College of Social Sciences · Sociology & Interdisciplinary Social Sciences

Introduction to Asian American Studies

AAS 1

Fall 2025   Sections 01, 02, 04   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/19/2025

👤 Contact Information

Instructor: Joanne L. Rondilla, Ph.D.

Email: joanne.rondilla@sjsu.edu

DO NOT use the Canvas messaging system! You will not receive a reply.

Instructor: Dr. Joanne L Rondilla

Email: joanne.rondilla@sjsu.edu
Office: DMH 223
Website: https://www2.sjsu.edu/socialsciences/research/rsca-faculty-bio/rondilla-joanne.php (https://www2.sjsu.edu/socialsciences/research/rsca-faculty-bio/rondilla-joanne.php)

Office Hours:

- Mondays & Wednesdays in-person: 3pm-4:30pm in DMH, room 223. (No appointment necessary.)
- Tuesdays via Google Meet: 1pm-3pm. Appointments available here.

Nota Bene: *If the above times do not work for your schedule, please email Dr. Rondilla:* *joanne.rondilla@sjsu.edu* *to schedule an appointment. Be sure to suggest at least THREE possible days/times from Monday-Friday when you can meet via Google Meet. From there, the instructor will respond with appointment information.*

Office Location: DMH, room 223.

Class Days/Time/Location:

- Sec 01 (47414): MoWe 9am-10:15am; DMH 355.
- Sec 02 (47415): MoWe 10:30am-11:45am; DMH 355.
- Sec 04 (47417): MoWe 3pm-4:15pm; SH 435.

Fulfills:

- AAS minor requirement.

- GE Area F: Ethnic Studies

*Important Note: This is an **in-person course** that meets twice per week. Please be sure to access and check Canvas on a weekly basis for updates. If you have further questions, please email Dr. Rondilla.

🕐 Course Information

Course Description

This course will critically examine Asian American and Pacific Islanders (AA and PI) through U.S.-national and transnational frameworks. It will be principally concerned with the contests over the production of racial knowledge, power, and citizenship and belonging. We will explore a range of scholarly, literary, and visual texts in order to understand how the interdisciplinary field of Asian American Studies has shifted from an investment in domestic social justice concerns to consider how immigration and migration, citizenship, war, American empire, race and identity, globalization, and social movements for racial and economic justice have shaped AA and PI lives historically and in the contemporary moment.

This course pays particular attention to the ways in which AA and PIs negotiate these structural forces in their everyday lives. It also develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture. We will complicate existing narratives of immigration and assimilation; complicate the assumed homogeneity of the category of "Asian American"; explore the historical and contemporary production of the "model minority" myth; situate AA and PIs within global and transnational frameworks; and track the continuing evolution of the interdisciplinary field of Asian American Studies.

This course is organized by a series of major themes in Asian American studies and AA and PI life. The clusters are also meant to give you a framework through which to organize the material as you work through the readings, prepare for your exams, and complete all written assignments.

Course Format

*This is an **in-person course** that meets twice per week. Please check Canvas on a weekly basis for updates. For further questions, please contact the instructor at: joanne.rondilla@sjsu.edu.*

Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the [Canvas Learning Management System](#) course login website. You are responsible for regularly checking with the messaging system through [OneSJSU](#) to learn of any updates. Be sure to also review your Canvas notification settings, as I will be posting announcements via Canvas. Elect to have announcements forwarded immediately to your primary email address. Furthermore, you will be required to submit your assignments via Canvas. Students are required to have an updated Canvas profile that includes email If you have any questions, come to my off hours or consult the [eCampus](#) website.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course: "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.…. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent." **In short, students are NOT ALLOWED to record lectures without the instructor's permission. No exceptions.**

💻 Course Description and Requisites

Introductory examination of Asian Pacific Islander Desi/Americans (APID/A) through U.S.-national and transnational frameworks, concerned with contests over the production of racial knowledge, power, and citizenship and belonging. Develops an account of racialization beyond the black-white binary in the context of US war and empire in Asia and the Pacific Islands, settler colonialism, globalization, migration, and popular culture.

Satisfies 6. Ethnic Studies (Formerly Area F).

Grading: Letter Graded

✳ Classroom Protocols

You are expected to do all the assigned reading <u>before</u> coming to class. You are expected to bring that day's reading to class, arrive on time, and participate in class discussion by asking and answering questions. **Anticipate a reading load of 30-50 pages per week.**

Showing up to the in-person sessions is strongly suggested. However, simply occupying space does not constitute participation. Students are expected to engage with the material and with each other in respectful and meaningful ways. This includes speaking up and asking questions, sharing informed thoughts, as well as taking a step back and providing your fellow classmates the space to articulate their ideas. Active engagement (posing questions, connecting ideas with the materials and peers, posting questions and ideas in online discussions, etc.) is essential to your success. You may also come to in-person office hours or online Talk Story Sessions so that we can discuss the course material.

Furthermore, students are responsible for all assignments and announcements presented in class. If you are late or absent, it is your responsibility to contact another student.

Please be aware of your conduct in class. Racist, sexist, homophobic, crude, or inappropriate remarks of any kind will not be tolerated. Respect your classmates and instructor. Always use civil discourse in class.

Email Etiquette

When contacting me via email, please remember that email is a formal form of correspondence. Write carefully, identify yourself completely within the email, and be clear about your questions. In the subject line include your name, course information, and the subject of your email (e.g.: Grace Lee, AAS 1, Question re: Racial Formation). Begin emails with appropriate formality (Dear/Hi Dr. Rondilla) and conclude your email with a salutation and your name. For more on e-mailing your professor, I highly recommend reading [this article](#). Believe me, your professors will appreciate you. In fact, if you read [this entire article](#) and send me a charming email stating at least two things you learned about corresponding with your professors, I'll grant you extra credit. Be sure to include the strategies you learned. This offer expires on Sunday of week 8.

Be aware I will not answer questions via email that can be found in the syllabus or in Canvas. I will refer you to the syllabus and Canvas. I will not answer questions via email about missed classes – you are required to come to class and fully participate. If you miss class, ask a classmate to share information about what you missed. Substantial questions and questions about assignments should be addressed during my office hours.

Guidelines for Civil Discourse

In this course, we will be discussing complex issues about which many people have passionate feelings. We must be intellectually open to perspectives that may conflict with our presuppositions. It is essential that we treat each other's opinions and comments with courtesy and respect, even when they diverge from our own. We must avoid personalizing our disagreements and turning them into attacks on the character of our colleagues. Rather, we must develop a culture of civil argument, where every person has the right to be heard and taken seriously, where all positions have the right to be defended or challenged in intellectually reasoned ways. This means opening ourselves to the lived experiences of others, which may not be our own, and treating those experiences as valid. No one is entitled to harass, discriminate, or belittle another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. On the other hand, we cannot permit ourselves to be silenced because we feel awkward discussing politically sensitive issues.

Participating as a good listener while your peers are speaking is also critical. This is your role as members of the audience. Good listening requires effort and energy; "audience member" is not a passive role. Good listening entails offering attentive, supportive nonverbal feedback, and asking questions or offering comments.

When you are involved in a class discussion reflect on the following:

Do you lead? Do you follow? Do you dominate the conversation? Are you hesitant to speak up? Are you aware of other people's desire to join in the conversation? Do you make sure everyone has a chance to contribute? When you have an emotional reaction to something someone says, how do you handle it?

If you have a medical problem that makes it difficult for you to participate in class, please come see me ASAP or have [Accessible Education Center](#) contact me. If not, you may get docked participation points.

On Using AI and Other Related

(adapted from Sociology courses at UC Santa Cruz)

When are you permitted to use AI?

You may use AI sources only as a tutor, although you do so at your own risk. You should of course exercise critical thinking and care in doing so, and they can sometimes be overly simple or outright wrong. AI sources may also propagate bias. If you use AI as a tutor, you must limit that use to reading/consuming information and doing so with a skeptical eye.

When are you not permitted to use AI?

Short version: Unless you are specifically instructed to use AI in an assignment prompt, using generative AI for ANY writing task related to this course constitutes a violation of my academic integrity policy.

Full version: Original work is important in Ethnic Studies. The high-stakes knowledge our discipline produces requires critical thinking and skillful writing, both of which can only be developed through concerted effort over time. I value human writing that comes from your unique humanly brilliant perspectives. It is important that you develop and cherish your writing voice as you would any art form.

The easiest way to ensure that your writing does not come under suspicion for AI use is to not use AI for your writing. Here is the policy for my classes: You may not use ChatGPT or any other generative AI platform or technology, including (but not limited to) Claude, Gemini, Co-Pilot, Grammarly Premium, StudyBuddy, predictive/suggestive text, etc.

Unless explicitly instructed to do so for a specific assignment, or for tutoring (as described above), you may not use AI for any reason related to thinking, writing, brainstorming, researching, outlining, editing, or literally any other purpose on the planet that you could conceive of. Please note: the AI search results that now pop up at the top of the screen in any Google search does not count as using AI for the purposes of this policy if you are googling something for clarification/research.

Translation software (including, but not limited to, Google Translate) counts as an AI platform, and its use is strictly prohibited. Even if English is not your first language, you must write your papers directly in English rather than writing them in your native language and translating them. You may look up individual words in an English/Your- Native-Language online dictionary, but you may not use an online translator to translate phrases, sentences, paragraphs, or papers.

I expect you to be able to easily define any word you use in your writing; please be sure to learn and memorize the definitions of any new words you have gotten from an online dictionary.

For spell-check and grammar-check functions, you are limited to the basic spell-check and grammar-check features that come preloaded with word processing software such as MS Word or Google Docs. You may not use any other editing software, nor should you use the suggestive/predictive text that such software proposes. Your writing errors are not a big deal to me, whereas AI use definitely is.

If you have any questions about this policy, please ask me so I can provide clarification. (Note: This section is in development. Check back for changes in policy.)

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. University Policies: This link contains university-wide policy information relevant to all courses such as academic integrity, accommodations, etc.

Credit Hours

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.

Academic Integrity & Plagiarism

While I trust that all of you will do honest work, plagiarism happens more often than I care to admit. It is a terrible offense that breaches the trust between the student and the instructor. Cheating and plagiarism are serious academic offenses and will not be tolerated. Students should be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. Unfortunately, most students do not know what plagiarism actually is. To clarify, to plagiarize means to:

- [Intentionally or unintentionally] pass off the ideas or words of another as one's own;
- Use another's production without crediting the source;
- Commit literary theft;
- Present as new and original an idea or product derived from an existing source. (Merriam Webster Online Dictionary definition of "plagiarize," retrieved June 20, 2005)

A tutorial to explain how to identify and avoid plagiarism is available here. For examples of paraphrasing and quotation, please see the following: "How to Recognize Plagiarism"; "Word for Word Examples". If you are *still* unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. For reference, you have committed plagiarism...

...if you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source.

...if you paraphrase somebody else's theory or idea and do not reference the source.

...if you use a picture or table from a web page or book and do not reference the source.

...if your paper incorporates data that someone else has collected and you do not reference the source.

In the event that a student is caught cheating or plagiarizing an assignment, the following will happen:

- Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](#).
- The student will receive zero credit for the assignment.
- The student will meet with the instructor and the department chair for further discipline.
- The student may fail the course.

To ensure academic integrity standards are met, ALL STUDENTS will be required to take a Plagiarism Quiz (posted on Canvas) and receive a 100% score. Failure to do so will result in a 10% deduction of the student's overall grade.

Enrolling in the course

It is your responsibility to confirm your continued registration in the course. If you decide not to continue in the course, it is your responsibility to formally withdraw from the course. Failure to withdraw can result in an "F" grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available [here](#). Information about late drop is available [here.](#) Students should be aware of the current deadlines, penalties for adding and dropping classes and other [registration information](#).

Academic Resources and Accommodations

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students requesting accommodations must register with the [Accessible Education Center](#) to establish a record of need.

[Student Technology Training Center](#)

For information on software and other technology resources, please refer to the Student Technology Training Center (STTC). Due to COVID, resources may vary, so please check the [STTC website](#) for current information.

Peer Connections

[Peer Connections](#) is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.

SJSU Writing Center

[The SJSU Writing Center i](#)s staffed by professional instructors and upper-division or graduate-level writing specialists. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. For other writing

resources, please refer to the [SJSU School of Information for Writing Resources for Students](#).

ACCESS SJSU Social Sciences Success Center

[The Academic Counseling Center for Excellence in the Social Sciences (ACCESS)](#) provides advising for undergraduate students majoring or want to major in any in the Department of Social Sciences. Students can find academic tutoring and advising in critical areas such as writing and statistics in a quiet, comfortable study environment. Students can talk with a professional advisor about requirements for their major, general education courses, changing majors and much more. Students can get advice on developing study strategies, improve time management, and general information on how to navigate the SJSU experience. For any student needs, problems or situations, this Center can provide a start for a solution. It is also a nice quiet place to study.

🔲 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 6: Ethnic Studies

The Area 6 requirement is based on the premise that all students graduating from the CSU have an understanding of race, racism, and social justice history in the United States. As stated in AB1460/California Education Code 89032 Section 2 Subsection (d): "Commencing with students graduating in the 2024-25 academic year, the California State University shall require, as an undergraduate graduation requirement, the completion of, at minimum, one three-unit course in ethnic studies."

Consistent with CSU policy, Area 6 courses shall have the following prefixes: Native American Studies (NAS/AIS), African American Studies (AFAM), Asian American Studies (AAS), and Chicanx/Latinx Studies (CCS). Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix. To ensure that the AB1460 guidelines are met, any additional undergraduate programs and courses that are created with ethnic studies prefixes must undergo a thorough evaluation process and be approved by the General Education Review Panel (GRP) for ethnic studies, a group whose membership is determined by GEAC.

GE Area 6 Learning Outcomes

Upon successful completion of an Area 6 course, students should be able to discover and critically evaluate significant topics, then compose and deliver oral and/or media-driven presentations on these topics as related to the group(s) studied in this class. Area 6 emphasizes comparative concepts and frameworks in ethnic studies with a focus on historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Chicanx/Latinx Americans.

Approved courses shall meet at least three of the five following student learning outcomes:

1. analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism;
2. apply ethnic studies theory and knowledge to describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have and continue to facilitate the building of a more just and equitable society;
3. critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age;
4. critically review how struggle, resistance, racial and social justice, solidarity, and liberation are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies; and
5. describe and actively engage with anti-racist and anti-colonial issues and the practices and movements that have contributed to the building of a more just and equitable society.

Writing requirement

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

📘 Course Materials

Required Texts, Readings, and Materials

The following texts are **REQUIRED** for the course. These textbooks are available for purchase at Spartan Bookstore and other outlets. Note: It is the students' responsibility to have access to these required texts. Please contact the professor ASAP if there are any extenuating circumstances that prevent you from accessing the required textbooks. **Additional readings will be posted on our course Canvas webpage.**

- Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020. (Limited availability via the MLK Library. Purchase or rental recommended.)
- Schlund-Vials, Cathy J., et al., editors. *Keywords for Asian American Studies.* NYU Press, 2015. (Digital copy available via the MLK Library. No need to purchase.)

Other technology requirements / equipment / material

- Daily access to Canvas.
- An active SJSU email account. Your Canvas profile should include your email address.
- Access to Adobe Audition. Students can gain free access to Adobe Creative Cloud here.
- An active account to the *New York Times* (free via the MLK library and your SJSU email.)
- A notebook and preferred writing & notetaking instruments.
- A working laptop, tablet, or other electronic device that allows you access to Canvas and other course materials.
- Reliable internet access.

Library Liaison: Michael Aguilar. email: michael.aguilar@sjsu.edu. The library liaison can assist you research matters.

⋮≡ Course Requirements and Assignments

Per University Policy S16-9: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally **three hours per unit per week**) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Given these calculations, **for a three-unit course, students should expect to spend approximately nine hours per week engaging with this course** (includes, but is not limited to: reading, taking notes, engaging in discussions with fellow peers, working on various assignments, etc.). The number of working hours can vary depending on assignments and such. **STUDENT'S OATH**: In order to remain in and pass the course, students are responsible for completing ALL MAJOR* work. Enrollment signifies agreement to this oath.

* GROUP PROJECT: Create an original podcast. 30%. Assesses GELO 3, 4. CLO 3, 4.

Students are expected to work in groups of at least five people (eight total groups max). Groups will be responsible for producing a three-episode podcast series on an appropriate topic of choice. Topics must be course related. Explicit directions and group designations for the final project will be available on Canvas by week 4.

- Podcast Episode #1 Due: Friday, October 17, 2025 @11:59pm via Canvas.
- Podcast Episode #2 & #3 Due: Monday, December 15, 2025 @11:59pm via Canvas. *Nota Bene: Teams that submit episodes #2-3 by Friday, 12/12 @11:59pm will receive a 5-point bonus per*

episode. <u>Both episodes and corresponding reports</u> must be submitted by this early deadline to receive the bonus.

* INDIVIDUAL RESEARCH PAPER. 25% Assesses GELO 1, 2. CLO 1, 2.

Each student is expected to write an original research paper, inspired by course materials. MLA formatted research papers must be relevant to the APID/A community and incorporate: (a) at least three [primary sources](); (b) at least three course materials; (c) at least two outside sources; along with other relevant research materials appropriate to the student's topic of choice. Topics will be determined by the student and approved by the instructor. Explicit directions will be available on Canvas by week 5. **Research papers are due Friday, November 21, 2025 @11:59pm via Canvas. Paper Reflections are due Friday, November 28, 2025 @11:59pm via Canvas.**

Assignments, Discussions, and Reflections. 15% Assesses GELO 5.

Given the nature of this course, students will participate in various activities online and in-class, including: online exercises, quizzes, short writing assignments, discussion board activities and reflections. These assignments are designed to help students better understand course concepts and materials. Deadlines vary. See Canvas for more information.

VLOG. 10%

[VLOG](). Students will submit two vlogs (aka video logs) over the course of the semester. Each Vlog will run at least one full minute and not exceed three full minutes. Explicit directions are available on Canvas. **Vlog #1, a directed introduction, is due Friday, September 12, 2025 @11:59pm via Canvas. Vlog #2, an overall course reflection, Monday, December 8, 2025 @11:59pm via Canvas.**

OVERALL PARTICIPATION. 10%

OVERALL [PARTICIPATION]().

Overall participation is based primarily on in-class engagement. Students are expected to attend prepared course sessions by having read the materials, viewed assigned media, bring to class any notes, discussion points and/or questions they have about the materials. In-class sessions will combine short lectures with various real-time activities. A score is generated based on in-class engagement. For more information, please see instructor.

TALK STORY SESSIONS. 5%

Students are expected to meet one-on-one with Dr. Rondilla at least ONCE during the semester. Meetings can be conducted in-person during regularly scheduled drop-in office hours or via Google Meet. When meeting via Google Meet, students are required to turn on their cameras, long enough to confirm their identity. Failure to do so will result in a 20% deduction. Google Meet appointments are available [here](). If you cannot make the scheduled office hours, e-mail the instructor directly at:

. Make sure to list AT LEAST THREE possible day/times (Monday-Friday only) to meet. Students who fail to attend an appointment will receive an automatic zero. **Students must complete their Talk Story Session with Dr. Rondilla by Wednesday, November 19, 2025.**

Nota Bene: The longer students take to fulfill their session, the lower the grades get. Students who fulfill their Talk Story Session after November 1, 2025 will receive a 20% deduction. To avoid this, please attend your session ASAP!

NOTES & MUSINGS. 5%

To assist students in keeping up with the course materials, you will have the opportunity to submit notes for credit. Notes can include: photos or screen shots of hand-written notes or a file containing notes. While the debate on hand written versus laptop notes continues, a simple page of original notes taken by the student (in either form), from the course materials should suffice. DO NOT COPY OR SUBMIT the instructor's notes or materials. Doing so is considered plagiarism. Each module will have a submission link where students can submit notes within a limited time. **Deadlines vary. Late submissions for notes will not be accepted. See Canvas for more information.**

Nota Bene: This assignment is meant to reward you for something you should already be doing — taking notes. In addition, submitting your notes will help prevent you from falling behind in the course. While the parameters for Notes & Musings are flexible, here is a <u>suggested</u> guide to creating notes. For each module, it is recommended that your notes include:

- At least two concepts/events/people that stuck out to you;
- At least three relevant quotes from the reading; what is the context and source of each quote; what makes this quote relevant;
- At least two substantive questions or curiosities you have about the material;
- In two to three sentences, what is the central idea in this module?

Keeping a simple, consistent set of notes will help you tackle some of the larger assignments. In addition, taking simple notes will bolster your comprehension of course materials and allow you to engage more effectively in class. This is a skillset that you can incorporate into your other courses.

About extra credit…

While there may be opportunities to earn extra credit, this is not a course priority. As information about relevant events surfaces, I will post these additional opportunities on Canvas. To receive extra credit, students will have to submit the following:

- proof of attendance (examples include: a screenshot from the event, an electronic copy of the event ticket, etc.)
- a short write-up (at least 200 words) about the event and its relevance to the course.
- Students have FOURTEEN days from the date of the event to submit these materials for consideration. Late submissions will not be accepted. **The last day to submit extra credit materials is Monday, December 8, 2025 @11:59pm.** See Canvas for submission links.

Please note the following:

- While students are free to attend numerous events, there is a limit of THREE submissions to be counted for extra credit.
- Each complete extra credit submission will be worth .5 points to your overall grade each (max: 1.5 points).

Nota Bene: For those of you who are involved with on-campus and/or community organizations that are sponsoring events that potentially fit the parameters of the course, please email joanne.rondilla@sjsu.edu with event details. Approved events will be shared.

A note about GRADES and LATE WORK...

I utilize a philosophy of Ungrading. Ungrading is an approach to assessment whereby the instructor provides students with formative rather than summative feedback – especially for major work. This feedback may be combined with student self-evaluation and/or peer feedback, as well as dialogue with the student.

Ungrading:

- Encourages a growth mindset that can help students take agency in their learning
- Removes the threat of "getting it wrong" or getting a "bad grade," thus freeing students to take more risks and engage in more creative thinking
- Studies show that students tend to do more and higher-quality work in an ungrading system than they do in a traditionally graded system

What this means is that for *most* of the assignments if you do the assignment, meet the basic requirements (e.g. word counts, referring to course materials and concepts, etc.) and turn it in on time you will receive full credit. When appropriate, I will provide you with substantive feedback to help facilitate your intellectual growth.

Late work will receive 50% credit. If extenuating circumstances arise, please see the instructor in office hours with ample lead-time to make arrangements for late submissions. Students must be prepared with a) specific details regarding the assignment(s) they are requesting an extension for and b) a reasonable deadline of completion. If arrangements are not made at least 72 hours before an assignment deadline, or if students miss their proposed extension deadline, then the student will receive 50% credit. Once grades for an assignment are posted on CANVAS and/or the window to submit has officially closed and the assignment receives an automatic ZERO. **Discussions about grades must be conducted during office hours.** The instructor will not engage in discussions about grades via email. See the instructor if you have additional questions.

✔ Grading Information

Student Course Assessment

ASSESSMENT CRITERIA	% POINTS POSSIBLE	CLO & GELO ASSESSMENT

Final Group Project: Podcast	30%	GELO 3, 4 CLO 3, 4
Research Paper	25%	GELO 1, 2 CLO 1, 2
Assignments, Discussions, and Reflections	15%	GELO 5 CLO 3
Vlog	10%	
Overall Participation	10%	
Talk Story Sessions	5%	
Notes & Musings	5%	
	Total: 100%	

Breakdown

Grading Scale (out of 100%)

There is no "A plus" grade in this course.	A: 93% and above.	A minus: 92.9 to 90%
B plus: 89.9 to 87%	B: 86.9 to 83%	B minus: 82.9 to 80%
C plus: 79.9 to 77%	C: 76.9 to 73%	C minus: 72.9 to 70%
D plus: 69.9 to 67%	D: 66.9 to 63%	D minus: 62.9 to 60%
	F: 59.9% and below.	* Grades will not be rounded up. No exceptions.

🏛 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

AAS 1: Tentative Course Schedule, Fall 2025

Note: Schedule subject to change. Please make sure to check Canvas on a regular basis for updated announcements for the weekly agenda. Given the unpredictability of current events, the instructor retains the right to modify the syllabus as necessary to accommodate course and student needs. Below is an abbreviated reading list. **Complete learning Modules can be accessed through Canvas.** Modules contain learning objectives, reading and media lists, and assignments. **Readings must be completed by the time each session meets (unless otherwise noted).**

Students are responsible for accessing the following required texts. Additional readings are available on Canvas:

- Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning.* One World, 2020.
    - A limited number of e-copies are available via MLK Library. Purchasing/renting this text is encouraged, as access is required.
- Schlund-Vials, Cathy J., et al., editors. *Keywords for Asian American Studies.* NYU Press, 2015.
    - Available via MLK Library. No need to purchase.

Week Number: Dates (Mon-Sun)
Agenda items and readings. Materials can be found on Canvas.
Week 00: Aug 18-24. Mo-Tu 8/18-8/19: Pre-Instruction Duties. We 8/20: Instruction Begins. First in-person session.

Week 01: Aug 25-31.

Mo 8/25: Module 1: Foundations. In-person session.

- Required Media:
  - Ginzberg, Abby and Frank Dawson. "Agents of Change." California Newsreel, 2017. (https://www.kanopy.com/en/sjsu/video/849827)

We 8/27: Module 1: Foundations. In-person session.

- Required Reading
  - Hau'ofa, Epeli. "Our Sea of Islands." *The Contemporary Pacific*, vol. 6, no. 1, 1994, pp. 147–161. (https://www.jstor.org/stable/23701593)

Fr 8/29: Waitlists close. Going forward, a permission code is needed to add the class.

Week 02: Sept 01-07.

We 9/01: Labor Day. Campus is closed. Class will not meet.

We 9/03: Module 2: Racial Formation & Racial Triangulation. In-person session.

- Required Reading/Media:
  - Chapters 1 & 2: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020. (https://www.jstor.org/stable/23701593)
  - "Racial Formation Theory." YouTube, uploaded by Tanya Golash-Boza, 29 Sept 2018. (https://youtu.be/4f7Pe5bO82E?si=aVqw15bSZ2Tunomv)

A FULL course schedule will be available on the first day of instruction.

When	Topic	Notes
Mo 9/08	Module 2: Racial Formation & Racial Triangulation. In-person session.	Required Reading: PICK ONE • Zhou, Min. "Are Asian Americans Becoming White." *Contemporary Asian America: A Multidisciplinary Reader* (third edition), edited by Min Zhou & Anthony Christian Ocampo, NYU Press, 2016, 378-384. (https://research-ebsco-com.libaccess.sjlibrary.org/plink/79ff9f6b-cd3a-3de6-afba-cbf5267f77bf) • Kim, Claire Jean. "The Racial Triangulation of Asian Americans." *Politics & Society*, vol. 27, no. 1, 1999, pp. 105–138. (https://doi-org.libaccess.sjlibrary.org/10.1177/0032329299027001005)
We 9/10	Module 3: Whiteness, Citizenship, & Belonging. In-person session.	Research Paper Direction Sheet distributed. Required Reading: • Chapter 3: Hong, Cathy Park. *Minor Feelings: An Asian American Reckoning*. One World, 2020.

When	Topic	Notes
Assignment Due Fr 9/12 @11:59pm		**Fr 9/12 Vlog #1 due.** See Canvas for details. **Fr 9/12 Conocimiento: Family Photo Stories due.** See Canvas for details.