San José State University
Department of Sociology and Interdisciplinary Social Sciences
AAS 33A: Asian American U.S. History and Politics I
Fall 2018

Left: Political cartoon showing injustice against Native Americans
Middle: Political cartoon with text, “He awakes to find that Emancipation hasn’t much altered his position after all.”
Right: Political cartoon with text, “The American Gulliver and Chinese Lilliputians: Shall the last spike be driven?”

COURSE AND CONTACT INFORMATION
Instructor: Joanne L. Rondilla, Ph.D.
Office Location: Dudley Moorhead Hall 223
Office Hours: MoWe 6-7:00pm & by appointment.
Email: joanne.rondilla@sjsu.edu
Main Office Phone: (408) 924-5320
Skype ID: jlrondilla

Class Days/Time:
- Sec 4 (45545): MoWe 12:00-1:15pm  Dudley Moorhead Hall 358
- Sec 6 (45547): MoWe 03:00-4:15pm  Dudley Moorhead Hall 358
- Sec 7 (45548): MoWe 04:30-5:45pm  Dudley Moorhead Hall 226A

** GE/American Institutions Category: D2 Social Sciences and US 1 American Institutions **

COURSE FORMAT
This is a face-to-face course that meets twice per week. Course materials such as syllabus, handouts, notes, assignment instructions, additional readings, etc. can be found on the Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking the messaging system through MySJSU at http://my.sjsu.edu to learn of any updates. Be sure to also review your Canvas notification settings, as announcements will be posted via Canvas. Elect to have announcements forwarded immediately to your primary email address. Do not rely on the Canvas site to substitute your presence in class. Your attendance is required to get a good grade. You will be required to submit your written assignments via Canvas. If you have any questions, come to my office hours or consult the eCampus website at http://www.sjsu.edu/ecampus/. Do not wait to ask questions until a few hours before an assignment is due. You may not receive a just-in-time response.
COURSE DESCRIPTION
This course will examine the development of the U.S. from before the era of European expansion through the Civil War. Emphasis will be given to the historical and political factors that shaped the culture, society and institutions of the nation. This approach will focus on the roles played by workers, immigrants, and people of color generally and Asian Americans in particular. Since Asian immigrants did not arrive in large numbers until the 1850s, AAS 33A will focus on the transpacific and co-constitutive historical experiences of Native Americans, African Americans, Latinx Americans, and women more broadly. Such an examination of minority groups in the U.S. will help us understand the development of this country as a diverse nation. This course will also examine the development of national political ideologies, institutions, and practices. Topics will include the nature of government, the evolution of the Constitution, federalism, civil liberties and civil rights, political parties and interest groups and the ways in which politics and public policy have been interwoven with struggles over the issues of race, ethnicity, gender, and class.

LEARNING OUTCOMES

GE Learning Outcomes (GELO)

GELO 1 (US1) - Assessed by the Essay Assignments, Quizzes, and Final Project: Students will be able describe the principal events, developments, ideas, politics, and international relations in all the territories now in the United States from the beginnings of this society until the present. While considering these topics, students should be asked to analyze certain subtopics, including …

⇒ The continent’s earliest inhabitants, colonization, slavery, the American Revolution and the early Republic, territorial expansion, economic development, political reform and reaction, Civil War, foreign relations, wars and conflicts, religious, labor and civil rights movements, feminism, environmentalism and identity politics; and

⇒ Within the study of these subtopics should be a consideration of women and gender relations; the history and experience of racial and ethnic minorities; immigration to the United States and the experiences of immigrants; and patterns of race and class relations.

GELO 2 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Project: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Project: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

GELO 4 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Project: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

GELO 5 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Project: Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.
Course Learning Outcomes (CLO): Upon successful completion of the course students will be able to …

CLO 1 - Assessed by the Essay Assignments, Quizzes, and Final Project: Identify the interactive social roles and relationships of diverse cultural groups, such as American Indians, African Americans, women, European immigrants, Latinos, Pacific Islanders, and Asian immigrants in shaping the development of North America, including U.S. history and political institutions through the end of the Civil War. Students will learn of key events, individuals, groups, and organizations that reflect the ability of diverse groups to effect social change in the protection of their rights and liberties.

CLO 2 - Assessed by the Essay Assignments, Quizzes, and Final Project: Analyze the contemporary development of American democracy in cultural, historical, environmental, and spatial contexts. Students will be able to identify the expanding definitions of “the people” in the United States as reflected in the effects of race, class, and gender on citizenship and voting rights.

CLO 3 - Assessed by the Essay Assignments, Quizzes, and Final Project: Demonstrate a critical, interdisciplinary awareness of how U.S. history and political institutions have been shaped by developments in Europe, Asia, Latin America and Africa. Students will be able to identify key events in England, Europe, Africa, Latin America, and Asia in the context of the colonization of North America and the formation of the English colonies leading to the American Revolution and the establishment of the United States.

CLO 4 - Assessed by the Essay Assignments, Quizzes, and Final Project: Identify the strengths and weaknesses of distinct social science perspectives. Students will be able to compare and contrast social science theories, such as classical liberalism, classical conservatism, assimilation, imperialism and colonization in understanding issues of ethnicity, race, class, and gender.

CLO 5 - Assessed by the Essay Assignments, Quizzes, and Final Project: Demonstrate an interdisciplinary understanding of the development of U.S. political institutions, i.e., the Constitution, the Bill of Rights, the federal system of government, the political party system, and to understand their interaction with culturally diverse groups in early U.S. history. Through the utilization of social science perspectives, students will be able to identify the evolving nature of democracy in the “living” Constitution.

CLO 6 - Assessed by the Essay Assignments, Quizzes, and Final Project: Demonstrate an interdisciplinary understanding of the relationship between the early development of the U.S. as a multicultural society and the experiences of Asian Americans, including early contacts between the U.S. and Asia, Chinese immigration after 1848, and how the status of Asian Americans relates to the experiences of Native Americans, African Americans, Euro Americans, Hispanic Americans, and women. Students will be able to identify the impact of ethnicity, race, class, and gender in the formation of the United States.

CLO 7 - Assessed by the Essay Assignments, Quizzes, and Final Project: Write essays of critical analyses of major problems in U.S. history, society and politics. Students will be able to write essays totaling over 1,500 words addressing issues of race, class, ethnicity, and gender.
**REQUIRED TEXTS AND OTHER READINGS**

These textbooks are also available for purchase at Spartan Bookstore and other outlets. Additional readings will be posted on our course Canvas webpage. Note that these 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. Most books listed below will also be used in my 33B sections in the future. If you somehow cannot or do not want to take 33B with me, we can set up a book trade with students from other 33A sections so that textbook expenses for AAS 33A/B can stay at a minimum.


*Used copies of these trade books should be fairly inexpensive.

▲ Free PDFs of these books should be available with a quick google search.

**COURSE REQUIREMENTS AND ASSIGNMENTS – 1000 points total (100%)**

**STUDENT'S OATH:** In order to remain enrolled in and pass the course, students are responsible for completing ALL required work. *Any major assignment that is missing will result in immediate failure.*

**PAPERS - 300 points (TWO papers at 150 points each; 30%).** Assesses GELO 1, 2, 3, 4, and 5. Students will be responsible for writing two substantive papers. Papers must be at least 1000 words in length, and not exceed 1500 words (approximately three and a half to five pages; word count does NOT include notes or bibliography). Baseline credit will be based on word count. Failure to meet the minimum 1000 words will result in an automatic “D”.

Papers will require that you use the assigned readings and class lectures. Specific prompts and rubrics will also be provided on Canvas. Your paper will be graded on how well you answer the question(s) and how well you apply the relevant readings and lectures to support your argument.

**EXAMS - 100 points (TWO in-class exams at 50 points each; 10%).** Assesses GELO 1, 2, 3, 4, and 5. In-class exams will cover the assigned chapters in the textbooks, Canvas activities, and lectures.

**FINAL PROJECT: Group Presentations (300 points; 30%).** Assesses GELO 1, 2, 3, 4, and 5. Students are expected to work in groups of at least give (eight total groups max). Explicit directions for the final project will be available on Canvas by week 5.
OVERALL PARTICIPATION (includes in-class pop quizzes, assignments, etc.) - 300 points (30%) 
In-class participation is a substantive part of your grade. It will be based upon discussion, completion of in-class and Canvas exercises, quizzes, and a display of appropriate class protocol. The reading load is very manageable. Therefore, I expect ALL the assigned reading to be completed by the time we meet for our weekly lectures. Be prepared to come to class having read course materials critically and closely. I reserve the right to give pop quizzes – especially when I sense that students have not kept up with the reading. There are no make-ups for these in-class exercises and quizzes.

Attendance is mandatory. (I take attendance and keep a participation log.) Simply showing up and occupying space does not constitute overall 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. I understand that not all students feel comfortable speaking up on a regular basis. Please note that active engagement (posing questions, connecting ideas with the materials and peers, posting questions and ideas in “Hallway Conversations,” etc.) is essential to your success. You may also come to my office hours so that we can discuss the course material.

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.

Coming in late, leaving early, talking privately with neighbors during lectures, instant messaging, texting, online shopping, binge watching various media, snapchatting, answering cell phone calls, surfing the web, etc. are signs of disrespect for one’s fellow students, the professor, and the course materials. As part of the rule of courtesy and engagement in scholarly discourse, students will be required to remain respectful toward all members of the class. Everyone must accept this standard of courtesy in discourse in order to remain in this course.

If you have a medical problem that makes it difficult for you to come to class, pay attention in class, stay awake in class, or participate in class, please come see me during office hours ASAP or have Accessible Education Services contact me. If not, you may get docked participation points.

COURSE SCHEDULE
Check Canvas website for most current course reading and deadline schedule. Your instructor retains the rights to modify the syllabus as necessary to accommodate course and student needs.
STUDENT COURSE ASSESSMENT

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<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>% POINTS POSSIBLE</th>
<th>GELO ASSESSED</th>
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<tbody>
<tr>
<td>Final Project</td>
<td>30%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Paper I</td>
<td>15%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Paper II</td>
<td>15%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Exam I</td>
<td>5%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Exam II</td>
<td>5%</td>
<td>GELO 1, 2, 3, 4, 5</td>
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<tr>
<td>Participation</td>
<td>30%</td>
<td>100% possible</td>
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GRADING SCALE AND POLICY

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<tr>
<th>Letter</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93% and above</td>
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<tr>
<td>A-</td>
<td>92.9% - 90%</td>
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<tr>
<td>B+</td>
<td>89.9% - 87%</td>
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<td>B</td>
<td>86.9% - 83%</td>
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<tr>
<td>B-</td>
<td>82.9% - 80%</td>
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<tr>
<td>C+</td>
<td>79.9% - 77%</td>
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<tr>
<td>C</td>
<td>76.9% - 73%</td>
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<tr>
<td>C-</td>
<td>72.0% - 70%</td>
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<tr>
<td>D+</td>
<td>69.9% - 67%</td>
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<tr>
<td>D</td>
<td>66.9% - 63%</td>
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<tr>
<td>D-</td>
<td>62.9% - 60%</td>
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<td>F</td>
<td>&lt; 60%</td>
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Note: “A+” grades will not be granted.

The university’s grading policies can be found here: http://www.sjsu.edu/registrar/students/grades-grades_changes/. With respect to percentages, the breakdown for this course is listed here. **Grades will not be curved or rounded up. No exceptions.**

If you have questions about assignments and grades, please see the instructor during office hours (open hours or via appointment). Note: I will NOT discuss or share grades over email. No exceptions.

SENDING EMAIL

Please note that I am a firm believer in face-to-face communication and interaction. Oftentimes, students hide behind emails or simply refuse to look at a syllabus or direction sheet for essential course information. Also, intent and tone often get lost in email communication and can result in uncomfortable, unprofessional misunderstandings between the student and professor. To avoid such conflict, I have decided to implement a limited email policy. Note: This was inspired by this article: https://www.insidehighered.com/news/2014/08/27/sake-student-faculty-interaction-professor-bans-student-email If you happen to make it this far into reading the syllabus, good for you! For extra credit, simply read the linked article ↑ and e-mail me with the heading: “I read the article”. In the body of your message, simply introduce yourself and (1) let me know one takeaway from the article and (2) what you’re currently watching (film, TV, YouTube, it doesn’t matter). Do this by Friday, August 24, 2018 at 8am PST. Good luck!
Simply put, I will only respond to emails requesting to set up a face-to-face appointment, when/if my regular office hours do not work for you. To do this, simply send an email to: joanne.rondilla@sjsu.edu.

Please make sure your message includes the following:

a) the subject heading: AAS 33A: Office Hours Request.
b) your FULL name as listed on the roll sheet
c) the day/time your class meets (I teach multiple sections of this class; this info is necessary)
d) a brief message letting me know what you would like to discuss during our meeting
e) at least three possible dates/times you are available to meet. Note: I am on campus Mondays, Wednesdays, and some Fridays. If these days do not work for you, we can meet via Skype.

Any other inquiries can be addressed before and/or after lecture, and during my regularly scheduled office hours. Another option is to post your question(s) on Hallway Conversations (see policy below). Though I try my very best to respond to emails in a timely manner, kindly allow least 48 hours (weekends not included) for a response before sending a follow-up message.

Notable exceptions:

- When we meet during office hours, I will likely send you an email confirming what we went over during our meeting.
- If there are campus/community events you would like me to share with the class, please send me that information directly, and in a timely manner.
- Any emergency information you may need to share with me.

USING HALLWAY CONVERSATIONS

If you happen to have a burning question that needs to be addressed right away (and the answer is not in the syllabus), then I urge you to post your question(s) to Hallway Conversations. The Hallway Conversations forum is located in Canvas. Hallway Conversations helps create a community of sharing and learning by allowing students to address each other’s inquiries and concerns. More often than not, your fellow peers will be able to address your questions faster than I can. I monitor Hallway Conversations daily and will respond to your questions accordingly. In addition to posting pertinent questions, I urge you to kindly respond accordingly to your fellow classmates’ inquiries. Also, Hallway Conversations is a great way for you to share information and ideas with the class. For those of you who are a bit shy, this is a great way for you to get some participation credit.

ATTENDANCE AND TARDINESS

Regular class attendance is mandatory to ensure success in this course. If you anticipate being absent, it is your responsibility to contact me and make arrangements to complete your work. Do not see me after the fact. The only exception would be a medical emergency, which in that case you will be required to submit documentation, such as a doctor’s note, to excuse the absence. Being absent does not excuse you from turning in an assignment on time. No exceptions. Tardiness will also affect your overall grade. Be courteous to your instructor and fellow classmates by showing up to class on time.
CLASSROOM BEHAVIOR
This is college. I trust that you are adults* that respect the educational opportunity before you, and that you do your part to create a great learning experience for everyone. You are required to participate in class discussions, assignments, and exercises, and be attentive during lectures and discussions. With that, disruptive behavior in class will not be tolerated. This includes: talking over others, falling asleep, rude behavior toward others, and/or fiddling with electronic devices during lectures, films, etc. Disruptive behavior will cause you to be removed from class and you will receive a 50-point deduction from your final grade for each dismissal. Finally, lecture slides will be posted to Canvas accordingly, but they are often quite sparse and comprised primarily of images. If you fail to take notes, your privilege of accessing the slides online will be revoked at the instructor’s discretion. *Please see the instructor if you are under 18 years old.

CELL PHONE, LAPTOP, and ELECTRONICS USAGE
I will not tolerate cell phones ringing in class. If your phone happens to go off during class, or I catch you text messaging, consequences include: being asked to leave class, receiving a 50-point deduction from your final grade, and/or having your device confiscated. Confiscated devices will NOT be returned! Make sure your cell phone is turned off before you come to class.

Laptops, iPads, electronic notebooks and other similar devices will not be allowed in class. Numerous studies have confirmed that taking notes with electronic devices is inefficient. In fact, students who take notes the old school way – writing with a pen and paper – do significantly better academically. On a rare occasion, we will do exercises that may require devices. If so, students will be given advanced notice.

Students who require electronic translators or any other electronic device in class are REQUIRED to do the following (no exceptions!):
1) to meet with the instructor during office hours to explain why the electronic device is needed
2) the student must receive the instructor’s approval to use said device(s)
3) when necessary, the student will make proper arrangements with Accessible Education Center (AEC) (http://www.sjsu.edu/aec/) and provide any necessary documentation that outlines any specific needs they have
4) the student must sit a designated area as determined by the instructor

EXTRA CREDIT
On a rare occasion, extra credit may be assigned at my discretion. Please note I am under no obligation to provide such opportunities.

LATE WORK
Under no circumstance will late work be accepted if you do not offer a compelling explanation to your instructor with ample lead-time. If need be, email ASAP.
**UNIVERSITY POLICIES**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available here at the Office of Graduate and Undergraduate Programs website at http://www.sjsu.edu/gup/syllabusinfo/.

**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**

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. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**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. Sadly, 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)

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

- The student will receive zero credit for the assignment.
- 200 points will be deducted from the student’s final grade.
- The student will meet with the instructor and the department chair for further discipline.
- The student may fail the course.

If you are unsure of what constitutes plagiarism, it is your responsibility to educate yourself or ask for clarification before you turn in written work. Examples of plagiarism: If you use a sentence (or even a part of a sentence) that someone else wrote and do not reference the source, you have committed plagiarism.
If you paraphrase somebody else’s theory or idea and do not reference the source, you have committed plagiarism. If you use a picture or table from a web page or book and do not reference the source, you have committed plagiarism. If your paper incorporates data that someone else has collected and you do not reference the source, you have committed plagiarism.

A tutorial to explain how to identify and avoid plagiarism is available here:

For examples of paraphrasing and quotation, please see the following:
http://www.indiana.edu/~istd/overview.html
http://www.indiana.edu/~istd/examples.html
http://www.indiana.edu/~frick/plagiarism/item1.html

For the SJSU policy on plagiarism, please read the “Academic Integrity Policy” at
http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html

**Dropping and Adding**

If you would like to add this class and the class is not yet full, you must attend the first day of class and approach the instructor before or after class. You will not be guaranteed a seat, but your chances of getting in with be high if you continue to attend and check in with your instructor every day for two full weeks. Any absences in the meantime will automatically void this informal contract.

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 a U for the course that will turn into an “F” grade. Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops is available at
http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html. Information about late drop is available at
http://www.sjsu.edu/sac/advising/latedrops/policy. Students should be aware of the current deadlines and penalties for adding and dropping classes.

**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.” In order to gain the instructor’s permission, you must submit a written request, identifying the period of recording, whether for the whole term or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. “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.”
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 Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the MLK Library.

Peer Connections
Peer Connections is located in Room 600 in the Student Services Center. It 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 is located in Room 126 in Clark Hall. It 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: Clark Hall 240
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.

Note: If you are using any of the services on this page, please see the instructor for possible participation and/or extra credit points.