

**San José State University**  
**College of Social Sciences/Interdisciplinary Social Sciences Department/Asian American Studies Program**  
**AAS 33B: Asian Americans in the U.S. Historical and Political Process, Spring 2020**

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<b>Office Hours:</b>	Mondays, 1:30 pm-2:30pm,
<b>Classroom:</b>	ENG 343
<b>Prerequisites</b>	Must have completed AAS 33A
<b>GE and SJSU Studies Category:</b>	D3 and US2 and US3

### **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.

This is an online course! You will want to FREQUENTLY check Canvas for course updates and assignments.

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. **Because this is a 3-unit course, you are expected to spend, on average, 9 hours per week during a regular 15-week semester working on course material.** Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

### **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 discussion posts, activities & quizzes.**

1. **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 discussion posts, activities & quizzes.**
2. **GELO (D3):** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. **Assessed by discussion posts, activities & quizzes.**
3. **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 discussion posts, activities & quizzes.**
4. **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 discussion posts, activities & quizzes.**
5. **GELO (D3):** Students will be able to apply multidisciplinary material to a topic relevant to policy and social act at the local, national, and/or international levels. **Assessed by discussion posts, activities & quizzes.**

### Course Learning Outcomes (CLO)

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

1. 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. **Assessed by discussion posts, activities & quizzes.**
2. 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. **Assessed by discussion posts, activities & quizzes.**
3. 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. **Assessed by discussion posts, activities & quizzes.**
4. 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. **Assessed by quizzes & discussions.**
5. 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. **Assessed by activities & quizzes.**

6. 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. **Assessed by activities & quizzes.**
7. 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. **Assessed by activities & quizzes.**

### Required Texts/Readings

Lee, Shelley Sang-Hee, *A New History of Asian America*, Routledge, 2014.

### Course Requirements and Assignments

**ACTIVITIES** – Course activities can vary from map making to a photo essay, poster making to an essay. Creative activities will require a written reflection. Please visit the course Canvas site for details on each activity.

**QUIZ** – This course is divided into 7 modules. Each module contains some assigned reading, a film, in-class activity, 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, matching, audio, and visual.

### Assignments and Grading Policy

Assignments	Proportion of Grade	GELO Assessed
Quizzes	7 quizzes @ 10 to 15 points each. 80 points total.	<b>GELO (US2 and US3); GELO (D3)</b>
Discussion and/or Activity	6 @ 20 points each for a total of 120	<b>GELO (US2 and US3); GELO (D3)</b>

Your final grade is an accumulation of points that you earned throughout the semester. The grading scale is as follows: 200-185=A;184-179=A-;178-174=B+;173-165=B;164-159=B-;158-153=C+;152-145=C;144-139=C;138-133=D+;132-125=D;124-119=D-;118 and below = F.

### Classroom Protocol

This course is online. Even though the course is divided up into 2 week increments you are responsible for regular checking Canvas for any updates or Announcements. More updates will come in the form of an Announcement.

### 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.
- If anything submitted is plagiarized or the work is not specifically produced for this course by the student submitting the work, the student will receive a 0 for the assignment.

## 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](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.

**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), <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 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 (Tentative. Schedule Might Change.)**

<b>Module #1: Getting Started: Capitalism, Imperialism, and Asian Migration (1/23-2/7)</b>
<p><b>ASSIGNED READING + FILM</b></p> <p>READ: Chapter 1 + 2 of <i>A New Asian American History</i></p> <p>WATCH: <i>Coolies, Sailors, Settlers: Voyages to the New World</i></p> <p>WATCH: <i>Edward Said on Orientalism: "The Orient" Represented in Mass Media</i></p>
<p><b>MODULE ASSESSMENT</b></p> <p>Quiz #1 (2/3 by 5pm)</p> <p>Activity + Discussion #1 – Everyday Orientalism (2/7 by 5pm)</p>
<b>Module #2: Racism &amp; Anti-Asian Movements (2/10-2/21)</b>
<p><b>ASSIGNED READING + FILM</b></p> <p>READ: Chapter 5 <i>A New Asian American History</i></p> <p>WATCH: Anne Galisky, <i>14: Dredd Scott, Wong Kim Ark, &amp; Vanessa Lopez</i>, (Kanopy).</p> <p>WATCH: Felicity Lowe, <i>Carved in Silence</i>, (Kanopy).</p>
<p><b>MODULE ASSESSMENT</b></p> <p>Quiz #2 (2/17 by 5pm)</p> <p>Activity + Discussion #2 – Citizenship &amp; Detention (2/21 by 5pm)</p>
<b>Module #3: Making America Home (2/24-3/6)</b>
<p><b>ASSIGNED READING + FILM</b></p> <p>READ: Chapter 7 &amp; 8 <i>A New Asian American History</i></p> <p>WATCH: Kayo Hatta, <i>Picture Bride</i>, 1994 (YouTube)</p> <p>WATCH: Marlene Booth, <i>Pidgin: The Voice of Hawai'i</i></p>
<p><b>MODULE ASSESSMENT</b></p> <p>Quiz #3 (3/3 by 5pm)</p> <p>Activity + Discussion #3 – Picture Perfect (3/6 by 5pm)</p>
<b>Module #4: The Second Generation &amp; World War II (3/9-3/20)</b>
<p><b>ASSIGNED READING + FILM</b></p> <p>WATCH: Arthur Dong, <i>Forbidden City, USA</i></p> <p>WATCH: Tadashi Nakamura, <i>Pilgrimage</i>, 2006</p>

**MODULE ASSESSMENT**

Quiz #4 (3/16 by 5pm)

Activity + Discussion #4 – Japanese Internment, Civil Liberties, and Deportations (3/20 by 5pm)

**Module #5: Asian Americans in the Cold War Years (3/23 – 4/10) \*Includes Spring Break. Due Dates are a Bit Different.****ASSIGNED READING + FILM**

READ: Chapter 9 & 10 of *A New Asian American History*

WATCH: Deann Borshay Liem, *First Person Plural*, 2000.

WATCH: America By the Numbers, “Pass or Fail in Cambodia Town,” PBS.

**MODULE ASSESSMENT**

Quiz #5 (4/6 by 5pm)

Activity + Discussion #5 – First Person Plural (4/10 by 5pm)

**Module #6: Political Activism in the 1960s & Immigration Reform (4/13-4/24)****ASSIGNED READING + FILM**

READ: Chapters 11 of *A New Asian American History*

WATCH: Tad Nakamura, *A Song For Ourselves*, 2012.

WATCH: Something on 1965 Immigration Reform

**MODULE ASSESSMENT**

Quiz #6 (4/20 by 5pm)

Activity + Discussion #6 – Yellow Power Movement & Activism (4/24 by 5pm)

**Module #7: Asian Americans in the 21<sup>st</sup> Century (4/27-Finals) \*Extra week in module!****ASSIGNED READING + FILM**

READ: Chapter 12 + 13 of *A New Asian American History*

WATCH: Justin Chin, *Gook*, 2017 (Kanopy)

WATCH: “Affirmative Action,” *Patriot Act* with Hasan Minhaji, 2018.

**MODULE ASSESSMENT**

Quiz #7 (5/11 by 5pm)

Activity + Discussion #7 (5/15 by 5pm)