

Asian American Studies 33A (AAS 33A): Asian Americans in U.S. History, Part I
3.0 units — Fall 2024 — 08/21/2024 to 12/09/2024

Asian American Studies Program
Department of Sociology & Interdisciplinary Social Sciences
College of Social Sciences | San José State University



Photograph by Corky Lee



Contact Information

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Class Schedule and Location

Section 5. TR 3:00–4:30pm in HGH 122
Section 6. TR 4:30–5:45pm in HGH 122



Office Hours

TR 11:00am–12:00pm in DMH 211
Please email me if you'd like to set up an appointment outside of these regular office hours.



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.

AAS33A Classroom Protocols

- **Canvas.** All course materials, including readings and assignments will be accessed and submitted via Canvas. No physical paper submissions or email submissions will be accepted.
- **Attendance and Participation.** Although attendance is not factored into your grade per SJSU policy, I welcome your presence and engagement. There will also be graded in-class assignments. Showing up prepared will always help ensure your success on class assignments. There's no need to ask for permission from me. Take responsibility for your decisions to come through class or not. If you do need to miss class, please (1) review the syllabus and (2) check in with a classmate for notes. If there is a matter that is detrimental to your wellness or performance in the course, notify your professor as soon as you can.
- **Hella Strict Communication Policy.** Before you send me an email, please consider that I require your communications adhere to the following criteria (or I will not respond):
 - Please include a clear subject line, greeting, and a sign off. This is a professional norm and a sign of respect that will serve you well beyond SJSU.
 - 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.
 - 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 or shorter responses. More involved conversations—including feedback for major assignments, clarification of prompts, and explanations for grading—must happen in office hours. Plan accordingly.
 - Expect your email to be returned within 48 hours, not inclusive of weekends.
- **Late Work.** No late work will receive point reductions unless it is not submitted by the time I grade it. If it is late by the time I grade the assignment, I will retroactively deduct 5% of the assignment's maximum point value per day (24-hour period) that it is late based on the original due date and time. I understand that emergencies arise, so please notify me as soon as possible (and ideally well before a deadline) if such emergencies may interfere with your class performance or participation.

General Education (GE) 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).

Asian American Studies and Ethnic Studies at SJSU

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 (PLOs)

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.

Major or Minor in Asian American Studies!

We hope that you consider a major or minor in Asian American Studies! If you would ever like to learn more about majoring or minoring in Asian American Studies, please come through office hours and let's chat! You can also always send an email to our AAS Program Coordinator at asianamericanstudies@sjsu.edu.

AAS 33A 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.

AAS 33A 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.

AAS 33A Course Assignments and Grading (Overview)

The final course grade will be based on the following:

Class Participation	= 20% of course grade
Journal Entries	= 15% of course grade
Reading Reflections	= 30% of course grade
Group Lesson Plan Assignment	= 20% of course grade
Creative Final Project: “Home”	= 15% of course grade
Total	= 100% of course grade

AAS 33A Course Assignments and Grading (Detailed)

Class Participation (20% of course grade)

Your in-class participation is important to me! I track in-class participation throughout the semester. As the students of this class collectively discussed and decided by consensus in Week 1, each student can miss up to seven (7) of these in-class participation assignments—for whatever reason—without any penalty to their final class participation grade. I know that things happen, so this highly generous cushion allows for any emergencies or conflicts that arise over the course of the semester. However, for every subsequent missed in-class participation assignment, your class participation grade will drop by 5% for each missed assignment. This means that if you miss eleven (11) or more in-class participation assignments, this class participation grade will become 0%.

There will be no exceptions to this policy. If you believe you have a set of highly extenuating circumstances that can convince me otherwise, please come talk to me in office hours — but know that the chances of me making such an exception will be entirely at my discretion and will be highly unlikely. This conversation must happen in office hours before our last in-person class meeting.

Journal Entries (15% of course grade)

Entries based on provided prompts should demonstrate thoughtful consideration of course material, including class discussions and assigned readings. To earn an excellent grade, students must consistently demonstrate a strong connection between their personal reflections and the course material. The lowest journal entry grade will be dropped at the end of the semester.

Journal Entry Grading Rubric

- Exemplary (90–100): 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 (70–89): 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 (0–69): Does not meet the assignment requirements. Entries are missing or significantly incomplete.

Reading Reflections (30% of course grade)

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

Reading Reflection Grading Rubric

- Exemplary (90–100): 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 (80–89): 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 (70–79): 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 (0–69): 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.

Group Lesson Plan Assignment (20% of course grade)

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.

Lesson Plan Criteria / 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 is, an assignment) 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.

Lesson Plan Grading Rubric

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

Creative Final Project: “Home” Photo Essay (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?

Photo Essay Grading Rubric

- Exemplary (90–100): 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 (80–89): 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 (70–79): 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 (0–69): 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.

Course Grading and Assessment

Assessment	% of Course Grade	GELO Assessed*
Class Participation	20%	—
Journal Entries	15%	ALO US1
Reading Reflections	30%	GELO D2, D4
Group Lesson Plan	20%	GELO D1

Final Project: “Home” Photo Essay	15%	GELO D3, ALO US2
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*See the course assignments section above for a 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).

Final letter grades will be determined at the end of the semester. They are based on the following qualitative criteria:

- A** – Performance of the student has been of the highest level, showing sustained excellence.
- B** – Performance of the student has been good, though not of the highest level.
- C** – Performance of the student has been adequate, satisfactorily meeting the course requirements.
- D** – Performance of the student has been less than adequate.
- F** – Performance of the student has been such that course requirements have not been met.com/home

The final course letter grade is based on the following (strict) scale:

94.00–100.00 = A	80.00–83.99 = B-	67.00–69.99 = D+
90.00–93.99 = A-	77.00–79.99 = C+	64.00–66.99 = D
87.00–89.99 = B+	74.00–76.99 = C	60.00–63.99 = D-
84.00–86.99 = B	70.00–73.99 = C-	0.00–59.99 = F

Here is an alternative visualization of the same scale:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	≥ 0%

This is a strict scale, and final grades will not be rounded. There may be extra credit throughout the course of the semester, and I will announce the guidelines for those extra credit opportunities as they come up.

University Policies & Supplementary Syllabus Information

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.

AAS 33A — Fall 2024 — Course Schedule

Online Access to Key Texts

You will need online access to the following required texts, which are either accessible via PDF on Canvas or online through your SJSU library access. Please make sure you can access these readings well in advance of any assignment deadlines using your SJSU student log-in information.

- **AHU** — Gary Okihiro, *American History Unbound: Asians and Pacific Islanders* (UC Press, 2015).
 - Accessible online at <https://www.jstor.org/stable/10.1525/j.ctv1wxqh8>
 - Alternatively, you can use this link that will route you to online text access through the SJSU library: <https://www-jstor-org.libaccess.sjlibrary.org/stable/10.1525/j.ctv1wxqh8>
 - Abbreviated as **AHU** in reading assignments in the syllabus.

- **APHUS** — Howard Zinn, *A People's History of the United States* (Longman, 1980).
 - Accessible on Canvas as a PDF and [online here](#).
 - Abbreviated as **APHUS** in reading assignments in the syllabus.

Week	Topic	Assigned Texts / Notes
Week 0 R 08/22/2024	Course Introductions	Required Texts <ul style="list-style-type: none"> • Review AAS 33A syllabus. Assignments <ul style="list-style-type: none"> • Complete AAS 33A syllabus quiz in Canvas
Week 1 T 08/27/2024 R 08/29/2024	Introduction to Asian American Studies keyword: epistemology	Required Texts <ul style="list-style-type: none"> • Gary Okihiro, “Introduction,” AHU. • Gary Okihiro, Chapter 1: “Ocean Worlds,” AHU. • Gary Okihiro, Chapter 2: “The World-System,” AHU. Recommended Texts <ul style="list-style-type: none"> • “Cultural Memory, White Innocence, and US Territory by Dr. Pulido,” online lecture featuring Dr. Laura Pulido, October 12, 2022, YouTube. Assignments <ul style="list-style-type: none"> • Journal Entry #1 video self-introduction (due Sat 8/31/2024) • Reading Reflection #1 (due Fri 9/6/2024)
Week 2 T 09/03/2024 R 09/05/2024	Colonial “America,” Revolutionary Uprisings, and the New Nation	Required Texts <ul style="list-style-type: none"> • Gary Okihiro, Chapter 3: “The United States,” AHU. Assignments <ul style="list-style-type: none"> • Journal Entry #2 (due Sat 9/7/2024)
Week 3 T 09/10/2024 R 09/12/2024	Colonial “America,” Revolutionary Uprisings, and the	Required Texts <ul style="list-style-type: none"> • Howard Zinn, Chapter 2: “Drawing the Color Line,” <i>APHUS</i>, pp. 23–38.

	<p>New Nation (continued)</p> <p>keyword: racial capitalism</p>	<ul style="list-style-type: none"> Howard Zinn, Chapter 3: “Persons of Mean and Vile Condition,” <i>APHUS</i>, pp. 39–58. “Geographies of Racial Capitalism with Ruth Wilson Gilmore — An Antipode Foundation Film,” featuring Dr. Ruth Wilson Gilmore, June 1, 2020, YouTube video, 16:18. <p>Assignments</p> <ul style="list-style-type: none"> Reading Reflection #2 (due Fri 9/13/2024)
<p>Week 4</p> <p>T 09/17/2024 R 09/19/2024</p>	<p>Colonial “America,” Revolutionary Uprisings, and the New Nation (continued)</p>	<p>Required Texts</p> <ul style="list-style-type: none"> Look through the primary source documents here: Library of Congress, “The New Nation, 1783–1815”. <ul style="list-style-type: none"> Please read through the following sections and peruse the related documents at the end of each section: “Overview,” “Policies and Problems of the Confederation Government,” “Government Policy Toward Native Americans,” and “The United States Constitution.” Edwin Chemerinsky, “Cabinet Battle #1: The Structure of Federalism” (2022). “Cabinet Battle #1,” from <i>Hamilton: An American Musical</i> (2015), YouTube, 3:35. <p>Assignments</p> <ul style="list-style-type: none"> Journal Entry #3 (due Fri 9/20/2024)
<p>Week 5</p> <p>T 09/24/2024 R 09/26/2024</p>	<p>Indigenous Presence, Resistance, and Decolonization</p> <p>keyword: settler colonialism</p>	<p>Required Texts</p> <ul style="list-style-type: none"> Laura Pulido, “Erasing Empire: Remembering the Mexican-American War in Los Angeles” (2022). Laura Pulido, “Geographies of Race and Ethnicity III: Settler Colonialism and Normative People of Color” (2017). <p>Recommended Texts</p> <ul style="list-style-type: none"> Gary Okihiro, Chapter 4: “The Imperial Republic,” <i>AHU</i>. Gloria Anzaldúa, Chapter 1: “The Homeland, Aztlán/El Otro México,” in <i>Borderlands/La Frontera: The New Mestiza</i> (1987). Gloria Anzaldúa, Chapter 7: “La conciencia de la mestiza: Towards a new consciousness,” in <i>Borderlands/La Frontera: The New Mestiza</i> (1987). <p>Assignments</p> <ul style="list-style-type: none"> Reading Reflection / Journal Entry
<p>Week 6</p> <p>T 10/01/2024 R 10/03/2024</p>	<p>Indigenous Presence, Resistance, and Decolonization (continued)</p> <p>keyword: decolonization</p>	<p>Required Texts</p> <ul style="list-style-type: none"> Les W. Field with Alan Levanthal and Rosemary Cambra, “Mapping Erasure: The Power of Nominative Cartography in the Past and Present of the Muwekma Ohlones of the San Francisco Bay Area” (2013). Eve Tuck and Wayne Yang, “Decolonization is not a metaphor” (2012).

		<p>Assignments</p> <ul style="list-style-type: none"> • Reading Reflection / Journal Entry
<p>Week 7</p> <p>T 10/08/2024 R 10/10/2024</p>	<p>Indigenous Presence, Resistance, and Decolonization (continued)</p> <p>keyword: land back</p>	<p>Required Texts</p> <ul style="list-style-type: none"> • Community-Based Global Learning Collective, “What does land restitution mean and how does it related to the Land Back movement? How does it work in practice?” https://www.cbglcollab.org/what-does-land-restitution-mean <p>Recommended Texts</p> <ul style="list-style-type: none"> • TBD <p>Assignments</p> <ul style="list-style-type: none"> • Reading Reflection / Journal Entry
<p>Week 8</p> <p>T 10/15/2024 R 10/17/2024</p> <p>*Indigenous People’s Day on Mon 10/14</p>	<p>The US Presidency, Enslavement, and Its Discontents</p> <p>keyword: chattel slavery</p>	<p>Required Texts</p> <ul style="list-style-type: none"> • Read the description of the executive branch on the White House website: The White House, “The Executive Branch.” • Read the context and peruse the related primary source documents here: Library of Congress, “African American Soldiers During the Civil War.” • Holly Pinheiro, “Fellow Citizens: How Black Americans Reframed Citizenship” (2022). • Daniella Ignacio, “Those Who Served: AAPIs in the Civil War” (2022). <p>Recommended Texts</p> <ul style="list-style-type: none"> • Carol A. Shively (ed.), Asian and Pacific Islanders and the Civil War (US National Park Service, 2015). <p>Assignments</p> <ul style="list-style-type: none"> • Reading Reflection / Journal Entry • Group Lesson Plan: Form groups in class.
<p>Week 9</p> <p>T 10/22/2024 R 10/24/2024</p>	<p>Settler Colonialism, Racial Capitalism, and Labor — Hawai‘i</p> <p>keywords: settler colonialism racial capitalism</p>	<p>Required Texts</p> <ul style="list-style-type: none"> • Gary Okihiro, Chapter 5: “Hawai‘i,” <i>AHU</i>. • Read and peruse the related source documents: “The 1897 Petition Against the Annexation of Hawai‘i,” US National Archives and Records Administration. • Additional Primary Source Documents <ul style="list-style-type: none"> ○ “Hawaiians Petition the Privy Council to Halt Foreign Influence in the Islands, and Council Replies” (1845) ○ “Foreign Experts Stress Optimism for Agriculture in Hawai‘i” (1850) <p>Recommended Texts</p> <ul style="list-style-type: none"> • Gary Okihiro, “Chapter 2: Hawaiians and Captain James Cook,” in <i>The Columbia Guide to Asian American History</i> (2001), pp. 56–66. <p>Assignments</p>

		<ul style="list-style-type: none"> Reading Reflection / Journal Entry <p>Extra Credit Opportunity</p> <ul style="list-style-type: none"> “The Art of Visual Storytelling: Gene Luen Yang” Friday 10/25/2024, 3:30–5:30pm SJSU Student Union Theatre <p>Gene Luen Yang (https://en.wikipedia.org/wiki/Gene_Luen_Yang), 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, 2024. Yang will receive the 2024 John Steinbeck Award after having a craft conversation about visual storytelling with Mark Siegel (https://en.wikipedia.org/wiki/Mark_Siegel), the founder and Creative and Editorial Director of First Second Books (the esteemed graphic novel imprint of Macmillan). 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).</p>
<p>Week 10 T 10/29/2024 R 10/31/2024</p>	<p>Settler Colonialism, Racial Capitalism, and Labor — early Asian migrations</p> <p>keywords: settler colonialism racial capitalism</p>	<p>Required Texts</p> <ul style="list-style-type: none"> [Watch] PBS <i>Asian Americans</i> documentary series, Episode 1: “Breaking Ground,” PBS Learning Media, 54:13. [Read] Erika Lee, “Chapter 1: Los Chinos in New Spain and Asians in Early America,” in <i>The Making of Asian America</i> (2015). <p>Assignments</p> <ul style="list-style-type: none"> Reading Reflection / Journal Entry <p>Extra Credit Opportunity</p> <ul style="list-style-type: none"> AAS Major Launch Party Tuesday 10/29/2024, 11:30am–1:00pm SJSU Student Union — Meeting Rooms 4A + 4B (on the upper level / second floor of the building)
<p>Week 11 T 11/05/2024 R 11/07/2024</p>	<p>Settler Colonialism, Racial Capitalism, and Labor — early Asian migrations (continued)</p> <p>keywords: settler colonialism racial capitalism</p>	<p>Required Texts</p> <ul style="list-style-type: none"> [Read] Erika Lee, “Chapter 2: Coolies,” in <i>The Making of Asian America</i> (2015). Lakshmi Gandhi, “A History of Indentured Labor Gives ‘Coolie’ Its Sting,” NPR Code Switch, November 15, 2013. Umaiyl Maya Kogulan, “Losing my Appapa: the tangible effects of British colonization,” Michigan Daily (University of Michigan student newspaper), March 17, 2022. <p>Recommended Texts</p> <ul style="list-style-type: none"> Adrian De Leon, “Sugarcane <i>Sakadas</i>: The Corporate Production of the Filipino on a Hawai‘i Plantation” (2019).

		<ul style="list-style-type: none"> Lisa Yun, "Historical Context of Coolie Traffic to the Americas," in <i>The Coolie Speaks: Chinese Indentured Laborers and African Slaves in Cuba</i> (2008). <p>Assignments</p> <ul style="list-style-type: none"> Reading Reflection / Journal Entry
<p>Week 12</p> <p>T 11/12/2024 R 11/14/2024</p>	<p>Group Lesson Plan Work Sessions</p>	<p>Required Texts</p> <ul style="list-style-type: none"> There are no required texts this week. Work on your group lesson plan assignment drafts. <p>Assignments</p> <ul style="list-style-type: none"> Group Lesson Plan: Submit preliminary draft of lesson plan by 11:59pm PT on Fri 11/15/2024.
<p>Week 13</p> <p>T 11/19/2024 R 11/21/2024</p>	<p>Settler Colonialism, Racial Capitalism, and Labor — early Asian migrations (continued)</p> <p>keywords: settler colonialism racial capitalism</p>	<p>Required Texts</p> <ul style="list-style-type: none"> [Read] Erika Lee, "Chapter 3: Chinese Immigrants In Search of Gold Mountain," in <i>The Making of Asian America</i> (2015). <p>Recommended Texts</p> <ul style="list-style-type: none"> Primary Source Documents <ul style="list-style-type: none"> "Senator Wants Millions of Chinese Laborers in the United States" (1852) "Newspaper Distinguishes Between Good Coolies, Bad Coolies, and Free Asian Immigrants" (1860) <p>Assignments</p> <ul style="list-style-type: none"> Reading Reflection / Journal Entry
<p>Week 14</p> <p>T 11/26/2024 R 11/28/2024</p>	<p>There are no class meetings this week.</p>	<p>T 11/26/2024 — NO CLASS class cancelled</p> <p>R 11/28/2024 — NO CLASS a day to mourn the erasure of indigenous peoples by the US settler colonial state and celebrate indigenous presence and resistance</p> <p>Required Texts</p> <ul style="list-style-type: none"> There are no required texts this week. <p>Assignments</p> <ul style="list-style-type: none"> Group Lesson Plan: Submit individual updates on what you have personally contributed to the group lesson plan assignment. Due in Canvas by 11:59pm PT on Tue 11/26/2024.
<p>Week 15</p> <p>T 12/03/2024 R 12/05/2024</p>	<p>In-class group presentations</p> <p>*We are only meeting in person on</p>	<p>T 12/03/2024 — NO CLASS class cancelled</p> <p>R 12/05/2024 — last class meeting group lesson plan presentations</p>

	<p>Thursday 12/05/2024. There is no class on Tuesday 12/03/2024.</p>	<p>Required Texts</p> <ul style="list-style-type: none">• There are no required texts this week. <p>Assignments</p> <ul style="list-style-type: none">• Please be sure to come through class on R 12/05 for the in-class presentations. There will be no make-up options for missing presentations.
<p>Week 16 Finals Week</p>	<p>Finals! Almost done!</p>	<p>Section 5 TR 3:00–4:30pm Final project due Wed 12/11/2024 from 2:45–5:00pm PT.</p> <p>Section 6 TR 4:30–5:45pm Final project due Tue 12/17/2024 from 2:45–5:00pm PT.</p> <p>*This final examination period is taken from the official SJSU final exam schedule for Fall 2024.</p>