INSTRUCTOR: HAI NGUYEN

Email: hai.q.nguyen@sjsu.edu

- Please provide at least 36 hours for me to respond
- Proper email subject heading: First and Last Name/AAS 33B/Reason for inquiring

Class time: Tuesdays and Thursdays from 1:30pm-2:45pm
Class Location: Dudley Moorhead Hall #358
Office hour: 12:15-1:15pm on Tuesday in Dudley Moorhead Building (DMH) Office #238B or by appointment via Zoom.
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.

AAS 33B fulfills the GE/ American Institutions Category: D2 Social Sciences and U.S. 1 America Institutions.

Prerequisite: AAS 33A

GE LEARNING OUTCOMES:

• **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 class exams using long essay format.

• **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 class exams using a long essay format.

• **GELO (D3):** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts. Assessed by class and online written and in person discussions.
• **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 book review assignment*

• **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 online and in person class discussions*

• **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. *Assessed by online and in person class discussions*

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**ACCESS TO CANVAS:**

*Access to Canvas:* To access our AAS 33B Canvas page, log into your Canvas by visiting [https://sjsu.instructure.com/](https://sjsu.instructure.com/). In our class Canvas page, you will find the class syllabus and assignments including online discussions, book review, and exams when available. **It is your responsibility to log in on a regular basis** to keep up with announcements, assignments, and due dates. Be sure to update your Canvas notification settings to notify you when an activity occurs. Any technical difficulties with Canvas, please visit [SJSU IT Service Desk Website](https://www.sjsu.edu/its/).  

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**REQUIRED TEXTBOOK/READING MATERIALS:**

• 2 additional books from the “Suggested Readings List” for your comparative book review assignment
• **Addition readings for online discussions are available on Canvas**
ASSIGNMENTS/MIDTERMS/FINALS:

[100 points] Class Discussions (total of 4)
- Topic Reply 15 points/ 2 Peer Replies (5 points each peer reply to another classmate’s post)

[200 points] Comparative Book Review

[150 points] Midterm #1

[200 points] Midterm #2

[250 points] Final

[100 points] Participation

Grade Breakdown:
- A (+) = 970-1000
- A = 930-969
- A (-) = 900-929
- B (+) = 870-899
- B = 830-869
- B (-) = 800-829
- C (+) = 770-799
- C = 730-769
- C (-) = 700-729
- D (+) = 670-699
- D = 630-669
- D (-) = 600-629
- F = below 599

CLASS CALENDAR

Unit #1: Migration to Exclusion
Read: Lee, Chapter 1-5
Book Citations for Book Review Assignment is due Sunday, February 9
Discuss #1 on Raise Act/Undocumented Immigration is due Sunday, March 1
Midterm #1 is due Sunday, March 15

Unit #2: Exclusion to Internment Camps
Read: Lee, Chapter 6-8
Discussion #2 on Representations of Asians in Hollywood is due Sunday, April 12
Midterm #2 is due Sunday, April 26

Unit #3: Enemy Aliens to Model Minority
Read: Lee, Chapter 9-13
Discussion #3 on Model Minority is due Sunday, May 3
Discussion #4 on Affirmative Action is due Sunday, May 3
Book Review is due Friday, May 15
Final is due Tuesday, May 19 from 12:15 to 2:30

*Disclaimer: I reserve the right to change the dates for assignments and exams
ACADEMIC CALENDAR

Information on holidays, spring break, registration deadlines, and add/drops are available on SJSU's academic calendar.

While the instructor has the authority to drop a student from the course for various reasons, do not assume I will drop you from the class because you stop showing up. Students are responsible for formal withdrawal from the course, so please be aware of the dates to withdraw without a “W” and the last date to drop a class without receiving an evaluative grade.

ASSIGNMENTS BREAKDOWN

**Four Online/Class Discussion Forums: 25 points per discussion (10% of total grade)**

- **Topics**: There will be four online discussions covering the following topics: Raise Act/Undocumented Immigration, Asian Representation in Hollywood, Asians as Model Minority, Affirmative Action

- **Available on Canvas**: Online discussions are available on our class Canvas page so make sure you have access and log in regularly.

- **Topic Reply**: With each discussion, I will provide a series of articles/videos/resources for you to review. To receive points on these discussions, you will write a **Topic Reply (at least 400 words)** and **two Peer Replies (at least 100 word response to provide feedback to another classmate’s post)**.
  - **Topic Reply (15 points)** must be at least 400 words and utilizes assigned readings to help you construct your position on the discussion prompt(s). You do not have to provide a work cited list. A simple citation of the source within your writing is sufficient (example: According to sources #4, the author states...)
  - **2 Peer Replies (10 points)** must be at least 100 words and be constructive to your classmate’s post. If you are going to disagree, explain to your classmate what he/she may have missed or should consider. If you are going to agree with your classmate, elevate or supplement his/her post by incorporating a source which you think would give your peer another perspective on the topic.
  - Avoid writing generalities/rhetorical questions/vague phrases and using outside research.

- **Online Manners**: please be respectful of your classmates’ point of view and write in a profession manner. If you should disagree with someone, use logic, reasoning, and evidences to make your counter point.

- **Due Dates (see class calendar section and Canvas)**
Comparative Book Review Essay [10-page paper/minimum 2500 words]: 200 points (20% of total grade)

You will write a comparative book review essay comparing two books focusing on two Asian Pacific American experiences from the “Suggested Readings List” found on Canvas. I am also opened to reading selections from the Asian American collection in SJSU Library (5th floor), but you will need to inform and explain to me why you have chosen works outside of the list. The objective of this assignment is for you to explore, review, and compare at least two academic monographs focusing on two Asian Pacific American experiences.

- **Points/Grade:** This assignment is worth 200 points of your total points/grade (20%)
- **Length:** Your book review should be at least 10 pages/2500 words in standard 12-point Times New Roman, font, double spaced.
- **Choosing two books:** You want to make sure the two books you have selected from the “Suggested Reading List” focus on two different Asian Pacific American groups.
- **Submit citations of your reading selections from the “Suggested Reading List:”** Once you have chosen your reading selections from the suggested reading list, you will enter the citation online through the book review citation link.
  - **Sample Citation Entry:**
- **Book Review, Not Book Report:** Note that this assignment is a book review and not a book report. While your review will require you to provide a summary of what each book is about, your paper should go beyond a chapter by chapter summary and provide an assessment and review of the strengths and weaknesses of each book relating to author’s objective, thesis, writing style, organization, and evidences used to support his/her thesis.
- **Not Just a Book Review, but a Comparative Review:** After providing a short summary of what each book is about, your essay will need to provide a comparative analysis of the similarities and differences between the two books. This is why it is important that as you read, pay close attention to the objective(s) and structure of each book, evidences used to validate author’s thesis, how effective the author’s writing was in conveying his/her ideas, who the intended audiences are, and how do both works contribute to your understanding of Asian Pacific American experiences beyond what I cover in class.
  - **Do write the redundant and obvious statements:** I am looking for a sophisticated comparative analysis that shows strong comprehension of historical content and reflect an in-depth level of critical thinking. Your analysis needs to go beyond the obvious and avoid redundant phrases such as “Both groups are Asians” --- “Both groups faced discrimination” ---- “One is Chinese and the other is Japanese” ---- “Chinese are east Asians and Indians are south Asians.”
- **End notes and Bibliography:** Please use endnotes and include a bibliography using Chicago-style for all your citations and references. End notes and bibliography do not count toward your word count for the assignment.
• **Proofread:** You should proofread your book review before submission to avoid simple typos and grammatical errors. We also have a writing center that can help you with your writing so please visit [SJSU writing center](#) for more info.

• **Need help?** If you need help on this assignment, please set aside time to see me during my office hour and I will be more than happy to help you with this assignment. If you need to see a general guide on how to prepare and write a book review, here are some helpful websites: [writing center by UNC](#) ([writing center by UW](#))

### 3 Exams: 150 points for first midterm (15%), 200 points for second midterm (20%), 250 points for final (25%)

Midterms are document-based essay format. Each midterm will require you to analyze and synthesize class lectures, reading materials, documents, pictures, and class discussions to write a fully developed long essay (5-6 pages) responding to an essay prompt of my choosing. Your grade for the midterms will be based on the following criteria:

- **Thesis:** Present a thesis that makes a historically defensible claim and response to all part of the question. Your thesis must consist of one or more sentences located in the introduction.

- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for the historical complexity by explicitly illustrating relationships among historical evidence such as contradictions, corroboration, and/or qualification.

- **Use of Documents:** Utilize the content of at least six of documents to support the stated thesis or a relevant argument. For every document below the minimum six document quota, there will be a penalty depending on the total point value of the exam.

- **Sourcing the documents:** Explaining the significance of the author's point of view, author's purpose, historical context, and/or audience for at least six documents.

- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.

- **Outside Evidences:** Provide examples or additional evidences (key terms/concept from the textbook) beyond those found in the documents to support your argument.

**My advice:** My exams are not designed to be completed last minute, so make sure you set aside enough time to prepare, outline, write, and proofread your essay before submission. If you are a non-native English speaker or have not completed English 101A, I suggest you set aside even more time to make sure everything is in order. If you need help on how to write a history paper, please seek help with a tutor on campus or come to my office hour. Here is also a guide on how to write a good history paper from [San Jose State University](#).

**Final: 250 points (25%)**

The final will be the same format as the midterms. You will analyze documents and synthesize class lectures, reading materials, and class discussions to write a fully developed essay responding to a prompt of my choosing. There is no make up for the Final.
Attendance/Participation: 100 points (10% of total grade)

Your participation in class discussions are crucial to create an engaging and dynamic classroom setting. Part of your grade will be based on your perspectives and opinions on all issues and topic related to Asian Pacific American experiences.

CLASS RULES:

1. Be prepared by having assigned readings done before you come to class: due to the nature of this course, I expect you to keep up with the readings and complete class assignments before coming to class. Failure to do so will cause you to lose points.

2. Be respectful of your classmate: while I encourage conversations and discussions between you and your peers, you must do so in a professional manner. We use logic, reasoning, and evidence to support our arguments in this class. Malicious statements and personal attacks will not be tolerated. I will be monitoring discussions (online and in-class) so if I sense any personal misconduct or attacks, I reserve the right to take disciplinarian actions including calling campus security and dropping you from the course.

3. Be professional – While this is not an English writing class, it is a college course. I expect you to write in a professional manner: proper spelling and grammar, appropriate language, complete sentences, organized paragraphs with proper T.E.D. format (Topic sentence/Evidence/Development), and essays organized in the standard Intro with thesis/Body Paragraphs/Conclusion.

4. Summarize rather than quote: I prefer you summarizing information from lectures and reading materials rather than quoting. Best practice is to read each section of a chapter, close the book, then type out a short summary of what you have just read in your own words.

   -No Block Quotes: Block quotes (any quotation longer than one line of writing) is strictly prohibited. I do not need to read the textbook again through your paper. I do not need to read assigned primary resources again through your paper. Please summarize and paraphrase the content in your own words. If you must quote from assigned materials, please limit yourself to fewer than two lines of your writing.

5. Submit your assignments on time: Due to the short nature of the course, there is no late submission. Due dates for assignments and tests may be subjected to change and if they do, I will announce it in class and on Canvas. It is important that you log into Canvas on a weekly basis to keep up with announcements and due dates. Only
medical emergencies with doctor’s note will be the exception to this rule so make sure you complete assignments on time.

ACADEMIC INTEGRITY

**Academic Integrity:** one of the goals of this class is for students to review, assess, and synthesize historical content to construct an original analysis on a number of given topics related to Asian Pacific Americans. Taking someone else’s work and trying to pass it off as your own is cheating. Whether you are taking a paragraph, a sentence, or even part of a sentence, that is still cheating. I prefer you paraphrasing and if you must quote, please keep it to a minimum because I do not need to read a passage from the textbook through your essay.
Review SJSU guide on plagiarism: It is important for you to review San Jose State guide on plagiarism to get a clear and definitive understanding of what plagiarism is and how to avoid it. Failure to avoid plagiarism could lead to a failing grade in the class and possibly further disciplinary action by department deans. Please see San Jose State University policy on academic honesty.

I take plagiarism very seriously and have a zero-tolerance policy for cheating. If you are caught copying anyone else’s work (especially your classmates or online sources especially Wikipedia), I will drop you from the class. This is your final warning because ...

NEED HELP?

If you need help or accommodations for anything assignments in the course, please let me know as soon as possible and I will be more than happy to accommodate if I can or at least guide you to available resources such as:

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/

**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/.

**ACCESS SJSU Social Sciences Success Center:** Clark Hall Room 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.

**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