hours. Response time on email can vary from 24 to 64 hours depending on when the email is received. For example, if an email is sent after standard business hours on a Friday evening, it will not be answered until Monday morning. Also, I do not respond to emails that do not include a greeting with my name.

Classroom Protocol (Physical Class)

This course is set up to be fairly interactive. It certainly contains some traditional style lectures and films. However, group work and activities will be a frequent and consistent part of what you will be doing in this course. Here are some of my MAJOR course guidelines:

• Be Present.
• Complete weekly reading questions.
• Ask for help.
• Arrive to class on time.
• Follow the Course Schedule.

If you are open to a more creative and interactive approach to history and politics, please stay. Know that creative and interactive does not equal easier! If how this section is setup does not work for you, you might want to switch into another section. 33A is frequently taught by a variety of different professors and another professor’s approach to the course might be a better fit for you.

University Policies

General Expectations, Rights and Responsibilities of the Student
As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Workload and Credit Hour Requirements
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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation
This course is
Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and
active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu senate/docs/F15-3.pdf

**Timely Feedback on Class Assignments**

Per University Policy F13-1, all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

**Accommodation to Students’ Religious Holidays**

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

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.

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 integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.
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 Accessible Education Center (AEC) to establish a record of their disability.

Student Technology Resources
Computer labs and other resources for student use are available in:
- Associated Students Print & Technology Center at http://as.sjsu.edu/asptc/index.jsp on the Student Union (East Wing 2nd floor Suite 2600)
- The Spartan Floor at the King Library at http://library.sjsu.edu/about/spartan-floor
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at https://www.sjpl.org/wireless
- A wide variety of audio-visual equipment is available for student checkout from Collaboration & Academic Technology Services located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center
The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)
SJSU Counseling and Psychological Services
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling

Course Schedule Please visit the course Canvas page for the most up to date version of the course schedule.

<table>
<thead>
<tr>
<th>Course Schedule – AAS 33A</th>
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<tbody>
<tr>
<td><strong>Module #1 – What is History? Narrative, Interpretation, &amp; Ethics</strong></td>
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<tr>
<td>Week 3 9.3-9.5</td>
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<tr>
<td>Week 4 9.10-9.12</td>
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<tr>
<td><strong>Module #2 – Origin Stories: Gender, Myths, and Nation Building</strong></td>
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<tr>
<td>Week 7 10.1-10.3</td>
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<tr>
<td><strong>Module #3 – Afrofuturism: Using the Future to Think About the Past</strong></td>
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<tr>
<td>Week 9 10.15-10.17</td>
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| Week 10 | 10.22-10.24 | Watch & Discuss: Ryan Coogler, *Black Panther*, 2018  
Quiz #3 – 10/24 |
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<tr>
<td><strong>Module #4 – The American Southwest: Spanish Colonialism, US Imperialism and Chicana Feminists</strong></td>
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</table>
| Week 13 | 11.12-11.14 | Activity #3 – 11/2  
Review & Quiz #4 – 11/14 |
| **Module #5 – The Greatest Showman?: Industrialization, Urbanization, & Popular Entertainment in the US** | | |
| Week 14 | 11.19-11.21 | Read: Huang, preface-97 |
| Week 15 | 11.26-11.28 | Read: Huang, 97-205 |
| Week 16 | 12.3-12.5 | Read: Huang, 206-350  
Watch & Discuss: Michael Gracey, *The Greatest Showman*, 2017  
Review & Quiz #5  
Activity #4 |