

# AAS 33A: Asian Americans in U.S. History 1

Section 80, Spring 2023

## Course and Contact Information

Instructor:	Dawn Lee, Ph.D. (she/they)
Office:	None - this course is online, asynchronous
Email:	<a href="mailto:dawn.leetu@sjsu.edu">dawn.leetu@sjsu.edu</a>
Office Hours:	TBD, via zoom and by request using my Appointlet link
Class Days/Time:	This course is online, asynchronous
Classroom:	None
GE/SJSU Studies Category:	D: Social Sciences (formerly D2). Note: to satisfy American Institutions (US 123), both 33A and 33B must be completed.

## 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 transpacific and co-constitutive historical experiences of Native Americans, African Americans, Latinx Americans, and women more broadly. Such an examination of minority groups in the U.S. will help us understand the development of this country as a diverse 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.

## Course Format - Online, Asynchronous

This class is 100% online asynchronous, will NOT meet in-person, and will completely utilize Canvas. All course materials and assignments are available and organized as weekly modules. This course is self-paced and follows weekly or four-week deadlines (see Course Due Dates page on Canvas. You will need the following resources and tools to be successful in this class: reliable internet connection and a computer or tablet. If you have any concerns about accessing these tools, please let me know as soon as possible so I can help you get what you need.

## Course Goals

### 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

- 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
- 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.

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

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.

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.

GELO 5 (D2): Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

### 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.

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.

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.

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.

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.

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, European 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.

7. 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.

ALL GELOs and CLOs assessed by weekly assignments, reflections, and the final project.

### Course Assignments

A grading rubric will be provided for each item below so you understand how you will be assessed and graded.

- Freewrites
- Annotations (Hypothesis)
- Reflections (Flipgrid, Adobe Spark, Canvas Discussion)
- Study Guides
- Peer Feedback/Responses
- Final Project
- Participation (groups/partner, Canvas Discussion)
- Extra credit (optional)

### Texts/readings

Many of these texts are available online. Please note that these texts may be different from those required for other AAS 33A sections taught by other instructors.

Selections from:

- Gary Okihiro (2015) *American History Unbound: Asians and Pacific Islanders*
- James Loewen (1995 or any edition) *Lies My Teacher Told Me*
- Howard Zinn (2003 or any edition) *A People's History of the United States*
- Erika Lee (2015) *The Making of Asian America*
- Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong (2015) *Keywords for Asian American Studies*
- Dunbar-Ortiz, Roxanne (2014) *An Indigenous People's History of the United States*
- Ortiz, Paul (2018) *An African and Latinx History of the United States*
- Mays, Kyle T. (2021) *An Afro-Indigenous History of the United States*

All additional readings will be available through our course Canvas.

Note: all readings and assignments are subject to change. Please consult the Canvas course page for the most up to date information on course work.

WK	Date	Topic/s	Material	Notes + Reminders
0		<p>Welcome email</p> <p>Introduction to instructor</p> <p>Syllabus and coursework review</p> <p>How to be successful in this class</p> <p>Grading and Course due dates</p>	<p>Canvas - Week 0</p> <p>Preview of Week 1: "Two States. Eight Textbooks. Two American Stories."</p> <p>"Are Asian Americans White or People of Color?"</p>	<p><a href="#">Spring 2023 Important Dates*</a></p>
1	1/22	<p>Intro to course</p> <p>The Master Narratives, Myths and Origin Stories of America</p> <p>Key concepts: Narrative Counternarrative Narrative analysis</p>	<p>"Counter-Narrative" (webpage)</p> <p>Takaki (2008), Ch 1 (17 pages)</p> <p>Okihiro (2015), Ch 1 (11 pages)</p> <p>Dunbar-Ortiz (2014), Introduction (15 pages)</p> <p>"Master Narratives and Counternarratives: Same Facts - Different Stories"</p>	
2	1/29	<p>Early narratives of Asians</p> <p>Key concept: Race Orientalism</p>	<p>Video - Part 1 of Ancestors in the Americas</p> <p>E Lee (2015), Ch 1 (20 pages)</p> <p>S Lee (2014), Ch 1 (10 pages)</p> <p>"Race," Rana in Schlund-Vials p 202-207 (5 pages)</p> <p>"Orientalism" Chong in Schlund-Vials (3 pages)</p>	<p>Starting 1/28 Add Code needed to Add class</p>
3	2/5	<p>Columbus and the "Discovery" of America</p> <p>Key concept: Logical fallacies</p>	<p>Loewen (1995), Ch 2 (37 pages)</p> <p>Zinn (2003), Ch 1 (13 pages)</p> <p>"Logical Fallacies" (webpage)</p>	

4	2/12	African slavery  Key concept: Intersectionality	Zinn (2003), Ch 2 (20 pages)  "1619" podcast, Ep 1  "Intersectionality" (webpage)  Mays (2021), Ch 1, (16 pages)	
5	2/19	Early settlers	Okiihiro (2015), p 62-66 (5 pages)  Dunbar-Ortiz (2014), Ch 3 (11 pages)  Loewen (1995) Ch 3 (20 pages)	2/20 Last day to -Add/Drop with no petition or W grade via MySJSU -Change to Credit/No Credit option
6	2/26	Nation Formation (1775-1783)  Key concept: White supremacy culture   Constitution and the Bill of Rights: Major debates   The Early Women's Movement  Key concept: Feminism	Mays (2021), Ch 2, (13 pages)  Selections, <i>Federalist Papers</i>  Dunbar-Ortiz (2014), Ch 1, 25-30, "Governance" and "Stewards of the Land" (6 pages)  Okun (2022), "What is White Supremacy Culture?" Okun (2022), "White Supremacy Culture Characteristics"  Citizenship (14th Amendment) Voting Rights (14th, 15th, 17th, 19th, 24th, 26th Amendments) Freedom of speech + separation between church and state (Amendment 1, BoR) Gun rights (Amendment 2, BoR)  Zinn (2003), Ch 6 (16 pages)  Video: Celebrate 100 years of Women's Suffrage - Dr. Bettina Aptheker (1:36:08)  Staples (2015), "When the Suffrage Movement Sold Out to White Supremacy" (6 pages)	

7	3/5	Native Americans	Loewen (1995), Ch 4 (32 pages) Zinn (2003), Ch 7 (13 pages) Podcast: Teaching Hard History, Episode 7, Season 2: The Other Slavery with Andrés Reséndez (1:11:14) Harjo (2019) Selected Poems from <i>American Sunrise</i>	
8	3/12	Mexico + Westward Expansion	Zinn (2003), Ch 8 (14 pages) Video: Foreigners in their Own Land (found in SJSU library, 52 minutes) [Ortiz (2018), Ch 2 Section: Emancipatory Internationalism vs. The Bloody Banner of Slavery (103-134, 31 pages)]	
9	3/19	Civil War, Labor, and Modern Capitalism (1861-1865)  Key concepts: Labor Capitalism	Ortiz (2018), Ch 3, (30 pages) Podcast: 1619, Episode 2 (31:51) "Labor," Chan in Schlund-Vials p 202-207 (5 pages) [Loewen (1995), Ch 5 (33 pages)]	
10	3/26	Catch up week		Spring Break 3/27-3/31
11	4/2	US Imperialism and Hawai'i  Key concepts: Imperialism	Okiihiro (2015), Ch 4 (p101-108) (8 pages) Okiihiro (2015), Ch 5 (16 pages) Video: Smithsonian APA Center website, "How to Overthrow a Government" (45:00)	

		Colonialism	<p>Kauanui (2008), Hawaiian/Blood, Introduction: Got Blood? (p1-top of 10)</p> <p>Osorio (2010), "Memorializing Pu'uloa and Remembering Pearl Harbor," in Shigematsu and Camacho (3-14, 11 pages)</p> <p>Teaiwa (2010), "Bikinis and Other S/pacific N/oceans," in Shigematsu and Camacho (15-32, 17 pages)</p>	
12	4/9	<p>Coolies, Chinese Exclusion, "Yellow Peril"</p> <p>Key concept: Coolie Labor</p> <p>Chinese Immigrants + Exclusion Exclusion Act</p> <p>Key concept: Immigration (from week 13) Exclusion</p> <p>Japanese</p> <p>Key concept: Yellow Peril</p>	<p>"Coolie," Chang in Schlund-Vials, p 37-38 (2 pages)</p> <p>E Lee (2015), Ch 2 (Coolies) (22 pages)</p> <p>E Lee (2015), Ch 3 (Chinese) (29 pages)</p> <p>"Immigration," Lee in Schlund-Vials p 128-132 (4 pages)</p> <p>"Exclusion," Robinson in Schlund-Vials p 82-87 (5 pages)</p> <p>Video: Chinese Exclusion Act Video: Selections from Ep. 1, Warrior [Video: Mamie Tape and the Fight for Education in Equality]</p> <p>"Yellow," Ku in Schlund-Vials p 244-246 (2 pages)</p> <p>E Lee (2015), Ch 5 (Japanese Immigrants and "Yellow Peril") (27 pages)</p>	



13	4/16	The Land of Opportunity, Pt. 1: Migrant Labor by Region	Loewen (1995), Ch 7 Okiihiro (2015), Ch 6 (California) (31 pages) Okiihiro (2015), Ch 7 (Northwest, Northeast, South, North) (31 pages)	4/21 semester withdrawal deadline
14	4/23	The Land of Opportunity, Pt. 2: Koreans, South Asians	E Lee (2015), Ch 6 (Koreans) (13 pages) E Lee (2015), Ch 7 (South Asians) (22 pages)	
15	4/30	The Land of Opportunity, Pt. 2: Filipinos and Undocumented Asians	E Lee (2015), Ch 8 (Filipinos) (16 pages) E Lee (2015), Ch 9 (Undocumented) (16 pages)	
16	5/7	The Impact of Teaching and Learning History This Way	Loewen (1995), Ch 11 (26 pages) Loewen (1995), Ch 12 (13 pages) Loewen (1995), Afterword (6 pages)	5/15 Last day of instruction for semester  FINALS 5/17-5/19, 5/22-5/23
	5/18	Ancestor Project Due		
	5/22	Three Peer Evaluations Due Final Reflection Due Last day to submit late work		
	5/26	Grades Due from Faculty + End of Fall Semester		5/27 grades viewable on My SJSU