AAS 33A: Asian Americans in U.S. History 1
Section 16, Fall 2021

Course and Contact Information
Instructor: Dawn Lee, Ph.D. (she/they)
Office: Dudley Moorhead Hall 238B
Email: dawn.leetu@sjsu.edu
Office Hours: TBD based on course survey, via zoom and by request
Class Days/Time: Mondays, 6-845p
Classroom: WSQ 207
GE/SJSU Studies Category:
D: Social Sciences (formerly D2). Note: to satisfy American Institutions (US 123), both 33A and 33B must be completed.

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.

Course Format
This class meets in-person and will utilize Canvas. This course will be taught in a “flipped” format which means that students will watch lectures and do readings at home and we will spend time in class on learning activities including projects, assignments, and what we have traditionally called “homework” will be done during our class time together. You will need the following resources and tools to be successful in this class: reliable internet connection and a computer or tablet. If you have any concerns about accessing these tools, please let me know as soon as possible so I can help you get what you need.

Course Goals

 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, 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.

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts.

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.

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.

GELO 5 (D2): 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:

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.

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.

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.

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.

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.

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, European 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.

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.

ALL GELOs and CLOs assessed by weekly assignments, reflections, and the final project.

Texts/readings
Many of these texts are available online. Please note that these required texts may be different from those required for other AAS 33A sections taught by other instructors.

- James Loewen (1995 or any edition) *Lies My Teacher Told Me*
- Howard Zinn (2003 or any edition) *A People’s History of the United States*
- Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong (2015) *Keywords for Asian American Studies*

All additional readings will be available through our course Canvas.

Note: all readings and assignments are subject to change. Please consult the Canvas course page for the most up to date information on course work.

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

- Freewrites
- Annotations (Hypothesis)
- Reflections (Flipgrid, Adobe Spark, Canvas Discussion)
- Study Guides
- Peer Feedback/Responses
- Final Project
- Participation (in-class, group/partner, Canvas)
- Extra credit (optional)
Grading Information

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points each</th>
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<tbody>
<tr>
<td>Annotations</td>
<td>10</td>
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<tr>
<td>Discussions</td>
<td>10</td>
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<tr>
<td>Adobe Sparks</td>
<td>10</td>
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<tr>
<td>Office hour check in</td>
<td>10</td>
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<tr>
<td>Flipgrids</td>
<td>10</td>
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<tr>
<td>Final Project</td>
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<tr>
<td>Spark</td>
<td>50</td>
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<tr>
<td>Essay</td>
<td>100</td>
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<tr>
<td>Presentation</td>
<td>50</td>
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<tr>
<td>Final Reflection</td>
<td>50</td>
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<tr>
<td>Extra Credit</td>
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Grading Scale (by percentage)

- A: 93-100
- A-: 90-92.9
- B+: 87-89.9
- B: 83-86.9
- B-: 80-82.9
- C+: 77-79.9
- C: 73-76.9
- C-: 70-72.9
- D+: 67-69.9
- D: 63-66.9
- D-: 60-62.9
- F: <60

NOTE: ALL READINGS AND ASSIGNMENTS ARE SUBJECT TO CHANGE. PLEASE CONSULT THE CANVAS COURSE PAGE FOR THE MOST UP TO DATE INFORMATION ON COURSE WORK.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/s</th>
<th>Material</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>Syllabus and coursework review</td>
<td>Canvas - Module 0</td>
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<td></td>
<td></td>
<td>How to be successful in this class</td>
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</tbody>
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| 1    | 8/23 | Intro to course                                                         | "Two States. Eight Textbooks. Two American Stories."
|      |      | Counternarratives                                                       | "Are Asian Americans White or People of Color?"
<p>|      |      |                                                                         | <a href="https://www.yesmagazine.org/social-justice/2020/01/15/asian-americans-people-of-color/?fbclid=IwAR0p16p7Fb-Tg86hYeCr_GW4ckKKsDLDryqO42NV0W8CvmaG1s72kE5s74">https://www.yesmagazine.org/social-justice/2020/01/15/asian-americans-people-of-color/?fbclid=IwAR0p16p7Fb-Tg86hYeCr_GW4ckKKsDLDryqO42NV0W8CvmaG1s72kE5s74</a> |</p>
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<tr>
<th>Week</th>
<th>Date</th>
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</thead>
</table>
| 2    | 8/30 | Orientalism                                                           | S Lee (2014) (10 pages)  
“Orientalism” Chong in Schlund-Vials (3 pages)  
Said (1978) Selections (5 pages) |
| 3    | 9/6  | Labor Day                                                            | NO CLASS                                                                  |
| 4    | 9/13 | Columbus and the “Discovery” of America                              | Loewen (1995) Ch 2 (37 pages)  
Zinn (2003) Ch 1 (13 pages)  
S Lee |
“1619” podcast, Ep 1                                                      |
| 6    | 9/27 | Early settlers                                                       | Okihiro (2015), p 62-72 (10 pages)  
Loewen (1995) Ch 3 (20 pages)  
Zinn (2003) Ch 3 (10 pages) |
| 7    | 10/4 | Colonial America, Revolution, and Nation Formation (1775-1783)       | Zinn (2005) Ch 4 (10 pages)  
Zinn (2005) Ch 5 (16 pages)  
Okihiro (2015) p 72-73 (1 page)  
“Exclusion,” Robinson in Schlund-Vials p 82-87 (5 pages)  
“Race,” Rana in Schlund-Vials p 202-207 (5 pages) |
| 8    | 10/11| The Women’s Movement  
Video: Celebrate 100 years of Women’s Suffrage - Dr. Bettina Aptheker (1:36)  
Staples (2015) “When the Suffrage Movement Sold Out to White Supremacy” (6 pages) |
| 9    | 10/18| Native Americans  
Mexico                                                                 | Loewen (1995) Ch 4 (32 pages)  
Zinn (2003) Ch 7 (16 pages)  
Listen: The Other Slavery podcast  
Harjo (2019) Selected Poems from *American Sunrise*  
Zinn (2003) Ch 8 (14 pages)  
Video: Foreigners in their Own Land (kanopy) |
| 10   | 10/25| Civil War (1861-1865)                                                 | Loewen (1995) Ch 5 (33 pages) |

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**Notes:**
- **Asian Americans in U.S. History 1, AAS 33A, Section 16, Fall 2021, Dr. Dawn Lee**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/1</td>
<td>Catch up week</td>
<td>Listen to Episode 2 of 1619 Video: clips from Gone with the Wind</td>
</tr>
<tr>
<td>15</td>
<td>11/29</td>
<td>The Land of Opportunity, Pt. 2: Migrant Labor by Asian ethnic group</td>
<td>E Lee (2015), Ch 5 (Japanese), Ch 6 (Koreans), 7 (South Asians), 8 (Filipinos), 9 (Undocumented)</td>
</tr>
<tr>
<td>16</td>
<td>12/6</td>
<td>Why is history taught like this? What is the result of teaching history like this?</td>
<td>Loewen Ch 11, 12, Afterword</td>
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<td>FINALS 12/8-12/14 Final project + final reflection due</td>
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<td></td>
<td>12/17</td>
<td>Grades Due from Faculty</td>
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