

San José State University
College of Social Sciences/ Sociology and Interdisciplinary Social Sciences
AAS 33A, Asian Americans and US History and Political Process (Sections 3
and 4, Fall 2024)

Course and Contact Information

Instructor:	Hien Duc Do, Ph.D.
Office Location:	DMH 239A
Telephone:	(408) (924-5747)
Email:	Hien.do@sjsu.edu
Office Hours:	Monday 10 – 11:00 AM in person or (via zoom) and by appointment
Class Days/Time:	TR 9:00 – 10:15 AM (DMH 358) TR 10:30 – 11:45 AM (DMH 358)
Classroom:	(see above)
Prerequisites:	NONE
GE/SJSU Studies Category:	D3 and US2 and US3

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.

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:

1. a) 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
2. b) 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 essay questions on two exams.

GELO 2 (D2): Place contemporary developments in cultural, historical, environmental, and spatial contexts.

Assessed by 1 Compare and Contrast Essay and a series of short paper 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 1 Compare and Contrast Essay and a series of short paper assignments (1500 words).

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 1 Compare and Contrast Essay and a series of short paper assignments (1500 words).

GELO 5 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. **Assessed by 2 Compare and Contrast Essay assignments (1500 words).**

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

8. 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.

Assessed by 1 Compare and Contrast Essay assignment and a series of short paper assignments (1500 words).

Required Texts/Readings:

Greenberg, Edward S., and Benjamin I. Page, *The Struggle for Democracy*, 11th Edition, Pearson Publishers, 2016- 2020 ISBN- (This would varied according to the edition)

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

***If you are taking AAS 33A with me purchase Volume 1 (any edition 2014 and more recent)

***If you are planning on taking 33A and 33B with me, purchase the combined edition (any edition 2014 and more recent)

**** There might be some additional readings that I will put on Canvas (pdf files) to supplement our course.

Course Requirements and Assignments

EXAM #1 (15% of grade) Exam will consist of essays based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 1 – 6. **This exam will assess GELO (US 2 and US3)**

EXAM #2 (15% of grade) Exam will consist of essays based on class lectures, activities, and readings. This exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for weeks 7 – 12. **This exam will assess GELO (US2 and US3)**

COMPARE AND CONTRAST PAPER 1 and short paper assignments (15% each) These assignments will require that you use the assigned readings and class lectures to write 1 paper (3 – 4 pages) comparing two or more ethnic groups cultures, regions, nations, or social systems in the context of US history. Your paper will be graded on how well you answer the question and how well you apply the relevant readings and lectures to support your argument. The essay questions and details of these assignments will be distributed 3 weeks prior to the due date. The paper is due in week 9. This paper will assess **GELO 2, GELO3, GELO 4 and GELO 5.**

SERIES OF SHORT REFLECTION PAPERS THROUGHOUT THE SEMESTER. (15%) These will be in responses to some of the materials from class as well as some videos reflections. There will not be any make up.

PARTICIPATION (10% of grade). This involves showing civility in class, participating in class discussions, and doing in class and out of class exercises.

THE [UNIVERSITY POLICY S16-9](#) (Links to an external site.),

“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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination

[University policy S17-1](#)

EXAM #3 FINAL EXAM (25% of grade) All exams will consist essays questions based on class lectures, films, activities, and readings. The final exam will cover the assigned chapters in the textbooks, Canvas activities, and lectures for the entire semester with a focus on week 13 – 15 but will also entail reviewing material from earlier in the semester. **This exam will assess GELO US2 and US3)**

Grading Information

Assignments and Grading Policy

EXAMS/PAPERS & DUE DATES	% POINTS POSSIBLE	GELO Assessed
EXAM 1 (week 6)	15%	GELO1
EXAM 2 (week 12)	15%	GELO1
PAPER 1 (Compare & Contrast) Week 9	15%	GELO 2, 3, 4, 5
SERIES OF SHORT REFLECTION PAPERS Throughout course	15%	GELO US3
FINAL EXAM (date TBA, please check schedule of classes)	25%	GELO1
PARTICIPATION	10% -----	
	100% possible	

Grading Scale:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59	Below F

Classroom Protocol

Students are expected to be on time, participate in class discussions and exercises, and to be attentive to lectures and participate in discussions. We will have break-out group sessions where you will be sharing ideas with other students and report back to the entire class. Therefore, 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, earphones or other devices while class is in session. Students are expected to use laptop computers for classroom related work.

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Important Additional Information:

Academic integrity: Students should be familiar with the University's Academic Integrity Policy that 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 ([Links to an external site.](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.

Plagiarism: 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> (Links to an external site.). This is going to be one of your assignments.

For examples of paraphrasing and quotation, please see the following:

<http://www.indiana.edu/~istd/overview.html> (Links to an external site.) <http://www.indiana.edu/~istd/examples.html> (Links to an external site.) <http://www.indiana.edu/~frick/plagiarism/item1.html> (Links to an external site.)

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> (Links to an external site.)

Dropping and Adding

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in a U for the course that will turn into an F grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html> (Links to an external site.). Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy> (Links to an external site.). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7 \(Links to an external site.\)](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.

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.

***** NOTICE THAT SYLLABUS MAY CHANGE DEPENDING ON SJSU CAMPUS POLICIES *****

AAS 33A Asian Americans and US History & Political Process

Fall 2024 Course Schedule

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
	8/22	Introduction (* note that we start on TH)	
1	8/27	Key Words in Social Science	
1	8/29	Key Words in Social Science (Cont.)	
2	9/3	North American Founders	
2	9/5	North America to 1590	
3	9/10	European Footholds in North America 1600 - 1660	
3	9/13	European Control of North America, 1660-1715	
4	9/17	African American Enslavement Reading: Jones, Chapter 4	
4	9/19	An American Babel: 1713-1763 Readings: Jones, Chapter 5	
5	9/24	Limits of Imperial control, 1763-1775 Readings: Jones, Chapter 6	
5	9/26	Social Theories	
6	10/1	First Exam	
6	10/3	Revolutionaries at War, 1775-1783 Readings: Jones, Chapter 7	
7	10/8	New Beginnings: The Creation of the United States, the 1780s and the Constitution Readings: Jones, Chapter 8 Greenberg and Page, Chapters 2 and 3	

Week/Lesson /Module	Date	Topics, Readings, Assignments, Deadlines	Learning Outcomes
7	10/10	Political Science Perspectives. Readings: G and P, Forward and Chapter 1	
8	10/15	Revolutionary Legacies 1789-1803 Readings: Jones, Chapter 9	
8	10/27	PAPER DUE	
9	10/22	Defending and Expanding the nation 1803-1818	
9	10/24	Society and Politics in the “Age of the Common Man” 1819-1832; Readings: Jones Chapter 11	
10	10/29	Congress Readings: Greenberg and Page, Chapter 11	
10	10/31	Ante-Bellum Slavery Readings: Jones, Chapter 12	
11	11/5	The Presidency Readings: Greenberg and Page, Chapter 12	
11	11/17	SECOND EXAM	
12	11/12	Federal Bureaucracy Readings: Greenberg and Page, Chapter 13	
12	11/14	The Courts Readings: Greenberg and Page, Chapter 14	
13	11/19	Western Expansion	
13	11/21	Asia, the Pacific, and early Chinese Immigration	
14	11/26	Origins of the Civil War Readings: Jones, Chapter 13	
14	11/28	The Civil War Readings: Jones, Chapter 14	
15	12/3	Conclusion	
15	12/5	Review & Final Preparation (Check FINAL EXAM DATE)	