

## Contact Information

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Class Schedule and Location

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## Attendance - Absences or Leaving Early

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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 Goals

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### 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 provides a

- PLO 3 Communicate knowledge in Asian American studies effectively and creatively-appropriate to purpose and audience in the following forms: wri
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To fulfill the requirements for

- 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

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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.

## Course Requirements and Assignments

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### JOURNAL ENTRIES (15%)

Entries based on provided prompts should demonstrate thoughtful consideration of course material, including class discussions and assigned readings.

#### Grading

- Exemplary (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 (85): 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): Does not meet the assignment requirements. Entries are missing or significantly incomplete.

#### Notes

- To earn an excellent grade, students must consistently demonstrate a strong connection between their personal reflections and the course material.
- Lowest journal entry grade will be dropped.

### READING REFLECTIONS (50%)

Students will submit a 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.

## Grading

- Exemplary (100): Demonstrates exceptional critical thinking and analysis. Provides clear, accurate, and insightful definitions of key concepts/terms. Offers compelling

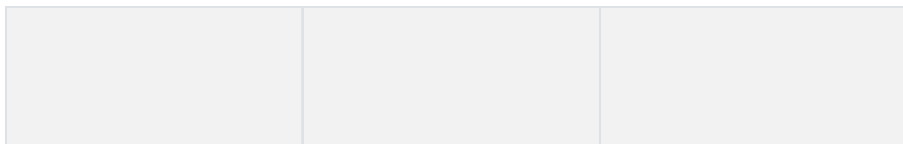
6. Lesson Plan Materials: Create a detailed lesson plan that includes a complete slide deck and any necessary handouts. The lesson plan should outline the sequence of activities, time allocations, and instructional strategies.
7. Assessment Tool: Develop an assessment tool that effectively measures student 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. P\_wk@effar



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?

## Grading

- Exemplary (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 (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 (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 (69 and below): The photo essay fails to adequately address the essential questions, demonstrating a limited understanding of the course material. Images and



Lesson Plan	20%	GELO D1
Journal Entries	15%	ALO US1
Reading Reflections	50%	GELO D2, D4
Final Assignment	15%	GELO D3, ALO US2

\*See Assignment Section for 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).

### Grading Policy

A plus 97 to 100	A 93 to 96.9	A minus 90 to 92.9
B plus 87 to 89.9	B 83 to 86.9	B minus 80 to 82.9
C plus 77 to 79.9	C 73 to 76.9	C minus 70 to 72.9
D plus 67 to 69.9	D 63 to 66.9	D minus 60 to 62.9
	F less than 60	

## 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](#)

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When	Topic	Notes
Week 0 8/21/2024	Introduction to Asian American Studies	<p>Required Reading</p> <ul style="list-style-type: none"><li>• <a href="https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5">Okihiro (2015) "Introduction"</a> (<a href="https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5">https://www.jstor.org/stable/10.1525/j.ctv1wxqh8.5</a>)</li></ul> <p>Recommended Reading</p> <ul style="list-style-type: none"><li>• Takaki (2012) Ch 1 "A Different Mirror: The Making of Multicultural America"</li></ul> <p>In-Class Media</p> <ul style="list-style-type: none"><li>• <a href="https://www.youtube.com/watch?v=qCdWnAFr6vQ">Asian American Studies in U.S.  Asian American Life (2021)</a> (<a href="https://www.youtube.com/watch?v=qCdWnAFr6vQ">https://www.youtube.com/watch?v=qCdWnAFr6vQ</a>)</li><li>• </li></ul>

When	Topic	Notes
Week 3 9/9/2024 and 9/11/2024	Colonial "America", Revolutionary Uprisings, and The New Nation	<p>Required Reading</p> <ul style="list-style-type: none"><li>• Zinn (2005) Ch 2 "Drawing the Color Line"</li><li>• Zinn (2005) Ch 3 "Persons of Mean and Vile Condition"</li></ul> <p>In-Class Media</p> <ul style="list-style-type: none"><li>• <a href="#">Geographies of Racial Capitalism</a></li></ul>





When	Topic	Notes
Week 11 11/3/2024 and 11/5/2024		