

AAS 33A - Asian Americans in U.S. History I

Sec 02 - Mondays & Wednesdays 1:30 - 2:45PM (DMH 356)

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Office hours:

- Wednesdays 3:00PM-4:00PM (On campus, DMH 238B)

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.

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

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 the 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.

Two Midterm exams and a Final exam consisting of multiple choice and written essays. 100 points each exam.

Ten quizzes = 10 points per quiz. Totaling 100 points.

A 15-20 page book report on Major Problems with Asian American History = 100 points

Grading scale total 500 points:

- 90-100% 450-459 = A- grade / 460-500 points = A grade
- 80-89% 400-409 = B- grade / 410-439 points = B grade / 440-449 = B+ grade

- 70-79% 350-359= C- grade / 360-389 points = C grade / 390-399 = C+ grade
- 60-69% 300-310= D- grade / 311-339 points = D grade / 340-349 = D+ grade
- 59% & under 299 = F grade

Extra credit for a total of 50 points - Includes volunteering for a campaign, community issues, and/of evaluating 47 Bills that became Law from Professor Paul Fong.

Extra credit projects are approved by the instructor.

Textbooks:

Available via Cengage Unlimited eTextbook Subscription or the SJSU Bookstore:

- 1) American Government and Politics Today (The Essentials) 20th Edition. Bardes, Shelley, and Schmidt. Use the links to the e-textbooks on modules.
- 2) Major Problems in Asian American History 2nd Edition. Lon Kurashige; Alice Yang

Two weeks free, however, you will be charged for the books after the two week trial period ends. If you have questions on accessing Cengage, please use this information:

Virtual Student/Instructor Office Hours

12:00 pm – 2:00 pm Pacific Time, Monday – Friday

Join Here: https://cp.cengage.com/OfficeHours_West

Study guides and notes are available in Canvas. Students will complete the quizzes and exams on Canvas.

The course seeks to achieve three **Student Learning Outcomes (SLOs)** -- knowledge, skills/abilities, and attitudes you will demonstrate/perform as a result of successfully completing this class: (1) evaluate how political decisions are shaped by institutions and processes; (2) assess the impact of political decisions on individuals and groups; (3) demonstrate the capacity to participate in the political process effectively.

In broad terms, the course aims to promote increased understanding of government and politics and Asian American history in the U.S. and to encourage interest and active participation in public affairs; to promote tolerance and respect for different viewpoints; and to further develop critical thinking, reading, writing, verbal communication, and technology skills essential for responsible citizenship. The ultimate goal of the course is to inculcate a deep and abiding commitment to active participation in the experiment we call democracy in light of discrimination and prejudice in the United States.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one's peers as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are expected to use laptop computers for classroom related work

University Policies:

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 coursework. 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

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>.

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

<http://www.indiana.edu/~istd/overview.html>

<http://www.indiana.edu/~istd/examples.html>

<http://www.indiana.edu/~frick/plagiarism/item1.html>

For the SJSU policy on plagiarism, please read the “Academic Integrity Policy” at <http://info.sjsu.edu/web-dbggen/narr/soc-fall/rec-369.html>

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-dbggen/narr/soc-fall/rec-324.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy>. 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, <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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library.

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/>.

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/>.

ACCESS SJSU Social Sciences Success Center: Clark Hall rm 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.

AAS 33A: Asian American Studies History I

Week 1	Lesson	1	The Constitution
	Lesson	1A	The Constitution in Crisis
Week 2	Lesson	2	Federalism
	Lesson	2A	Intergovernmental Relations and Local Government
	Lesson	3	Public Opinion and Political Socialization
Quiz 1	Lesson	3A	Participation in Democracy
Week 3	Lesson	4	The Media and Government
	Lesson	5	Interest Groups and PACs
Quiz 2			
Week 4	Lesson	6	Political Parties
	Lesson	6A	Nominating a President, Campaign, Candidates, and Elections
	Lesson	7	Presidential Campaigning
Quiz 3			
Week 5	Midterm 1 - Multiple Choice (Monday) & Essay (Wednesday)		
Quiz 4			
Week 6	Lesson	8	Congressional Elections
	Lesson	8A	The Congress
	Lesson	8B	The Legislative Process
	Lesson	9	The Presidency
	Lesson	10	The President and Congress Review
Week 7	Lesson	11	The Bureaucracy
	Lesson	12	Domestic Policy
	Lesson	12A	Foreign Policy
	Lesson	13	The Judiciary
	Lesson	13A	The Judiciary Selection Process
Quiz 5			
Week 8	Lesson	14	Individual Rights
	Lesson	14A	First Amendment Freedom
	Lesson	15	Civil Liberties/Civil Rights/Due Process of Law
	Lesson	15A	Women and Minorities
Quiz 6			
Week 9	Midterm 2 - Multiple Choice (Monday) & Essay (Wednesday)		
Week 10	Lesson	16	The First Asian Americans
	Lesson	17	Chinese Americans
	Book Report Due		
Week 11	Lesson	18	Japanese Americans
	Lesson	19	Korean Americans
Quiz 7 & Quiz 8			
Week 12	Lesson	20	Filipino Americans
	Lesson	21	Asian-Indian Americans
	Lesson	22	Pakistani Americans/Bangladeshi Americans
Quiz 9			
Week 13	Lesson	23	Vietnamese Americans
	Lesson	24	Laotian Americans/Hmong Americans
Quiz 10			
Week 14	Lesson	25	Cambodian Americans
	Lesson	26	Native Hawaiians and Pacific Islander Americans
	Lesson	27	New AAPI Groups and Mixed
Quiz 11			
Week 15			Guest speakers
			Extra credit overview
Week 16			Finals - Multiple choice and essay questions