



# **Princeton University and Asian American Studies**

A Report by  
The Princeton Asian American Students Association  
(AASA)

**March 26, 2013**

## Student Contributors

James Chang '14, AASA Co-President Emeritus

David Chen '13

Charles Du '13, Asian American Studies Committee Co-Chair Emeritus

Diane Hu '15, AASA Co-President

Evan Kratzer '16, Asian American Studies Committee Chair

Tara Naoko Ohrtman '13, Asian American Studies Committee Co-Chair Emerita

Hannah Park '15

Judy Sun '14, AASA Co-President Emerita

Margaret Wang '14

Linda Zhong '15, AASA Co-President

# Table of Contents

---

<b>INTRODUCTION.....</b>	<b>3</b>
<b>SUMMARY.....</b>	<b>4</b>
<b>PROPOSAL.....</b>	<b>6</b>
<b>ASIAN AMERICANS IN A NATIONAL CONTEXT .....</b>	<b>9</b>
<b>HISTORY OF ASIAN AMERICAN STUDIES .....</b>	<b>11</b>
<b>THE CURRENT FIELD OF ASIAN AMERICAN STUDIES .....</b>	<b>14</b>
<b>A COMPARISON OF PEER INSTITUTIONS.....</b>	<b>16</b>
<b>THE HISTORY OF ASIAN AMERICAN STUDIES AT PRINCETON.....</b>	<b>18</b>
<b>STUDENT SURVEY.....</b>	<b>21</b>
<b>ALUMNI SURVEY .....</b>	<b>23</b>
<b>CONCLUSION.....</b>	<b>26</b>

## Introduction

Exactly 20 years ago today, the Asian American Student Task Force submitted a report to the Princeton University Administration. The Task Force, a group dismayed with the racial insensitivity that existed on campus at the time, proposed a series of policy changes related to how Princeton University interacted with the Asian American community on campus. Among their recommendations was the creation of a program in Asian American Studies, the cause that is the subject of this report.

Awareness of this issue has been building on campus during this academic year through articles in *The Daily Princetonian*, surveys we have sent out to members of the university community, and our committee's activism. The purpose of this report is to make explicit what we as students would like to see occur at the university regarding Asian American Studies. The report also serves to document our activism and so explain why we have decided to engage the university community in a dialogue about Asian American Studies.

We strongly urge the Princeton University administration to take up our proposals and create a rapidly growing, strong Asian American Studies program. Additionally, we hope that the details in this report will help to inform administrators about background related to Asian American Studies and the field itself. If you would like to see more of what we have done, please visit our website at [asamatprinceton.wordpress.com](http://asamatprinceton.wordpress.com).

Linda Zhong '15

Evan Kratzer '16

Principal Report Co-Authors

## Summary

Our report is broken down into three parts: our proposal, an examination of Asian American Studies nationally, and an examination of Asian American Studies at Princeton specifically. Together these parts explain what we would like to see regarding the creation of a certificate program in Asian American Studies and why we see this as necessary to fill a current gap in the university's curriculum.

Looking beyond the Orange Bubble, one can see that Asian American Studies is increasingly relevant in modern American society and has grown tremendously at universities nation-wide. We begin by providing a general overview of the current Asian American community, to provide context for the present relevance of this field to American society at-large. The report then moves on to summarize the history of Asian American Studies and later discuss the present field of study. Despite emerging only forty years ago, Asian American Studies has expanded to almost all major universities in the United States. National organizations have emerged such as the Association for Asian American Studies. Various museums and institutions, such as the Smithsonian, have brought awareness of Asian American issues to the public. Even the Library of Congress dedicated 2012 to building up a section of Asian American texts, a cause led by Franklin Odo '61. Numerous journals now serve as outlets for publication of research in this field of study. Moreover, through analysis of peer institutions, we can see that Asian American Studies is making headway among leading American universities, including other members of the Ivy League. It is clear that there is a rich field of research that Princeton is missing out by lacking an Asian American Studies program. We do not want to see our university falling behind the curve. The university must act now.

Looking at Princeton specifically also provides us with telling reasons as to why we should have an Asian American Studies program on campus. We show first how Princetonians have been advocating for the creation of an Asian American Studies program for the past forty years and have even secured promises from the university. The administration has still yet to create a program, however. The report also includes data from surveys that we conducted of Princeton students in December and Princeton alumni in February. We believe these data show that the Princeton community generally is currently in favor of the creation of a certificate in Asian American Studies. This drive is not isolated by any means; we are representative of a greater opinion on campus.

All combined, this information serves to justify our proposal, which we present at the beginning of this report. We believe that there is a need at the university that we are advocating the administration fill. To do that, we propose that the university accomplish the following:

- First and foremost, we propose the creation of a formal, designated certificate program in Asian American Studies.
- Second, the aforementioned certificate program would support at least eight courses a year.
- Third, the university ought to support professors with research interests related to Asian American Studies.
- Fourth, the university must commit to seeking new faculty - such as professors, visiting professors, and lecturers - in Asian American Studies.
- Fifth, the administration and all relevant bodies should commit to accepting and properly allocating any and all funds donated to the university for the expansion of Asian American Studies. This is especially true for funds provided for the creation of professorial positions.
- Sixth, all parts of the proposal should be implemented by Fall 2014.

## Proposal

We, members of Princeton's Asian American Students Association and its Asian American Studies Committee, present the following recommendations to the university administration to begin a program in Asian American Studies at our university. We believe that our proposals address a gap that currently exists in our university's curricular offerings and furthers Princeton's pedagogical commitment to diversity. As such, we urge the administration to act and to bring to Princeton a program of study that has been advocated for by several generations of Princetonians.

**First and foremost, we propose the creation of a formal, designated certificate program in Asian American Studies.** This is the first step necessary for any progress to begin. The creation of a certificate would entail, at a minimum, the creation of a course heading under which students can search for courses in Asian American Studies in the course offering search engine. For students to become interested in Asian American Studies, they must first be aware of its existence. A heading under which Asian American Studies classes would be listed would draw student attention as they search the course catalog. In addition, we propose a website for the program that is maintained by the university. The website at a minimum would feature a list of courses, faculty, events, and general program details at a minimum. Such actions would help to ensure the continued teaching of courses in Asian American Studies and would alert students as to the existence of such courses at the university.

**Second, the aforementioned program would support at least eight courses a year.** Asian American Studies covers a wide range of topics that cannot possibly be captured in one class a semester, let alone a year. Moreover, given that these classes would not build to a certificate or a major, students, bound by department requirements, would prioritize required classes over the ones in the program. Given that, it is critical that we offer a variety of courses, both in subject and in number. Finally, continuity is important. Academics shape student interest and the absence of Asian American Studies courses in a semester is tantamount to shutting down a large part of the intellectual dialogue. All of the momentum of previous semester's course is halted unless students take classes that build up and off what they have previously learned. If classes were to not be taught with some form of regularity, there would not be an outlet for academic discussion in this field.

**Third, the university ought to support professors with research interests related to Asian American Studies.** Institutional support is critical for creating an intellectual climate in which Asian American Studies can flourish. One of the current concerns for professors is that they cannot focus as much time on Asian American Studies as they might desire because of the requirement that they create courses focused towards their current departments. Through the creation of both a program in Asian American

Studies and the use of such tools as Full Time Equivalents (FTEs), the university could promote a culture encouraging research and classes relating to Asian Americans Studies. With FTEs, professors would be able to bring their knowledge to the students without fear of not fulfilling departmental obligations. They would help to promote the idea that Asian American Studies is a field that can add to the academic environment of our university.

**Fourth, the university must commit to seeking new faculty - such as professors, visiting professors, and lecturers - in Asian American Studies.** By seeking new faculty, we mean that the university should attempt to expand the number of scholars with research relating to Asian American Studies should the required funds and space emerge. As we all know, the world of academia is fast-paced and dynamic - the 45-year expansion of Asian American Studies into the flourishing field it is now is a testament to that fact. Including new voices in emerging disciplines encourages the dialogue among students and faculty that keeps the field growing. Although Princeton's Center for African American Studies has set the standard for peer institutions, we severely lack professors with backgrounds in Asian American studies. Princeton will not be able to develop a program in the coming years if it does not demonstrate a commitment to expand. Faculty and graduate students in the field are more hesitant to research at an institution that does not have a vibrant, institutionally-supported, academic community in their field. Faculty do not want to work alone; they want to collaborate with other great minds. Princeton wants its scholars to produce high quality research, and committing to hire new faculty would allow the university to be a leader in this growing field.

**Fifth, the administration and all relevant bodies should commit to accepting and properly allocating any and all funds donated to the university for the expansion of Asian American Studies. This is especially true for funds provided for the creation of professorial positions.** Financial support is key for the continued existence and expansion of any program at the university. In the past, the Asian American Alumni Association of Princeton (A4P) has donated money for the creation of an Asian American Studies program only to be turned away. As such, we call on the university to guarantee the acceptance of donations directed towards an Asian American Studies program. Considering the interdisciplinary nature of an Asian American Studies program, these funds would also be to the benefit of the many different fields that would partner with the new program. More staff or funding for research that could go towards Asian American history, for example, would not be solely to Asian American Studies program's benefit, but could add to the Politics, Sociology, History, Music, or English departments among others.

**Sixth, all parts of the proposal should be implemented by Autumn 2015.** While the requests we have put forth are not difficult to implement, the timing is sensitive. Asian American Studies is quickly being taken up by all other Ivy League and Ivy Plus schools (University of Chicago, Duke, MIT, Stanford) in some form or another. Rather than being



the vanguard of academia, Princeton is lagging. Asian American patterns of immigration and growth have also reached a critical point as second and third generation Asian Americans enter new domains like pop culture, politics and non-STEM areas. One need only to look at how Asian Americans were seen as a key demographic in the 2012 election to see this ethnic group's growing influence in the United States. National institutions like the Smithsonian have expanded their traditional programs to house an Asian Pacific American Program. There are numerous signs pointing to a shift in ethnic studies in America. Asian American Studies is a program here to stay. Swift action is key. We want Princeton to take a leading role in this field, a goal which is more easily attained should a program be started sooner rather than later.

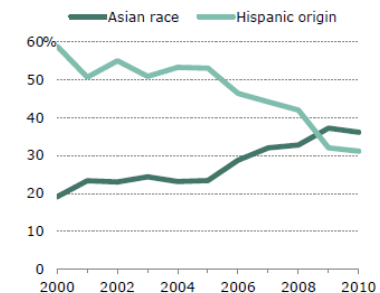
## Asian Americans in a National Context

At its very core, the field of Asian American Studies is an academic investigation of a community that has been shaped by their race and heritage. But before we can substantively discuss this field, we first ask a critical question: what defines the current Asian American community? The answer reveals a group of Americans that is incredibly diverse and becoming increasingly prominent in American society and politics.

Recent data from the 2010 census show that Asian Americans are currently the fastest growing ethnic group in the United States, growing at a rate of 43% from 2000 to 2010 and making them slightly more than 5% of the present national population.<sup>1</sup> This population growth is not restricted to states that have traditionally had high Asian American populations. The states that experienced the greatest percentage increase in Asian Americans were Nevada, Arizona, North Carolina, North Dakota, and Georgia.<sup>2</sup> It is true that in many of these states the initial Asian American population was not large. However, this trend still shows how Asian Americans are showing up in every corner of the country.

### Meet the New Immigrants: Asians Overtake Hispanics

% of immigrants, by year of arrival, 2000-2010



Source:

<http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>

Furthermore, a large portion of this growth has been attributed to immigration. Slightly over 430,000 Asians moved to the United States in 2010, which amounts to 36% of overall immigration – both legal and illegal – to the United States that year. The next closest demographic, Hispanics, made up 31% of new arrivals with 370,000 immigrants.<sup>3</sup> Indeed, although a lot of the current national debate about immigration has become highly focused on the Latino community, immigration policy would greatly impact Asian Americans as well.

The Asian American community is also incredibly diverse ethnically. No single Asian group makes up more than one quarter of the Asian American population. The five largest groups are the Chinese, making up 23.2% of the overall Asian American population, followed by Filipinos, 19.7%, Indians, 18.4%, the Vietnamese, 10%, and Koreans, 9.9%.<sup>4</sup> Asian groups' socio-economic status similarly are very diverse. The "model minority" myth

<sup>1</sup> U.S. Census Bureau, "Overview of Race and Hispanic Origin: 2010." Last modified March 2011, accessed March 16, 2013, <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>.

<sup>2</sup> Asian American Center for Advancing Justice, "A Community of Contrasts: Asian Americans in the United States: 2011." Accessed March 17, 2013, [http://www.advancingjustice.org/pdf/Community\\_of\\_Contrast.pdf](http://www.advancingjustice.org/pdf/Community_of_Contrast.pdf).

<sup>3</sup> Kirk Semple, "In a Shift, Biggest Wave of Migrants Is Now Asian." *The New York Times*, June 18 2012, accessed March 16, 2013, <http://www.nytimes.com/2012/06/19/us/asians-surpass-hispanics-as-biggest-immigrant-wave.html>.

<sup>4</sup> Pew Research Center, "The Rise of Asian Americans." Last modified June 19, 2012, accessed March 16, 2013, <http://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.

that paints all Asian Americans as wealthy and well educated is patently false. It is true that the median income for Asian Americans is \$66,000,<sup>5</sup> but if one looks at specific ethnic groups, the picture changes. For example, among Indian Americans the median income reaches \$88,000,<sup>6</sup> but the rate of poverty for the Hmong is 37.8%, for Cambodians, 29.3%, and for Laotians, 18.5%.<sup>7</sup> For these latter groups, poverty rates are substantially above the national average, though their plight often is overlooked institutionally in favor of the higher overall statistic for Asian Americans.

Finally, the impact of the Asian American community on national political dialogue has grown. The number of Asian Americans voting has rapidly increased in recent years. In 2008, 31% of all Asian Americans were first-time voters.<sup>8</sup> The increase in Asian American political participation then had a bigger impact in the 2012 elections. 71% of Asian American voters cast ballots for Barack Obama. If examined in terms of the popular vote, Obama won the Asian American vote by 1.4 million ballots, a large portion when compared to his overall 4.7 million net lead in votes over Mitt Romney.<sup>9</sup> The Asian American community can clearly have a substantial effect on national politics.

Emerging both politically and socially, the Asian American community is becoming an even more influential segment of the country. Simultaneously, though, Asian Americans are not isolated from the problems that the country faces. They too are afflicted by poverty and could be impacted by immigration reform, among other things. In fact, the diversity of this community emphasizes how it can be thought of as a microcosm of our heterogeneous country. Research and analysis of this group of people will be necessary to have a complete understanding of modern America.

---

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> White House Initiative on Asian American and Pacific Islanders, "Critical Issues Facing Asian Americans and Pacific Islanders." Accessed March 16, 2013, <http://www.whitehouse.gov/administration/eop/aapi/data/critical-issues>.

<sup>8</sup> The Asian American Legal Defense and Education Fund, "The Asian American Vote in the 2008 Presidential Election." Last modified 2009, accessed March 26, 2013, <http://www.aaldef.org/docs/AALDEF-ExitPoll-2008.pdf>

<sup>9</sup> Asian American Justice Center, "Behind the Numbers: Post-Election Survey of Asian American Voters in 2012." Modified December, 2012, last accessed March 16, 2013, [http://www.advancingequality.org/files/2012\\_12\\_Preliminary\\_Report\\_AAPI\\_Voting\\_FINAL.pdf](http://www.advancingequality.org/files/2012_12_Preliminary_Report_AAPI_Voting_FINAL.pdf)

## History of Asian American Studies

Asian American Studies has had a dynamic history spanning the last forty years to become a major field of study at national universities. The initial movement for Asian American Studies came out of the Third World Movement of the Civil Rights Era brought attention to the various American ethnic minorities and how they fit into the national picture. The movement shook the entire country and at Princeton its legacy can be seen in the Fields Center, formerly known as the Third World Center. For Asian American Studies though, Third World Movement protests had the largest overall effect in universities located nearby large Asian American communities. Students were outraged by the squalid conditions of the ethnic enclaves in major cities that disproved the national dream of an idealized America. In the San Francisco area, Chinatown's terrible poverty and social conditions spurred on the anger.<sup>10</sup> Thus, protests in 1969 led to the creation of the first programs in Asian American Studies at the University of California at Berkeley and at San Francisco State College (since renamed San Francisco State University).<sup>11</sup>



*Student Strike at SFSC 1968-9*

*Source:*

*<http://www.hunter.cuny.edu/aasp/minor/program>*

Similar developments occurred outside of the Bay Area soon thereafter. At the University of California at Los Angeles in 1970, a program in Asian American Studies was created without the same level of student protests as other colleges experienced. UCLA's Asian American Studies program was initially part of an initiative by University of California Chancellor Charles Young to create an "American Cultures Project".<sup>12</sup> Then on the East Coast, the City College of New York (now City University of New York) created an Asian American Studies Program under their Asian Studies Program in 1971 after protests emerged based around New York's Chinatown and Flushing district. Combined, these programs led to this new field gaining nation-wide interest.<sup>13</sup> Driven by a desire to ameliorate conditions in these communities, the goal was to bridge the gap of academia and the outside world.

In the 1970s, Asian American Studies went through an era of self-discovery. Early programs were slimmed down because of the 1973 economic crisis and the departure of radical groups devoted solely to politics. This turmoil led to the emergence of Asian American Studies as a scholarly community without as many political elements. UCLA was

---

<sup>10</sup> William Wei, *The Asian American Movement*. (Philadelphia, PA: Temple University Press, 1993), 14.

<sup>11</sup> *Ibid.*, 132.

<sup>12</sup> *Ibid.*, 136.

<sup>13</sup> *Ibid.*, 134.

at the front of this movement as this university began in 1971 to publish *Amerasia* journal, the first publication devoted to research on Asian Americans.<sup>14</sup> They also published *Roots: An Asian American Reader*, which served as the primary textbook used in 1970s introductory Asian American Studies courses around the nation.<sup>15</sup> People devoted to teaching Asian American Studies so as to prepare students to deal with ethnic issues in the outside world took over established programs. They created structured curricula that included the study of Asian American arts, gender, and race relations in addition to the initial historical aspect that dominated the field.<sup>16</sup>



The cover of *Roots: An Asian American Reader*

Source:

<http://www.aasc.ucla.edu/aascpress/books/roots.aspx>

Seeing existing programs' progress, student groups in the 1980s started a new wave of advocacy for programs, though this time most of the activism was on the East Coast. Of particular note was the East Coast Asian Student Union, ECASU, which is now ECAASU or the East Coast Asian American Student Union. ECASU was founded at Princeton in 1978 by college students from Ivy League and private universities to advocate for greater awareness of Asian American issues and the creation of new programs in Asian American Studies.<sup>17</sup> ECAASU continues to have annual conferences, with one at Columbia University having occurred in February 2013. The group made Asian American Studies the specific focus of a 1984 task force created and their 1987 conference.<sup>18</sup> Similar groups also emerged on the West Coast and Midwest with the same goal of pulling together university students to promote awareness of Asian American issues.

Then in 1987 the first Asian American Studies Program at an Ivy League university was founded at Cornell.<sup>19</sup> Courses were taught sporadically at other universities such as Boston University, Brown, Harvard, Tufts, Wellesley, and Princeton. But, the lack of formalized programs resulted in these classes slowly dwindling in number.<sup>20</sup> Then, following the lead of Cornell in the late 1990s there was a surge in new Asian American Studies programs as they emerged at the University of Pennsylvania (1996)<sup>21</sup>, Stanford (1997)<sup>22</sup> and Columbia (1999)<sup>23</sup> among other schools.

---

<sup>14</sup> "About Amerasia Journal," Amerasia Journal: Aisna American/ Pacific Islander/ Transnational Societies. [http://www.amerasiajournal.org/blog/?page\\_id=2](http://www.amerasiajournal.org/blog/?page_id=2).

<sup>15</sup> Wei, *The Asian American Movement*, 136.

<sup>16</sup> Wei, *The Asian American Movement*, 149.

<sup>17</sup> History, East Coast Asian American Student Union, <http://www.ecaasu.org/site/history/>.

<sup>18</sup> Wei, *The Asian American Movement*, 153.

<sup>19</sup> Asian American Studies Program, Cornell University, <http://asianamericanstudies.cornell.edu/>

<sup>20</sup> Wei, *The Asian American Movement*, 153.

<sup>21</sup> Asian American Studies Program, University of Pennsylvania, <http://asam.sas.upenn.edu/>.

<sup>22</sup> Asian American Studies, Stanford University, <http://aas.stanford.edu/>.

In academia, Asian American Studies has also expanded dramatically since the late 1970s. In 1979, the Association for Asian American Studies was formed to create a national forum for academics in the field and promote Asian American Studies in universities across the country. Furthermore, there has been a proliferation in scholarship. *Amerasia* is by no means the only journal on Asian American Studies that exists today. To give some examples, the Association for Asian American Studies started publishing the *Journal of Asian American Studies* in February of 1998.<sup>24</sup> In 1989 the Harvard Kennedy School began the *Asian American Policy Review* to explore Asian Americans and the law<sup>25</sup> and *AAPI* (Asian American Pacific Islander) *Nexus* has been published by UCLA since 2003.<sup>26</sup> (See Appendix 1 for more journals).

That leads us to the current day and our ongoing effort to establish Asian American Studies at Princeton. If we could introduce such a program to our university, the potential for further expansion of Asian American Studies nationally is tremendous. Our university has long set the standard for excellent programming and cutting-edge academic research. Beyond preparing students to live in a world where Asian American issues will have increasing importance in society, Princeton beginning a program in Asian American Studies would affirm field, impacting the entire intellectual community. We will not only bring change to our university, but hopefully to the country on the whole. Our position is a critical one. We ought to utilize it to its full potential.

---

<sup>23</sup> About Us, Columbia University Center for the Study of Ethnicity and Race, <http://www.columbia.edu/cu/cser/about.html>.

<sup>24</sup> Journal of Asian American Studies, The Johns Hopkins University Press, [http://www.press.jhu.edu/journals/journal\\_of\\_asian\\_american\\_studies/](http://www.press.jhu.edu/journals/journal_of_asian_american_studies/).

<sup>25</sup> Mission Statement and Overview, Harvard Kennedy School: Student Journal: Asian American Policy Review, <http://isites.harvard.edu/icb/icb.do?keyword=k74751&pageid=icb.page392469>.

<sup>26</sup> AAPI Nexus Journal: Policy, Practice, Community, UCLA Asian American Studies Center Press, <http://www.aapinexus.org/>.

## The Current Field of Asian American Studies

What started as reparations for a continually marginalized segment of American society has transformed into a robust field spanning many academic disciplines from the obvious departments of history, politics, sociology, and anthropology to the more surprising psychology, biology, English, immigration and law. The question now is not how Asians fit into the American Studies narrative, but how Asian American Studies transforms the idea of American Studies. The presence of Asians in America has been foundational for the definitions of citizenship, democracy and the American Dream.

The field has not only grown in intellectual depth, but also physical breadth. Over 38 colleges boast an Asian American Studies program. This movement has reached over 18 states, with 12 of the 38 programs in California and 6 programs in New York (the second most programs per state)<sup>27</sup>. The plethora of academic journals noted in Appendix 1 offer a space for teachers and thinkers in the field to make public topic-specific content. The Association for Asian American Studies (AAAS) bestows research grants and awards for books and individuals that have advanced the highest professional standard of excellence in teaching and research in the field. Among the winners of AAAS's 2012 Lifetime Achievement Award (the highest award bestowed) are two visiting professors at Princeton, Gary Okihiro (currently teaching a Spring 2013 seminar) and Franklin Odo '61 (graduate \*75, teaching a Fall 2013 seminar).<sup>28</sup>

Elsewhere, Asian American history and art has been further documented and appreciated in museums, magazines, books, plays and visual art. Right next door to Princeton in New York City are the Museum of Chinese in America, a museum that celebrates the old and new Chinatown as well as the *Asian American Writers' Workshop*, a "national not-for-profit arts organization"<sup>29</sup> that releases several, regular periodicals showcasing the creative writing of Asian Americans. The *Asian American Theatre Review* and the Center for Asian American Media, which focuses specifically on movies, television shows, and other digital media that discuss the Asian American experience, further expand into other areas of Asian American culture.<sup>30</sup>

Without any institutional place for Asian American Studies, Princeton loses out on this fresh view of traditional academic fields. More concretely, Princeton also fails to cultivate an academic atmosphere that leads to relevant, critical senior theses and academic research. Many recent award-winning theses across different fields and at different institutions have added to the dialogue of the Asian American experience.

---

<sup>27</sup> Asian American Net. "Asian American Studies." Accessed: March 24, 2013. <http://www.asianamerican.net/centers.html>

<sup>28</sup> Awards, The Association for Asian American Studies, <http://aaastudies.org/content/index.php/awards/awards>

<sup>29</sup> Asian American Writers' Workshop. "About." Accessed: March 24, 2013. <http://aaww.org/about/>

<sup>30</sup> About CAAM, The Center for Asian American Media, <http://caamedia.org/about-caam/>

**A listing of certain notable theses and senior essays from various peer institutions.**

**Brown: Honor Thesis in the American Studies**<sup>31</sup>

**Molly Mills, 2011.** "In Their Own Words: Discourse, Decision-Making and Creativity of Young Immigrant Women in Northern California."

Thesis Advisor: Matthew Garcia, American Civilization and Ethnic Studies.

**Monica Raquel Pelayo, 2008.** "Cultural Intersections: The Development of Olvera Street and China City."

Thesis Advisor: Professor Ralph Rodriguez, American Civilization.

**Amita Manghnani, 2006.** "Rhythm Nation: South Asian America Performs Race Onstage."

Thesis Advisor: Susan Smulyan, American Civilization.

**Harvard: Fulton Prize for the Best Thesis in the Field of Sociology.**

**Douglas Park, 1991.** "The Cognizance of Race: Asian Americans at Harvard"

Thesis Advisor: David Riesman, Sociology.<sup>32</sup>

**Yale: History senior essay prize winners**

**Ilyon Woo, 1991.** "'Picture Bride' Nineteenth Century European/Contemporary Asian Cultural Criticism"

**Yale: Henry K. Hayase Prize for Best Senior Essay on a Topic Related to Asian American Studies**

**Jennifer Barrows, 2012.** "Operation Babylift and Memories of the Vietnam War: Rescuing Orphans, Raising America."

Advisor: Mary Lui, Associate Professor of American Studies and History

**Joseph Yu Kuo, 1998.** "The End of Tradition: The Dominance and Decline of the Chinese Six Companies of Chinatown, San Francisco, 1950-1979"

**Loan Thai Phan, 1998.** "The Growth and Change of the Vietnamese Community in Orange County, California"<sup>34</sup>

As such, there is an obvious wealth of possibility and exploration in this new field. To not capitalize on this potential would weaken the quality of academic discussion and intellectual thought at Princeton relative to other campuses. At other universities, Asian American studies research has been recognized as important and necessary.

One can see that Asian American Studies is thriving nationally and expanding quickly. The sooner that the university creates a program in Asian American Studies, the more quickly Princeton will be able to take part in this dynamic emerging field of academic discussion.

---

<sup>31</sup> <http://brown.edu/Departments/AmCiv/undergrad/honors-recent.html>

<sup>32</sup> Douglas Park's bio: <http://eastrockinstitute.org/ERI/Douglas%20Y%20Park%20bio.pdf>

<sup>34</sup> "Guide to the Department of History, Yale University, Senior Prize Essays" compiled by Staff of Manuscripts and Archives. Revised: June 2012. <http://drs.library.yale.edu:8083/fedora/get/mssa:ru.0170/PDF>



## A Comparison of Peer Institutions

(See Appendix C for more information)

### Strong Programs

School	Location of Program	Has a Major/Minor?	Number of Faculty	Number of Courses
Cornell	Independent	Minor	4 Faculty	4 courses the spring semester; 5 in the fall
Northwestern	Independent	Minor	5 Core Faculty 2 Post-Grads	18 courses over 3 quarters
NYU	Within Department of Social and Cultural Analysis	Major and Minor	9 Core Faculty	12 courses a semester plus honors, research seminars
Stanford	Center for Comparative Race and Ethnicity	Major and Minor	11 Faculty Members	4-5 courses a semester
UC Berkeley	Within Department of Ethnic Studies	Major and Minor	6 Core Faculty 15 Lecturers	19 courses in the spring semester
UCLA	Independent	Major, Minor and Master of Arts	21 Core Faculty 9 Affiliated Faculty	20 courses in the spring semester
University of Illinois Urbana-Champaign	Independent	Minor	12 Core Faculty 7 Affiliated Faculty	21 courses in the spring semester
University of Pennsylvania	Independent	Minor	4 Core Faculty 16 Affiliated Faculty 3 Lecturers	7 courses this semester

Strong programs are considered those with a numerous and varied faculty and that regularly offer more than 4 courses a semester. These programs tend to be independent departments, or at least have a major/minor/certificate option. Moreover, the presence of multiple core faculty, associated and visiting professors as well as post-grads indicates active and robust research programs. One of the strongest programs of note is the one at the University of Pennsylvania, which has a “Cultural Diversity in the U.S.” distribution requirement in the School of Arts and Sciences independent of Asian American Studies.

## Other Ivy League Schools

School	Location of Program	Has a Major/Minor?	Number of Faculty	Number of Courses
Brown	No Formal Program, research can be done through the Center of Study of Race and Ethnicity in America or American Studies	Can Major through other programs.	6 Faculty	5 courses in the spring semester; 34 related courses, but many are just East Asian Studies classes
Columbia	Within The Center for the Study of Ethnicity and Race	Major and Concentration (See Appendix C for details)	3 Core Faculty 4 Adjunct Professors 1 Affiliated Faculty	3 courses in the spring semester
Dartmouth	No Formal Program	None	1 Core Faculty 1 Visiting Professor	2 courses in the spring semester
Harvard	Within the Program in Ethnic Studies	Secondary Field (minor)	None	3 courses that involve some Asian American material this semester
Yale	No Formal Program, but there is a robust site that serves as a clearinghouse for ASAM courses and programming	None	2 Faculty	20 courses are listed for the fall semester, but vast majority are just East Asian Studies classes.

Other Ivy League schools have programs of mixed health. While some colleges, like Brown, Columbia and Harvard, have some institutional place for Asian American Studies (although no explicitly labeled degrees), all colleges offer several courses a semester on the topic. Even programs like Dartmouth and Yale both offer some type of “Asian American Houses” or university-run organizations that recruit speakers and host events that educate the student body on topics in Asian American Studies. From this chart, we find that Princeton is certainly trailing at the bottom of the Ivy League.

## The History of Asian American Studies at Princeton

Our push for Asian American Studies at Princeton is by no means the first time that this issue has been brought to attention on campus. We are only the latest iteration of generations of Princetonians that have fought to have this field of study taught at our university. While the university created a certificate in African American Studies in 1969<sup>35</sup>, the push for Asian American Studies on campus has continued for at least the last forty years. In that time, many students have committed themselves to the effort and some have even become distinguished scholars in the field in their own right. An examination of the major eras of activism for Asian American Studies at Princeton shows how passionately students have believed in the need for such a program at the university and the perpetual existence of students interested in this field.

The first movement for Asian American Studies emerged in the 1970s along with the Third World Movement, a drive to promote awareness of issues affecting minority communities in modern America. The Third World Movement culminated in a highly publicized sit-in at Firestone Library in 1971, which resulted in the creation of the Third World Center, today known as the Carl A. Fields Center. After the sit-in Asian American



*The 1892 Osborn Clubhouse, which later became the Third World Center.*

Source: <http://paw.princeton.edu/issues/2010/04/28/pages/1781/>

students had enough confidence, support, and enthusiasm to start providing an outlet through which to explore Asian American Studies. Students organized seminars that examined Asian American issues, such as that of the position of Asian American women in society at the time.<sup>36</sup> It was at this time that AASA was also formed. As the creation of a program was not the main priority of the movement at the time, however, there was not substantial progress beyond these few seminars.

During the late 1970s and early 1980s, students advocated for the creation of a program intermittently but ran into logistical problems. Beyond the issue of advocates graduating and leaving the university, there was also a lack of organization and structure at the time that led to a breakdown of their efforts. By the late 1980s though, Princeton was once again swept up in another major movement for Asian American Studies that was sweeping most of the nation outside of California. This wave of activism led to Asian American Studies being founded at The University of Pennsylvania and Columbia among

---

<sup>35</sup> Cliatt, Cass. "Princeton Establishes New Center for African American Studies." Princeton University. <http://www.princeton.edu/main/news/archive/S15/85/91C70/index.xml?section=topstories>.

<sup>36</sup> Helen Zia, *Asian American Dreams: The Emergence of an American People*. (New York, NY: Farrar, Straus and Giroux, 2000), 19.

other universities. A meeting was first held in 1988 with incoming President Shapiro where a group of Asian American students expressed their desire for a program in Asian American Studies.<sup>37</sup> Then, during the 1992-1993 academic year, the "Asian American Student Task Force" was created. This group then presented to the university administration, exactly twenty years ago, a fourteen-page proposal that touched upon a variety of issues ranging from admissions policies to racial harassment. Notably, the proposal specifically devoted a section to Asian American Studies. Specifically, the students advocated for the creation in the immediate future of an Asian American Studies program and the incorporation of Asian American subject matter into existing courses. The administration did not respond with action.

As such, during the 1994-1995 academic year, there was a flurry of activism by students and increased awareness brought to the issue on campus. Franklin Odo '61 \*75, the founding director of the Smithsonian's Asian Pacific American Program, was invited to teach a course in Asian American History in the spring semester.<sup>38</sup> There were also other professors who came to speak at individual events such as Gary Okihiro, the founding director of Asian American Studies at Columbia University and a visiting professor for the spring of 2013. Then, to engage the university faculty, student advocates had meetings people such as the president of the university and the incoming directors of the American studies program.<sup>39</sup>

But there was a perceived lack of commitment on the part of the administration that students feared would result in failure to follow through on even basic requests, such as an expansion of university book holdings related to Asian American Studies. So, in conjunction with the push for Latino Studies, seventeen students began another sit-in, this time at Nassau Hall on April 20, 1995. Among the protestors were nine Asian Americans, four Latinos, two African Americans, one Caucasian, and one person of mixed race.<sup>40</sup> The sit-in succeeded, resulting in promises by the university to begin work to create an Asian American Studies Program and a Latino Studies Program.



*Students Protesting for Ethnic Studies  
Outside Nassau Hall, 1995*

Source:<http://paw.princeton.edu/issues/2010/01/13/pages/9134/index.xml>

---

<sup>37</sup> Takeda, Okiyoshi. "One Year After the Sit-In: Asian American Students' Identities and Their Support for Asian American Studies." *Journal of Asian American Studies* 4, no. 2 (2001): 147-164.

<http://muse.jhu.edu/journals/jaas/summary/v004/4.2takeda.html>, 149.

<sup>38</sup> Moseley, Caroline. "Choosing America" *The Daily Princetonian*, April 24, 1995.

<http://libserv23.princeton.edu/princetonperiodicals/cgi-bin/princetonperiodicals?a=p&p=home> (accessed March 18, 2013).

<sup>39</sup> Takeda, "One Year After the Sit-In," 149.

<sup>40</sup> *Ibid*, 150.

While a Latino Studies Program now exists at the university, however, the momentum for Asian American Studies was lost. Princeton was not able to secure a tenure-track professor with interests related to Asian American Studies because of a lack of university support for such a person's research.<sup>41</sup> There was no guidance or structure that could have helped such a person do the research that would be necessary of a faculty member of an institution like Princeton. Further, there was not a large enough community of academics working in the same field at the university with whom the hired professor could conduct research. As a result, the potential for progress that existed and came about in the mid-1990s eventually was lost. No effort was made by the university to hire a new faculty member or try again to create a program.<sup>42</sup>

That brings us to current drive for Asian American Studies. In 2008, Professors Anne Cheng, Dirk Hartog, and Chang-rae Lee co-wrote a proposal for Asian American Studies that they submitted to top administrators. In support, 692 alumni signed a petition backing the professors' proposal. The university did not respond. Then, in 2011 AASA formed our committee, which is specifically devoted to creating an Asian American Studies program at Princeton. The push for this program has been long and dynamic. That documentation of this drive that can be found in books and academic papers – some of which can be found in the footnotes – is proof of this fact. In fact, long before several members of this committee knew they would be Princetonians, they became interested in Asian American Studies after hearing about activism on this campus. We should not be keeping issue as a point of contention on this campus any longer. Now is the time to create an Asian American Studies program at Princeton.

---

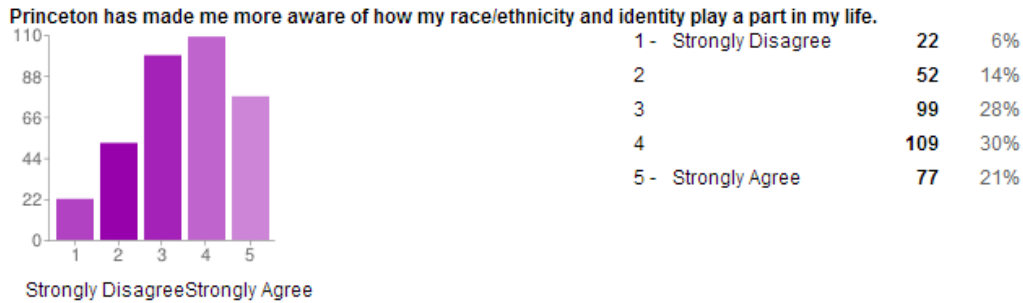
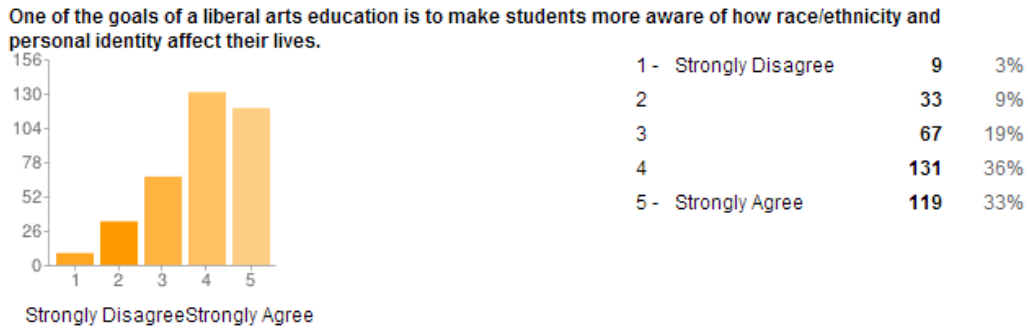
<sup>41</sup> Ibid, 150.

<sup>42</sup> More information on the chain of events after the 1995 sit-in can be found in Appendix 2.

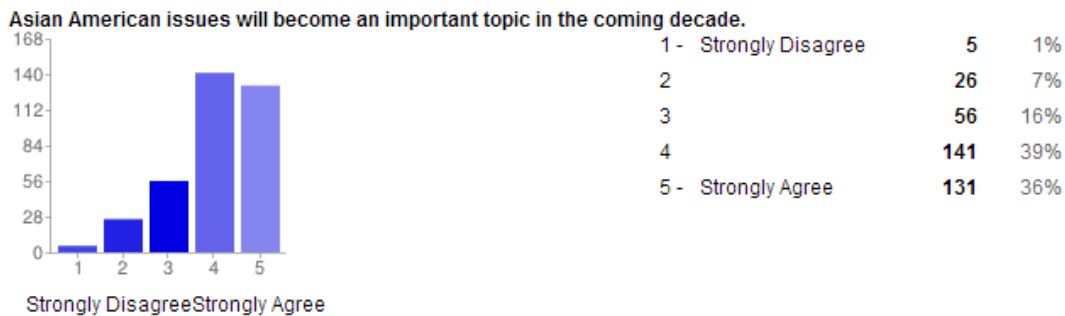
## Student Survey

Below are results from the 2012 survey, which AASA distributed across residential college and student group listservs on November 18th. We reached **357 individuals**, including 71 seniors, 72 juniors, 88 sophomores, 124 freshmen, 1 graduate student and 1 faculty member.

The first part of the survey examined the role and function of Princeton’s liberal arts curriculum, especially pertaining to race, identity and society.



As is apparent, many surveyed students feel that race and ethnicity are important goals of their Princeton education, but also that Princeton still falls short of reaching this goal. Moreover, respondents agreed that, in the future, having an academic understanding of Asian America will be more relevant.



The obvious ramifications of not having any sort of Asian American Studies program are the various interpretations among the student body of *what the field is* and *why it matters*. Below are five excerpts of anonymous responses selected for their variety responding to the question **“What is Asian American studies to you?”**

*I think it's the study of the experience of children of Asian immigrants, but I'm not sure.*

*I've heard a bit of talk on campus that people want this as a certificate or concentration. I imagine it would be a collection of courses about the history of immigration of Asian peoples to America, the impact of American and East Asian cultures on each other, problems of discrimination, Asian American literature, etc.*

*Yes, I would say it's the perception of America from the view if the Asian American (through literature, history, public polcy, etc.) as well as questions regarding Asian American identity, the assimilation of the Asian American into American culture, and the marginalization of Asian Americans (and Asians) in the U.S.*

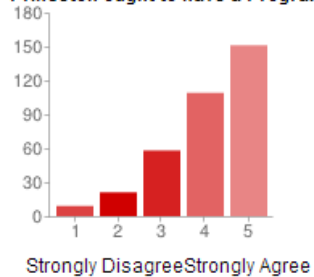
*Haven't heard of it...is it a certificate?*

*Yes. I am taking Chinese and seriously considering getting a certificate in East Asian studies. I think of Asian American Studies as a study of the culture of Asia and its assimilation into American culture.*

*Asian American studies, under my impression, would combine studies of the entire continent, rather than the disparate East Asian and South Asian studies programs we have right now.*

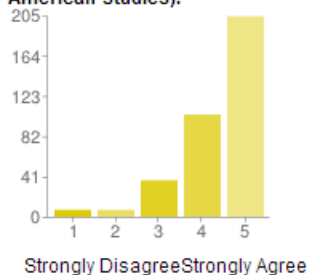
Overall, the survey finds Princeton students interested in an Asian American Studies program.

**Princeton ought to have a Program in Asian American Studies.**



1 - Strongly Disagree	9	3%
2	21	6%
3	58	16%
4	109	30%
5 - Strongly Agree	151	42%

**Asian Americans Studies warrants its own certificate program (on par with Latino Studies and African American Studies).**

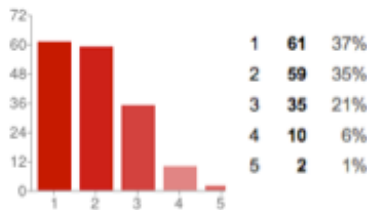


1 - Strongly Disagree	7	2%
2	7	2%
3	37	10%
4	104	29%
5 - Strongly Agree	204	57%

## Alumni Survey

Asian American Studies is a field of study that directly examines social trends that might affect both those Princetonians that are Asian Americans and those that are not. Hearing feedback from alumni therefore directly helps to examine just how Asian American issues might impact current students. Alumni support for the creation of Asian American Studies, like for any other field of ethnic studies, is representative of the need to learn about issues of race and ethnicity before exiting the university.

We directly examined alumni support for Asian American Studies through a survey this past February. The questionnaire included questions asking whether alumni believed that Asian American issues were sufficiently addressed when they were on campus, what their personal experiences as Asian Americans (if applicable) at Princeton were, and their opinions on the creation of an Asian American Studies program at the university. The survey was sent out through the A4P email list. In the end, we had 167 responses from alumni hailing from the Class of 1940 to the Class of 2012.

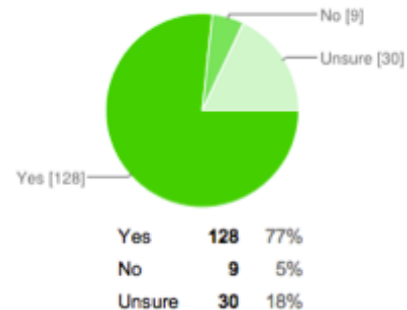


*Q: I felt that Asian American issues were discussed sufficiently through class, guest lectures, etc. during my time on campus.*  
*1: Strongly Disagree*  
*5: Strongly Agree*

As our data shows, there is certainly a gap in the curriculum at Princeton that an Asian American Studies program would fill. More than two-thirds of respondents thought that the Princeton administration did not sufficiently discuss Asian American issues during their time on campus. This strong opinion also seems to be held independent of whether or not alumni were interested in Asian American issues when they were on campus. Just over a half of respondents were interested in Asian American issues when they were on campus, a number lower than the 72% that said Asian American issues were

not sufficiently addressed when they attended Princeton.

There also seems to be a clear way that people would like to remedy this problem. More than three-quarters of respondents were in favor of the creation of an Asian American Studies program with only 5% of respondents saying that they did not want to see such a program at the university. Our committee has viewed the creation of an Asian American Studies program as a way to show institutional commitment to the teaching of issues relating to the Asian American community, and respondents would seem to agree.



*Q: Do you want to see an Asian American Studies program at Princeton?*



**Below are seven selected quotes from short-answer questions that allowed alumni to provide personal testimonies about their opinions and experiences.**

We believe that these quotes articulate well the variety of opinions that exist in favor of creating such a program. This is not merely an issue restrained to the Princeton campus or the academic world; an understanding of issues related to Asian Americans is applicable in our increasingly dynamic and multi-cultural society. Even if students did not realize the full impact that having such a program would have on their lives when they were in college, they have realized since the significance that gaining such knowledge would have had for them.

"Asian Americans today are the fastest growing racial group in the US, growing 4 times as fast as the general population. In order to do my job, I need to understand and be aware of the needs of the community. An Asian American Studies program would have helped me prepare for this challenge. Why is it that 1 out of 3 Korean Americans don't have health insurance? Or that the Gulf Coast fishermen most affected by Hurricane Katrina were Vietnamese Americans? Having an awareness of the contributions and continual struggles of the Asian American and Pacific Islander community is essential for the federal government in providing grants and services where AAPI communities most need them. An educational background on this community is vital to this effort.

Just last Saturday, I helped organize a conference in Texas, where the keynote luncheon was by a professor of the Asian American studies program at the University of Texas at Austin. I would love to see Princeton establish the preeminent department in Asian American studies, particularly since so many Tigers have already played a major role in this important Initiative by the Obama Administration."

Why is it that 1 out of 3 Korean Americans don't have health insurance? ... Having an awareness of the contributions and continual struggles of the Asian American and Pacific Islander community is essential for the federal government in providing grants and services where AAPI communities most need them.

- **Edmund Chiang '02, policy adviser at the White House Initiative on Asian Americans and Pacific Islanders, a group working to make the federal government more responsive to AAPI issues. Chiang worked with former Obama Cabinet Secretary Chris Lu '87.**

"I realized much later in life that just because I was Asian American and brought up in a bilingual household did not make me especially knowledgeable about Asian American Studies. Other individuals that I have met as an adult, such as parents of adopted Asian children, East Asian studies majors from other colleges who are Caucasian, have taught me more about this topic than I ever knew. Having a program at Princeton may have enlightened me earlier about this area and further enriched a Princeton college education and experience of which I am so proud."

- **Dr. Ming Hui Chen '82**

“Why do we need an Asian American Studies program? Because when I asked my classmates that very question back in 2008, they said, “We don't, we already have an East Asian Studies Department.” I believe the history of Asian Americans in the United States is storied, rich, and wonderful. It should be taught, shared, and discussed. It is simply unacceptable that Princeton does not support this academic topic. As an alumni coming back for her 5th reunion in May, I find it so disappointing that students are still advocating (5 years later) for an Asian American Studies program. Can Princeton please step it up?”

- **Katherine Chiang '08**

“Cultural and ethnic studies, regardless of the race, enrich humans' lives and understanding of themselves and of others. Celebrating different cultures means not only observing traditions and holidays, but studying the history, politics, and social norms inherent within a nationality or group of countries sharing such norms.”

- **Sudhir Lay Burgaard '02**

Why do we need an Asian American Studies program?  
Because when I asked my classmates that very question back in 2008, they said, “We don't, we already have an East Asian Studies Department.”

“[I]t is imperative for all institutions to be clear-eyed about their limited views and actions towards increasing diversity. An [Asian American] studies program is one step in that direction, an important one, but only 1 step. It is critical for a major educational institution to bring to bear all of their resources to strengthen the world's understanding of the total American experiment, story and experience -- and that Asian Americans have and continue to play a vital part in the making of America.”

- **Charles Lai '78, co-founder of the Museum of the Chinese in America (MOCA), New York.**

“The Asian American experience has formed an important part of U.S. and international history that is neither well understood nor acknowledged. It is particularly important to complete this part of the picture of the global Asian diaspora now that it is juxtaposed against the well-recognized theme of a rising Asia. If Princeton is to continue as an institution of thought leadership, then Asian American studies should naturally form a vital part of that going forward.”

- **CC Ouyang '08**

“With the general change in the student body and in the world in general, an Asian American study program might be appropriate.”

- **Yeichi “Kelly” Kuwayama '40, veteran of the 442<sup>nd</sup> Infantry Regiment of WWII, the Japanese American regiment and the most decorated regiment in US history. Kuwayama is a recipient of a Silver Star and Purple Heart among other awards.**

## Conclusion

The information above is the culmination of what our committee has been working on since September in our effort to advocate for Asian American Studies at Princeton. Beyond providing background information on the field for the administration, we hope that this report serves to show that deep student interest exists on campus. We understand that the university does not create programs or courses merely to satisfy student interest; other factors regarding academic legitimacy, faculty specialization, and fiscal issues are at play. However, we still think that student interest is critical in showing that classes will be filled, research conducted, and a climate for academic discussion generated at Princeton.

Many of the contributors to this report were in Professor Anne Cheng's course Asian American Literature and Law. Co-taught with Judge Denny Chin '75, we examined important cases relevant to Asian Americans in US history and how they related to general perceptions of race, ethnicity, and immigration. Books about the Asian American experience were then used to help frame these cases historically and put them in the context of everyday society. The students in this class were not only Asian American, but came from a variety of backgrounds and decided to take the course because of its relevance to the study of law and ethnicity. The interdisciplinary nature of our class and of the field in general, was continuously on display.

Based on discussions with our fellow students it was clear that there was a consensus: this course helped us to explore issues that are fascinating but not otherwise discussed in Princeton's various other courses. The issues that we studied helped explain the racial basis on which the US Immigration Bureau was founded and even the history of society's perceptions of what it means to be Caucasian or of any race for that matter. The stories of Asian immigrants who tried to argue that they were white to gain US citizenship or brought cases to the Supreme Court to navigate a binary system of segregation in the South shed light on an American experience that is often forgotten. We feel confident in saying that everyone left that class viewing the world in a different light.

But one class alone only scratched the surface of what this field has to offer. Princeton students are intellectually curious and the university should provide them with all possible outlets to explore the world around them. As this paper above argues, we believe that Asian American Studies would help bring more of those courses, thinkers and ideas to our campus. We strongly urge the university to help promote more experiences like those from Professor Cheng's class, reaffirm its commitment to education, and create an Asian American Studies certificate.

## Appendix A: A Listing of Asian American Studies Journals

Below is a listing of various journals in Asian American Studies. These are just a small sample of the various journals that exist in the field. We hope that these journals show that there is a variety of sub-fields within Asian American Studies where research is thriving.

- *Amerasia*, published by UCLA, is the oldest journal on Asian American Studies published in the country, existing since 1971. The journal is interdisciplinary in nature with most issues focusing on a specific theme. Recent themes have included “Religion in a Globalized World” and “The State of Illness and Disability”
  - Website: <http://www.amerasiajournal.org/blog/>
- *The Journal of Asian American Studies* is published three times a year as the official publication of the Association of Asian American Studies. Articles can be on any topic related to Asian American Studies.
  - Website: [http://muse.jhu.edu/journals/journal\\_of\\_asian\\_american\\_studies/](http://muse.jhu.edu/journals/journal_of_asian_american_studies/)
- *The Stanford Journal of Asian American Studies* is published once a year by the Asian American Studies program at Stanford. All of its writers are undergraduates.
  - Website: <http://aas.stanford.edu/journal/index.htm>
- *The AAPI Nexus Journal* published by UCLA, is a policy-based journal focusing on Asian Americans and their interaction with US policy.
  - Website: [http://www.aasc.ucla.edu/archives/nexusv9n1\\_2.asp](http://www.aasc.ucla.edu/archives/nexusv9n1_2.asp)
- *The Asian American Policy Review*, published by Harvard, is also a journal focusing on Asian Americans and their interaction with US policy.
  - Website: <http://isites.harvard.edu/icb/icb.do?keyword=k74751&pageid=icb.page375008>
- *Journal of Southeast Asian American Education and Advancement* is published by UT San Antonio.
  - Website: <http://jsaaea.coehd.utsa.edu/index.php/JSAAEA>
- *The Asian American Journal of Psychology*.
  - Website: <http://psycnet.apa.org/index.cfm?fa=browsePA.volumes&jcode=aap>
- *The Asian American Literary Review*. A biannual publication designed for artists “who consider the designation ‘Asian American’ a fruitful starting point for artistic vision.” It contains fiction, poetry, creative nonfiction, translations, comic art, interviews, and book reviews.
  - Website: <http://aalrmag.org/>

## Appendix B – Selected *Daily Princetonian* and *Princeton Alumni Weekly* Articles

Below are selected articles from *The Daily Princetonian* and *Princeton Alumni Weekend* that relate to the drive for Asian American Studies. Included are:

- A *Daily Princetonian* article describing the 1995 sit-in by seventeen students at Nassau Hall to advocate the creation of Latino Studies and Asian American Studies programs.
- A *Princeton Alumni Weekly* article that features Prof. Anne Cheng and Judge Denny Chin's Fall 2012 class on Asian American literature and law.
- A *Daily Princetonian* article from February describing the Trustee Ad-Hoc Committee on Diversity's meeting on Asian American issues. The article segues into a discussion about Asian American Studies on campus.
- A *Daily Princetonian* editorial from March 1<sup>st</sup> where the newspaper declared their support for the creation of an Asian American Studies program.

## Protesters call for creation of courses in ethnic studies<sup>1</sup>

By ERIC EMMONS

A multiracial group of 17 students stormed Nassau Hall yesterday morning and began a sit-in protesting the lack of diversity in Princeton's curriculum.

At 11:40 a.m., the students pushed past a university proctor into One Nassau Hall, which houses the offices of President Shapiro and his staff. When they reached the door to Shapiro's personal office, however, they found it bolted from the inside. The students then occupied the office next door belonging to Marcia Snowden, Shapiro's administrative assistant. The administration claimed that the students then pushed Snowden out of her office. The students then announced that they were holding a sit-in to protest the university's reluctance to diversify its curriculum.



# Students stage sit-in at Nassau Hall

## Students prepare for long, peaceful Nassau Hall sit-in

By TOMMY CARR

As darkness fell last night, the 17 students who forced their way into a first-floor office in One Nassau Hall began preparations for a protracted stay after initial negotiations with the administration failed to gain any concessions to the protesters' demands for an ethnic studies program.

As of 12:30 this morning little progress had been made to resolve the situation. While student protesters remain adamant that they are willing to stay for days to force the administration to accept their demands, university officials expressed their disappointment with the students' tactics.

President Shapiro issued a strong rebuke of the students' actions in a written statement released late yesterday afternoon.

He added, however, that the occupation would not stop the university's continued efforts to expand the comparative study of American society and cultures.

The protesters' list of demands calls for the creation of a Center for



Poanng Wu — Princetonian

Protesters carry signs in front of Nassau Hall yesterday afternoon at a rally calling for the development of courses in ethnic studies.

## Protesters call for creation of courses in ethnic studies

By ERIC EMMONS

A multiracial group of 17 students stormed Nassau Hall yesterday morning and began a sit-in protesting the lack of diversity in Princeton's curriculum.

At 11:40 a.m., the students pushed past a university proctor into One Nassau Hall, which houses the offices of President Shapiro and his staff. When they reached the door to Shapiro's personal office, however, they found it bolted from the inside.

The students then occupied the office next door belonging to Marcia Snowden, Shapiro's administrative assistant. The administration claimed that the students then pushed Snowden out of her office. The students then announced that they were holding a sit-in to protest the university's reluctance to diversify its curriculum.

At the same time, a group of about 20 students began a rally directly outside the back of Nassau Hall underneath Snowden's window, chanting and carrying signs, some of which read, "Do not deny me the right to a relevant education," and "Asian-American and Latino studies now — not another 250 years."

The rest of Nassau Hall's entrances were then locked, and university proctors were stationed by the doors.

One of the spokespersons for the group, Gary Chou '96, said the students' action was only a peaceful sit-in and that they would not do any damage to property within the office.

Chou said he was uncertain about the outcome.

"I'm not sure how the end of this is going to play out. (The students) were aware of the risk to the extent that they would be willing to take this one action," he said.

### 'Emotion, not planning'

The protest group is a coalition representing the Asian-American Students Association, the Chicano Caucus, Acción Puertorriqueña and unaffiliated students. During discussions over curriculum goals last month, Chou

(Continued on page six)

Front page of *The Daily Princetonian* on day of article.

Source: [http://libserv23.princeton.edu/princetonperiodicals/cgi-](http://libserv23.princeton.edu/princetonperiodicals/cgi-bin/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---)

[bin/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---](http://libserv23.princeton.edu/princetonperiodicals/cgi-bin/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---)

<sup>1</sup> Article taken from: [http://libserv23.princeton.edu/princetonperiodicals/cgi-](http://libserv23.princeton.edu/princetonperiodicals/cgi-bin/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---)

[bin/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---](http://libserv23.princeton.edu/princetonperiodicals?a=d&d=Princetonian19950421-01.2.5&srpos=5&e=-1995---1995--en-20-Princetonian-1--txt-IN-%22sit%252Din%22---)

At the same time, a group of about 20 students began a rally directly outside the back of Nassau Hall underneath Snowden's window, chanting and carrying signs, some of which read, "Do not deny me the right to a relevant education," and "Asian-American and Latino studies now — not another 250 years." The rest of Nassau Hall's entrances were then locked, and university proctors were stationed by the doors.

One of the spokespersons for the group, Gary Chou '96, said the students' action was only a peaceful sit-in and that they would not do any damage to property within the office.

Chou said he was uncertain about the outcome.

"I'm not sure how the end of this is going to play out. (The students) were aware of the risk to the extent that they would be willing to take this one action," he said.

#### 'Emotion, not planning'

The protest group is a coalition representing the Asian-American Students Association, the Chicano Caucus, Accion Puertorriquena and unaffiliated students. During discussions over curriculum goals last month, Chou

said the Asian-American and Latino groups decided to coordinate their negotiations with the university "because we weren't making progress individually."

However, the groups' dissatisfaction with the slow progress of the negotiations with administrators led them to undertake yesterday's protest activities.

The sit-in "took a considerable amount of planning," but Chou added that, "it was emotion, not planning, that drove the students to action."

"We couldn't see the light at the end of the tunnel," Chou said, because "(administrators) have refused to set up a time-line."

"It's only now that we have forced them to respond to the request," Chou added.

The protesters issued a list of demands to the administration that included the hiring of faculty to teach Asian-American and Latino studies, increases in related library holdings, the addition of courses to the university curriculum and the establishment of a Center for Ethnic Studies.

A microphone was set up next to Cannon Green, and several students addressed the growing crowd, denouncing the university's present curricula in both Asian-American and Latino studies.

"The school has fed us with scraps from the table of the administration — they've fed us with the drug of gradualization and delay," Steve Hseuh '97 said.

The sit-in was organized to compel the administration to take action on the issues, Hseuh said. "People are like teabags; they don't know how good they are until they are in hot water," he quipped. "We're here to help (Shapiro) be good."

The expansion of Asian-American studies at Princeton would enlighten students to many aspects of Asian-American history which are typically ignored in America, Hseuh said.

Other students presented different perspectives on the university's curriculum. "We've come a long way since 1746 when everyone looked just like me," Pete Horn '97, who is white, said.

"We should render unto Hal that which is Hal's, but we should make damn sure that some of the money goes to Asian-American and Latino studies," Horn added.

A petition supporting the group's demands was passed around the crowd. The administrators that signed included Assistant Dean of Multicultural Affairs Valerie De Cruz, Third World Center Director Heddy Ducree and Dean of the Chapel William Gipson.

President Shapiro issued a press release in the middle of the afternoon, which termed the sit-in an "inexcusable occupation of university office space."

According to his statement, "they pushed (Snowden) out of the doorway to her office, took over her office and prevented the regular exercise of university operations." These actions, the statement said, were "deeply offensive to (him) personally" and constituted a "clear violation of university policy."

For these reasons, President Shapiro stated he is "not willing to discuss (the diversity of the curriculum) or any other issues" until the sit-in is concluded.

The crowd that gathered was generally supportive of the protesters.

"I think that people are frustrated because they've been waiting a long time for the change," Katherine BuUer '98 said.

"I think that this is excellent. There is a gap in the curriculum, a blind spot, and this is reflective of the country's problems," Davin Peterson '96 said.

However, some were not as enthusiastic. Ming Tiampo '95 said that she believed the emphasis placed on the American aspect of such studies was displaced.

"It is necessary to study the foreign cultures themselves — it's not just this little bubble of multiculturalism," Tiampo said.

A candlelight vigil was held last night by students at Cornell University to show solidarity with the seventeen students who spent the night in Nassau Hall. Similar protests currently are taking place at universities around the nation.



## CAMPUS NOTEBOOK

PAW Home &gt; Notebook &gt; Studying literature, law from an Asian-American perspective

## Studying literature, law from an Asian-American perspective

By Lauren Zumbach '13

Published in the January 16, 2013, issue



PHOTO: SAMEER A. KHAN

Thinking about “our identities and backgrounds, justice, and the legal system” was the focus of a course co-taught by appeals-court judge Denny Chin '75, above.

**Denny Chin '75 is best known** as the judge on high-profile cases such as the Madoff scandal and the long-running dispute between publishers and Google over digitized books. The students in one Princeton class know him as something else: their professor.

In the fall, Chin, a judge on the Second Circuit Court of Appeals, was co-teaching “Asian-American Literature and Cultures: Law, Bodies, and the Everyday” with Anne Cheng '85, professor of English. The course was the first in a series of Asian-American studies classes Cheng has planned.

“I’d never done anything that combined the law, English, and history,” said Chin, who also teaches legal writing at Fordham University School of Law. “But I think it helped all of us in the class, whether Asian-American or not, think about our identities and backgrounds, justice, and the legal system.”

The course’s 21 students explored Asian-Americans’ role in U.S. history through significant legal cases that were paired with works of literature and films responding to issues those cases raised.

After studying the “Tokyo Rose” trial, in which a Japanese-American broadcaster was wrongly convicted of treason against the United States for participating in propaganda broadcasts during World War II, they read Chang-rae Lee’s *Native Speaker* — the story of a Korean-American who struggles to fit into American society and becomes a spy.

Though this is not the first course on Asian-American studies taught at Princeton, Cheng is leading an effort to offer a regular series of classes.

“It does seem like a glaring absence, given that we now have the Center for African American Studies, a certificate for Latin American studies, but not Asian-American studies,” said Cheng.

Students and alumni have sought a formal certificate program in Asian-American studies for more than 40 years. In 1995, 17 students staged a 36-hour sit-in at Nassau Hall demanding courses in Asian-American and Latino studies.

“Asian-Americans have contributed to making up what America is,” said Charles Du '13. “To not have that perspective at a place like Princeton is really surprising.”

Creating a formal program is important, Cheng said, but her goal is more immediate: making sure courses are offered each year. She chose to start the

series with literature and law to help students understand the Asian-American community's important role in American history, she said.

"One of the things I hope the course pointed out is that for how small a percentage of the population Asians were in the 19th century, it's astonishing how crucial a role they played in how America imagined its borders, citizenship, and naturalization," she said.

Though many of the cases took place several decades ago, Chin said, they are just as relevant today, especially after 9/11.

"The question of racial profiling, of sending 120,000 Japanese-Americans into concentration camps without hearings just because of their race — unfortunately those issues are still with us today," he said.

Tara Ohrtman '13 said the course legitimized Asian-American history as a subject worth studying.

"For once in my life, I got to sit down with a group of people happy to discuss history I've heard my family talk about that was never discussed in an academic setting," said Ohrtman, whose grandparents were among the Japanese-Americans sent to government "relocation centers" after the 1941 attack on Pearl Harbor. "It showed my family and personal history weren't a special interest, but part of mainstream American history."

Post Comments

## Comments

1 Response to Studying literature, law from an Asian-American perspective

### Steve Wang Says:

2013-01-23 09:36:45

The esteemed Denny Chin and Princeton, I am sure, don't really mean it when they say they are pursuing "Asian-American" issues. I am pretty sure they mean to say "East-Asian" American. Asia is a big place, including places like India and Pakistan, as well as Krygyzstan and (yes!) Israel and Armenia. I'm sure Denny Chin and Princeton aren't exploring Asian-Americans like William Saroyan. So they need to heed Confucius' "Rectification of Names"; you gotta be precise in your language, especially when naming things ... or you're going to get yourself badly bollixed.

## Tell us what you think about

Studying literature, law from an Asian-American perspective

Name:

Princeton class/affiliation:

E-mail:

Comments:

Enter the word as it appears in the picture

below



Send

By submitting a comment, you agree to PAW's comment posting policy.



NEWS | ACADEMICS | FEB. 25

## At ad hoc meeting, decades-old push for Asian-American Studies program revived

By MONICA CHON  
SENIOR WRITER

Published: Monday, February 25th, 2013

Members of the Asian-American Students Association and several faculty members have renewed a decades-old push for the administration to establish an Asian-American studies program at the University. AASA representatives voiced their concerns at a Feb. 18 meeting of the University's ad hoc committee on diversity, which was called to discuss issues affecting the Asian-American community on campus.

According to James Chang '14, the outgoing president of the Asian-American Student Association and one of the undergraduates present at the meeting, it will take a long time for the results of the meeting to be put into effect despite having the meeting and that "a lot of uncertainty" still exists.

Chang is a former news writer for The Daily Princetonian.

The [ad hoc committee on diversity is tasked with concluding whether or not the University provides a welcoming climate for minority groups](#). The committee members hope to present their findings to the University's Board of Trustees by April before the June retirement of President Shirley Tilghman, who originally put the committee together.

Chang speculated that the next president will decide whether to pursue efforts to create a more welcoming climate for minorities, especially for the Asian-American community, on campus.

Undergraduates and faculty involved in the push for the Asian-American studies program, including Chang, new AASA co-president Linda Zhong '15, and English and African-American studies professor Anne Cheng '85, have drawn attention to the fact that no such program yet exists even though other minority groups have successfully obtained funding and support from the administration in launching and expanding their programs.

When the committee held its initial meeting in January 2012 to examine diversity on campus, the absence of prominent Asian-Americans in attendance at the meeting upset alumni, faculty and students, Chang said.

[The committee is led by psychology department chair](#) Deborah Prentice, along with committee members Trustee Brent Henry '69, Associate Director for Academic Planning and Institutional Diversity Aly Kassam-Remtulla, Vice Provost for Institutional Equity and Diversity Michele Minter and Trustee James Yeh '87.

According to an email sent to those invited to last week's meeting, the meeting's agenda addressed the question of whether the institutional climate is welcoming to Asian-Americans at the University, what challenges and opportunities exist for retaining Asian-American faculty and what challenges and opportunities exist for increasing the number of Asian-Americans in senior administrative staff positions.

The meeting began with a discussion of an issue that was not on the agenda, but an issue that has been [considered since the 1970s](#): the creation of an Asian-American studies program at the University, said Chang and other undergraduates who attended the meeting.

Campaigns for the program culminated in 1995 with [a 36-hour sit-in at Nassau Hall, which ended when University officials promised](#) to meet with the protestors and commit to hire several new faculty members for both Asian-American studies and Latino studies.

The University's Program in Latino Studies was launched in 2009 to "expose students to the dynamic and socially complex U.S. Hispanic population," according to the program's website.

Prentice said in an interview that although the possibility of an Asian-American studies program was not specifically noted on the agenda, the absence of the program might make the Asian-American community feel "disenfranchised," and a discussion of this academic program is important to the University's mission.

However, the committee is only tasked with writing a report that will then be reviewed by the Board of Trustees and the administration.

"We will certainly represent our conversations with the group in the report," Prentice said. "But the fate of Asian-American studies lies with Nassau Hall and West College."

The administration believes that "there's always room for improvement" regarding diversity at the University, University Provost Christopher Eisgruber '83 said.

According to Chang and the four other AASA members who attended the meeting, their request for a program is the same as it has been in the past but grows more urgent and stronger year after year.

"Every other Ivy League school has this program," said Zhong. "They can't all be making a mistake. I know Princeton is conservative, but if Princeton doesn't get on it now, it will be embarrassing."

Cheng, the professor in the English department and the Center for African-American Studies, said AASA's struggle for recognition and support ran parallel to her own personal experience at the University. Cheng came to the University in 2006 as the first and only faculty member specializing in Asian-American studies with the assurance that there would be other faculty hires in the department. She said she feels frustration at the lack of progress in the creation of the Asian-American studies certificate program.

When Cheng arrived at the University, she drafted a 10-page original document co-signed by Director of American Studies Hendrick Hartog and Director of the Program in Creative Writing Chang-Rae Lee titled "Building Asian-American Studies at Princeton University." The proposal was addressed to President Shirley Tilghman, Eisgruber, Dean of Faculty David Dobkin and then-Dean of the College Nancy Malkiel.

[A petition with over 600 signatures supporting the document and sponsored by the Asian-American Alumni Association of Princeton](#) accompanied the proposal. However, Cheng said the administration did not respond to either the proposal or the petition.

"We don't make these sorts of decisions based on petitions," Eisgruber said but added he was unable to comment on the University's response in 2008.

"I just don't understand the resistance," Cheng added. "Is it indifference?"

Lee said he shares Cheng's confusion about the slow progress in establishing an Asian-American studies program and the administration's response to the 2008 petition.

"It is an intellectually rigorous proposal, and so I am puzzled," Lee said. "I would hate to believe that the administration is against it."

In order to assess interest in an Asian-American studies program, Eisgruber explained that the administration first has to review the response to courses funded by the 250th Anniversary Fund for Innovation and Undergraduate Education. The fund supports teaching initiatives for gateway classes.

One of these courses will be taught by Cheng next fall and will be titled "Too Cute: America's New Asia-mania."

In assessing whether a new academic program ought to be created, the administration looks for three things: "the strength of scholarly inquiry in the area, depth of faculty interest and strength in the area [and] existence of student interest in the courses that are offered," Eisgruber said.

However, he noted that the consideration process is ongoing.

"Different people have different expectations as to how fast academic programs can move," Eisgruber said.

Given this process, Cheng's [ENG 224: Asian American Literature and Cultures and the Law](#), which was offered last fall, would be evaluated by these criteria as the first class offered by the University in several years based on Asian-American subject matter.

However, for Cheng and the AASA undergraduates involved in the push for a certificate program, simply creating a few classes isn't enough.

"It is important for the University to know that one person cannot be a program," Cheng added in reference to herself.

Eisgruber said that he was unable to comment on faculty hiring issues because hiring is handled on a department-by-department basis.

While the faculty members and students interviewed for this article generally said they thought that the creation of an Asian-American studies program is inevitable, Eisgruber said in response to a question about the program's creation that "those are questions we have to approach with an open mind and with respect for the evidence."

In the meeting on diversity on Feb. 18, the five AASA undergraduates said they outlined to the committee several first steps they would like to see from the administration. These steps include creating a searchable course label for Asian-American studies in the course registrar page, empowering professors to teach such courses outside of their main department, hiring more faculty across disciplines in Asian-American studies and hiring more administrators who are Asian-American.

"There are no visible senior administrators who are Asian-American, and this absence sends a distinct message," Chang said.

However, Chang said he is optimistic that there will be change, even if it takes time. He said his impression from the meeting is that the administration is not satisfied with the current state of diversity on campus.

**Original URL:** <http://www.dailyprincetonian.com/2013/02/25/32895/>



# THE DAILY PRINCETONIAN

OPINION | EDITORIAL | MAR. 1

## Asian-American Studies

By DAILY PRINCETONIAN EDITORIAL BOARD  
STAFF

Published: Friday, March 1st, 2013

Nearly two decades ago, in 1995, members of the Asian-American Alumni Association for Princeton (A4P) staged a sit-in demonstration at Nassau Hall, protesting the lack of Asian-American and Latino studies programs at the University. In response to this demonstration, University administrators promised additional professorships and increased academic focus in both areas.

Since then, little progress has been made in establishing an Asian-American studies program. On Feb. 18, however, the University's ad hoc committee on diversity held a meeting with representatives of the Asian-American Students Association (AASA) in attendance. There, members of AASA called for efforts by the administration to devote additional resources to Asian-American studies. The agenda of the meeting included an analysis of the University's attitude towards the Asian-American community, as well as how to encourage and increase the Asian-American presence in Princeton's teaching faculty and senior administrative staff. A major point in the committee's discussion about the institutional climate for Asian-Americans at Princeton was the University's lack of an Asian-American studies program. While the sit-in protest in 1995 triggered the eventual creation of a Latino studies program in 2009, no such development has yet occurred for Asian-American studies.

The Editorial Board maintains that the establishment of an Asian-American studies program is long overdue. Firstly, a program dedicated to Asian-American studies can markedly increase awareness of the goings-on in the Asian-American community — campus-wide events focused on the evolution of Asian-American culture, such as a speaker series, can be organized by members of the department. Second, a department focused on Asian-American culture can serve as a forum in which any student could study and discuss the subject with specialized faculty and students. Third, a structured major or academic program in the subject can prove valuable for students interested in pursuing Asian-American Studies as a focus of their academics at Princeton. Finally, the creation of an academic program devoted to Asian American studies would be a powerful signal of the University's commitment to diversity both among its students and its scholarly priorities.

Fortunately, creating a program in Asian-American Studies would not be prohibitively difficult. When determining whether a new program should be established, the University administrators look for student and faculty interest and the depth of scholarly knowledge in the topic. In this case, all criteria could be met. A petition supporting a proposal, entitled "Building Asian-American Studies at Princeton University" and written by English and African-American studies professor Anne Cheng and cosigned by Director of American Studies Hendrick Hartog and Director of the Program in Creative Writing Chang-Rae Lee, received over 600 signatures. Additionally, courses suited to the new program have been in development. In fact, a course taught by Professor Cheng last semester, ENG 224: Asian American Literature and Cultures, may be considered one of the first classes in the past several years to focus on an Asian-American subject matter. Professor Cheng already has a "gateway class" for Asian-American studies in the works, called Too Cute: America's New Asia-mania. These considerations suggest that some of the infrastructure is already in place to support the creation of a larger Asian-American studies program.

Yet, there is also a need for more professorships and an increase in academic resources for the development of Asian-American studies as a new program. Though each of these was promised 18 years ago, action taken thus far has been inadequate. To help accelerate the process, AASA has put forth proposals to create a searchable course label for Asian-American studies on the registrar's website that would allow students to locate courses with subject matter relevant to Asian-American studies, providing the option for professors to teach such courses, and increasing the Asian-American faculty's presence in the administration. Though improved faculty power may be a more long-term, gradual goal, a course label and fundamental skeleton for the new program should be put in place rapidly. The steps outlined by AASA seem clear and reasonable, the benefits of a new program would be far-reaching, and adequate demand exists. It is thus up to the administration to do what it could and should have been done years ago in this important academic field.

**Original URL:** <http://www.dailyprincetonian.com/2013/03/01/32935/>

## Appendix C

### Asian American Studies at Other Universities

#### *Table of Contents*

Brown.....	1
Cornell.....	4
Columbia.....	5
Dartmouth.....	7
Harvard.....	8
University of Pennsylvania.....	9
Yale.....	10
Northwestern.....	11
New York University.....	12
Stanford.....	14
University of California at Berkeley.....	16
University of California at Los Angeles.....	18
University of Illinois Urbana-Champaign.....	21

## Brown

Location: No formal program in Asian American Studies. If one wants to pursue the field, they can take courses and major within a different department. Those faculty and students involved in Asian American Studies maintain a website, however.

Website: <https://sites.google.com/a/brown.edu/aas/home>

Faculty: <https://sites.google.com/a/brown.edu/aas/faculty>

There are 6 faculty members listed on the website including:

- Robert Lee  
Chair of Department of American Studies. Research interest in Asian American Studies, racial formation, and relations between Asia and America.
- Naoko Shibusawa  
Research interest in US Empire and Political culture along with transnational Asian American history.
- Wann Anderson  
Research interest in comparative human development, folklore, multiraciality, new Asian Americans and Asian ethnonationalism.
- Eng-Beng Lim  
Research interest in transnational Asian American theatre and queer performance that negotiates the boundaries of postcolonial, intercultural and diasporic stages.
- Daniel Kim  
Research interest in 20<sup>th</sup> century Asian American and African American literary traditions along with ethnic studies and gender studies.



Courses: (for Spring 2013) <https://sites.google.com/a/brown.edu/aas/academics/courses>

The website lists 5 courses for the spring semester and 34 classes are listed as related coursework, though many of the courses generally just deal with East Asia or socioeconomic analysis.

- The Vietnam War and Visual Culture
- Beyond Entrepreneurs, Adoptees, and G.I Wives: Korean American Experiences
- The Asian American Movement: Communities, Politics, and Culture
- American Orientalism and Asian American Literary Criticism
- Global South Asia

Major Requirements:

(Further details by exploring from:

<https://sites.google.com/a/brown.edu/aas/academics/concentration>)

Two departments within which a student can concentrate in Asian American Studies:

1. The Center of Study of Race and Ethnicity in America
2. American Studies

Students can also create their own concentrations and even their own group study classes.

**Within The Center of Study of Race and Ethnicity in America:**

1. ETHN 0500 (Introduction to Ethnic Studies);
2. Two of six core courses:
  - a. AFRI 0090 or 0100 (An Introduction to Africana Studies)
  - b. A section of AMCV 1610 as approved by the concentration advisor.
  - c. ANTH 1121 (American Indian Cultures)
  - d. SOC 1270 (Race, Class and Ethnicity in the Modern World)
  - e. ANTH 1400 (Race, Culture and Ethnic Politics) or ANTH 1420 (Ethnicity, Race and Gender in the Americas)
  - f. ENGL 0610D (Introduction to Asian American Literature)
  - g. Courses taught by core Ethnic Studies faculty may be recognized in consultation with concentration advisor.
3. Three approved courses in ethnic studies that address the student's focus area
4. Three courses drawn from a list of related courses;
5. ETHN 1900 (Senior Seminar in Ethnic Studies) to be taken in the first semester of the student's final year. The senior seminar is the capstone course and is required of all concentrators.

(N.B.) Focus is a very loosely defined term. It is generally some theme that work has to be based around (social conditions, history, cultural productions and representation, etc.).

*Example Course Outline*

**Option 1: Asian Transnational Diaspora Focus**

**Focus Courses**

AMST0191I Mapping the South Asian Diaspora: Citizenship, Identity and Popular Culture

AMST1611Z Century of Immigration

AMST1904F The American Experience: The Southeast Asian Refugees/Americans

**Related Courses**

POBS0810 Belonging and Displacement: Cross Cultural Identities

ENGL0610E Postcolonial Literature

INTL1802E Citizenship, Nationalism, Migration

**Option 2: Health & Inequalities Focus**

**Focus Courses:**

ANTH1310 International Health: Anthropological Perspectives

AMST1910J The Asian American Movement

ETHN1890J Native American Environmental Health Movements

**Related Courses:**

PHP1100 Comparative Health Care Systems

MCM0901I Body Count: Technologies of Life and Death

PHP1070 The Burden of Disease in Developing Countries

**Within American Studies:**



- Ten courses above the 1000-level. American Studies courses will engage students in a range of different kinds of writing, from conventional research papers and analytical essays to writing for the public in the form of editorials, web sites, and exhibits.
- In choosing courses to fulfill the ten-course requirement, concentrators must include three of the [four themes](#) and three of the [four approaches](#). There will be a variety of ways these requirements can be configured since any one course is likely to be include in more than one of those categories. See [tagged listing](#) of courses.
- Three courses in the concentration must be linked to an individual [Focus](#).
- Four of the ten courses must be seminars.
- [The Junior Seminar](#) is one of the four required seminars.
- The Senior Seminar is any AMCV 1900 taken in the senior year.
- The other two may be AMCV 1900s or upper-level seminars outside the department that fulfill focus requirements.
- [The Senior Capstone ePortfolio](#) is an ungraded requirement.

To focus on Asian American Studies, students would take one of the themes and then give it a subtitle that focuses the theme to just Asian American issues. For example, “Global/International Contextualization: Asian American Immigration”

Themes:

- **Social Structures and the Practices of Identity:** How do communities and individuals come to define themselves, and how do others define them, in terms of, among other categories, nation, region, class, race, ethnicity, gender, sex, religion, age and sexuality? How do organizations and institutions function socially and culturally? What are the roles of social movements, economic structures, politics and government?
- **Space and Place:** How is space organized, and how do people make place? This includes the study of natural and built environments; local, regional, national and transnational communities; and international and inter-regional flows of people, goods, and ideas.
- **Production and Consumption of Culture:** How do people represent their experiences and ideas as culture? How is culture transmitted, appropriated and consumed? What is the role of artists and the expressive arts, including literature, visual arts and performance.
- **Science, Technology, and Everyday Life:** How does work and the deployment of science and technology shape American culture? How do everyday social practices of work, leisure and consumption provide agency for people?

### **As an Independent Concentration**

A listing of past independent concentrations and Group Independent Study Proposals is maintained by the website: [https://sites.google.com/a/brown.edu/aas/academics/GISP\\_IC](https://sites.google.com/a/brown.edu/aas/academics/GISP_IC)

## Cornell

Location: Asian American Studies Program

Degree Offerings: A minor.

Website: <http://asianamericanstudies.cornell.edu/>

Faculty: <http://asianamericanstudies.cornell.edu/people/index.cfm>

There are 4 core faculty including:

- Derek Chang  
Director of Asia American Studies Program. Research interests in comparative race and ethnicity, American religious history, and gender and women's studies.
- Viranjini Munasinghe  
Research interest in the Caribbean and Asian diaspora in the Americas.
- Shelley Wong  
Research interest in Asian American and African American prose fiction.
- Minh-Ha Pham  
Research interest in material cultures and practices of US women of color.

Courses: (Spring 2013) <http://asianamericanstudies.cornell.edu/academics/Courses.cfm>

4 courses are being taught this semester. 5 were taught in the fall semester. Examples:

- Introduction to Asian American Studies
- South Asian Diaspora
- Asian American Literature
- Race and University

Minor Requirements:

(Further details: <http://asianamericanstudies.cornell.edu/academics/Minor-Requirements.cfm>)

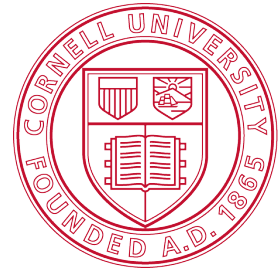
The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, Latino, and Women's Studies. Students must work with a faculty adviser from among the program's affiliated faculty and must complete at least 15 units of credits as follows:

- a) AAS 1100 (Introduction to Asian American Studies) and 2 additional courses in Asian American Studies
- b) 1 course in **African American, American Indian, U.S. Latino Studies, or Feminist, Gender, and Sexuality Studies\***;
- c) 1 course in **East Asian, South Asian, or Southeast Asian Studies.\***

(\*These courses must be approved by the student's faculty adviser, and they should address issues of race, gender, or the histories and cultures of Asian peoples.)

Other: Cornell has an Asian and Asian American Center that serves to promote education about Cornell and the nation's multicultural societies. The Center also serves as a place for Asian Americans on campus to gather and form a community.

(More details: <http://dos.cornell.edu/a3c/index.cfm>)



## Columbia

Location: The Center for the Study of Ethnicity and Race (CSER)

- Acts as an area of specialization along with Comparative Ethnic Studies, Latino/a Studies, and Native American/Indigenous Studies

Degree offering: A major and a concentration (has fewer requirements than a major and is sometimes compared with a minor. Simultaneously is sufficient for graduation, however).



Website: <http://www.columbia.edu/cu/cser/index.html>

Faculty (that hold a background in Asian American Studies):

3 core faculty:

- John Gamber  
Research interests in ethnic and literary studies include ecocriticism, transnationalism, immigration, relocation, American Indian, Asian American, African American, and Chicana/o and Latina/o literatures, and literature of the Americas.
- Mae Ngai  
Professor of History and Lung Family Professor of Asian American Studies, is a U.S. legal and political historian interested in questions of immigration, citizenship, and nationalism. Ngai is author of *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton 2004), which won six awards
- Gary Y. Okihiro  
Professor of international and public affairs. Teaches a Spring 2013 seminar at Princeton entitled AAS 322 A History of Race in the United States.

4 adjunct professors, 1 affiliated professor (<http://www.columbia.edu/cu/cser/about.html>)

Courses:

3 courses for Asian American Studies courses Spring 2013

(<http://www.columbia.edu/cu/cser/courses.html>):

- CSER W3901 Sex, Drugs and Women of Color
- CSER W3940 Comparative Constitutional Challenges
- East Asian W4101 Lit & Cultural Theory: East/West

Ethnicity and Race Studies Major and Concentration Requirements:

(Further details: <http://www.columbia.edu/cu/cser/academics.html>)

**Major Requirements:**

- CSER W3919 Modes of Inquiry
- CSER W3928 Colonialism, Decolonization and the Making of the Modern World
- One of the following: CSER W1010 Introduction to Comparative Ethnic, CSER W1040 Critical Approaches to the Study of Ethnicity and Race
- A Senior Project Seminar (thesis preparation)
- At least four courses in one of the following tracks/areas of specialization: Asian American Studies, Comparative Ethnic Studies, Latino/a Studies, Native

American/Indigenous Studies, or Individualized courses of study (e.g. “Race, ethnicity and migration,” “Race, ethnicity, and music, “Race, ethnicity, and the law” or “Race, ethnicity, and visual culture”).

- Study of a language that is related to one’s area of specialization is highly recommended though not required for the major.

**Concentration Requirements:**

- CSER W3919 Modes of Inquiry
- One of the following: CSER W1010 Introduction to Comparative Ethnic, CSER W1040 Critical Approaches to the Study of Ethnicity and Race
- At least four courses in one of the following tracks/areas of specialization: Asian American Studies, Comparative Ethnic Studies, Latino/a Studies, Native American/Indigenous Studies, or Individualized courses of study (e.g. “Race, ethnicity and migration,” “Race, ethnicity, and music, “Race, ethnicity, and the law” or “Race, ethnicity, and visual culture”).

## Dartmouth

Location: No formal program. Courses spread out over different departments.

Degree Offering: No major or minor offered.

Website: <http://www.dartmouth.edu/~asiam/>

Faculty: 1 faculty member and 1 visiting professor.

Faculty member: Aimee S. Bahng

Research interests: Transnational Asian American Studies; U.S. Ethnic Literatures and Cultures; Anglophone & Francophone Caribbean Literature; Speculative/Science Fiction; Popular Culture; Comparative Studies of Race, etc.

Visiting professor: Woon-Ping Chin

From website: “My primary interests are Asian American literature, East-West literary relations, postcolonial Southeast Asian literature, feminist theory and performance. I am also a poet, translator, playwright and performance artist.”

Courses: 2 courses offered Spring 2013

- HIST 32 (10) Asians in the Americas to 1905, Professor Kim
- ENGL 72 (2A) Science, Fiction, and Empire, Professor Bahng

Past semesters (usually 1 or 2 a term): <http://www.dartmouth.edu/~asiam/courses/>

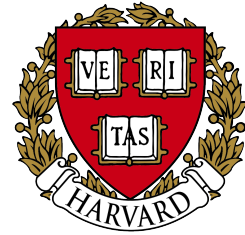


## Harvard

Location: No formal program in Asian American Studies. Courses are housed in Ethnic Studies, which is a comparative ethnic studies program.

Website: <http://www.ethnicstudies.fas.harvard.edu/home/Welcome.html>

Degree: A Secondary Field, or minor, in Ethnic Studies, but no track or focus in any specific area (so no Asian American Studies track).



### Faculty:

- Ju Yon Kim, Assistant Professor of English
- Chiwen Bao, Lecturer on Social Studies
- Because Harvard does not list faculty who are teach classes in the program but are not explicitly core faculty, many professors with an Asian American Studies background but are in other departments are not listed, so we can only assume there are more.

<http://www.ethnicstudies.fas.harvard.edu/home/People.html>

Courses: There is no formal designation or indicator of Asian American Courses. The list compiled here is taken off the Ethnic Studies Course listings, and the latter two courses were deemed “Asian American” because of the reading material on the list, not from any indication in the course description.

- English 90ac - Cut Tongue Theaters: Asian American and Chicana/o Playwrights, Seminar
- English 172 - New Immigrant Narratives
- United States in the World 26 - Sex and the Citizen: Race, Gender, and Belonging in the United States

### Secondary Field Requirements:

- One introductory half-course to be selected from a number of portal courses that are offered as part of the General Education curriculum. Examples include:
  - English 172. New Immigrant Narratives, Glenda Carpio (English and African and African American Studies)
  - Ethical Reasoning 11. Human Rights: A Philosophical Introduction, Mathias Risse (Harvard Kennedy School)
- Four additional half-courses to be drawn from a wide range of courses offered across departments and schools and cross-listed under Ethnic Studies. At least two of these courses must be above the introductory level, ordinarily numbered in 100/1000 level or above
- Four of the five courses must be taken for a letter grade and passed with a B- or better. One course, including approved Freshman Seminars, may be taken for Pass/Fail or SAT/UNS

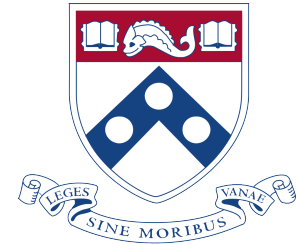
## University of Pennsylvania

Location: Asian American Studies Program

Degree Offerings: A minor.

Has a graduate program that acts as a gathering place for those with research related to Asian American Studies. (Further details:

<http://asam.sas.upenn.edu/asam.sas.upenn.edu/GASAM>)



Website: <http://asam.sas.upenn.edu/>

Faculty: <http://asam.sas.upenn.edu/people/faculty>

There are 4 core faculty, 16 affiliated faculty and 3 lecturers including:

- Eiichiro Azuma  
Research interest in US-Japan relations and modern Japanese history and immigration.
- David L. Eng  
Research interest in Asian diaspora, queer studies and American literature.
- Grace Kao  
Research interest in race, ethnic and immigrant differences in youth education outcomes.
- Josephine Park  
Research interest in the aesthetics of representing the Asian American experience.

Courses: (Spring 2013) <http://asam.sas.upenn.edu/node/347>

7 courses are being taught this semester. Examples:

- Psychology of Asian Americans
- Asian American Pop Culture
- War and Asian America
- Japanese American Internment
- Asian American Communities

Minor Requirements:

(Further details: <http://asam.sas.upenn.edu/undergraduate/minor>)

A. 2 course units, Pick any two of the following three ASAM courses:

ASAM 001--Asian Americans in Contemporary Society

ASAM 002--Introduction to Asian American Literature

ASAM 003--Introduction to Asian American History

B. 3 c.u., Chosen from other ASAM courses

C. 1 c.u., Chosen in consultation with your ASAM Minor advisor from ASAM courses or from related courses

3 of the 6 c.u. required for the ASAM Minor must be earned in courses outside the student's Major department. All courses counted toward the ASAM Minor must be graded (no pass/fail).

Other: Penn has a "Cultural Diversity in the U.S." distribution requirement in the School of Arts and Sciences. (Further details: <http://www.college.upenn.edu/cultural-diversity-requirement>)

## Yale

Location: An informal program in the Asian American Cultural Center (AACC) that coordinates speakers and lectures about AAS as a part of an enrichment program.

\*However, students are pushing for it as area of concentration in the Ethnicity, Race, and Migration major.

Website: <http://yalecollege.yale.edu/content/ethnicity-race-and-migration-0>



Degree: An Ethnicity, Race, and Migration major is offered where students must pick an area of concentration. Ethnicity, Race, and Migration can be taken only as a **second major**.

Faculty: Assistant professor Jing Tsu conducts research that involves Chinese transnationalism and Professor Mary Lui specializes in Asian American History.

### Courses:

Courses pertaining to Asian American Studies, listed on the AACC website:

<http://aacc.yalecollege.yale.edu/course-sampler>

20 related courses were offered in Fall 2012. Examples:

- Gender Family & Identity: Asia & US
- East Asia in U.S. Lit & Film
- Asian American History and Historiography
- The Arab Awakening of 2011
- Constructing Self: Autobiography (Women's life stories from Afghanistan, China, Cambodia, Indonesia, India, Iran, Egypt, Jordan, and Vietnam illustrate the dialectic relationship between the global and the local. What the reading and writing of autobiographies reveal about oneself and one's place in society; how autobiography can be considered a horizontal community formation.)

### 2<sup>nd</sup> Major Requirements:

- Introductory course (ER&M 200b)
- Twelve term courses in Ethnicity, Race, and Migration, including the senior seminar and the senior essay or project.
- At least two courses in each of two distinct geographic areas. At least one course that examines historical or contemporary migrations.
- Each student must define an area of concentration consisting of six term courses including the one-term senior essay or project
- Students must also demonstrate evidence of interdisciplinary work related to ethnicity, race, and migration in at least two departments or academic fields.

Students must take the senior colloquium (ER&M 491a) on theoretical and methodological issues and complete a one-term senior essay or project (ER&M 492b).



## Northwestern

Location: Asian American Studies Program

Website: <http://www.asianamerican.northwestern.edu/index.html>

Degree Offerings: A minor.

Faculty:

<http://www.asianamerican.northwestern.edu/people/faculty.html>

There are 5 professors and 2 post-graduates including:

- Carolyn Chen  
Research interest in religious conversion among Taiwanese immigrants
- Jinah Kim  
Research interest in differential racialization of Latino immigrants, Asian immigrants and African Americans.
- Ji-Yeon Yuh  
Research interest in the Korean diaspora and Korean military brides in America.
- Nitasha Tamar Sharma  
Research interest in multiracial alliance building through cultural phenomena that challenge contentious race relations.
- Shalini Shankar  
Research interest in Asian American youth and their mediation of racial hierarchies.

Courses:

Current courses: <http://www.asianamerican.northwestern.edu/courses/index.html>

Extensive list of past courses: <http://www.asianamerican.northwestern.edu/courses/past-courses.html>

18 courses have been taught during their 3 quarters this year. Examples:

- Contemporary Issues in Asian American Community
- Asian American Women's History
- Korean Americans and the Korean War
- Asian American Arts in Practice

Minor Requirements:

(Further details: <http://www.asianamerican.northwestern.edu/undergraduate/index.html>)

- **6 courses** in Asian American Studies
- Must include introductory survey (210), history survey (214), or literature survey (275).
- At most 2 courses from other programs and departments with significant coverage of Asian American issues may be counted toward the 6 courses with permission of the program director.
- **1 course** in a discipline other than Asian American Studies that focuses on race and ethnicity. The course should provide conceptual and comparative breadth concerning a topic related to Asian American Studies.
- At least 3 of the 7 courses must be at the 300 level.



# New York University



Location: Program in Asian/Pacific/American Studies

Within the Department of Social and Cultural Analysis

- Also within the department: Africana Studies, American Studies, Gender and Sexuality Studies, Latino Studies, Metropolitan Studies, Social and Cultural Analysis

Website: <http://apa.as.nyu.edu/page/home>

Degree Offerings: A major and a minor.

Faculty: <http://apa.as.nyu.edu/page/faculty>

There are 9 professors including:

- Jack Tchen  
Research interest in cross-cultural community studies and museums' portrayal of race and colonialism. Founded the Museum of the Chinese in America with Charlie Lai '78.
- Crystal Parikh  
Research interest in Asian American literature and studies, Latino literature and studies, and postcolonial studies.
- Sharon Heijin Lee  
Research interest in transnational feminist cultural studies, and the interaction of Asian American Studies and Asian Studies.
- Thuy Linh Tu  
Research interest in popular/visual studies, immigration and labor studies, along with Asian American Studies.
- Dean Itsuji Saranillio  
Research interest in cultural politics at the intersection of diaspora and indigeneity along with indigenous critical theory.

Courses: <http://apa.as.nyu.edu/object/apa.1214.ug.courses>

12 courses are offered a semester in addition to internship programs, honors seminars, and research seminars. Examples:

- History and Literatures of the South Asian Diaspora
- Multiethnic New York
- The Constitution and People of Color
- "Chinatown" and the American Imagination: A Field Research Course
- Asian American Literature

Major and Minor Requirements:

(Further details: <http://apa.as.nyu.edu/object/apa.1214.ug.req#major>)

**Major Requirements:**

Two introductory courses—can be taken in any order:

- *Concepts in Social and Cultural Analysis* (SCA-UA 1)

- *Approaches to the Asian/Pacific/American Experience* (SCA-UA 301), or the Morse Academic Plan course *Cultures and Contexts: Asian/Pacific/American Cultures* (MAP-UA 539)

Seven elective courses:

- Five designated Asian/Pacific/American studies courses. One language course can count as an elective.
- Common electives. (A list will be available each semester.)

Two research courses:

- *Internship Fieldwork and Internship Seminar* (SCA-UA 40 and SCA-UA 42), related to Asian/Pacific/American studies
- *Senior Research Seminar* (SCA-UA 90), pertinent to Asian/Pacific/American studies

Also highly recommends competency in some Asian language.

**Minor Requirements:**

One introductory course—either *Approaches to the Asian/Pacific/American Experience* (SCA-UA 301) or the Morse Academic Plan course *Cultures and Contexts: Asian/Pacific/American Cultures* (MAP-UA 539)—plus four electives from the A/P/A studies course offerings.

Other: Associated with the Asian/Pacific/American Institute, which works to do research, exhibition, programming, and has an artist-in-residence.

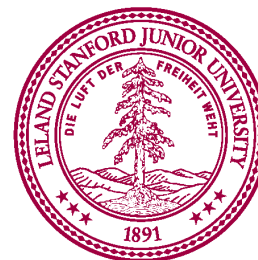
Website: <http://www.apa.nyu.edu/>

## Stanford

Location: A track in Asian American Studies

Within the Undergraduate Program in Comparative Race and Ethnicity.

- Also within the program: Chicana/o-Latina/o Studies, Jewish Studies, and Native American Studies.
- African American Studies is within a larger Center for Comparative Race and Ethnicity, but is not within the program.



Website: <http://aas.stanford.edu/index.htm>

Degree Offered: A major and minor

Faculty: 11 faculty members (<http://aas.stanford.edu/faculty.htm>)

- David Palumbo-Liu, Director of Asian American Studies  
Research interest in social and cultural criticism, literary theory and criticism, and East Asian and Asia Pacific American studies
- Anthony Antonio  
Research interest in diversity in higher-level education
- Pamela Lee  
Research interest in modern and contemporary art along with theory and criticism
- Jeanne L. Tsai  
Research interest in the impact of cultural ideas and practices' impacts on emotions and desired emotions, and mental health
- Linda Uyechi  
Research interest in the development of taiko in North America and language in the Asian American community

Courses: 4 thematic courses and 1 affiliated course offered Fall 2013

(<http://aas.stanford.edu/courses.htm>)

- Graphic Novels Asian American Style
- Public Archaeology: Market Street Chinatown Archaeology Project
- Screening Asian America
- Race and Ethnicity in East Asia
- Trauma Theory, Psychoanalysis and Asian American Literature

Degree Requirements:

(Further details: <http://aas.stanford.edu/program.htm>)

### Major Requirements

- 10 core courses including:
  - ANTHRO 32. Theories of Race and Ethnicity
  - HISTORY 64. Introduction to Race and Ethnicity in 20th Century America
  - POLICSCI 125V. Minority Representation and the Voting Rights Act

- One foundational thematic course: COMPLIT 148. Introduction to Asian American Cultures **or** HISTORY 59. Introduction to Asian American History
- Additional 40 units from approved list (<http://exploreddegrees.stanford.edu/#text>), including:
  - 1 course with an international dimension, preferably a focus on Asia 2 courses offering a comparative perspective on race and ethnicity
  - 5 courses with an Asian American focus
  - *If students take 15 or more units of an Asian language, they may apply 5 of these units to the major as an Asian American focus class.*

### **Minor Requirements**

- Two Introductory Core Courses, selected from a series of courses including:
  - ANTHRO 32. Theories of Race and Ethnicity
  - HISTORY 64. Introduction to Race and Ethnicity in 20th Century America
  - POLICSCI 125V. Minority Representation and the Voting Rights Act
- One foundational thematic course, including:
  - ASNAMST 59/HISTORY 59. Introduction to Asian American History
  - ASNAMST 146S/COMPLIT 146/CSRE 146S. Introduction to Asian American Culture and Community
  - ENGLISH 43C/ ENGLISH 143C. Introduction to Asian American Literature
- Additional 20 units from approved list (<http://exploreddegrees.stanford.edu/#text>)

## University of California at Berkeley

Location: Asian American and Asian Diaspora Studies

Within the Department of Ethnic Studies

- Also within the department: Chicano/Latino Studies, Ethnic Studies, and Native American Studies.



Degree Offerings: A major and a minor.

Website: <http://aaads.berkeley.edu/>

Faculty: <http://aaads.berkeley.edu/faculty-profiles/>

There are 6 core faculty and 15 lecturers including:

- Catherine Ceniza Choy  
Research interest in Philippine and Filipino American Studies, contemporary U.S. immigration, and nursing history.
- Evelyn Nakano Glenn  
Research interest in comparative historical studies of race, gender and class and their intersections in relation to immigration, labor markets, and citizenship.
- Elaine H. Kim  
Research interests in Asian and Asian American Feminist studies, Korea American studies, and Asian American literary and cultural studies.
- Michael Omi  
Research interest in racial theory and politics, Asian Americans and racial stratification and racist and anti-racist social movements.
- Khatharya Um  
Southeast Asian and Southeast Asian American studies, refugee migration, conflict and post-conflict studies, and genocide studies.

Courses: (Spring 2013) <http://aaads.berkeley.edu/spring-2013-courses/>

19 courses are being taught in the spring semester. Examples:

- Islamophobia and Constructing Otherness
- Asian Americans and Health
- Religions of Asian America
- Asian Americans and Education
- Gender and Generation in the Asian American Family

Major and Minor Requirements:

(Further details: <http://aaads.berkeley.edu/undergraduate-major/advising/>)

### **Major Requirements**

#### *Lower Division*

- AAS 20A: Introduction to the History of Asians in the United States
- AAS 20B: Introduction to Contemporary Issues in Asian American Communities

- Two of the following courses: ES 10AC: A History of Race and Ethnicity in Western North America, ES 11AC: Theories and Concepts in Comparative Ethnic Studies, ES 20AC: Introduction to Ethnic Studies, ES 21AC: A Comparative Survey of Racial and Ethnic Groups in the U.S., or ES 41AC: A Comparative Survey of Protest Movements Since the 60's.

*Upper Division*

- ES 101A: Social Science Methods in Ethnic Studies **OR** 101B: Humanities Methods in Ethnic Studies
- AAS 131: Asian Diasporas from an Asian American Perspective
- AAS 197 (four units): Field Work in Asian American Communities
- two additional electives that can be satisfied with AASDS related courses from outside departments or other UC campuses, EAP courses in an Asian university, or Asian language courses

Also must take three electives with one course coming from each of three categories (history, community studies, and cultural studies)

**Minor Requirements:**

Take five Upper Division courses for a letter grade.

## University of California at Los Angeles

Location: Department of Asian American Studies

Degree Offerings: A major, minor and master of arts.

Website: <http://www.asianam.ucla.edu/>

Faculty: <http://www.asianam.ucla.edu/faculty.html>

There are 21 core faculty and 9 affiliated faculty including:

- C. Cindy Fan  
Research interest in population geography, regional development, and migration.
- Paul Ong  
Research interest in race, ethnicity and environmentalism, social inequality, geographic information systems, and transportation planning.
- David Yoo  
Research interest in Asian American history and religion.
- Valerie Matsumoto  
Research interest in Asian American history, women's history, and oral history.
- Thu-huong Nguyen-vo  
Research interest in Vietnamese diaspora and ethnic subjectivity in policies, consumption, literary, and cultural practices.

Courses: (Spring 2013)

<http://www.registrar.ucla.edu/schedule/crsredir.aspx?termsel=13S&subareasel=ASIA+AM>

20 courses are being taught this semester. Examples:

- Asian American Women
- Asian American Personality and Mental Health
- Cross-Cultural Identities: Making Music in Asian America
- Indian Identity in U.S. and Diaspora
- Asian American Jurisprudence

Degree Requirements:

(Further details: <http://www.asianam.ucla.edu/undergrad2.html> AND <http://www.gdnet.ucla.edu/gasaa/pgmrq/asianam.asp>)

### **Major Requirements:**

*Two (2) lower-division (core) courses (any two of the following):*

- AAS 10 or AAS 10W (History of Asian Americans)
- AAS 20 (Contemporary Asian American Communities)
- AAS 30 or AAS 30W (Asian American Literature and Culture)
- AAS 50 (Asian American Women)

*Thirteen (13) upper-division courses:*

- One (1) AAS **research methodology** course
- Two (2) AAS **theme** courses





- Two (2) AAS **populations and communities** courses
- Five (5) AAS **electives** AND
- One **allied field** course from EACH of the following fields [a total of three (3) courses]:
  - **Race and Ethnicity**
  - **Gender and Sexuality**
  - **Asian Area**

*Asian Language/Writing Requirement:*

1. **Asian Language Option**

Students may opt to complete the year one proficiency (quarter level 3) of an Asian or Pacific Islander language.

OR

2. **Writing Option**

Instead of taking the Asian language courses to fulfill the requirement, students can opt to take by taking one (1) approved upper division writing course.

**Minor Requirements:**

*Two (2) lower-division (core) courses (any two of the following courses):*

- AAS 10 or AAS 10W (History of Asian Americans)
- AAS 20 (Contemporary Asian American Communities)
- AAS 30 or AAS 30W (Asian American Literature and Culture)
- AAS 50 (Asian American Women)

*Five (5) upper-division courses:*

- One (1) AAS **theme** course
- One (1) AAS **populations and communities** course
- Three (3) AAS **electives**

**M.A. Requirements:**

Masters in Public Health or Social Welfare can be awarded concurrently with M.A. in Asian American Studies

11 graduate and upper division courses are required for the degree. Of that number, eight must be graduate level (200- or 500-series). Four required core courses are Asian American Studies 200A-200B-200C-200D. An additional three graduate courses must be selected from Anthropology 231, Education 204D, 253G, English M260A, History 201H, 246A, 246B, 246C, Law M315, Sociology 235, 261, M263. The remaining four courses are elective courses; however, at least one must be a graduate level course.

For the comprehensive examination one may either take a written comprehensive examination or do a creative project (e.g., short-story or poetry collection, art exhibit, documentary film, or playscript).

For the thesis one also has the option of writing a field-research thesis. This option is intended for those who want to pursue careers in public organizations and agencies.

Other: UCLA also has the Asian American Studies Center, an organization promoting further research in Asian American Studies. The Center has regularly published *Amerasia* journal since 1971, helped publish over 200 books and developed an expansive library at UCLA. Further, the Center builds partnerships with local organizations, such as museums, social service agencies and business associations, in Southern California to better serve the Asian American community. (More details: <http://www.aasc.ucla.edu/>)

## University of Illinois Urbana-Champaign

Location: Asian American Studies Department

Degree Offerings: An undergraduate minor and a graduate minor.

Website: <http://www.asianam.illinois.edu/>

Faculty: <http://www.asianam.illinois.edu/people/faculty/>

There are 12 core faculty and 7 affiliated faculty including:

- Fiona Ngo  
Research interest in the remains of war and empire in spaces of culture.
- Lisa Cacho  
Research interest in women-of-color feminism and criminalization and immigration.
- Augusto Espiritu  
Department chair. Research interest in Filipino diaspora and transnational politics.
- Nancy Abelmann  
Research interests in East Asia, diaspora studies, and sociocultural anthropology.
- Junaid Rana  
Research interests in South Asian diaspora, transnational cultural studies, and community organizing and social movements.



Courses: (Spring 2013) <http://www.asianam.illinois.edu/courses/>

There are 21 courses being taught in the spring semester. Examples:

- Intro Asian American Theatre
- US Citizenship Comparatively
- Race and Mixed Race
- War, Memory and Cinema
- Constructing Race in America

Undergraduate Minor Requirements:

(Further details: <http://www.asianam.illinois.edu/students/>)

(Checklist of courses for minor:

<http://www.asianam.illinois.edu/students/documents/AASMinorChecklist.Fall2011.pdf>)

The minor requires 21 hours of courses selected from each of the following categories. No course may be used to satisfy more than one requirement. Only three courses at the 100-level may be counted toward the minor.

- a. Asian American Studies 100 (Introduction to Asian American Studies) (3 hours)
- b. Humanities courses: A minimum of 3 courses from approved list (see appendix). (9 hours)
- c. Social Sciences courses: A minimum of 3 courses from approved list (see appendix). (9 hours)
- d. At least six hours of 300- or 400-level courses are required.
- e. No more than 6 hours (beyond AAS 100) may be at the 100 level.