

# Asian Americans in U.S. History I Section 01

## AAS 33A

Summer 2025 In Person 3 Unit(s) 06/02/2025 to 07/03/2025 Modified 05/08/2025

### Contact Information

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### Course Description and Requisites

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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

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#### Class Schedule and Location

- TuTh 09:00AM-01:15PM 06/02/25-07/03/25
- Location: TBD

#### Office Hours

- TBD

#### 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.

## 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

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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

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### 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](mailto:yvonne.y.kwan@sjsu.edu)**

## Course Learning Outcomes (CLOs)

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### 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.

## Course Materials

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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

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## COMMUNITY-CENTERED HISTORICAL NARRATIVE PROJECT (25%)

Students research a real historical figure, event, or organization covered in the course — but instead of a traditional research paper, they must craft a detailed narrative or "historical vignette" told from the *perspective* of someone in that era (e.g., an immigrant, laborer, activist, etc.). Format: Website.

Additional assignment details will be provided on Canvas.

## MIDTERM EXAM (25%)

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 will be provided on Canvas.

## FINAL EXAM (25%)

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 and short answer responses. 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 will be provided on Canvas.

## PARTICIPATION (25%)

In-Class Reflections/Participation Assignments and Canvas 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:

- Syllabus/Canvas Quiz
- 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.

## Grading Information

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## Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	GELO ASSESSED*
Community-Centered Historical Narrative Project	25%	GELO D1, D4
Midterm Exam	25%	ALO US1, GELO D2
Final Exam	25%	ALO US2, GELO 3
In-Class Participation	25%	

\*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

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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
Week 1, Tuesday 6/5/2025	Introduction to Asian American Studies + Orienting Knowledge: Epistemologies - How do we know what we know?	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• <a href="https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5">Okihiro (2015) "Introduction"</a> (<a href="https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5">https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5</a>).</li> <li>• <a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.6">Okihiro (2015) Ch 1 "Ocean Worlds"</a> (<a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.6">https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.6</a>).</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• Takaki (2012) Ch 1 "A Different Mirror: The Making of Multicultural America"</li> </ul>
Week 1, Thursday 6/5/2025	Orienting Knowledge: Epistemologies - How do we know what we know?	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• <a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.7">Okihiro (2015) Ch 2 "The World-System"</a> (<a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.7">https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.7</a>).</li> <li>• <a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.8">Okihiro (2015) Ch 3 "The United States"</a> (<a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.8">https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.8</a>).</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• Takaki (2012) Ch 1 "A Different Mirror: The Making of Multicultural America"</li> </ul>
Week 1, Thursday 6/5/2025	Colonial "America", Revolutionary Uprisings, and The New Nation	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• <a href="#">"The New Nation, 1783 - 1815"</a> (including "Overview," "Policies and Problems of the Confederation Government," "Government Policy Toward Native Americans," "The United States Constitution")</li> <li>• <a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.9">Okihiro (2015) Ch 4 "The Imperial Republic"</a> (<a href="https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.9">https://www.jstor.org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.9</a>).</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• Zinn (2005) Ch 2 "Drawing the Color Line"</li> <li>• Zinn (2005) Ch 3 "Persons of Mean and Vile Condition"</li> </ul>

When	Topic	Notes
<b>Week 2,</b> <b>Thursday</b> 6/12/2025	Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www-jstor-org.libaccess.sjlibrary.org/stable/j.ctv2vr9ckn.13?seq=11">Pulido (2022) "Erasing Empire: Remembering the Mexican-American War in Los Angeles"</a> (<a href="https://www-jstor-org.libaccess.sjlibrary.org/stable/j.ctv2vr9ckn.13?seq=11">https://www-jstor-org.libaccess.sjlibrary.org/stable/j.ctv2vr9ckn.13?seq=11</a>).</li> <li>• <a href="https://journals-sagepub-com.libaccess.sjlibrary.org/doi/10.1177/0309132516686011">Pulido (2017) "Geographies of race and ethnicity.III: Settler colonialism and nonnative people of color"</a> (<a href="https://journals-sagepub-com.libaccess.sjlibrary.org/doi/10.1177/0309132516686011">https://journals-sagepub-com.libaccess.sjlibrary.org/doi/10.1177/0309132516686011</a>).</li> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554">Tuck and Yang (2012) "Decolonization is not a metaphor" in <i>Decolonization: Indigeneity, Education &amp; Society</i></a> (<a href="https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554">https://jps.library.utoronto.ca/index.php/des/article/view/18630/15554</a>).</li> </ul>
<b>Week 3,</b> <b>Tuesday</b> 6/17/2025	Midterm + Land Back	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www-jstor-org.libaccess.sjlibrary.org/stable/10.5149/9781469602172_obrien.14">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"</a> (<a href="https://www-jstor-org.libaccess.sjlibrary.org/stable/10.5149/9781469602172_obrien.14">https://www-jstor-org.libaccess.sjlibrary.org/stable/10.5149/9781469602172_obrien.14</a>).</li> <li>• <a href="https://www-cbglcollab-org.libaccess.sjlibrary.org/what-does-land-restitution-mean">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?"</a> (<a href="https://www-cbglcollab-org.libaccess.sjlibrary.org/what-does-land-restitution-mean">https://www-cbglcollab-org.libaccess.sjlibrary.org/what-does-land-restitution-mean</a>).</li> </ul>
<b>Week 3,</b> <b>Thursday</b> 6/19/2025	The Presidency, Enslavement, and Its Discontents	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Executive Branch</a></li> <li>• Takaki (2012) Ch 5 "No More Peck o' Corn: Slavery and Its Discontents"</li> <li>• <a href="#">Ignacio (2023) "Those Who Served: AAPIs in the Civil War"</a></li> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Asians and Pacific Islanders and the Civil War</a></li> </ul>
<b>Week 4,</b> <b>Tuesday</b> 6/24/2025	Pacific Settler Colonialism and Racial Capitalism	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Okihiro (2015) Ch 5 "Hawai'i"</li> <li>• Lee (2015) Ch 1 "Los Chinos in New Spain and Asians in Early America"</li> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• Okihiro (2001) Ch 2 "Hawaii and Captain James Cook"</li> <li>• (1845) Hawaiians Petition the Privy Council to Halt Foreign Influence in the Islands, and Council Replies</li> <li>• (1850) Foreign Experts Stress Optimism for Agriculture in Hawai'i</li> </ul>

When	Topic	Notes
<b>Week 4, Thursday</b> 6/26/2025	Pacific Settler Colonialism and Racial Capitalism	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• Lee (2015) Ch 2 "Coolies"</li> <li>• Yun (2008) Ch 1 "The Historical Context of Coolie Traffic to the Americas"</li> </ul>
<b>Week 5, Tuesday</b> 7/1/2025	Pacific Settler Colonialism and Labor	<b>Required Reading</b> <ul style="list-style-type: none"> <li>• Lee (2015) Ch 3 "Chinese Immigrants in Search of Gold Mountain"</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• (1852) Senator Wants Millions of Chinese Laborers in the United States</li> <li>• (1860) Newspaper Distinguishes Between Good Coolies, Bad Coolies, and Free Asian Immigrants</li> </ul>
<b>Week 5, Thursday</b> 7/3/2025	Final Exam	Bring a large greenbook, a blue/black ink pen