
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.

Students will write a minimum of 1500 words in a language and style appropriate to the discipline and its purposes.

CIVIL RIGHTS REQUIREMENT (A1) The 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.

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 and states of 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 viewpoints on the development of the United States.

- 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.

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

Huping Ling, *Asian American History*, Rutgers University, 2023.

- Jayro Bustamante, *La Llorona*, (2019).
- S. Leo Chiang, *A Village Called Versailles*, (2010).
- Christina Choy & Renee Tajima-Peña, *Who Killed Vincent Chin?*, (1990).
- Arthur Dong, *Forbidden City, USA*, (1988).
- Sonali Gulati, *Nalini By Day, Nancy By Night*, (2005).
- Deann Borshay Liem, *First Person Plural*, (2000).
- PJ Raval, *Who We Become*, (Netflix, 2023).
- "Breaking Through," from *Asian Americans*, (PBS, 2020)

- "Breaking Ground" from *Asian Americans*, (PBS, 2020).

*Most of the books and films are FREE through the SJSU library, except *Who We Become*. Please budget \$10-20.00 for this course.

Course Requirements and Assignments

(150 points) – You will engage with scholar Christine Bacareza Balance's concept of disobedient listening to create a mixtape that critically engages with the themes and historical narratives in Huping Ling's *Asian American History*. This semester-long project will help students explore how music can serve as a form of resistance, alternative storytelling, and a way to understand marginalized voices within the context of Asian American history.

(300 points) – You will work with three other people to create an Asian American feminist horror film trailer based on an event in Asian American and Pacific Islander history covered by the course (1865-Present). The story should emphasize gender and class dynamics. The trailer needs to be 2-3 minutes long, have a title, scary or atmospheric music, and reflect an explicit engagement with the history discussed in the course. Group members are NOT required to show their faces in the trailer!

We will make the trailers in class from 10/15 to 10/24. If you show up to class and do the work, you should do well on this assignment.

- Concept & Storyboard Activity - 10/15
- Shoot - 10/17
- Edit - 10/22
- Screen & Select - 10/24
- Trailer is due before class on 10/24

*Let's devise a policy for sickness or a missed class on this project.

(200 points) - You will create a fake California driver's license, using it to explore and analyze the democratic process and the various institutions that form the backbone of American governance. This project will allow you to evaluate foundational elements of the U.S. political system, the connections between citizens and their government, and the issues of justice and discrimination in American society.

& (35 points x 10 = 350) – A series of questions about your well-being and what you are learning through the assigned material. Each check-in ends with you discussing your song for the disobedient listening mixtape.

Grading Information

<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), 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

1 - 8/22	Welcome to class. Go over course logistics, policies, and assignments.
2-8/27 & 8/29	<p>READ: Read: Christine Bacareza Balance, "Flip the Beat," from <i>Tropical Renditions</i>, (Duke University Press, 2016), 1-30.</p> <p>Due: Weekly Check-In #1 – Thursday</p> <p>*Recommended: Ligaya Mishan, "The Asian Pop Stars Taking Center Stage," <i>The New York Times Style Magazine</i>, 8/11/21; Cat Zhang, "What is Asian American Music, Really?," <i>Pitchfork</i>, 5/31/2021.</p>
3 – 9/3 & 9/5	<p>READ: Ling, H., "Labor," from <i>Asian American History</i>, 2023.</p> <p>WATCH: Episode, "Breaking Ground," from <i>Asian Americans</i>, PBS, 2020.</p> <p>Due: Weekly Check-In #2 – Thursday</p> <p>*Recommended: Ling, "Roots of Asian Migration" + "Restrictions & Resistance," if you have not taken 33A</p>

9 – 10/15 & 10/17	<p>Tuesday: Concept Development & Storyboard</p> <p>Thursday: Shoot</p>
10 – 10/22 & 10/24	<p>Tuesday: Edit</p> <p>Thursday: Screen & Select</p> <p>DUE: Asian American Feminist Horror Film Trailer - Thursday</p>
11 – 10/29 & 10/31	<p>Tuesday: Feminist Horror Symposium - Rosanna Alvarez's talk on the film <i>La Llorona</i> (2019) + Trinidad Escobar.</p> <p>Weekly Check-In # 7 - Thursday</p>
12 – 11/05 & 11/07	<p>READ: Ling, H, "Theorizing Asian America: Significant Theories & Issues," from <i>Asian American History</i>, 2023.</p> <p>WATCH: Episode, "Breaking Through" from Asian Americans, PBS, 2020.</p> <p>Weekly Check-In #8 - Thursday</p>
13 – 11/12 & 11/14	<p>READ: Ling, H, "The Future of Asian America Under Globalization," from <i>Asian American History</i>, 2023.</p> <p>WATCH: Sonali Gulati, <i>Nalini By Day, Nancy By Night</i>, 2005.</p> <p>Weekly Check-In #9 - Thursday</p>

14 – 11/19 & 11/21	READ: Ling, H, "Asian Americans Under Globalization in Historical Perspective," from <i>Asian American History</i> , 2023. WATCH: PJ Raval, <i>Who We Become</i> ^a code