

# Asian Americans in U.S. History I Section 02

## AAS 33A

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/19/2024

### Contact Information

---

**Instructor:** Yvonne Y. Kwan, PhD

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

#### Class Schedule and Location

- Section 1. MW 9:00 to 10:15 AM in HGH 122
- Section 2. MW 10:30 to 11:45 AM in HGH 122

#### Office Hours

- Wednesdays 2-3 PM in DMH 213
- Thursdays 1-2 PM in DMH 213
- If you would like to make an appointment outside of regular office hours, please email me.

### 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

---

#### 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 factored into your grade, your presence in class helps assure that you'll be prepared for graded assignments.
2. There's no need to ask for permission. Take responsibility for your own decisions.
3. Don't ask your professor what you missed. First, review the syllabus. Second, check in with a classmate for notes.
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.

## 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 dock 5% per day that it is late based on 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 [asianamericanstudies@sjsu.edu](mailto:asianamericanstudies@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.

## Course Materials

---

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/B sections taught by other professors or instructors. There are both cost and pedagogical reasons for this.

## Course Requirements and Assignments

---

### JOURNAL ENTRIES (15%)

Entries based on provided prompts should demonstrate thoughtful consideration of course material, including class discussions and assigned readings.

#### Grading

- Exemplary (100): Demonstrates exceptional depth of reflection, incorporating specific examples and insights from class discussions and readings. Entries reveal a clear understanding of course concepts and their application to personal experiences or the world around you.
- Complete (85): Meets basic requirements of the assignment, showing evidence of reflection but lacking depth or connection to course material. Entries are generally complete but could benefit from more thorough engagement with class content.
- Incomplete (0): Does not meet the assignment requirements. Entries are missing or significantly incomplete.

#### Notes

- To earn an excellent grade, students must consistently demonstrate a strong connection between their personal reflections and the course material.
- Lowest journal entry grade will be dropped.

### READING REFLECTIONS (50%)

Students will submit a written reflection that demonstrates critical engagement with the text and course discussions. Reflections should evidence a deep understanding of key concepts and terms, and their application to contemporary or other relevant contexts.

## Grading

- **Exemplary (100):** Demonstrates exceptional critical thinking and analysis. Provides clear, accurate, and insightful definitions of key concepts/terms. Offers compelling connections between course material and real-world examples. Effectively uses evidence from the text to support arguments.
- **Meets Expectations (89):** Demonstrates a solid understanding of the reading. Provides accurate definitions of key concepts/terms. Makes relevant connections between course material and other contexts. Uses evidence from the text appropriately.
- **Developing (79):** Shows some understanding of the reading but lacks depth. Definitions of concepts/terms may be incomplete or inaccurate. Connections to other contexts are limited. Evidence from the text is used inconsistently.
- **Does Not Meet Expectations (69 and below):** Demonstrates minimal understanding of the reading. Definitions of concepts/terms are unclear or absent. Fails to make connections to other contexts. Evidence from the text is lacking or irrelevant.

## Note

- To earn a higher grade, students should strive to go beyond summarizing the text and instead focus on analyzing and interpreting the material.

## GROUP LESSON PLAN ASSIGNMENT (20%)

Students will collaborate in groups of 4 to develop and deliver a comprehensive lesson plan focused on the contributions of Asian Americans and Pacific Islanders (AAPIs) to U.S. history. The lesson plan should address a significant gap in traditional U.S. history curricula and incorporate primary and secondary sources to provide students with a rich and nuanced understanding of the topic.

## Requirements

1. **Overview/Rationale:** Provide a clear and concise explanation of the historical significance of your chosen topic within the broader context of U.S. history. Justify the inclusion of this topic in a high school U.S. history curriculum by highlighting the underrepresentation of AAPI histories, experiences, and contributions and the importance of addressing this gap.
2. **Specific Topic:** Identify a specific lesson plan topic suitable for an 11th-grade U.S. history class. The topic should align with our course curriculum and provide opportunities for students to explore the complexities of AAPI experiences.
3. **Essential Questions:** Develop 1-2 thought-provoking essential questions that encourage critical thinking and inquiry about both historical and contemporary social issues related to your chosen topic.
4. **Student Learning Objectives:** Clearly articulate the specific knowledge, skills, and understandings students should acquire as a result of the lesson. Use measurable and observable terms.
5. **Primary and Secondary Resources:** Select a variety of primary and secondary sources that support the lesson objectives. Explain how these resources will be used to engage students and deepen their understanding of the topic.

6. **Lesson Plan Materials:** Create a detailed lesson plan that includes a complete slide deck and any necessary handouts. The lesson plan should outline the sequence of activities, time allocations, and instructional strategies.
7. **Assessment Tool:** Develop an assessment tool that effectively measures student achievement of the stated learning objectives. Explain how the assessment will be used to gather evidence of student learning.
8. **Lesson Plan Demonstration:** Deliver a 10-12 minute presentation of the lesson plan to the class. Incorporate effective teaching strategies and engage your peers as if they were students. Participate in peer evaluations to provide constructive feedback.

## Grading

The group lesson plan will be evaluated based on the following criteria:

- Depth and clarity of the overview/rationale
- Relevance and focus of the specific topic
- Quality and thought-provoking nature of essential questions
- Clear and measurable student learning objectives
- Appropriate selection and effective use of primary and secondary sources
- Organization, coherence, and creativity of the lesson plan materials
- Alignment of the assessment tool with learning objectives
- Effectiveness of the lesson plan demonstration
- Quality and depth of peer feedback

## Notes

- Specific guidelines regarding group formation, collaboration expectations, and due dates may be added as needed.

## CREATIVE FINAL PROJECT: "HOME"(15%)

Students will create a photo essay that explores the complex and multifaceted concept of "home." Through a series of carefully selected and sequenced images, accompanied by brief written reflections, students will delve into the personal, social, cultural, and historical dimensions of "home" and "cultural memory".

### Photo Essay Components:

1. Who is/are the Indigenous nation(s) that have always lived in the place you call home?
2. What did historical colonization look like on that land?
3. What does current colonization look like on that land? What has been the impact to Indigenous people? The land and ecosystem?
4. What are Indigenous organizers calling for - their visions or demands? What would achieving those visions mean for the place you call home? How can you work towards supporting those visions or demands?



5. Why is it important to understand the political but also personal connection between where something occurred and what happened there?
6. Identify 2 sites of cultural memory on campus. Take a photo. Explain what occurred there. Use the lens of racial capitalism and settler colonialism to analyze its significance to America history.
7. Identify 2 sites of cultural memory in San Jose (or near your residence). Take a photo. Explain what occurred there. Use the lens of racial capitalism and settler colonialism to analyze its significance to American history.
8. To show that you understand that history is not just dead, explain how the histories as well as people's contemporary struggles for sovereignty, reparations, and civil liberties are intertwined, as demonstrated in the photos you include in this photo essay. What are ways in which individual people like you can resist the master narratives that persist in and around us?

## Grading

- **Exemplary (100):** The photo essay comprehensively addresses all 8 essential questions, demonstrating a deep understanding of the course material. Images are thoughtfully selected and sequenced, and the accompanying reflections are insightful and well-written. The project effectively incorporates at least five discrete course readings, with clear and accurate citations.
- **Meets Expectations (89):** The photo essay addresses most of the essential questions, demonstrating a solid understanding of the course material. Images and reflections are generally relevant and well-organized. Some integration of course readings is evident, but citations may be limited or inconsistent.
- **Developing (79):** The photo essay addresses some of the essential questions, but lacks depth in exploring the concept of home. Images and reflections may be inconsistent in quality. Limited integration of course readings is evident, and citations may be missing or inaccurate.
- **Does Not Meet Expectations (69 and below):** The photo essay fails to adequately address the essential questions, demonstrating a limited understanding of the course material. Images and reflections are unclear or irrelevant. There is little to no evidence of integration of course readings.

## Notes

- Creativity and originality are encouraged. The photo essay should reflect the student's unique perspective on the concept of home.
- Specific guidelines regarding the number of photographs, length of reflections, and formatting may be added as needed.

# ✓ Grading Information

---

## Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	GELO ASSESSED*

Lesson Plan	20%	GELO D1
Journal Entries	15%	ALO US1
Reading Reflections	50%	GELO D2, D4
Final Assignment	15%	GELO D3, ALO US2

\*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
------	-------	-------

When	Topic	Notes
<p><b>Week 0</b> 8/21/2024</p>	<p>Introduction to Asian American Studies</p>	<p><b>Required Reading</b></p> <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> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• Takaki (2012) Ch 1 "A Different Mirror: The Making of Multicultural America"</li> </ul> <p><b>In-Class Media</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=qCdWnAFr6v0">Asian American Studies in U.S.   Asian American Life (2021)</a> (<a href="https://www.youtube.com/watch?v=qCdWnAFr6v0">https://www.youtube.com/watch?v=qCdWnAFr6v0</a>)</li> <li>• <a href="https://aapi-perspectives.jamsj.org/archive/pj-hirabayashi/">AAPI Perspectives: Interview with PJ Hirabayashi (35:19 - 46:03)</a> (<a href="https://aapi-perspectives.jamsj.org/archive/pj-hirabayashi/">https://aapi-perspectives.jamsj.org/archive/pj-hirabayashi/</a>)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #1 (due Thursday, 8/22/2024 at 11:59p)</li> </ul>
<p><b>Week 1</b> 8/26/2024 and 8/28/2024</p>	<p>Orienting Knowledge: Epistemologies - How do we know what we know?</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <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> <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> </ul> <p><b>Recommended Media</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Tbvy3wHc-8o">Cultural Memory, White Innocence, and U.S. Territory by Dr. Pulido</a> (<a href="https://www.youtube.com/watch?v=Tbvy3wHc-8o">https://www.youtube.com/watch?v=Tbvy3wHc-8o</a>)</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Reading Reflection 1 (due 8/29/2024 at 11:59p)</li> </ul>
<p><b>Week 2</b> 9/4/2024</p>	<p>Colonial "America", Revolutionary Uprisings, and The New Nation</p>	<p><b>HOLIDAY Monday - September 2, 2024 (NO CLASS)</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <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> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #2 (due 9/5/2024 at 11:59p)</li> </ul>

When	Topic	Notes
<p><b>Week 3</b> 9/9/2024 and 9/11/2024</p>	<p>Colonial "America", Revolutionary Uprisings, and The New Nation</p>	<p><b>Required Reading</b></p> <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> <p><b>In-Class Media</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Geographies of Racial Capitalism with Ruth Wilson Gilmore – An Antipode Foundation film</a></li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Reading Reflection #2 (due 9/12/2024)</li> </ul>
<p><b>Week 4</b> 9/16/2024 and 9/18/2024</p>	<p>Colonial "America", Revolutionary Uprisings, and The New Nation</p>	<p><b>Required Reading/Media</b></p> <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="#">Hamilton - Cabinet Battle #1</a></li> <li>• <a href="#">Chemerinsky (2022) 30. "Cabinet Battle #1": The Structure of Federalism</a></li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #3 (due 9/19/2024)</li> </ul>
<p><b>Week 5</b> 9/23/2024 and 9/25/2024</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">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)</a></li> <li>• <a href="#">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)</a></li> </ul> <p><b>Recommended Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Okiihiro (2015) Ch 4 "The Imperial Republic" (https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8.9)</a></li> <li>• Anzaldúa (1987) Ch 1 "The Homeland, Aztlán/El Otro México"</li> <li>• Anzaldúa (1987) Ch 7 "La conciencia de la mestiza: Towards a New Consciousness"</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Reading Reflection #3 (due 9/26/2024)</li> </ul>

When	Topic	Notes
<p><b>Week 6</b> 9/30/2024 and 10/2/2024</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.jstor.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/stable/10.5149/9781469602172_obrien.14">https://www.jstor.org/stable/10.5149/9781469602172_obrien.14</a>).</li> <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> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Reading Reflection #4 (due 10/3/2024)</li> </ul>
<p><b>Week 7</b> 10/7/2024 and 10/9/2024</p>	<p>Decolonization is not a metaphor - Resisting Erasure and the Land Back Movements</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.cbglcollab.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/what-does-land-restitution-mean">https://www.cbglcollab.org/what-does-land-restitution-mean</a>).</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #4 (due 10/10/2024)</li> </ul>
<p><b>Week 8</b> 10/14/2024 and 10/16/20-24</p>	<p>The Presidency, Enslavement, and Its Discontents</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="#">The Executive Branch</a></li> <li>• <a href="#">African American Soldiers During the Civil War</a></li> <li>• Takaki (2012) Ch 5 "No More Peck o' Corn: Slavery and Its Discontents"</li> <li>• <a href="#">Pinheiro (2022) Fellow Citizens: How Black Americans Reframed Citizenship</a></li> <li>• <a href="#">Ignacio (2023) "Those Who Served: AAPIs in the Civil War"</a></li> </ul> <p><b>Recommended</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Asians and Pacific Islanders and the Civil War</a></li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #5 (due 10/17/2024)</li> </ul>

When	Topic	Notes
<p><b>Week 9</b> 10/21/2024 and 10/23/2024</p>	<p>Pacific Settler Colonialism and Labor</p>	<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Okihiro (2015) Ch 5 "Hawai'i"</li> </ul> <p><b>Recommended</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> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Reading Reflection #5 (due 10/24/2024)</li> </ul> <p><b>Extra Credit</b></p> <ul style="list-style-type: none"> <li>• Gene Yang - Friday October 25th, 3:30-5:30PM, SU Theatre: <a href="https://en.wikipedia.org/wiki/Gene_Luen_Yang">Gene Luen Yang</a> (<a href="https://en.wikipedia.org/wiki/Gene_Luen_Yang">https://en.wikipedia.org/wiki/Gene_Luen_Yang</a>), the multi-award-winning and best-selling author of the modern classic <i>American Born Chinese</i> (recently adapted by Disney+), will be on campus at SJSU on October 25. Yang will receive the 2024 John Steinbeck Award after having a craft conversation about visual storytelling with <a href="https://en.wikipedia.org/wiki/Mark_Siegel">Mark Siegal</a> (<a href="https://en.wikipedia.org/wiki/Mark_Siegel">https://en.wikipedia.org/wiki/Mark_Siegel</a>), the founder and Creative and Editorial Director of First Second Books (the esteemed graphic novel imprint of MacMillian). The two authors will discuss Yang's storied career, including his beginnings, his runs writing <i>Avatar the Last Airbender</i>, <i>Shang Chi</i>, and <i>Superman</i>, and his work in memoir and original comics, including 2024's <i>Lunar New Year Love story</i> (Co-written with LeUyen Pham).</li> </ul>
<p><b>Week 10</b> 10/28/2024 and 10/30/2024</p>	<p>Pacific Settler Colonialism and Racial Capitalism</p>	<p><b>NO CLASS on Monday 10/28/2024</b></p> <ul style="list-style-type: none"> <li>• Watch PBS Asian Americans Series Episode 1</li> </ul> <p><b>AAS MAJOR LAUNCH PARTY - TUESDAY 10/29/2024 SU 4A/B</b></p> <p><b>GROUP MEETINGS: Lesson Plan Prep - 10/30/2024</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Lee (2015) Ch 1 "Los Chinos in New Spain and Asians in Early America"</li> </ul> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• Journal Entry #6 (due 10/31/2024)</li> </ul>

When	Topic	Notes
<b>Week 11</b> 11/3/2024 and 11/5/2024	Pacific Settler Colonialism and Racial Capitalism	<b>Reading Reading</b> <ul style="list-style-type: none"> <li>• Lee (2015) Ch 2 "Coolies"</li> </ul> <b>Recommended Reading</b> <ul style="list-style-type: none"> <li>• Yun (2008) Ch 1 "The Historical Context of Coolie Traffic to the Americas"</li> </ul>
<b>Week 12</b> 11/11/2024 and 11/13/2024	Lesson Plan Prep	<b>HOLIDAY Monday - November 11, 2024 (NO CLASS)</b>  <b>GROUP MEETINGS: Lesson Plan Prep - 11/13/2024</b>
<b>Week 13</b> 11/18/2024 and 11/20/2024	Pacific Settler Colonialism and Racial Capitalism	<b>Reading 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>Assignment</b> <ul style="list-style-type: none"> <li>• Journal Entry #7 (due 11/22/2024)</li> </ul>
<b>Week 14</b> 11/25/2024 and 11/27/2024	Lesson Plan Prep	<b>GROUP MEETINGS: Lesson Plan Prep - 11/25/2024</b>  <b>HOLIDAY Wednesday - November 27, 2024 (NO CLASS)</b>
<b>Week 15</b> 12/2/2024 and 12/4/2024	Lesson Plan Presentations	
<b>Week 16</b> 12/9/2024	Lesson Plan Presentations	
<b>Finals Week</b>	Finals!	<b>Section 1 (MW 9-10:15 AM)</b> <ul style="list-style-type: none"> <li>• Final Due: Friday, December 13 7:15-9:30 AM</li> </ul> <b>Section 2 (MW 10:30-11:45 AM)</b> <ul style="list-style-type: none"> <li>• Final Due: Thursday, December 12 9:45 AM-12:00 PM</li> </ul>