

San José State University  
Department of Sociology and Interdisciplinary Social Sciences

# AAS 33A: Asian American and U.S. History and Political Process

Section 2, Spring 2020

## Course and Contact Information

**Instructor:** Dawn Lee Tu, Ph.D. (she/they)  
**Office:** Dudley Moorhead Hall 221  
**Email:** Canvas inbox, but if Canvas happens to be inaccessible you can email me at dawn.leetu@sjsu.edu  
**Office Hours:** Thursdays, 10-11a via zoom and by request  
**Class Days/Time:** Mondays, 6-845p  
**Classroom:** Dudley Moorhead Hall 357  
**GE/American Institutions Category:** D2 Social Sciences and US 1 American Institutions

## My Teaching Philosophy

I teach because I love being in the classroom and facilitating students' learning. I expect everyone to succeed in this class. It is important to me to understand where you're at in terms of experience and knowledge related to the course subject matter because you will be co-creating the learning environment for yourself and others in this class. This syllabus is a set of curated materials that is designed to expand your thinking, engage with other students with varying perspectives, and opportunities to further enhance your critical thinking and dialoguing skills which are important, if not the most important, life skills you will have. You ultimately will take this class as far as you want to and with as much effort as you are willing to give.

This class is also designed for us to be a learning community. We will be collectively creating learning materials and supporting one another, even me, in grappling with all this stuff. We are responsible for each other's learning and I expect you to support each other this semester.

I also understand that you have other things going on besides being a student and life happens. I too do other things besides teach and am human. I will extend to you compassion and understanding with the expectation that you seek help from one another and come to me for support. I will do the best I can to support you this semester. I expect you to do the same for me and know that I will learn from you as much as you will learn from each other this semester.

## 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.

## Texts and readings

All readings will be available through our course Canvas. Many of them are available used and online. Please note that these required texts may be different from those required for other AAS 33A sections taught by other instructors.

Gary Okihiro (2015) American History Unbound: Asians and Pacific Islanders (Chapters 1-7)

James Loewen (1995) Lies My Teacher Told Me (Chapters 1, 2, 4, 5, 7, 11, 12)

Howard Zinn (2003 or any edition) A People's History of the United States (Chapters 1-10)

Schlund-Vials, Vo, and Wong (2015) Keywords for Asian American Studies (selections)

Mae Ngai (2010) The Lucky Ones (Chapters 1-11)

Note: all readings and assignments are subject to change. Please consult the Canvas course page for the most up to date information on course work.

Session	Date	Topic	Reading + Assignments
1	1/27	Intro to course  Syllabus and coursework review  Intro to Asian American Studies	Complete pre-class survey before class  Read before class: "TWO STATES. EIGHT TEXTBOOKS. TWO AMERICAN STORIES." <a href="https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html">https://www.nytimes.com/interactive/2020/01/12/us/texas-vs-california-history-textbooks.html</a>  "Are Asian Americans White or People of Color?" <a href="https://www.yesmagazine.org/social-justice/2020/01/15/asian-americans-people-of-color/?fbclid=IwAR0p16p7Fb-Tg86hYeCr_GW4ckKKsDLDryqO42NV0W8CvmaG1s72kelEs74">https://www.yesmagazine.org/social-justice/2020/01/15/asian-americans-people-of-color/?fbclid=IwAR0p16p7Fb-Tg86hYeCr_GW4ckKKsDLDryqO42NV0W8CvmaG1s72kelEs74</a>  "Alexander Hamilton Dispensed of Trump's Impeachment Defense in 1788" <a href="https://qz.com/1788093/alexander-hamilton-dispensed-of-trumps-impeachment-defense-in-1788/">https://qz.com/1788093/alexander-hamilton-dispensed-of-trumps-impeachment-defense-in-1788/</a>
2	2/3  2/4 Last day to drop without entry on record	The Master Narrative of American History  Columbus and the "Discovery" of America	Takaki (2008) Ch 1 Okiihiro (2015) Ch 1 + 2  Loewen (1995) Ch 2 Zinn (2003) Ch 1
3	2/10	Orientalism	S Lee (2014) p 5-15 Said (1978) Selections

	2/11 Last day to add courses	Early settlers and African slavery (1600-1700s)	"Orientalism," Chong in Schlund-Vials, p 182-5  Okihiro (2015) p 62-72 Zinn (2003) Ch 2
4	2/17	American Revolution (1775-1783)  The US Constitution	Zinn (2003) Ch 3, 4, 5
5	2/24	Citizenship  The Women's Movement	Okihiro (2015) p 72-73 "Exclusion," Robinson in Schlund-Vials p 82-87 "Race," Rana in Schlund-Vials p 202-207  Zinn (2003) Ch 6
6	3/2	Native Americans  Mexico	Loewen (1995) Ch 4 Zinn (2003) Ch 7  Zinn (2003) Ch 8
7	3/9	Civil War (1861-1865)	Loewen (1995) Ch 5 Zinn (2003) Skim Ch 9, 10
8	3/16	NO CLASS – Complete Midterm	
9	3/23	Hawaii	Okihiro (2015) Ch 4, start on p101, Ch 5

	3/30		SPRING BREAK NO CLASS
10	4/6	The Land of Opportunity, Pt. 1	Okhiro (2015) Ch 6 (California), 7 (Northwest, Northeast, South, North) Loewen (1995) Ch 7 "Immigration," Lee in Schlund-Vials p 128-132 "Foreign," Leong in Schlund-Vials p 98-100
11	4/13	Coolie Labor  Yellow Peril	E Lee (2015) 2 (Coolies) "Coolie," Chang in Schlund-Vials, p 37-38  E Lee (2015) Ch 3 (Chinese), 4 (Anti-Chinese Movement), 5 (Japanese) "Yellow," Ku in Schlund-Vials p 244-246
12	4/20	The Land of Opportunity, Pt. 2	E Lee (2015) Ch 6 (Koreans), 7 (South Asians), 8 (Filipinos), 9 (Undocumented)
13	4/27	One family's story, Pt. 1	Ngai, Ch 1-5
14	5/4	One family's story, Pt. 2	Ngai, Ch 6-11
15	5/11  5/13- 5/19 FINALS	LAST CLASS  Why is history taught like this? What is the result of teaching history like this?	Loewen Ch 11, 12
FINAL	5/18	FINAL 515-730p	Final Project Presentations + Ancestor Party
	5/22	Grades Due from Faculty + End of Spring Semester	

## Course Goals (GELOs) and Learning Outcomes (CLOs)

### GE Learning Outcomes (GELO)

GELO 1 (US1) - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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 Exam: Place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 3 (D2) - Assessed by the Essay Assignments, Quizzes, and Final Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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 Exam: 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.

## Course Assignment Descriptions

A grading rubric will be provided for each item below so you understand how you will be assessed and graded.

### Journals

A primary component of this course is developing and maintaining a working journal that can demonstrate individual participation and personal engagement with class activities and reading. This journal encourages you to reflect on the ideas we are grappling with in class and how they relate to your life.

Please purchase a composition notebook for this class. Please bring your journal to class. You will be using this notebook as a journal for a variety of purposes:

- Use the journal to record your insights, reflections, and thoughts about the reading, take notes in class, brainstorm ideas, keep a list of relevant resources, working on your final project, etc.
- Write 3 journal entries per week on the readings.
- Bring the journal to class for in-class writing assignments including freewriting, quizzes, etc.

Format:

- The top of every page should be a note about what is on the page. Number all pages.
- Table of contents that includes date, title of entry, and page number/s.

Checks: On days where you will be watching a film or listening to a podcast, you will have the opportunity to show me how you are doing with your journals. During those days, flag at least two pages you'd like me to look at. I will not look at anything else except what you flag. Your journal should be checked twice in the course of the semester.



### Meta-Reflections

Two meta-reflections will be due during the course of the semester (see syllabus for due dates). For each of these reflections, photocopy at least 3 significant and meaningful journal entries. These entries can be from anything – from your lecture notes, freewriting in class, brainstorming, weekly reading entries, etc. Write a reflection on each of the entries of the selected entries. Well written meta-reflections will show understanding of the reading and class materials, an ability to summarize, analyze, and show relationships between concepts within the course and outside (life situations), and self-awareness and risk-taking of you as a learner who is thinking critically about the ideas we are considering this semester. Refer to the grading rubric for further information. These assignments will assess GELO 1, 2, 3, 4, and 5.

### Midterm

Exam will consist of multiple choice and true/false questions as well as short answer questions based on class lectures, activities, and readings. This exam will assess GELO 1, 2, 3, 4, and 5.

### Participation

Your participation grade will be based upon completion of in-class assignments such as group projects, in-class and Canvas class exercises, as well as a display of appropriate class protocol. You are expected to read the assigned texts before the date of class. There are no make-ups for these in-class exercises. Study a little harder for exams to make up for points lost. I understand that not all students feel comfortable speaking up on a regular basis, but your weekly journal entries should help you collect your thoughts so that you can actively contribute to class discussion. You may also talk to me at my office hours so that we can discuss the course material.

Your participation is vital to your success in this class. Actively listening and taking notes are basic expectations. Merely showing up for class will not earn you a passing grade for participation. 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. If you are unable to be mentally present in class, you should consider not coming to class to take care of yourself and show up ready for the next class. (You are still responsible for work. No make ups will be provided for in-class activities you miss.)

### Final Project

The final project is the culminating assignment that will demonstrate your understanding of the content and issues we have been grappling with in this course. More details will be provided on the first day of class.

### Extra credit

Extra credit will be offered throughout this semester. You should definitely take advantage of these opportunities.

### A VERY IMPORTANT NOTE ABOUT TURNING THINGS IN LATE

Please do not hesitate to ask me about turning something in late especially if you just need a little more time. Life happens. Your request should be in writing via Canvas message or email (see below Communication Protocol) and accompanied with a reasonable explanation of why you need to turn something in late. I will reply to you with the terms of your late submission. Please keep this communication as confirmation and in case we need to look up what I said to you about your late submission.

## **Student Course Assessment and Grading Scale**

ASSESSMENT CRITERIA	Points possible	GELO ASSESSED
Journal checks (2x 10 pts each)	20	GELO 1, 2, 3, 4, 5
Meta-reflection 1	100	GELO 1, 2, 3, 4, 5
Meta-reflection 2	100	GELO 1, 2, 3, 4, 5
Midterm	200	GELO 1, 2, 3, 4, 5
Final Project	200	GELO 1, 2, 3, 4, 5
Participation	100	GELO 1, 2, 3, 4, 5
Extra credit	varies	

### Grading Scale (by percentage)

	A 93-100	A- 90-92.9
B+ 87-89.9	B 83-86.9	B- 80-82.9
C+ 77-79.9	C 73-76.9	C- 70-72.9
D+ 67-69.9	D 63-66.9	D- 60-62.9
	F <60	

## 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 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Computers are also available in the Martin Luther King 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. The website is located at <http://peerconnections.sjsu.edu> ([Links to an external site.](http://peerconnections.sjsu.edu)) ([Links to an external site.](http://peerconnections.sjsu.edu)).

## 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. The Writing Center website is located at <http://www.sa.sjsu.edu/writingcenter/> ([Links to an external site.](#)) ([Links to an external site.](#)).

## ACCESS SJSU Social Sciences Success Center: Clark Hall 240

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.

## Classroom and Communication Protocol

### Classroom Protocol

By all means, treat your fellow students and your instructor with respect. Do your best to be on time, ready for engagement, and do your part to help make a great learning experience for everyone. Please silence all phones and mobile digital devices during class. Laptops should only be used for doing relevant web searches; no emailing, texting, and other activities unrelated to this class. These distractions are not acceptable during class time and will ultimately lower your grade. Distracted behaviors, such as doing homework for other classes, texting, online shopping, watching TV, snapchatting, etc. are all detrimental to the success of others in the class. If you must take a call or respond to a series of text messages, please step outside and return once your business is done. Please do not misuse electronic devices in class otherwise they may be banned at my discretion.

I expect you to participate in class discussions and exercises and be attentive to lectures and discussions. Lecture slides will be posted to Canvas.

Please be respectful of everyone's time and efforts. Note: It may also be possible to speak too much. Remember to "step up or step back" as appropriate. Any disrespectful or threatening behavior will be reported to campus administration and campus police.

### Communication Protocol

Before you message me, ask yourself:

- Can my question be addressed by the syllabus?
- Have I asked other reliable students for help?
- Have I looked in the course Canvas for the answer to my question?
- Is a message to Dr. Lee the best way to communicate my question?

If you decide it is best to message me, know that I prefer that you send me a message through our course Canvas so your message does not potentially get lost in my busy inbox. If you message me through Canvas, I will typically reply in 24 hours. If your message is urgent, please put URGENT in the subject so I can immediately see your message.

When emailing me, please follow this format. Otherwise your message will not be properly filtered by my email settings and you may not get a response to your email.

Subject: AAS 33A - [insert short topic of email content]

Body:

Dear Dr. (or Professor) Lee,

After perusing the syllabus and checking in with a fellow classmate, I have a question regarding [insert question here].

Sincerely,

[Your First Name and Last Name]

Expect your email to be returned within 48 hours, not inclusive of weekends. Because of this, make good use of my office hours.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. are available [here \(Links to an external site.\) \(Links to an external site.\)](#) at the Office of Graduate and Undergraduate Programs website at <http://www.sjsu.edu/gup/syllabusinfo/> [\(Links to an external site.\) \(Links to an external site.\)](#).

### 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) [\(Links to an external site.\) \(Links to an external site.\)](#).

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

Please keep in mind that plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments. In essence, plagiarism is both theft and lying: you have stolen someone else's ideas, and then lied by implying that they are your own. At the very least, plagiarism will result in grade penalties. It can also result in failing the course and having the incident noted in

your SJSU student records. 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: <http://tutorials.sjlibrary.org/plagiarism/index.htm> (Links to an external site.) (Links to an external site.).

For examples of paraphrasing and quotation, please see the following: <http://www.indiana.edu/~istd/overview.html> (Links to an external site.) (Links to an external site.) <http://www.indiana.edu/~istd/examples.html> (Links to an external site.) (Links to an external site.) <http://www.indiana.edu/~frick/plagiarism/item1.html> (Links to an external site.) (Links to an external site.)

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> (Links to an external site.) (Links to an external site.)

### Dropping and Adding

If you would like to add this class and the class is not full, please attend the first day of class and ask me about adding the class. You will not be guaranteed a seat, but your chances of getting in will be high if you continue to attend and check in with me. 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> (Links to an external site.) (Links to an external site.). Information about late drop is available

at <http://www.sjsu.edu/sac/advising/latedrops/policy> (Links to an external site.) (Links to an external site.). Students should be aware of the current deadlines and penalties for adding and dropping classes.

### VERY IMPORTANT!

#### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf> (Links to an external site.) (Links to an external site.), 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."

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