

# AAS 001: Introduction to Asian American Studies

Section 81 - asynchronous

Fall 2025

San José State University

Program in Asian American Studies

Department of Sociology and Interdisciplinary Social Sciences

## **“KNOW HISTORY, KNOW SELF. NO HISTORY, NO SELF.” - JOSÉ RIZAL**

*The quote above was said by José Rizal, a Filipino leader who inspired the Philippine Revolution against Spanish colonization. The quote captures the spirit of ethnic studies and the hope for what students will get out of this class.*

### **COURSE AND CONTACT INFORMATION:**

Instructor: Lan Nguyen (she/hers)

Email: Lan.h.Nguyen01@sjsu.edu **DO NOT use the Canvas messaging system! You will not receive a reply.**

Office Hours: Wednesdays 1-2:30pm in DMH 238B. No appointment necessary. Please email me if you would like to meet outside of these hours and we can arrange something.

Class Days/Time/Location: Sec 81 - online and asynchronous; materials will be posted on Canvas

Fulfills: AAS minor requirement, GE Area F: Ethnic Studies

### **COURSE DESCRIPTION:**

This course will critically examine Asian Pacific Islander Desi/Americans (APID/A) 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 APID/A lives historically and in the contemporary moment.

This course pays particular attention to the ways in which APID/As 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 APID/As 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 APID/A 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.

Content Note: This course contains materials of a sensitive nature, including sexual violence, state violence, abuse, death, and other content. Please contact the instructor before the course starts if this will be a concern.

## GE LEARNING OUTCOMES (GELO)

Upon successful completion of this GE course, students will be meet three out of the five learning outcomes listed below:

- GELO 1: Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and antiracism.
- GELO 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.
- GELO 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.
- GELO 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.
- GELO 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.

## COURSE LEARNING OUTCOMES (CLO)

[Area F](#). Upon successful completion of the course students will be able to:

- CLO 1: Learn various methodologies, concepts, and theoretical contributions of Asian American Studies to comparative critical race analyses of power and structure, including white supremacy, liberation, sovereignty, and settler colonialism.
- CLO 2: Identify the intellectual contributions and shared experiences that link Asian Pacific Islander Desi/Americans together, as well as the internal diversity (class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age) that characterizes this diverse group.
- CLO 3: Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements among Asian Pacific Islander Desi/Americans as well as other racial and ethnic coalitional groups to build a just and equitable society.
- CLO 4: Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted, and studied by Asian Pacific Islander Desi/Americans are relevant to current and structural issues such as in immigration, anti-immigrant sentiment, trans-misogyny, and settler-colonialism.

## COURSE FORMAT

This is an in-person course that meets once per week. Please check Canvas on a weekly basis for updates. For further questions, please contact the instructor at: [Lan.h.Nguyen01@sjsu.edu](mailto:Lan.h.Nguyen01@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. If you have any questions, come to office 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.**

## Required Texts/Readings/Materials

All readings and other required course materials will be available on the course Canvas website.

## Other technology requirements / equipment / material:

- Daily access to Canvas.
- Installation of [Respondus Lockdown Browser](#) on Canvas
- An active SJSU email account. Your Canvas profile should include your email address.
- A working laptop, tablet, or other electronic device that allows you access to Canvas and other course materials.
- Reliable internet access.
- A notebook and preferred writing & notetaking instruments.

## COURSE REQUIREMENTS AND ASSIGNMENTS

### Grading breakdown:

- 5% Lecture Videos
- 10% Discussion Posts
- 25% Experiential Learning Writeups
- 15% Reading Quizzes
- 20% Midterm
- 2.5% Final Project Proposal
- 2.5% Final Project Progress Report
- 20% Final Project (Documentary)

**Structure and timeline for readings, reading quizzes, class discussions, and lectures:** The readings assigned on the syllabus should be completed before the Monday of that week. After completing the readings, take the weekly reading quiz on Canvas. The quiz must be completed by Sunday, 11:59pm, the day before lectures are posted. Lectures will be posted on Canvas on Monday by 9am every week. You may watch the lecture at any time that week. Each week, there will be activities and discussion questions in the discussion board in which students must participate before the upcoming Sunday, 11:59pm.

### Sample schedule for Week 1:

Monday 8/25, 9am	Tuesday 8/26 - Saturday 8/30	Sunday, 8/31, 11:59pm
Week 1 Lecture posted at 9am	Time to watch lecture, participate in discussion posts, and prep readings/reading quiz for Week 2	Week 2 Readings + Reading Quiz due
Week 1 post-lecture discussion post open		Week 1 post-lecture discussion post due

## Description of Assignments:

- **Lecture Videos - 5%**
  - Each week, video lectures will be posted on Canvas. To check for understanding, as students watch the lecture video there will be questions that pop up. If you answer incorrectly, you can review and retake the quizzes as many times as you'd like. You will receive an automatic grade for watching the lecture videos and accurately answering the quiz questions.
- **Post-lecture discussion posts - 10%**
  - Each week, there will be a discussion board prompt that accompanies the readings and video lectures for that week. Students will respond to the discussion prompt with a mix of written responses and video recordings. Instructions and grading rubric will be posted on Canvas.
- **Weekly Reading Quizzes: 15%**
  - Each week, students will complete a quiz based on the readings. Students will be required to use the Respondus Lockdown and Monitoring app on Canvas. There will be a mix of multiple choice and short answer questions. There is an option to retake the quiz if students email the professor and provide notes on the reading (handwritten or digital). The notes should include your interpretation of the author's argument/main idea, evidence/examples used in the reading that support the main idea, and short quotes that illustrate the main idea and your analysis. In sum, if the notes show that you did the reading, you will be afforded an opportunity to retake the quiz for a higher grade. Thus, it is recommended that you take notes while doing the reading.
- **Midterm exam: 20%**
  - A series of multiple choice and short answer questions. The midterm exam will be completed with the Respondus Lockdown and Monitoring app on Canvas and can be taken anytime from Sept 29 at 9am until Sunday, October 5th at 11:59pm.
- **Experiential Learning Writeups: 25%**
  - Throughout the semester, you will be required to attend 2 community events and complete a writeup on the event (**one before October 12th and one before December 12th**). There will be a list of local community events in the Bay Area as well as online events posted on Canvas and updated throughout the semester. Students must attend 2 events and write a 3-5 page double-spaced paper giving a brief overview of the event and relating it to concepts discussed in class.
- **Final Project Proposal: 2.5%**
  - Students will submit a graphic organizer brainstorming their plans for the final project. Instructions will be posted on Canvas. **Due on Sunday, October 19th by 11:59pm.**
- **Final Project Progress Report: 2.5%**
  - Students will need to submit a progress report containing an outline of the film and notes for at least 1 completed interview. **Due on Sunday, November 9th by 11:59pm.**
- **Final Project - Documentary: 20%**
  - In lieu of a final exam, students will choose to work alone or in a group of 2-3 to create a 5-10 minute documentary on a topic of their choice. **The documentary will be due on Canvas Friday, December 12th at 11:59 pm.**
- **Extra Credit**
  - Extra credit may be offered on a periodic basis as relevant events occur throughout the semester. Extra credit opportunities will be announced on Canvas, via email, and in class. Students must follow the directions on Canvas and submit the required materials within 7 days of the event to receive points.
- **Late Assignments**
  - **Late assignments will be accepted with the mark down of one full letter grade (-10%).**

The final course letter grade is based on the following (strict) scale below. Final grades will not be rounded.

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

## UNIVERSITY POLICIES

Per [University Policy S16-9](#), university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. [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

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](#). Plagiarism often occurs unintentionally, but is a serious offense in academic and professional environments. To plagiarize means to use the ideas or words of others as if they were your own or without crediting the source. Students are responsible for knowing what plagiarism is and how to address it. A tutorial to explain how to identify and avoid plagiarism is available here: <https://libguides.sjsu.edu/plagiarism> For examples of paraphrasing and quotation (easy ways to avoid plagiarism), please see the following: <http://www.indiana.edu/~istd/overview.html> , <http://www.indiana.edu/~istd/examples.html>

Instances of cheating or plagiarism will result in some combination of the following: grade deduction, zero credit, meeting with the instructor and department chair, reporting to the office of [Student Conduct and Ethical Development](#), and possible failure of the course.

### 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.

## 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](#)

Taking online classes requires some basic equipment needs (wifi, computer) and learning to use common apps (like video conferencing, online discussion boards, learning management systems). Get the basics and help with this part of online learning using the [Learn Anywhere](#) eCampus website.

### **Peer Connections**

[Peer Connections](#) (Room 600, Student Services Center) assists 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](#) (Room 126, Clark Hall) is 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 \(ACCESS\)](#) (Clark Hall 240) 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.

## **COURSE SCHEDULE** *(subject to change)*

<b>Mondays (modules will become available at 9am)</b>	<b>Tuesday - Saturday</b>	<b>Sunday, 11:59pm - assignments due</b>
Available Aug 20: Lecture: Introduction to class	(work on the modules at your own pace)	Due on Aug 24: Completion of lecture video Discussion post Reading & Reading quiz - syllabus
Available Aug 25: Lecture: What is Asian American Studies?	(work on the modules at your own pace)	Due on Aug 31: Completion of lecture video Discussion post Reading & Reading quiz: (Academic reading) Dhingra, Pawan & Robyn M. Rodriguez. "Arrival and History" in Asian America: Sociological and Interdisciplinary Perspectives

Available on Sept 1:  Lecture: Histories of Inclusion and Exclusion in America	(work on the modules at your own pace)	Due on Sept 7: Completion of lecture video Discussion post Reading & Reading quiz: (Academic reading) Omi, Michael & Howard Winant. "The Theory of Racial Formation" in <i>Racial Formation in the United States</i> . (excerpt) (Editorial) Editorial: Bhangal, Naseeb & Oiyana Poon. "Are Asian Americans White? Or People of Color?"
Available on Sept 8:  Lecture: Racial Formation of Asian Americans	(work on the modules at your own pace)	Due on Sept 14: Completion of lecture video Discussion post Reading & Reading Quiz: (Academic reading): Kim, Claire Jean. "Introduction" in <i>Asian Americans in an Anti-Black World</i> .
Available on Sept 15:  Lecture: Model Minority & Asian-Black Relations	(work on the modules at your own pace)	Due on Sept 21: Completion of lecture video Discussion post Reading & Reading Quiz: (Editorial) "Of Spies and G-Men: How the U.S. Government Turned Japanese Americans into Enemies of the State" (News) "Post-9/11 surveillance has left a generation of Muslim Americans in a shadow of distrust and fear"
Available on Sept 22:  Lecture: The Racialization of Terror	(work on the modules at your own pace)	Due on Sept 28: Completion of lecture video Discussion post Study for midterm
Available on Sept 29 Midterm exam	(work on the modules at your own pace)	Due on Oct 5: Completion of Midterm exam
Available on Oct 6:  Lecture: Introduction to final project	(work on the modules at your own pace)	Due on Oct 12: <b>Experiential Learning #1 due</b> Completion of lecture video Discussion post Reading & Reading Quiz (Academic reading) Trask, Haunani-Kay. "Settlers of Color and 'Immigrant' Hegemony: 'Locals' in Hawai'i"
Available on Oct 13:  Lecture: Settler Colonialism	(work on the modules at your own pace)	Due on Oct 19 <b>Documentary Proposal Due</b> Completion of lecture video Discussion post Reading & Reading Quiz (Editorial) Huynh, Frances. "The Gentrification of Los Angeles Chinatown: How Do We Talk About It?"

Available on Oct 20: Lecture: Gentrification	(work on the modules at your own pace)	Due on Oct 26: Completion of lecture video Discussion post Reading & Reading Quiz (Academic) Academic: Okihiro, Gary. "Imperialism and Migration"
Available Oct 27: Lecture: War & militarism	(work on the modules at your own pace)	Due on Nov 2: Completion of lecture video Discussion post Reading & Reading Quiz Readings TBA; this will be a short reading about crafting documentary interview questions
Available Nov 3: Lecture: Documentary storytelling and editing	(work on the modules at your own pace)	Due on Nov 9: Completion of lecture video No discussion post due <b>Documentary Progress Report</b> Reading & Reading Quiz (Comic) Bui, Thi "Refugee to Detainee: How the U.S. is Deporting Those Seeking a Safe Haven" (Editorial) Nourn, Ny "From Surviving Systemic Violence to Liberating People from Prisons and ICE Detention"
Available Nov 10: Lecture: From Refugees to Deportees	(work on the modules at your own pace)	Due on Nov 16: Completion of lecture video Discussion post Reading & Reading Quiz (Definition) "What is a union" (Academic) Kim, Marlene "Organizing Asian Americans into Labor Unions"
Available Nov 17: Lecture: Labor Exploitation and Resistance	(work on the modules at your own pace)	Due on Nov 23: Completion of lecture video Discussion post No Reading Quiz
Nov 24: Shortened Lecture: Reclaiming Narratives	(work on the modules at your own pace)	Due on Nov 30th: Completion of lecture video Discussion post Reading & Reading Quiz: (Editorial) Taylor, A. & Hunt-Hendrix, L "What is Solidarity and How Does it Work?" (Editorial) Suong, Sarath "We've Been Here Before": Bearing Witness to Palestine's Genocide as a Cambodian Genocide Survivor" (Editorial) "Black and Asian Solidarity in American History: The Power of Unity Exemplified by 5 Major Events"

<p>Available Dec 1: Lecture: Contemporary movements &amp; Solidarity</p>	<p>(work on the modules at your own pace)</p>	<p>Due on Dec 5: Completion of lecture video Discussion post</p>
<p>Final Project (documentary) due Friday, Dec 12th at 11:59pm</p> <p>Experiential Learning #2 due Friday, Dec 12th at 11:59pm</p>		