

Asian American Studies 33B  
Asian Americans and U.S. History and Political Institutions  
Summer 2024

Instructor:	Hien Duc Do, Ph.D.
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Office Hour	M 8:0 – 9:00 AM
Class Days and Time,	Monday & Wednesday 9:00 AM – 1:42 PM
Location:	DMH 160
Prerequisites:	Taken AAS 33A
GE/SJSU	
Category	D2 and D3 and American Institutions F 1-2-3 (Completion of AAS 33A/B)
Fees	None

### **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.

#### **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.

2. **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
3. **GELO (D3):** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.
4. **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.
5. **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.
6. **GELO (D3):** Students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

### **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, 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.
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.

### **Required Texts/Readings**

Jones, Jacqueline, et. al., *Created Equal: A Social and Political History of the United States*, 4th Edition Longman Publishers, 2014

Lee, Erik. *The Making of Asian America*, Simon Schuster, 2015  
ISBN: 978-1-4767-3941-0 (pbk)  
ISBN: 978-1-4767-3942-7 (ebook)

Books should be available on online venues. You should also try to gain access to a text or a website detailing California government and politics.

<http://www.leginfo.ca.gov/const.html>

### **Classroom Protocol**

Students are expected to arrive on time when we meet for our Zoom sessions, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one’s peers as well as to the instructor. Students are asked to refrain from using cell phones, or other devices if possible when we

are on Zoom. Students are expected to use laptop or desk computers to turn in your assignments on Canvas.

### **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](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/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### **Academic Integrity Policy**

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>

### **Accommodations for Students with Disabilities**

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, 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. SJSU Presidential Directive 97-03 requires that students with disabilities register with the Disability Resources Center to establish a record of their disability. For information, please contact the Disability Resources Center at 924-6000.

### **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.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/> .

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Examinations**

Examinations will be all essay. Examinations will generally cover American and Asian American history, but some political issues will be covered as well. The final will be somewhat comprehensive, but you will be provided with long essay topics before hand so that you can prepare better.

### **Essay Assignment**

You will be asked to write a 5-7 page essay, double spaced. You will receive the assignment in the first week of class. It will be due on, Monday, July 1, 2024 at 5 PM. Late essays will be docked 3 points for each day late, including weekends. Valid excuses, presented in advance, will lead to some flexibility regarding penalties.

### **Grading**

Grading will be based on the following:

Everything will be submitted through Canvas. When the due date is passed, Canvas will no longer accept late assignments. If that is the case, you will need to submit to me as an attachment via email.

- 1) Video and zoom Responses: 50 points (there will be 5 responses worth 10 points each) \*\*\*
- 2) Exam 1 = 40 points
- 3) Essay = 50 points
- 4) Exam 2 = 60 points

\*\*\* details will be provided in class.

Class Participation (doing exercises, coming to class and remaining in class regularly, being on time, asking and answering questions, and showing courtesy to instructor and other students) = 20 points

Video assignments are a way for students to demonstrate their commitment and ability to keep up with the work in the concentrated time period. As a result, there will be NO MAKE-UP regardless of reason.

93 or higher = A	67-69 = D+
90-92. = A-	63-66 = D
87-89 = B+	60-62 = D-
83-86 = B	59 or less = F
80-82 = B-	
77-79 = C+	
73-76 = C	
70-72 = C-	

**Tentative Class and Reading Schedule \*\*\***

- 6/3 (Monday) Introduction, American History, 1865-1900  
Reading: Jones Chapter 15
- 6/5 (Wednesday) Early Asian American history  
Reading: Lee, Chapters 1- 4
- 6/10 (Monday) American History, 1900-1929  
Reading: Jones, Chapters 16 - 18
- 6/12 (Wednesday) Early 20<sup>th</sup> century Japanese American, Chinese American, Korean,  
and Asian Indian American History  
  
Reading: Lee, Chapter 5- 7
- 6/17 (Monday) American History, 1930-1945
- EXAM 1**
- Reading: Jones, Chapters 20 -22
- 6/19(Wednesday) Political Parties  
  
Filipino Americans; World War II and Asian Americans  
  
Reading: Lee, Chapters 8 - 9
- 6/24 (Monday) American History, 1945-2000  
  
Reading: Jones, Chapters 24- 26  
Lee, Chapters 10 -12
- 6/26 (Wednesday) Social Movements, Civil Rights and Civil Liberties  
  
Post-World War II Asian American History  
  
Reading: Lee, Chapters 13- 15
- Paper Due, Monday 7/1/24 (on Canvas)
- 7/61(Monday) The New Millennium

Readings: Jones Chapter 29 -30

Asian Americans as the Model Minority

Readings: Lee, Chapters 16 – Epilogue

7/3 (Wednesday) Conclusion and Second Exam

### **Examination Schedule**

On Canvas Second Examination Wednesday, July 3, 2024

\*\*\* We may not be able to cover all the materials listed and you will only be responsible for the materials we cover.