

San José State University
College of Social Sciences / Department of Sociology & Interdisciplinary Social Sciences
33A, Asian Americans in US History I, Section 07, Fall, 2022

Course and Contact Information

Instructor(s): Apryl Berney
Office Location: None. Zoom @ <https://sjsu.zoom.us/j/81519731246>
Telephone: None
Email: apryl.berney@sjsu.edu
Office Hours: Fridays, 11 am – 1pm, & by appt.
Class Days/Time: Tuesdays & Thursdays, 3-4:15pm
Classroom: Clark 234

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 course has scheduled class meetings on Tuesdays & Thursday afternoons. In addition to our in person meetings, you will need a high speed internet connection, a computer, and access to Netflix, Hulu, and Kanopy.

Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#).**

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

- 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.

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 ...

CLO 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.

CLO 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.

CLO 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.

CLO 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.

CLO 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.

CLO 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.

CLO 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.

General Expectations for Success in this Course

“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... Other course structures will have equivalent workload expectations as described in the syllabus.” Students will need access to computers and Internet connections in addition to the required educational resources in order to fully participate and complete their online assignments in Canvas.

Course Requirements and Assignments

Course Design

This course is divided into 5 modules, each module is 3 weeks in length. A single module contains a Check-In, Worksheet, and Activity + Discussion Post. The worksheet is open note, and you are encouraged to open the worksheet at the start of the module and use it as a guide for navigating what you need to understand from the readings and screenings assigned for the module. The goal of the worksheet is reading comprehension, some analytical and interpretive work, but ultimately accountability in doing the assigned reading and screenings. A module’s worksheet is due the second Friday of a module.

Every module also has a Creative Project where you APPLY specific concepts important to a module. The Creative Project is always due on a Friday at the end of the module and is more difficult than the worksheet since it is asking you to APPLY what you are learning, which is why the worksheet is always due before the Creative Project.

Each module is designed to take anywhere from 8-16 hours to complete; that estimate includes reading time, note-taking, screening time, processing time, activity time, and writing time. **Please don’t try to complete an entire module on a Thursday or Friday before the close of the module.** Of course, you can try! You just might not be happy with the results. I will send reminders during each module to help you and encourage you to manage your time better.

Required Texts/Readings

Books

- Gary Okhiro, *American History Unbound: Asian & Pacific Islanders*, UC Press, 2015.

Other technology requirements / equipment / material

- Kayo Hatta, *Picture Bride*, 1995.
- Grant Roberts, *Never Alone*, Upper One Games, E-Line Media, 2014.

Our course is a media course, so we will be watching and critically analyzing media. I am mindful that \$\$ might be tight for many people right now, which is why I limited the media I selected for the course. Most of what I am assigning is available through Netflix and Kanopy (Kanopy is SJSU's free video streaming service). You will need to purchase some media, especially on some of the substitution options. There are other less legitimate ways of obtaining media without purchasing it, which I am not able to advertise here, but I know that these ways exist.

You will also need money to purchase ingredients for Creative Project #5! The ingredients for stuffed pasta and dumplings are not expensive! However, I do want to let you know that you will need to spend money on that assignment. You can always do a substitution module for Module #5 is you want to avoid cooking entirely!

Course Requirements and Assignments

WORKSHEET– This course is divided into 5 modules. Each module contains assigned reading, films, and concludes with a worksheet based on the material covered in the module. Worksheet 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 worksheet is to assess reading and viewing comprehension and prepare you for more analytical thinking, which is usually reserved for the Creative Project assignment.

CREATIVE PROJECT– There are 5 Creative Projects scheduled during the course. Activities can range from letter writing to map making to drawing, yet they always require some degree of writing and reflection. Whereas the worksheets 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.

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.

Grading Information

ASSESSMENT	POINTS POSSIBLE	GELO ASSESSED
5 Worksheets	80 points each = 400 points	GELO 1-5 & CLO 1-6
5 Creative Projects	95 points each = 475 points	GELO 1-5 & CLO 1-7
5 Check-Ins	25 points each = 125 points	Student’s Humanity is Assessed.

Grading Scale

1000-910 A	909-900 A-	899-890 B+
889-810 B	809-800 B-	799-790 C+
789-710 C	709-700 C-	699-690 D+
689-610 D	609-600 D-	<599 F

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 909.50 I will round it up to 910.
- Late work is accepted, but there is a 1 point per day late penalty. Unless an extension is requested.
- My main rule is COMMUNICATION. I am willing to accommodate folks because life is hectic! However, I do expect folks to communicate their needs to me before there is a problem or a deadline is missed.
- 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. If you do not understand what plagiarism is it is your responsibility to educate yourself on the topic before turning in an assignment. Visit <https://libguides.sjsu.edu/plagiarism> to educate yourself on plagiarism and the university's policy.

Grading & Assessment

I assess work for its overall quality. Whether it's a Creative Project or a response to a short answer question, I am looking for more than just the correct answer. For example, if a short answer question asks you to "identify & describe," then I expect detail and not just a one-sentence answer.

Check out the [How Is a Worksheet Assessed?](#) and [How Is a Creative Project Assessed?](#) Pages on our Canvas site for specifics on my grading.

Per [University Policy S16-9](#):

"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 practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Final Examination or Evaluation

Creative Project #5 is your final exam for the course! It is due during final exams week.

"Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment."

Classroom Protocol

I will grade late work, except for anything submitted after 30 days. Late work that is submitted without an extension request will be docked 1 point per day including weekends. If you want to avoid a late penalty simply ask for an extension BEFORE an assignment is due. I do not need to know why you need an extension I just need to know when you will turn in the work.

Email Protocol

Please don't hesitate to email me if you have a question or need help. Email is the best way for you to contact me! Even if you have a quick question, please format your email with a greeting and my name, not just

“Hello” or “Hi, Professor.” Include the course title and section you are taking with me, along with your full name in your email.

I am happy to answer questions from people in my online courses. However, please be aware that I am not attached to my computer and that I will respond to emails during standard business hours, Monday-Friday, 8am to 5pm.

University Policies

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

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.

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](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>

Course Schedule. Fall 2022

Week	Module/Topic/Reading
1 – 8/23-25	*Check-In #1 – Due 8/26
Module #1: What is Asian American History? What is American History? Where to Start?	
2- 8/30-9/1	READ: Okhiro, "Introduction" from <i>American History Unbound: Asians & Pacific Islanders</i> .
3 – 9/6-9/8	WATCH: "Breaking Ground" from PBS series <i>Asian Americans</i> . *Worksheet #1 – DUE!
4 – 9/13 – 9/15	Creative Project or Creative Proposal #1 – DUE!
Module #2: Settler Colonialism & Native American Resistance & Resilience	
5 – 9/20-9/22	READ: Okhiro, "Ocean Worlds" from <i>American History Unbound: Asians & Pacific Islanders</i> . *Check-In #2 Due.
6 – 9/27 – 9/29 *Rosh Hashanah 9/26	READ: Okhiro, "World System" from <i>American History Unbound: Asians & Pacific Islanders</i> . WATCH: Dean Hamer & Joe Wilson, <i>Kumu Hina</i> , 2013. *Worksheet #2 –Due!

7 – 10/4 – 10/6 *Yom Kippur 10/5	Creative Project or Creative Proposal #2 – DUE!
Module #3: Afro-Asian Encounters	
8 – 10/11 – 10/13 *Indigenous People’s Day 10/10.	READ: Okhiro, “United States” from <i>American History Unbound: Asians & Pacific Islanders</i> . *Check-In #3 – Due!
9 – 10/18 – 10/20	READ: Rebecca Kumar, “Let Yo Booty Do That Yoga”: Black Goddess Politics, from <i>Feminist and Queer Afro-Asian Formations</i> , <i>S&F Online</i> , Issue 14.3/2018. WATCH: “The Black Atlantic” from <i>Many Rivers to Cross</i> , PBS, 2013. *Worksheet #3 –Due!
10 – 10/25 – 10/27	Creative Project or Creative Proposal #3 – DUE!
Module #4: Imperial Republic: America’s Expansion West & Into the Pacific	
11 – 11/1 – 11/3 *Halloween 10/31.	READ: Okhiro, “Imperial Republic” and “California,” from <i>American History Unbound: Asians & Pacific Islanders</i> . *Check-In #4 – Due!
12 – 11/8 – 11/10	READ: Okhiro, “California,” from <i>American History Unbound: Asians & Pacific Islanders</i> . WATCH: Episode 1, “Foreigner in Their Own Land,” PBS’s <i>Latino Americans</i> series. *Worksheet #4 -Due!
13 – 11/15 – 11/17	Creative Project or Creative Proposal #4 – DUE!
Module #5: Migrant Labor: Gender & Marriage in Hawai’i	
14 – 11/22 – 11/ 24 – T- Day Break	READ: Okhiro, “Hawai’i” from <i>American History Unbound: Asians & Pacific Islanders</i> . *Check-In #5 – Due!
15 – 11/29 – 12/1	READ: Q + A with Kayo Hatta, <i>Los Angeles Times</i> , 1995. WATCH: Kayo Hatta, <i>Picture Bride</i> , 1995. (Amazon, \$2.99) *Worksheet #5 – DUE!
16 – 12/6 (Last Day of Instruction.)	Creative Project or Creative Proposal #5
Final Exams 12/8-12/15	*Creative Project #5 due 12/15.