

Asian Americans in U.S. History II Section 10

AAS 33B

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/29/2025

Contact Information

Apryl Berney

- Email: apryl.berney@sjsu.edu
- Shared Office: DMH 210
- Office Hours: Tuesdays, 3-4pm (please make an appt. via email)
- Zoom Office Hours: 11am - noon, Fridays

*see Canvas for zoom link

Course Description and Requisites

Historical and political factors that shaped U.S. culture, institutions and society from the mid-nineteenth century to the current era. Focus on experiences of Asian Americans as well as other immigrants and people of color.

GE Area: D (formerly GE Area D3)

Prerequisite(s): AAS 33A.

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

Letter Graded

* Classroom Protocols

Late Work Policy

I understand that circumstances may arise that could delay your submissions. Therefore, I do accept late work with the following stipulations:

1. Grace Period: All assignments have a 2-day grace period from the original due date. During this time, you may submit your work without any penalties or the need for an extension.

2. Please email me for an extension if you need more than two days. You will get the extension. Otherwise, if I grade an assignment and you do not request an extension, the grade for the assignment will stand.
3. End-of-Term Deadline: No late work after 5/12/25.

Please email me ASAP if there are any problems with links or accessing material on worksheets. I will make the necessary adjustments.

Code of Conduct

By all means, treat your fellow students and your instructor with respect. For in-person meetings, be on time, be engaged, and do your part to help make a great learning experience. Students must not use vulgar, obscene, abusive or demeaning language, writing, pictures, signs or acts in written or oral communications. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. I welcome differing opinions, but rudeness, bigotry, homophobia, transphobia, xenophobia, etcetera is unacceptable and will not be tolerated at any time, both on my part and yours. Any disrespectful or threatening behavior will be reported to campus administration.

*Code of Conduct policy borrowed from Prof. Kwan's syllabus.

Pronoun Use

Knowing and using people's names and pronouns is a sign of respect. I encourage you to help me and your peers with proper name pronunciation and pronoun usage. Please let me know as soon as possible if your name or pronoun differs from what is listed in the course roster (MySJSU) so that I and the class can address you

COMMUNICATE. COMMUNICATE. COMMUNICATE.

Ultimately, I like teaching, and I am here for you. I will accommodate you if you communicate a specific need to me *before* an assignment is due. However, I can't help you when you don't communicate with me. Stay on top of your work, and let me know when you hit any roadblocks, and I will certainly try to help.

We will develop classroom guidelines for engaging with one another during the first or second week of class. Some events, people, and movements discussed in this course might be upsetting. I will try to provide space for folks to process those feelings. However, I understand if you must excuse yourself due to course topic matter. 33B concerns how different people, families, and elders migrated to the US. This process was typically not by choice and often involved trauma. Poverty, racism, homophobia, gender inequality, transphobia, and the intersections of these systemic forces are violent. I am sure taking AAS with a middle-aged white professor is unpleasant on some levels, too, so please take care of yourself—voice concerns when they arise.

Dr. Anne Marie Todd, Dean of the College of Social Sciences, is happy to discuss any issues or concerns you might have about me teaching AAS courses. You can reach her at annemarie.todd@sjsu.edu.

Please don't alter assignments. If you need accommodations on an assignment, please contact Prof. Berney before it is due.

If you are sick, please stay home! Nothing in this course can't be given an extension or submitted online. Please prioritize taking care of yourself and informing me of any issues.

Operate with the assumption that everyone, including your professor, is trying to do their best. If a link on Canvas doesn't work, email me.

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 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

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

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

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

Books

- Chang, Jeff. *We Gon' Be Alright: Notes on Race and Resegregation*. New York: Picador, 2016.
- Kumar, Rebecca, and Seughlee Lee, eds. *Queer & Femme in AfroAsian American Visual Culture*. Durham, NC: Duke University Press, forthcoming.
- Lee, Shelley Sang-Hee. *A New History of Asian America*. New York: Routledge, 2014.
- Ono, Yoko. *Grapefruit: A Book of Instructions and Drawings*. New York: Simon & Schuster, 1970.
- Wong, Alice. *Year of the Tiger: An Activist's Life*. New York: Vintage, 2022.

Films

- *First Person Plural*. Directed by Deanna Borshay. Berkeley, CA: National Asian American Telecommunications Association, 2000.
- *A.k.a Don Bonus*. Directed by S. Leo Chiang and Spencer Nakasako. Berkeley, CA: Center for Asian American Media, 1995.

- *Nailed It*. Directed by Adele Pham. New York: Women Make Movies, 2019.

Edited Work

- *Keywords in Asian American Studies*. Edited by Cathy Schlund-Vials, Linda Trinh Võ, and K. Scott Wong. New York: NYU Press, 2015.

*Plz see Canvas. Most items are accessible through the SJSU library. Additional readings might exist on Canvas too.

Course Requirements and Assignments

Foundational Assignments

You mostly choose which assignments you want to complete in the course, except for a handful of foundational assignments that meet course requirements—Reading Responses #1, #4, #5, #7, #14, and #15. Two of the four Watch + Read assignments and the final exam/project. Foundational assignments are marked with an (F) on Canvas.

15 Reading Responses (35 points each. 525 total)

Tell me three quotes from the assigned reading that helped you think more critically about the experiences of Asians, Asian Americans, or Pacific Islanders in the United States. Make sure the quotes you choose are from different sections of the assigned reading. Provide a set-up, the actual quote, and a brief reflection that addresses why you selected the quote and what about the Asian, Asian American, or Pacific Islander histories the quote helped you understand. (US 3 + GELO 1,2,3,4)

4 Watch + Read (75 points each. 300 total)

Write a reflection on the film that also engages with the reading paired with the film. Please see the specifics assignment for details. (GELO 1 +2)

(At least 250 word count.)

6 Creative Activity (100-200 points. 825 total)

6 creative activities are scheduled throughout the course. 2 of the 6 are group projects. Creative activities ask you to explore an Asian American artist's work and the social and historical forces that prompted artists to act and create, developing a technique or style to address issues and questions raised by the Asian American experience. (Varies according to activity, but combined they cover US 3 + GELO 1, 2, 3, 4.)

1650 possible. Class is out of 1000

Grading Information

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>96 to 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

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

*Course Schedule is tentative. I try not to change things. However, world and personal events might change things. Apologies.

Week.	Tuesday.	Thursday.
1 – jan. 23		Hello. Logistics.
2 – jan. 28 - 30	Yoko Ono & Grapefruit Read #1: Shelley Sang-Hee Lee, chapter 12. (F)	Activity #1 (100 pts.) Read #2: “Brown,” “Gender,” “Multiculturalism,” “Orientalism,” “Race” from <i>Keywords in Asian American Studies</i> .
3 – feb. 4- 6	Read #3: Jeff Chang, “The In-Between on Asian Americanness,” from <i>We Gon’ Be Alright</i> .	Deann Borshay Liem + Transnational Adoption Read #4: Shelley Sang-Hee Lee, chapter 9. (F)
4 – feb. 11-13	Watch + Read #1: Deann Borshay Liem, <i>First Person Plural</i> , 2000; Catherine Geniza Choy, “Adoption” from <i>Keywords for Asian American Studies</i> . (F)	Dinh Q. Lê + Memory Read #5: Shelley Sang-Hee Lee, chapter 10. (F)
5 – feb. 18 -20	Read #6: National Gallery Singapore, Dinh Q. Lê in Conversation: Crossing the Farther Shore, 2023.	Activity #2 (125 pts.)
6 – feb. 25 – 27	Sokly Ny + Refugeehood	Watch + Read #2: Sokly Ny & Spencer Nakasako, <i>A.K.A Don Bonus</i> , 1995; Heyang Julie Kae, “Collateral Narratives: Neoliberal Citizenship, Juvenile Delinquency, and Cambodian American Refugees Youth in a.k.a Don Bonus,” <i>MELUS: Multi-Ethnic Literature of the US</i> , Vol. 41, Number 3, Fall 2016, 133-152. (F)

7 – mar. 4-6	<p>Gidra + Asian American Movement</p> <p>Read #7: Shelley Sang-Hee Lee, chapter 11. (F)</p>	<p>Watch + Read #3: Tadashi Nakamura, <i>A Song for Ourselves</i>, 2009; liner notes of <i>A Grain of Sand: Music for the Struggle by Asians in America</i>. (F)</p>
8 – mar. 11-13	<p>Read #8: archive issues of <i>Gidra</i> accessible through the SJSU library.</p>	<p>Activity #3 (does require Read #8) (150 pts.)</p>
9 – mar. 18-20	<p>Saweetie + Femme Fugivity</p> <p>Read #9: Berney, "Saweetie's Pretty Bitch Music, Femme Fugivity and the Blasian Bay Area," from <i>Queer & Femme in AfroAsian American Visual Culture</i>, 2024.</p>	<p>Watch + Read #4: Adele Pham, <i>Nailed It</i>, 2018; Reed, J., & Medvedev, K. (2023). A Missing Site of Black Beauty History: The Black Beauty Supply Store. <i>Clothing and Textiles Research Journal</i>, 41(4), 294–309. (F)</p>
10 – mar. 25-27	<p>Read #10: Jeff Chang, "Vanilla Cities & Their Chocolate Suburbs: On Resegregation" from <i>We Gon' Be Alright</i>;</p>	<p>Activity #4 (125 pts.)</p>
11 – apr. 1-3	<p>Spring Break.</p>	
12 – apr. 8-10	<p>Christine Sun Kim + Accessibility</p> <p>Read #11: "Disability," from <i>Keywords in Asian American Studies</i>; Christine Sun Kim, "Friends & Strangers," Art in the 20th Century, Art 21, Season 11.</p>	<p>Read #12: sections from Alice Wong's <i>Year of the Tiger: An Activist Life</i>, 2022.</p>
13 – apr. 15-17	<p>Read #13: sections from Alice Wong's <i>Year of the Tiger: An Activist Life</i>, 2022.</p>	<p>Activity #5 (Tues. attendance required) (125 pts.)</p>

14 – apr. 22-24	<p>Swati Khurana + 9/11</p> <p>Read #14: “Post-Colonialism” from <i>Keywords in Asian American Studies</i>. Shelley Sang Hee-Lee, chapter 13. (F)</p>	
15 – apr. 29- 1	<p>mimi khúc + Open in Emergency Kit</p> <p>Read #15: Chen, M. Y., Khúc, M., & Kim, J. B. (2023). Work Will Not Save Us: An Asian American Crip Manifesto. <i>Disability Studies Quarterly</i>, 43(1); sections from <i>dear elia: Letters from the Asian American Abyss</i>, 2024. (F)</p>	Work on Kit & Conferences
16 – may 6-8	Work on Kit & Conferences	Work on Kit & Conferences
17 – may 13-15	5/12 is last day of classes. 5/14-5/21 Finals.	Activity #6 (200 pts.)