

San José State University
College of Social Science
Interdisciplinary Social Science and Sociology Department
AAS 33A-80, Asian Americans and U.S. History and Political Institutions
Fall Semester, 2022

Instructor	Dr. Soo Choi
Office Hours	238B DMH 11:00 am -1:30 pm & Zoom meeting
Choi's Email	soo.choi@sjsu.edu
Classroom & Hours	Online Zoom Tuesday 10:30-11:45 am

GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions

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.

Texts

Greenberg, Edward S., and Benjamin I. Page, *The Struggle for Democracy*, 11th Edition, Pearson Publishers, 2014 ISBN-13: 978-0133915273

ISBN-10: 0133915271

Jones, Jacqueline, et. al., *Created Equal: A Social and Political History of the United States*, 4th Edition, Pearson Publishers, 2014 (Combined 33A and 33B edition) ISBN-13: 978-0205901302

ISBN-10: 0205901301

These textbooks are available for purchase at Spartan Bookstore and other outlets.

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 and Reconstruction, 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. 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. 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. 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 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.”

Course Requirements and Assignments

All detailed rubrics of all test and essay grading are uploaded in “Announcement” in canvas

Two Midterm exams

All exams will be based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks. It will be composed of 2 essays, 20 multiple choice, 20 true/false questions.

Essay Submission (50%) & Online Presentation (50%)

A group of about 4-5 students will collectively make a 20-minute presentation on a given topic. All topics (prompts) are uploaded on canvas. Group members can communicate in “discussion” in canvas. All groups and group names are posted as well. All Group members will receive the same points based upon the quality

of presentation and coordination. A good cooperation is highly recommended.
The detailed rubric is uploaded in “Announcement” in canvas.

Final Exam

The final exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for the entire semester. It will be composed of 4 essays, 30 multiple choice, and 40 true/false questions.

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

8/23, 25

North American Founders, North America to 1590, Native American Settlements and Civilizations
Reading: Jones Chapter 1

8/30, 9/1

European Footholds in North America, 1600-1660, Various Europeans' colonization of North America
Reading: Jones Chapter 2

9/6, 8

European Control of North America, 1660-1715, The beginning of European settlers' firm control of Native Americans
Reading: Jones, Chapter 3

9/13, 15

African Enslavement: The Terrible Transformation, 1565-1770, The beginning of plantation economy and the introduction of enslaved Africans in North America
Reading: Jones, Chapter 4

9/20, 22

An American Babel: 1713-1763, Various Europeans' conflicts over the territory of North America, The conflict with France and England
Readings: Jones, Chapter 5
Midterm I

9/27, 29

Limits of Imperial Control, 1763-1775, Intolerable British control of Americans and Americans' attempt to seek for independence
Readings: Jones, Chapter 6
First Essay Due

10/ 4, 6

Revolutionaries at War, 1775-1783, The War between American colonists and Britain, Internal division among American colonists, American colonists' strategies for victory
Readings: Jones, Chapter 7

10/11, 13

Political Science Perspectives, Political ideologies and their foundations, The genealogy of American political system and institutions
Readings: Greenberg and Page, Forward, Chapter 1

10/18, 20

New Beginnings: The Creation of the United States in the 1780s and the making of U.S. Constitution

Reading: Jones, Chapter 8

10/ 25, 27

Political Philosophies and Agenda, Aristotle & Plato's notion of government, Federalists v. Anti-Federalists

Reading: Greenberg and Page, Ch. 2 and 3

Revolutionary Legacies 1789-1803

Reading: Jones, Chapter 9

11/ 1, 3

History and Objectivity; Defending and Expanding the nation 1803-1818, The War of 1812, Effort to gain true sovereignty from Britain

Reading: Jones, Chapter 10

11/8, 10

Society and Politics in the "Age of Common Man", 1819-1832, Andrew Jackson Presidency, More suffrage right for lower classes

Reading Jones, Chapter 11

Midterm II

11/15, 17

Congress, Functions, Structure, Roles, Limitation, Balance of Power among Three Branches of Power

Reading: Greenberg and Page, Chapter 11

The Presidency, Functions, Organization, Executive Order, Impeachment, Appointments of federal offices

Reading: Greenberg and Page, Chapter 12

Federal Bureaucracy and the Courts, Functions, Organization, Limitation

Reading: Greenberg and Page, Chapter 13 and 14

Second Essay Due

11/22, 24

Western Expansion, Asia, the Pacific and early Chinese Immigration, Push and Pull factors of Chinese immigration to Hawaii and the West Coast

Reading: Jones, Chapter 12

11/29, 12/1

Origins of the Civil War, The Political/Economic split between the North and the South, The Confederacy, and the Union

Reading: Jones, Chapter 13 & 14

12/6

Summary and Conclusion

12/13 Tuesday

FINAL EXAM Online Canvas 10:30-12:00 pm