

**San José State University College of Social Science**  
**Interdisciplinary Social Science and Sociology Department**  
**Asian Americans and U.S. History and Political Institutions**  
**Summer Session, 2023 AAS 33A (30411/30412) Fully Online, Asynchronous Class**  
**Instructor Soo H. Choi, Ph.D. Email [soo.choi@sjsu.edu](mailto:soo.choi@sjsu.edu)**  
**Office Hours. Zoom Meeting, T & Th 1:30-4:00 pm**

### **Prerequisites**

None

### **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 historical experiences of Native Americans, African Americans, Hispanic Americans, and women. Such an examination of minority groups in the United States will help us understand the development of this country as a diverse, multicultural 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. While team taught, your section instructor will be responsible for specific assignments and grading.

### **Text (Optional)**

Jones, Jacqueline, et. al., *Created Equal: A Social and Political History of the United States*, 7th Edition, Pearson Publishers, 2021 (Combined 33A and 33B edition) ISBN-13: 978-0205901302  
ISBN-10: 0205901301

### **GE Learning Outcomes (GELO)**

GELO 1 (US1): 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:

a) The continent's earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War and Reconstruction, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

b) 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. Assessed by multiple choice and essay questions on two exams.

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by the 2 Compare and Contrast Essay assignments (1500 word).

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 2 Compare and Contrast Essay assignments (1500 word).

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 2 Compare and Contrast Essay assignments (1500 word).

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 2 Compare and Contrast Essay assignments (1500 word).

### **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 S12-3at <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.

### **University Policies**

#### **Academic integrity**

Students should know that the University's Academic Integrity Policy is available at [http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](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](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.

#### **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>. 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.

#### **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 AEC (Accessible Education Center) to establish a record of their disability.

### **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. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

### **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 courtesies 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."

### **Assignments**

Weekly Quizzes, Midterm exam, Essay Assignment, and Final Exam

Weekly quizzes (20%), Midterm Exam (20%), Essay (20%), and Final Exam (40%)

### **Grading Scale**

95-100%: A 90-94%: A- 86-89: B+ 83-85%: B 80-82%: B- 76-79: C+ 73-75%: C 70-72%: C- 66-69%:  
D+ 63-65%: D 60-62%: D- 0-59%: F

### **Course Schedule**

1<sup>st</sup> Week 7/10-14

North American Founders, North America to 1590

Reading: Jones Chapter 1

European Footholds in North America, 1600-1660

Reading: Jones, Chapter 2

2<sup>nd</sup> Week 7/17-21

European Control of North America, 1660-1715

Reading: Jones, Chapter 3

African Enslavement: The Terrible Transformation, 1565-1770

Reading: Jones, Chapter 4

An American Babel: 1713-1763

Readings: Jones, Chapter 5

3<sup>rd</sup> Week 7/24-28

Limits of Imperial Control, 1763-1775

Readings: Jones, Chapter 6

Revolutionaries at War, 1775-1783

Readings: Jones, Chapter 7

New Beginnings: The Creation of the United States, The 1780s and the Constitution

Reading: Jones, Chapter 8

Midterm Exam

7/31-8/4

Revolutionary Legacies 1789-1803

Reading: Jones, Chapter 9

History and Objectivity: Defending and Expanding the nation 1803-1818

Reading: Jones, Chapter 10

Society and Politics in the "Age of the Common Man" 1819-1832

Reading: Jones, Chapter 11

Essay Due

8/7-10

The Western Expansion in the 1840's-1850's

Reading: Jones, Chapter 12

The Crisis Over Slavery

Reading: Jones, Chapter 13

The Civil War

Reading: Jones, Chapter 14

8/11

Final Exam Friday 9:00 am – 11:45 am