

Asian Americans in U.S. History I Section 01

AAS 33A

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/23/2025

Contact Information

Instructor: Yvonne Y. Kwan, PhD

Email: yvonne.y.kwan@sjsu.edu

Course Description and Requisites

Historical and political processes shaping U.S. culture, institutions and society from before European expansion to the Civil War. Focus on the roles of workers, immigrants, and people of color from a comparative perspective.

GE Area: D (formerly GE Area D2)

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

Letter Graded

* Classroom Protocols

Class Schedule and Location

- Section 1. MW 03:00PM-04:15PM in HGH 122

Office Hours

- M 12:00PM-1:00PM in DMH 213
- Tu 10:00AM-11:00AM in DMH 213
- If you would like to make an appointment outside of regular office hours, please email me.

Workload and Credit Hour Requirements

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 3 hours per unit per week with 1 of the hours used for lecture) for instruction, preparation (i.e., reading/engaging with assigned course materials),

studying, or other course-related activities.

- MATH: 3hrs * 3units = 9hrs
- MORE MATH: -2.5hrs for class time
- EVEN MORE MATH: 6.5 HOURS/WEEK (OUTSIDE OF CLASS TIME) FOR THIS CLASS (but TBH, you can be successful with like 3 hours outside of class time/week)

AI Policy

AI tools are generally not allowed but may be approved for specific tasks or activities with prior instructor consent. See Canvas Module 1 for additional details.

Canvas

All course materials, including readings and assignments will be accessed and submitted via Canvas. No physical papers or assignments emailed will be accepted.

Attendance - Absences or Leaving Early

1. Although attendance is not directly factored into your grade, your presence in class helps assure that you'll be prepared for graded assignments and in-class quizzes or participation.
2. There's no need to ask for permission. Take responsibility for your own decisions.
3. Don't simply ask your professor what you missed. First, review the syllabus. Second, check in with a classmate for notes. Third, come to office hours to discuss follow-up questions.
4. If there is a matter that is detrimental to your wellness or performance in the course, notify your professor as soon as you can.

Disclaimer: The Importance of Attendance and Collaboration

This course emphasizes collaboration and teamwork as integral parts of the learning experience. We will be forming groups in **Week 2**, and much of the coursework—including major projects and in-class activities—will require strong group communication and participation.

To ensure your success in this class, it's essential to:

1. **Show Up for Class:** Attendance is critical to understanding the material, participating in discussions, and staying informed about group activities. Missing class may put you at a disadvantage when it comes to contributing effectively to your group.
2. **Get to Know Your Classmates:** Building relationships early on will help create a supportive and productive group dynamic. Strong connections with your peers will make collaborative work more enjoyable and effective.

By attending class regularly and engaging with your classmates, you'll not only enhance your understanding of the course content but also contribute to the success of your group projects. Remember, your effort and presence are vital to both your individual learning and the collective progress of your team.

Communication

Before you send me an email, consider that I require the following:

1. Include a subject line, greeting, and a sign off. This is a professional norm and a sign of respect that will serve you well beyond SJSU.
2. Double check that the question you are asking is not already answered in the syllabus, assignment prompts, or any other materials that have been distributed.
3. Evaluate whether the question you are asking is better suited for a conversation during office hours. Typically, email questions are better for simple yes or no questions. Feedback for major assignments, clarification of prompts, and explanations for grading must happen in office hours.
4. Expect your email to be returned within 48 hours, not inclusive of weekends.

Late Work

No late work will be docked points unless it is not submitted by the time I grade it. Otherwise, I will retroactively deduct 5% per day that it is late, retroactive to the original due date. I understand that emergencies arise, so please notify me as soon as possible if such emergencies may interfere with your class performance or participation.

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 Goals

Diversity Goals and Content

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion and respect for each individual. Such a community enriches the intellectual climate of the university and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

All Asian American Studies and Ethnic Studies courses are rooted in Access, Retention, and Community. It means that Asian American Studies is not just a subject matter based on surface representation or inclusion. Instead, it is a new consciousness. It's about combatting racism, poverty, and the misrepresentation of People of Color. Thus, this course will prepare students to accomplish the following.

- identify the lenses through which dominant society operates;
- recognize that individuals are often subject to marginalization that creates positionalities of disadvantage;
- engage in ways that help to mitigate societal inequities or deconstruct systems of oppression and colonization;
- listen, act, and speak with open minds, and understand the impact of their viewpoints on others;
- appreciate differing viewpoints and ways of knowing;
- develop skills to work together in a cooperative manner on behalf of the common good.

Asian American Studies, BA Program Learning Outcomes

- PLO 1 Demonstrate a core competency in interdisciplinary knowledge of major concepts, theories, and methods in Asian American Studies (AAS). For specifics see below.
 - Explain the sociopolitical, historical, contemporary, and comparative formations of race and ethnicity.
 - Analyze systems of power and hierarchies associated with the intersections of race and ethnicity to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, health, and/or age to understand the diversity and complexity of Asian American populations.
- PLO 2 Apply Asian American Studies theory and knowledge to the following:
 - Addressing anti-racist and anti-colonial issues;
 - Identifying practices and movements that have and continue to facilitate the building of a more just and equitable society.
- PLO 3 Communicate knowledge in Asian American studies effectively and creatively-appropriate to purpose and audience in the following forms: written, visual and/or oral forms.

Learn more about majoring or minoring in Asian American Studies! email yvonne.y.kwan@sjsu.edu

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 >> Evaluated by AAS 33A

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 >> Evaluated by AAS 33A

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 >> Evaluated by AAS 33B

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.

All course materials are available for free via Canvas or the SJSU Library. You must be logged into your SJSU account to access course materials. Note that required texts may be different from those required for AAS 33A sections taught by other professors or instructors. There are both cost and pedagogical reasons for this.

Course Requirements and Assignments

DIGITAL EXHIBIT GROUP PROJECT (30%)

Students will create an online exhibit exploring a key theme(s), figure(s), or event(s) related to Asian Americans, Native Hawaiians, and Pacific Islanders (AANHPIs) in U.S. history as covered in the course. This project will integrate research, multimedia, and interactive elements to engage a public audience, emphasizing historical significance and social justice themes. This project emphasizes iterative learning, teamwork, and a deeper understanding of Asian American history through creative engagement.

Each group will curate a virtual exhibit using platforms such as Adobe Express, Google Sites or Canva. The exhibit will include sections informed by scaffolded assignments:

- A theme introduction ("About Us and the Topic" page)
- An annotated bibliography of sources
- A social media campaign highlighting key aspects of the exhibit
- A final, polished virtual exhibit featuring text, multimedia, and interactive elements

To ensure the success of the Digital Exhibit, each iterative assignment will undergo a structured feedback process that includes peer and/or instructor review. This approach provides students with opportunities to refine their work, deepen their understanding of the material, and enhance their final exhibit.

Additional assignment details will be provided on Canvas.

COLLABORATIVE IN-CLASS GROUP QUIZZES (20%)

Students will demonstrate the ability to critically analyze and synthesize historical and sociopolitical concepts related to AANHPIs in U.S. history, effectively communicate evidence-based arguments, and collaboratively engage in discussions that foster collective understanding and accountability, in alignment with course goals of developing interdisciplinary knowledge and addressing societal inequities. FIVE TOTAL QUIZZES, lowest one will be dropped.

How It Works

- **Quiz Question Announcement:** The professor will provide a quiz question one week before it is due. The question will relate to key course readings, lectures, and discussions. Each group is responsible for preparing a comprehensive, evidence-based response to the question.
- **Group Preparation:** All group members must collaborate to prepare for the quiz. This includes dividing research responsibilities, sharing notes, and rehearsing potential answers. Groups should aim to craft a well-rounded response that includes:
 - A clear thesis or main argument.
 - Supporting evidence (e.g., references to readings, historical events, primary sources).

- Connections to broader course themes.
- **In-Class Quiz Format:** On the quiz day, one person will be randomly selected to take the lead in answering the question. The selected student must deliver a clear and concise explanation addressing the key points for a full 4 minutes. If the selected student is unprepared or unable to continue, they may pass the responsibility to another group member. Each group gets one pass.
- **Class Participation:** If the group struggles or the discussion reaches a lull or if other students do not think the answer was fully or accurately answered, other students from the class are highly encouraged to contribute ideas or ask clarifying questions. Active participation from the entire class will help ensure the question is answered thoroughly. Max additional time allotted: 3 minutes.
- **Pass/Fail Grading:** The whole class will pass or fail the quiz based on the quality of the discussion and the accuracy, depth, and coherence of the response. Evaluation criteria will be provided on Canvas. Students **must** be present in class to receive credit. Absences will result in no credit for the quiz.

Additional assignment details will be provided on Canvas.

MIDTERM EXAM (20%)

The Midterm Exam is designed to evaluate your understanding of key concepts, historical events, and themes covered in course readings, lectures, and discussions. This exam will test your ability to analyze and synthesize information through multiple-choice questions and short answer responses. Attendance is required on exam day; no make-ups will be offered without prior approval or documented emergencies. Adhere to academic integrity guidelines—cheating will result in a failing grade.

Additional assignment details (e.g., a study guide) will be provided on Canvas.

FINAL EXAM (20%)

The Final Bluebook Exam is designed to evaluate your understanding of key concepts, historical events, and themes covered in course readings, lectures, and discussions. This exam will test your ability to analyze and synthesize information through multiple-choice questions, short answer responses, and one longer essay. Attendance is required on final exam day; no make-ups will be offered without prior approval or documented emergencies. Adhere to academic integrity guidelines—cheating will result in a failing grade.

Additional assignment details (e.g., a study guide) will be provided on Canvas.

(POP) IN-CLASS PARTICIPATION & END-OF-SEMESTER GROUP EVALUATION (7.5%)

(Pop) In-Class Reflections/Participation Assignments

(Pop) In-Class Reflections/Participation Assignments provide students with spontaneous, engaging opportunities to reflect, share, and participate during class. These unannounced activities are designed to enrich the learning experience, foster critical thinking, and ensure active engagement with the course material. Activities may include:

- **Keyword Reflections:** Brief responses to key terms or concepts discussed in class.

- Check-In Reflections: Personal reflections on how students are connecting with the material or themes of the day.
- In-Class Film Quizzes: Short quizzes based on films, clips, or visual media presented during class.
- End-of-Class Reflections: Summaries or reactions to the day's discussion, identifying key takeaways or lingering questions.

Each activity encourages students to think critically, stay present, and engage meaningfully with the course content. Collectively, these assignments will contribute 5% toward the final grade, ensuring a balanced emphasis on both participation and comprehension.

Group Evaluation

The Group Evaluation (2.5%) is an opportunity to reflect on your contributions to group work throughout the semester and provide constructive feedback about your teammates. This assignment ensures accountability and recognizes individual efforts within the collaborative process.

Additional assignment details will be provided on Canvas.

CAMPUS/OFF-CAMPUS AAS-RELATED EVENT ANALYSIS (2.5%)

This assignment allows students to connect course concepts to real-world experiences by attending a campus or off-campus event related to Asian American Studies (AAS). Students will reflect on the event, articulate key takeaways, and analyze its relevance to the themes discussed in class. There will be multiple opportunities to complete this assignment. You need to just attend one event, but of course you are encouraged to attend more.

Additional assignment details will be provided on Canvas.

✓ Grading Information

Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	GELO ASSESSED*
Group Digital Exhibit Project	30%	GELO D1, D4
In-Class Group Quizzes	20%	
Midterm Exam	20%	ALO US1, GELO D2
Final Exam	20%	ALO US2

In-Class Participation and Group Evaluation	7.5%	
Campus/Off-Campus AAS-Related Event Analysis	2.5%	GELO D3

*See Assignment Section for description for how each assignment meets the appropriate GE ALOs. Each assignment description also has a description of minimum writing requirements (totaling over the 1,500 minimum words required).

Grading Policy

A plus 97 to 100	A 93 to 96.9	A minus 90 to 92.9
B plus 87 to 89.9	B 83 to 86.9	B minus 80 to 82.9
C plus 77 to 79.9	C 73 to 76.9	C minus 70 to 72.9
D plus 67 to 69.9	D 63 to 66.9	D minus 60 to 62.9
	F less than 60	

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

When	Topic	Notes
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When	Topic	Notes
Week 1 1/27/2025 and 1/29/2025	Introduction to Asian American Studies + AAS 33A	<p>Required Reading</p> <ul style="list-style-type: none"> • Okhiro (2015) "Introduction" (https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5). <p>Recommended Reading</p> <ul style="list-style-type: none"> • Takaki (2012) Ch 1 "A Different Mirror: The Making of Multicultural America"
Week 2 2/3/2025 and 2/5/2025	Orienting Knowledge: Epistemologies - How do we know what we know?	<p>Required Reading</p> <ul style="list-style-type: none"> • Okhiro (2015) Ch 1 "Ocean Worlds" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.6). • Okhiro (2015) Ch 2 "The World-System" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.7). <p>Recommended Media</p> <ul style="list-style-type: none"> • Cultural Memory, White Innocence, and U.S. Territory by Dr. Pulido (https://www.youtube.com/watch?v=Tbvy3wHc-8o). <p>WEDNESDAY</p> <ul style="list-style-type: none"> • IN-CLASS GROUP FORMATION
Week 3 2/10/2025 and 2/12/2025	Colonial "America", Revolutionary Uprisings, and The New Nation	<p>Required Reading</p> <ul style="list-style-type: none"> • Okhiro (2015) Ch 3 "The United States" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.8). • "The New Nation, 1783 - 1815" (including "Overview," "Policies and Problems of the Confederation Government," "Government Policy Toward Native Americans," "The United States Constitution") • Chemerinsky (2022) 30. "Cabinet Battle #1": The Structure of Federalism <p>Recommended Reading</p> <ul style="list-style-type: none"> • Zinn (2005) Ch 2 "Drawing the Color Line" • Zinn (2005) Ch 3 "Persons of Mean and Vile Condition" <p>WEDNESDAY</p> <ul style="list-style-type: none"> • COLLABORATIVE IN-CLASS GROUP QUIZ #1 • IN-CLASS GROUP PROJECT WORK TIME

When	Topic	Notes
<p>Week 4 2/17/2025 and 2/19/2025</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Pulido (2022) "Erasing Empire: Remembering the Mexican-American War in Los Angeles" (https://www-jstor-org.libaccess.sjlibrary.org/stable/j.ctv2vr9ckn.13?seq=11). • Pulido (2017) "Geographies of race and ethnicity III: Settler colonialism and nonnative people of color" (https://journals-sagepub-com.libaccess.sjlibrary.org/doi/10.1177/0309132516686011). <p>Recommended Reading</p> <ul style="list-style-type: none"> • Okihiro (2015) Ch 4 "The Imperial Republic" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.9). • Anzaldúa (1987) Ch 1 "The Homeland, Aztlán/El Otro México" • Anzaldúa (1987) Ch 7 "La conciencia de la mestiza: Towards a New Consciousness" <p>Assignment</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Initial Planning & Theme Selection (due during office hours appointment, see Canvas for details)
<p>Week 5 2/24/2025 and 2/26/2025</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Field, Leventhal, and Cambra (2013) "Mapping Erasure: The Power of Nominative Cartography in the Past and Present of the Muwekma Ohlones of the San Francisco Bay Area" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.5149/9781469602172_obrien.14). <p>Assignment</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Initial Planning & Theme Selection (due during office hours appointment, see Canvas for details) <p>WEDNESDAY</p> <ul style="list-style-type: none"> • COLLABORATIVE IN-CLASS GROUP QUIZ #2

When	Topic	Notes
<p>Week 6 3/3/2025 and 3/5/2025</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Tuck and Yang (2012) "Decolonization is not a metaphor" in <i>Decolonization: Indigeneity, Education & Society</i> (https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554). • Community-Based Global Learning Collaborative "What does land restitution mean and how does it relate to the Land Back movement? How does it work in practice?" (https://www.cbglcollab.org/what-does-land-restitution-mean). <p>WEDNESDAY</p> <ul style="list-style-type: none"> • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: "About Us" Page and Exhibit Overview
<p>Week 7 3/10/2025 and 3/12/2025</p>	<p>The Presidency, Enslavement, and Its Discontents</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • The Executive Branch • African American Soldiers During the Civil War • Takaki (2012) Ch 5 "No More Peck o' Corn": Slavery and Its Discontents • Pinheiro (2022) Fellow Citizens: How Black Americans Reframed Citizenship • Ignacio (2023) "Those Who Served: AAPIs in the Civil War" <p>Recommended Reading</p> <ul style="list-style-type: none"> • Asians and Pacific Islanders and the Civil War <p>WEDNESDAY</p> <ul style="list-style-type: none"> • COLLABORATIVE IN-CLASS GROUP QUIZ #3
<p>Week 8 3/17/2025 and 3/19/2025</p>	<p>Midterm Bluebook Exam (Monday) & In-Class Group Project Work Time (Wednesday)</p>	<p>MONDAY 3/17/2025</p> <ul style="list-style-type: none"> • IN-CLASS MIDTERM EXAM <p>WEDNESDAY 3/19/2025</p> <ul style="list-style-type: none"> • IN-CLASS GROUP PROJECT WORK TIME

When	Topic	Notes
<p>Week 9 3/24/2025 and 3/26/2025</p>	<p>Pacific Settler Colonialism and Racial Capitalism</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Okihiro (2015) Ch 5 "Hawai'i" <p>Recommended</p> <ul style="list-style-type: none"> • Okihiro (2001) Ch 2 "Hawaii and Captain James Cook" • (1845) Hawaiians Petition the Privy Council to Halt Foreign Influence in the Islands, and Council Replies • (1850) Foreign Experts Stress Optimism for Agriculture in Hawai'i <p>WEEK 10 (3/31/2025 and 4/2/2025) = SPRING BREAK, NO CLASS</p>
<p>Week 11 4/7/2025 and 4/9/2025</p>	<p>Pacific Settler Colonialism and Racial Capitalism</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Review Week 9 Readings <p>WEDNESDAY</p> <ul style="list-style-type: none"> • COLLABORATIVE IN-CLASS GROUP QUIZ #4 • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Annotated Bibliography
<p>Week 12 4/14/2025 and 4/16/2025</p>	<p>Pacific Settler Colonialism and Labor</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Lee (2015) Ch 1 "Los Chinos in New Spain and Asians in Early America" • Lee (2015) Ch 2 "Coolies" <p>Recommended Reading</p> <ul style="list-style-type: none"> • Yun (2008) Ch 1 "The Historical Context of Coolie Traffic to the Americas" <p>WEDNESDAY</p> <ul style="list-style-type: none"> • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Social Media Campaign Due

When	Topic	Notes
<p>Week 13 4/21/2025 and 4/23/2025</p>	<p>Pacific Settler Colonialism and Labor</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Lee (2015) Ch 1 “Los Chinos in New Spain and Asians in Early America” <p>WEDNESDAY</p> <ul style="list-style-type: none"> • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Exhibit Draft Due
<p>Week 14 4/28/2025 and 4/30/2025</p>	<p>Pacific Settler Colonialism and Labor</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Lee (2015) Ch 3 “Chinese Immigrants in Search of Gold Mountain” <p>Recommended Reading</p> <ul style="list-style-type: none"> • (1852) Senator Wants Millions of Chinese Laborers in the United States • (1860) Newspaper Distinguishes Between Good Coolies, Bad Coolies, and Free Asian Immigrants <p>WEDNESDAY</p> <ul style="list-style-type: none"> • COLLABORATIVE IN-CLASS GROUP QUIZ #5 • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Digital Museum Exhibit: Exhibit Draft PEER REVIEW Due
<p>Week 15 5/5/2025 and 5/7/2025</p>	<p>Pacific Settler Colonialism and Labor</p>	<p>Required Reading</p> <ul style="list-style-type: none"> • Week 14 Continued <p>WEDNESDAY</p> <ul style="list-style-type: none"> • IN-CLASS GROUP PROJECT WORK TIME <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • CAMPUS/OFF-CAMPUS AAS-RELATED EVENT ANALYSIS Due
<p>Week 16 5/12/2025</p>		<p>FINAL EXAM REVIEW</p> <p>Assignment (see Canvas for submission details)</p> <ul style="list-style-type: none"> • Final Digital Museum Exhibit Due • End-of-Semester Group Evaluation Due

When	Topic	Notes
Finals Week	Final Bluebook Exam	Wednesday, May 14, 1:00-3:00 PM