

Asian Americans in U.S. History II Section 04

AAS 33B

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/12/2024

Course Description and Requisites

Historical and political factors that shaped U.S. culture, institutions and society from the mid-nineteenth century to the current era. Focus on experiences of Asian Americans as well as other immigrants and people of color.

GE Area: D (formerly GE Area D3)

Prerequisite(s): AAS 33A.

Note(s): Must complete the entire sequence (AAS 33A and 33B) to satisfy American Institutions (US123).

Letter Graded

* Classroom Protocols

Late Work Policy

I understand that circumstances may arise that could delay your submissions. Therefore, I do accept late work with the following stipulations:

- Grace Period: All assignments have a 2-day grace period from the original due date. During this time, you may submit your work without any penalties or the need for an extension.
- Please email me for an extension if you need more than two days. You will get the extension. Otherwise, if I grade an assignment and you do not request an extension, the grade for the assignment

Please email me ASAP if there are any problems with links or accessing material on worksheets. I will make the necessary adjustments.

Code of Conduct

By all means, treat your fellow students and your instructor with respect. For in-person meetings, be on time, be engaged, and do your part to help make a great learning experience. Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes,

pictures, slurs or ridicules are prohibited. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, etcetera is unacceptable and will not be tolerated at any time, both on my part and yours. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, et cetera is unacceptable and will not be tolerated at any time, both on my part and yours. Any disrespectful or threatening behavior will be reported to campus administration.

Pronoun Use

Knowing and using people's names and pronouns is a sign of respect. I encourage you to help me and your peers with proper pronunciation and pronoun usage. Please let me know as soon as possible if your name or pronoun differs from what is listed in the course roster (MySJSU) so that I and the class can address you

COMMUNICATE. COMMUNICATE. COMMUNICATE.

Ultimately, I like teaching, and I am here for you. I will accommodate you if you communicate a specific need to me before an assignment is due. However, I can't help you when you don't communicate with me. Stay on top of your work, and let me know when you hit any roadblocks, and I will certainly try to help.

We will develop classroom guidelines for engaging with one another during the first or second week of class. Some events, people, and movements discussed in this course might be upsetting. I will try to provide space for folks to process those feelings. However, I understand if you must excuse yourself due to course topic matter. 33B concerns how different people, families, and elders migrated to the US. This process was typically not by choice and often involved trauma. Poverty, racism, homophobia, gender inequality, transphobia, and the intersections of these systemic forces are violent. I am sure taking AAS with a middle-aged white professor is violent on some levels, too, so please take care of yourself—voice concerns when they arise.

Dr. Anne Marie Todd, Dean of the College of Social Sciences, is happy to discuss any issues or concerns you might have about this course. You can reach her at annemarie.todd@sjsu.edu.

Please don't alter assignments. If you need accommodations on an assignment, please contact Prof. Berney before it is due.

Sick

If you are sick, please stay home! Nothing in this course can't be given an extension or submitted online. Please prioritize taking care of yourself and informing me of any issues.

Operate with the assumption that everyone, including your professor, is trying to do their best. If a link on Canvas doesn't work, email me. I will then send reminders about assignments and extra credit opportunities.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes

Upon successful completion of an Area D course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

American Institutions US1: US History, US2: US Constitution, and US3: California Government

The American Institutions (AI) requirement is based on the premise that any student graduating from the CSU should have an understanding of the history and governmental institutions of the United States and the State of California. This requirement, which was put in place by the State of California, is laid out in California State University Executive Order 1061. The original mandate appears in the State Education Code Title 5, Section 40404.

US1 Learning Outcomes

To fulfill the requirements for U.S. History, students should be able to explain and evaluate the principal events, developments, and ideas covering a minimum time span of approximately one hundred years in all the territories now in the United States (including external regions and powers as appropriate).

As students explore the historical development of the United States, they should be able to evaluate and synthesize different positions, support analysis with relevant evidence, and create evidence-based interpretations of:

- A. major subtopics in United States history, such as Native Americans and their interactions with the U.S. government; slavery and its legacies; the foundational ideals of the American Republic; colonization and territorial expansion; economic development; political reform and reaction; immigration to the United States and the experiences of immigrants; foreign relations; wars and conflicts; and movements including religious, labor, civil rights, feminist, and environmental.
- B. multiple perspectives related to, for example, diverse cultures, communities, and environments; age, gender, and sexuality; the history and experience of racial, ethnic, and religious minorities; the experiences of people with disabilities; and patterns of race and class relations.

US2 Learning Outcomes

To fulfill the requirements for U.S. Constitution, students should be able to explain how political decisions are made, what the consequences of such decisions are for individuals and society, and how individuals and groups may affect the decision-making process.

As students explore the meaning and content of the democratic process as it has evolved in the United States, at a minimum they should be able to evaluate:

- A. the foundations of the political system, including the evolution of the U.S. Constitution, political culture, separation of powers, federalism, and relations among various levels of government. Students will also analyze the evolving institutions of government, including a study of the powers of the President, Congress, and the Judiciary as well as the bureaucracy.
- B. the links between the people and the political system of the United States, including voting and other forms of participation, as well as other content areas such as tribal governments, political parties, interest/lobbying groups, and public opinion and socialization. Students should also analyze the rights and obligations of citizens, which may include the tension between various freedoms of expression, including issues related to censorship and freedom of speech, due process, and the maintenance of order.

- C. connections to issues of justice/injustice, including the efforts to end racial, gender, and other forms of discriminatory practices in both the public and private sectors.

US3 Learning Outcomes

To fulfill the requirements for California Government, students should be able to explain how political decisions are made at the state and local level taking into account the diverse cultures, communities, and environments of California, including the impact of demographic changes on the history and politics of the state and the nation.

As students explore the operations of government at the state level, they should be able to evaluate:

- A. the foundations of the California political system, the similarities and differences between the California and U.S. Constitutions, and the relationship between state and local government in California.
- B. the evolving relationships of state and local government with the federal government, such as the relationship with tribal governments; the generation and resolution of conflicts; the establishment of cooperative processes under the constitutions of both the state and nation; and the political processes involved.

Course Requirements and Assignments

Disobedient Listening Mixtape (150 points) – You will engage with scholar Christine Bacareza Balance's concept of *disobedient listening* to create a mixtape that critically engages with the themes and historical narratives in Huping Ling's *Asian American History*. This semester long project will help students explore how music can serve as a form of resistance, alternative storytelling, and a way to understand marginalized voices within the context of Asian American history. (GELO #4)

Asian American Feminist Horror Film Trailer (300 points) – You will work with 3 other people to create an Asian American feminist horror film trailer based on an event in Asian American and Pacific Islander history covered by the course (1865-Present). The story told about the event in Asian American and Pacific Islander history should emphasize the gender and class dynamics at work. Trailer needs to be 2-3 music in length, have a title, scary or atmospheric music, and reflect a clear engagement with the history discussed in the course. Group members are NOT required to show their faces in the trailer! (GELO #1)

We will make the trailers in class on 10/15-10/24. Show up to class. Do the work you should do well on this assignment.

- Concept & Storyboard Activity - 10/15
- Shoot – 10/17
- Edit – 10/22
- Screen & Select – 10/24
- Trailer is due before class on 10/24

*Let's come up with a policy for sickness or a missed class on this project.

Fake ID (200 points) - You will create a fake California driver's license, using it as a tool to explore and analyze the democratic process and the various institutions that form the backbone of American governance. This project will allow you to evaluate foundational elements of the U.S. political system, the connections between citizens and their government, and the issues of justice and discrimination in American society. (US ALO#3)

Weekly Check-In & Reflection (35 points x 10 = 350) – A series of questions related to your well-being and what you are learning through the assigned material. Each check-in ends with you discussing your song for the disobedient listening mixtape. (GELO #2 & #3)

✓ Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Topic
Part I: Elders- Asian American Experiences, 1840s-1965	
1- 8/22	Welcome to class. Go over course logistics, policies, and assignments.
2-8/27 & 8/29	READ: Read: Christine Bacareza Balance, "Flip the Beat," from <i>Tropical Renditions</i> , (Duke University Press, 2016), 1-30. · Due: Weekly Check-In #1 – Thursday *Recommended: Ligaya Mishan, "The Asian Pop Stars Taking Center Stage," <i>The New York Times Style Magazine</i> , 8/11/21; Cat Zhang, "What is Asian American Music, Really?," <i>Pitchfork</i> , 5/31/2021.
3 – 9/3 & 9/5	READ: Ling, H., "Labor," from <i>Asian American History</i> , 2023. WATCH: Episode, "Breaking Ground," from <i>Asian Americans</i> , PBS, 2020. · Due: Weekly Check-In #2 – Thursday *Recommended: Ling, "Roots of Asian Migration" + "Restrictions & Resistance," if you have not taken 33A

4 – 9/10 & 9/12	<p>READ: Ling, H, "Defining Home & Community," from <i>Asian American History</i>, 2023.</p> <p>WATCH: Arthur Dong, <i>Forbidden City, USA</i>, 1988</p> <p>· Due: Weekly Check-In #3 - Thursday</p>
Part II: Parents - Contemporary Asian Americans, 1965-2000s	
5 – 9/17 & 9/19	<p>READ: Ling, H, "World War II: A Turning Point," from <i>Asian American History</i>, 2023.</p> <p>· Due: Weekly Check-In #4 - Thursday</p>
6 – 9/24 & 9/26	<p>READ: Ling, H, "New Waves of Immigrants & Refugees," from <i>Asian American History</i>, 2023.</p> <p>WATCH: Deann Borshay Liem, <i>First Person Plural</i>, 2000.</p> <p>· Due: Weekly Check-In #5 - Thursday</p>
7 – 10/1 & 10/3	<p>READ: Ling, H, "Moving Upward" from <i>Asian American History</i>, 2023.</p> <p>WATCH: Christina Choy & Renee Tajima-Peña, <i>Who Killed Vincent Chin?</i>, 1990.</p> <p>· Due: Weekly Check-In #6 - Thursday</p>
8 – 10/8 & 10/10	<p>READ: Ling, H, "New Formations of Asian American Communities," from <i>Asian American History</i>, 2023.</p> <p>WATCH: S. Leo Chiang, <i>A Village Called Versailles</i>, 2010.</p> <p>· Due: Weekly Check-In #7 - Thursday</p>

Part III: Haunting Episodes in Asian American History

9 – 10/15
& 10/17
Tuesday: Concept Development & Storyboard
Thursday: Shoot

10 – 10/22
& 10/24
Tuesday: Edit
Thursday: Screen & Select

- DUE: Asian American Feminist Horror Film Trailer - Thursday

11 – 10/29
& 10/31
Tuesday: Feminist Horror Symposium - Rosanna Alvarez's talk on the film *La Llorona* (2019) + Trinidad Escobar.

*Do something for attendance.

12 – 11/05
& 11/07
READ: Ling, H, "Theorizing Asian America: Significant Theories & Issues," from *Asian American History*, 2023.

WATCH: Episode, "Breaking Through" from *Asian Americans*, PBS, 2020.

- Weekly Check-In #8 - Thursday

Part IV: You - The Future of Asian Americans

13 – 11/12
& 11/14
READ: Ling, H, "The Future of Asian America Under Globalization," from *Asian American History*, 2023.

WATCH: Sonali Gulati, *Nalini By Day, Nancy By Night*, 2005.

- Weekly Check-In #9 - Thursday

<p>14 – 11/19 & 11/21</p>	<p>READ: Ling, H, "Asian Americans Under Globalization in Historical Perspective," from <i>Asian American History</i>, 2023.</p> <p>WATCH: PJ Raval, <i>Who We Become</i>, Netflix, 2023.</p> <ul style="list-style-type: none"> · Weekly Check-In #10 - Thursday
<p>15 – 11/26 & 11/28</p> <p>*T Day</p>	<p>Extra Credit Presentations.</p> <p>*Start scholarly research on the Fake ID final.</p>
<p>16 – 12/3 & 12/5</p>	<p>Extra Credit Presentations.</p> <ul style="list-style-type: none"> · Due: Disobedient Mixtape - Thursday
<p>Final</p>	<p>Fake ID (12/17 via Canvas)</p>