



## ASIAN AMERICAN & DIASPORA STUDIES

50TH ANNIVERSARY NEWSLETTER  
UC BERKELEY | 1969-2019



### EVENT HIGHLIGHTS

- TWLF 50th Anniversary Exhibit
- Student Documentaries
- End of Semester Celebration
- 2018 Fall Reception
- National (In)Security and Civil Rights Symposium
- The Future of Asian Americans in a Multiracial U.S.
- Affirmative Action Panel

### ACHIEVEMENTS

- AAPIHRG Post-Partum Project (From Mothers to Mothers)
- Certificate in Asian American Community Health (CAACH) Recipients
- Undergraduate Honors Thesis
- The Helen Mineta Student Development Award
- Theresa Cha Award
- Move: API Organizing Fellowship

### FACULTY/STAFF

- Profile of an AAADS Intern
- Faculty Biographies
- Staff Biographies
- Q&A with Emeriti Faculty

## COORDINATOR'S *Happy 50th anniversary, AAADS!* WELCOME



Fifty is one of those numbers that elicits self-reflection, assessment, and affirmation. It offers a cadence, a pause to take stock of our past dreams, accomplishments, and yet-to-be realized projects. As I reflect on the founding of Asian American Studies at UC Berkeley fifty years ago, I am grateful to those who boldly forged the Third World Liberation Front.

Their coalitional efforts brought into existence the fields of African American, Asian American, Chicana/Latinx, and Native American studies that together have transformed our understanding of U.S. racial formation. I could only imagine the enormous energy, the will and determination, the creativity, and the intellectual vibrancy that enabled the founding of these programs and that inspired the pioneering and socially engaged scholarship and teaching that have become the trademarks of Ethnic Studies.

UC Berkeley's Asian American Studies, which has been renamed Asian American and Asian Diaspora Studies (AAADS) to reflect the expanding transnational scope of the field, is the first of its kind to be established at a research institution. As such, it has been at the forefront of building and shaping Asian American studies.

Our alumni continue to carry forward the mission of AAADS as they pursue their respective paths in academia, creative writing and the arts, medicine, technology, community service, and/or public policy, to name a few. The Homecoming Alumni Panel we hosted on "The Future of Asian Americans in a Multiracial U.S." made this point explicitly clear, as the panelists spoke passionately about their ongoing contributions to social justice.

AAADS continues to engage timely issues by organizing campus-community symposia, including one on "Asian Americans and Affirmative Action," and another on "National (In)security and Civil Rights: Japanese Incarceration, the Muslim Ban, and the Deportation of Southeast Asians." These symposia help raise awareness, make cross-generational and cross-ethnic connections, encourage dialogue, and inspire social action.

We continue to address shifting curricular demands and incorporate new pedagogical approaches that address community-based research. For instance, we launched the undergraduate Certificate Program in Asian American Community Health in 2018 in response to student interest.

Last year, with funding support from the Chinese Chapter of the California Alumni Association, the Chinese American History course adopted a video production component that allowed a small group of students to create short documentaries that explored a diverse set of topics, including the Chinese hospital in San Francisco, Angel Island, and San Francisco Chinatown's Single Room Occupancy hotels.

When we began planning the 50th anniversary celebration six years ago and embarked on a grassroots fundraising campaign, it was our commitment to AAADS that motivated our efforts.

We knew little about fundraising then. What we lacked in experience was compensated by our conviction, persistence, and, most importantly, the strength of our ties to our communities.

With Professor Emeritus Ling-chi Wang leading the fundraising committee, we have established five endowments. They include two funds for Advancing Asian American and Asian Diaspora studies, the L. Ling-chi Wang Chinese American Studies Fund, the Elaine H. Kim Korean American Studies Fund, and the Helen Mineta Asian American Student Development Fund. This year, with the support of Assemblymember Phil Ting, we received \$2 million in state allocations to advance research and teaching in AAADS.

It is with a deep sense of gratitude that we extend our appreciation to our donors, advocates, and advisory board members who continue to offer their generous support in so many different ways. Also, we could not have sustained our multiyear campaign, much less our fifty years of existence, without our dedicated faculty, staff, alumni, students, and interns. They not only support AAADS, they are AAADS.

Just as the program was made possible by a concerted, collective effort, we will grow and thrive by working together and sustaining collaborations both on and off campus. We thank you for your engagement and look forward to your continued participation in the next fifty years!

Please join us in celebrating AAADS 50th anniversary on Saturday, November 2nd, 6-9pm, at the Pauley Ballroom!

- *Lok Siu* Lok Siu, PhD  
Coordinator of AAADS

## WHOSE UNIVERSITY? THE 50TH ANNIVERSARY OF THE THIRD WORLD LIBERATION FRONT STRIKE.

Author: Sine Hwang Jensen

The exhibit *Whose University? The 50th Anniversary of the Third World Liberation Front Strike* at the Bernice Layne Brown Gallery in Doe Library was on display from March through August 2019.

In 1969, one of the longest student-led strikes in UC Berkeley history gave birth to a movement that has lasted for five decades. The strike was organized by the Third World Liberation Front (TWLF), a coalition of African American, Asian American, Chicano, and Native American student organizations.

Inspired by liberation movements at home and abroad and the 1968 San Francisco State College TWLF strike, Berkeley's TWLF demanded a Third World College and envisioned a radical and relevant education taught by and for people of color.

The TWLF strike marked a turning point in UC Berkeley history, leading to the establishment of the Departments of Ethnic Studies and African American Studies and reverberating at universities and schools across the country.

The legacy of the TWLF has inspired generations of students and fifty years later, the struggle for a liberatory education is as critical as ever. The recent Brown Gallery exhibit tells this story through archives from the Ethnic Studies Library and The Bancroft Library. A virtual exhibit will soon be available at [exhibits.lib.berkeley.edu](http://exhibits.lib.berkeley.edu).



(from Left to Right): Charles Brown (Afro American Student Union), Ysidrio Macias (Mexican-American Student Confederation), LaNada War Jack (Native American Student Union), and Stan Kadani (Asian American Political Alliance).



## DOCUMENTARIES ON THE CHINESE AMERICAN COMMUNITY

Author: Richard Lim

Anxious to find seating, excited students, community members, and faculty clamored into a 60 seat classroom on a Saturday afternoon. The reason for the gathering? To attend a student film symposium on the **lived experiences of Chinese Americans**.

Unlike lecture based Asian American and Asian Diaspora studies courses, **Harvey Dong** and **Dharni Rasiah's** seminar, AAADS 197: Chinese American History Documentaries, incorporates both videography and Chinese American history. The course emphasizes field work, and specifically—the preservation of community history—to enable students to produce meaningful scholarship, and preserve Chinese American public memory.

The composition of the seminar's cohort is diverse - not only recruiting Asian American and Asian Diaspora Studies majors and minors - but students from the College of Engineering, Department of Biology, Economics, and Computer Science, who are eager to learn more about their ethnic and community history.

At the beginning of the semester, students are introduced to basic video-graphical and research skills. Then, students are assigned project teams and topics, and conduct research - consulting written scholarship, oral histories of community members, and other historical artifacts - to shed light on segments of the Chinese American experience. In particular, students consider a variety of topics and locations such as the streets of Chinatown, and the halls of UC Berkeley.

To begin the symposium, students **Stella Hou**, **Sarah Harris**, and **Shirley Liu** tackled the origins of the Chinese Chapter of the California Alumni Association. They emphasized the Chinese Chapter's past and current efforts to cultivate a community space for Chinese Americans—both in and beyond the University of California.

Next, **Ronald Rivers** and **David Wang** presented a history of the Chinese Hospital, and how its' culturally curated service has been an asset and privilege for the community members of San Francisco Chinatown.

Afterwards, **Judy Liang** and **Anna Yue** showcased the challenges of Chinese immigrants residing in San Francisco Chinatown's single room occupancies (SROs), where the history of Chinatown's development and their confrontation with increasing living costs have illustrated their agency and resilience.

To conclude the symposium, **Kevin Chang** and **Madison Phan** documented a brief history of Angel Island, and its infamous role in deterring and detaining Chinese immigrants to the United States. The short film shed light on the resilience of the interned Chinese immigrants as reflected in their poetry.

Following the premiere of these student documentaries, a lively Q/A session showcased the challenges and learning opportunities for both students and alumni contributors in preserving the public memory of Chinese Americans and expressed a desire to share their work with the greater community.

# FALL RECEPTION 2018



Students of all majors gathered at the Multicultural Community Center in what culminated in another successful AAADS Fall Reception. Every year, the AAADS program hosts a reception for current and incoming majors, minors, and friends of the program.

Program Coordinator Lok Siu began the reception with a video about the inception of the AAADS program, before introducing faculty.

**"THE PROGRAM IS UNIQUE IN ITS APPROACH TO FOSTER A HUMANISTIC STRATEGY TO ENGAGE STUDENTS WITH THE LEARNING EXPERIENCE---BOTH IN THE CLASSROOM AND IN THE COMMUNITY."**

Afterwards, students engaged in a series of community building activities and watched multiple performances. Comedian Irene Tu performed a monologue about her experience as a student at Berkeley, racked up many laughs, and ended with a sombre message about the continued racializations of Asian Americans. Following Irene was AZAAD, a competitive Bollywood dance team from Berkeley, who wowed the audience with their dynamism and passion.

Following the performances, student speakers involved with AAADS presented their aspirations and experiences. Jacklin Ha and My Nguyen described their path to becoming members of the first cohort of students to receive a certificate in Asian American Community Health. Joanne Yi spoke passionately about the significance of AAADS in providing her with resources and an empowering community.

To conclude the ceremony, students reflected on their own experiences in the AAADS program. Students such as Veronica Chang - a fourth year Integrative Biology Major - commented on how "faculty members were open to fostering relationships with students" and articulated that the program is unique in its humanistic approach of encouraging students to learn both in the classroom and in the community. With another reception completed, students began their departure, with many excited for future opportunities.



## END OF SEMESTER CELEBRATION

Author: Yuanqi Zhou



Nearing the end of the fall semester of 2018, students and faculty gathered for the AAADS End of the Semester Celebration to celebrate the program's recent accomplishments in academic prowess and community service.

Over many delicious dishes of Pad Thai, Pad See Ew and green curry, participants introduced their diverse academic backgrounds and discussed their participation in several AAADS symposiums.

After a period of light conversation and feasting, student interns began a round of introductions and an icebreaker activity for recent recruits of the program. Faculty then introduced themselves, their research interests, and personal memories, before inviting students to discuss the direction of student driven symposia in AAADS.

Students expressed that they would like to see the AAADS program engage in the promotion of student-driven events that expand -and even go beyond- the topics covered in lectures. Suggestions included a student research forum, a conference on Asian American diasporas, to study spaces for AAADS students, and even a Crazy Rich Asians themed gala!

This event was a great opportunity to reflect upon the efforts of the AAADS program in educating students and addressing contemporary Asian American issues, as it further strengthened the student and faculty community. Second year AAADS and ethnic studies major, Ivy Zhou, commented on how she appreciates that:

**"AAADS IS NOT ONLY A GROUP OF REMARKABLE SCHOLARS MAKING GROUND BREAKING DISCOVERIES IN THE FIELD, BUT ALSO A TIGHT KNIT FAMILY."**

Attendees left this celebration dinner not only with a full stomach of delicious Thai food and appreciation for the AAADS community, but also motivation to continue the AAADS legacy.



# NATIONAL (IN)SECURITY AND CIVIL RIGHTS

Don Tamaki, Zahra Biloo, Nkauj Iab Yang

Author: Yuanqi Zhou

The panel discussion on National (In)security and Civil Rights began with the chilling image of barbed wire on the projector screen. Part of a symposium series hosted by the AAADS program, the speakers drew parallels between Japanese American incarceration, the Muslim ban and the ongoing deportations of Southeast Asian Americans.



*Pictured Above: Don Tamaki*

The first speaker - **Don Tamaki** - gave a historical account of Executive Order 9066 - a piece of legislation passed by President Roosevelt on February 19, 1942 that led to the assembly and incarceration of over 120,000 persons of Japanese ancestry to concentration camps scattered throughout the west coast of the United States. He also shared his own family's experiences during their incarceration.



*Pictured Above: Zahra Biloo*

Afterwards, **Zahra Biloo**, the executive director of the San Francisco Bay Area chapter of the Council on American Islamic Relations, expanded on Tamaki's remarks, arguing that:

**THE SAME STRATEGY UTILIZED TO CULTIVATE HOSTILE RACIALIZATIONS UNDER THE GUISE OF "NATIONAL SECURITY" TO INCARCERATE JAPANESE AMERICANS IS BEING UTILIZED AGAIN TO JUSTIFY THE MUSLIM BAN.**

**Nkauj Iab Yang** - Director at SEARAC - a national civil rights organization that empowers Cambodian, Laotian and Vietnamese communities - discussed the recent trend of unjust deportations of Southeast Asians and her involvement in combating this issue.



*Pictured Above: Don Tamaki, Nkauj Iab Yang, Zahra Biloo*

During the Q&A session, audience members were eager to learn how students might become involved in fighting injustices related to discriminatory immigration policy and also sought the panelists' opinions on the matter of affirmative action in light of the Harvard case.

The panel event concluded with the invitation to audience members to sign a petition to prevent the deportation of a Cambodian immigrant who was recently released from incarceration and has been doing positive work in the community.

Following the impassioned speeches of the speakers which informed the audience of injustices, audience members left galvanized to make a difference to the community.

# THE FUTURE OF ASIAN AMERICANS IN A MULTIRACIAL UNITED STATES

Thi Bui, Don Tamaki, Phil Ting, Nhi Tran, Elaine Kim

Over 300 people attended our October 14, 2018 homecoming panel, **The Future of Asian Americans in a Multiracial United States**. It featured illustrious UC Berkeley alumni working in diverse fields: Thi Bui ('98) in literature and the arts, Don Tamaki ('76) in law, Phil Ting ('92) in politics, and Nhi Tran ('10) in medicine. Emerita Professor Elaine Kim moderated the panel.



*Pictured Above: Nhi Tran*

All four speakers offered compelling accounts, detailing how their engagement with Asian American studies informed their sense of social justice and the imperative to incorporate a socially engaged approach in their respective fields.

This event was part of a year long series of programs that aimed to commemorate the 50th anniversary of AAADS as well as assess the changes in the Asian American and Pacific Islander community, address current and emerging challenges, and imagine new opportunities to participate in our increasingly complex and multiracial society.

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The reception that followed provided an opportunity for panelists, faculty, students, and community members to mingle, engage in conversation, and enjoy the guest performance by Cal Taiko.



*Pictured Above: Cal Taiko*



*Pictured Above: Thi Bui, Jacklin Ha*

The event was co-sponsored by the Asian American and Asian Diaspora Studies Program, Asian Pacific American Student Development Office, Asian Pacific American Systemwide Alliance, Japanese American Women Alumnae of UC Berkeley, and UC Berkeley Asian American Pacific Islander Alumni.

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*Pictured Above: Panel Speakers and Faculty*

## ASIAN AMERICANS AND AFFIRMATIVE ACTION PANEL

Frank Wu, Julie Park, Vincent Pan, Nkauj lab Yang

Author: A. Kwon

Following the *Students for Fair Admissions vs. Harvard* lawsuit, in which plaintiffs argued that Harvard University was discriminating against Asian Americans in its admission process, a panel discussion was assembled to address the issues raised by the case. The panel was composed of the keynote speaker Professor Frank Wu, Professor Julie Park, Mr. Vincent Pan, and Ms. Nkauj lab Yang.

In his keynote speech, Professor Wu noted that the lawsuit focused on the remedial solution of affirmative action rather than addressing the actual problem of racial discrimination and racial disparities in our educational system. He suggested that such issues should be addressed structurally and historically.

He shared two examples of how elite educational institutions have placed barriers in order to maintain the status quo. The first concerns the experience of Jewish Americans during the Post-WWII era, when acceptance quotas were established purposefully in order to limit their admissions.

The second concerns the experience of Asian American students at Lowell High School in San Francisco, in which Asian American students had to outperform their white counterparts to get accepted into the school. Both examples illustrate how white privilege is protected and enforced by these policies and practices. Finally, he asserted that the explicit goal of the plaintiffs of the Harvard case is to dismantle affirmative action. They actually are not challenging racial discrimination. This, he points out, raises questions about the intention of the lawsuit in regards to addressing discrimination.

The panel further examined affirmative action and the Harvard lawsuit from different viewpoints. Professor Park asserted that from a statistical point-of-view, there is no evidence of bias against Asian Americans in Harvard's admission process. Instead, she suggested that the extreme competitiveness of admissions at the elite university is misunderstood and misrepresented as discrimination.

Mr. Pan raised the legal, popular, and ethical considerations by underscoring the historical racial and gender inequalities that affirmative action seeks to address.



*Pictured Above: Nkauj lab Yang, Vincent Pan, Frank Wu*

He asserted the importance of understanding how affirmative action provides educational access to less privileged ethnic groups within the Asian American community, such as those with refugee status.

He emphasized that what needs to be addressed is the scarcity problem in higher education. Instead of focusing solely on the admissions policies of one elite school, we should place our emphasis on broadening access to higher education in general. After all, as Mr. Pan clarifies, the majority of Asian Americans attend community colleges, not elite ivy league universities.

Ms. Yang discussed the importance of education equity and highlighted the experience of the Southeast Asian community, such as those from Cambodia, Vietnam, and Laos, and the systemic educational barriers and war trauma that members of these communities face.

She reminds us that Asian Americans are a diverse group and that the model minority stereotype has distorted our perception of Asian Americans and have obscured the real challenge that many of them confront.

# RIDING ON AN UNDERGRADUATE BULLET TRAIN

From Collecting Traditional Asian Postpartum Recipes to Exposing Contemporary Maternal Health Inequities in the Black Communities

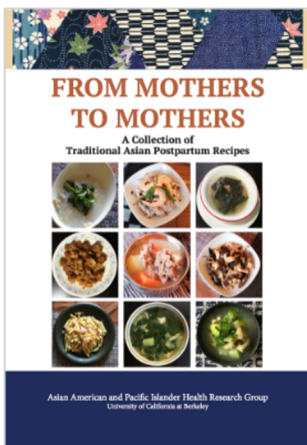
Author: Marilyn P. Wong, MD, MPH

The experience of the Mothers-to-Mothers Postpartum Project reminded me of the political consciousness-raising process 50 years ago.

Many of us who were undergraduates in 1968 began a journey of social and political exploration with a desire to know Asian American history, Asian American culture and Asian American community at a time when "Asian American" itself was a newly minted term.

Within weeks to months, many of us would link our history and the challenges of our community to those of other "Third World" students. This unity was inspiring and powerful. Soon, the Third World Strike was on.

The following article is a brief summary of a recent undergraduate journey that is much smaller in scope. But its community orientation and its ability to cross ethnic boundaries share some of the same spirit of 50 years ago.



Few undergraduate student projects can claim to have made it to **National Public Radio (NPR)**. One of AAADS-faculty sponsored student organizations - AAPI Health Research Group (AAPIHRG)\* - under the sponsorship of Professor Harvey Dong, did this AND more.

In 2014, AAPIHRG began a project to collect and preserve information on traditional soups and dishes used in different AAPI cultures for the nourishment of new mothers during the month immediately after the birth of a child. The aim was to preserve postpartum wisdom from immigrant and refugee communities that could be lost within one generation.

Giving birth and recovering from the birthing process are certainly not new phenomena. Women, through the ages, have had to nourish themselves back to health as well as to ensure sufficient breast milk for the newborn during the postpartum period.

Humans survive and thrive because women not only learned how to care for themselves but also passed that knowledge to the next generation of mothers. Much of that wisdom can be found in the preparation of traditional postpartum soups and dishes.





AAPIHRG's effort resulted in the publication of a book in 2017 titled "From Mothers to Mothers – A Collection of Traditional Asian Postpartum Recipes" under the editorship of undergraduate Khanh Hoa Thi Nguyen and Dr. Marilyn Wong with a foreword by Professor Lok Siu. The book consisted of 16 multi-lingual recipes from Korea, H'mong, China, Vietnam, Filipines, and Cambodia.

**The book was featured in NPR and garnered 10,000 "likes" on the first day.**

What has been even more remarkable were the spin-off activities from this project. By the fall of 2017, a second undergraduate student organization – Mothers to Mothers - was formed under the sponsorship of Professor Lok Siu to broaden the work team to include students of all ethnicities – Asian American, Latina American, African American, and European American.

By early 2018, these students have built a website with recipes from Africa, Australia, Middle East, Asia, America, and Europe. Concurrently, news of the maternal health crisis in the Black community was making headlines on all the major news outlets - African American new mothers were dying at 3-4 times the rates of European American.

To understand this crisis, the students did – what we would call 50 years ago – a "teach-in". An Ethnic Studies independent study course was organized and speakers with expertise in the maternal health crisis and specifically on Black maternal health equity were invited to be lecturers.

To the delight of the course organizers, the Bay Area Black maternal health activist community formed the backbone of the teaching and the attendance of the course in the Fall of 2018. Mothers-to-Mothers Postpartum Project (M2M) was in full swing and defined the heretofore unknown term of "Postpartum Justice".

Armed with the theoretical understanding of the root causes of the U.S. maternal health crisis, M2M launched the Postpartum Justice Summit 2019 in partnership with the Museum of the African Diaspora. It was a sold-out event at the Museum on April 6, 2019, with nationally-known speakers and panelists. This further solidifies M2M's relationship with those active in the Black maternal health equity community.

An undergraduate project has now become a hybrid with student and community members. The next phase of the M2M Project will center on promoting postpartum justice by building a contemporary postpartum culture to replace ones that were lost due to industrialization and colonization. The first project in this phase will be "Nourish!". It is building a partnership of community-minded restaurants and food-delivery services to make postpartum food available, accessible and affordable.

From publishing a traditional Asian postpartum recipe book and organizing a postpartum justice summit to building a new postpartum food culture, M2M has been on a bullet train powered by the energy of undergraduates.

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## ASIAN PACIFIC ISLANDER HEALTH RESEARCH GROUP (AAPIHRG)

**\*Asian American Pacific Islander Health Research Group (AAPIHRG)** was organized in 2008 on the campus of the University of California at Berkeley by students and health professionals who were interested in promoting health in underserved immigrant and refugee communities. AAPIHRG promoted the research and the teaching of neglected health issues of these marginalized populations as part of an effort to educate and to prepare students to serve these communities in the future.





# CERTIFICATE IN ASIAN AMERICAN COMMUNITY HEALTH (CAACH)



ASIAN HEALTH SERVICES



This certificate is the first undergraduate certificate in Asian American community health in the United States. It is the culmination of a unique academic-student-community partnership led by the Asian American and Asian Diaspora Studies Program (UC Berkeley), Asian Health Services (Oakland) and Asian American Pacific Islander Health Research Group (UC Berkeley).

## 2019 RECIPIENTS



### Cheng Nguon

Cheng is a recent graduate who hopes to pursue a career in the health field. Her participation in the internship for CAACH has taught her a lot about community health and leadership skills. Cheng says, "I am very grateful for being able to take part in this opportunity."



### Jacob Huy Ngo

Jacob Huy Ngo is currently a rising senior at UC Berkeley studying Molecular Environmental Biology and Asian American Studies. He is from Salinas, CA which is a small agricultural community with many immigrants. Due to this background, Jacob is interested in going into a health related field that focuses on marginalized communities and helps serves those of low income backgrounds and immigrant/refugee status. CAACH has helped him understand how Asian American communities are affected by health standards and policies in the United States. It has allowed him to bring both of his major interests together and pursue a certificate that can showcase his passion for Asian American Health.

### Melissa Ancheta

Melissa is a fourth-year undergraduate at UC Berkeley seeking to contribute meaningful research in education, with a focus on youth in Asia and in Asian diasporic communities. As a psychology and South and Southeast Asian studies double major, she is passionate about improving schools, the work place, health outcomes, and fighting the stigma of mental illness. She is proud to have been a part of CAACH - the first certificate of its kind in the nation, as well as an important milestone for health equity. Each certificate spreads awareness of the importance of taking Asian American classes –which highlight sociocultural determinants in our communities' health.



## Rachel Pan



Rachel is a recent graduate from the University of California, Berkeley with a B.A. in Interdisciplinary Study. Her research program focused on community health and human-centered design. CAACH and the internship program offered Rachel a fantastic learning experience, from an academic, professional, and personal perspective. Through the program, she was exposed to many aspects of community health and the current healthcare system that she would not have been otherwise. The internship has taught her to integrate the knowledge and practical skills that she learned during the didactic training and work-based learning activity with experiences in professional settings. Rachel's next journey is to pursue her passion for UX design in the healthcare space. She is proud and honored to have entered this pilot program and will continue to strive as a healthcare enthusiast.



## Jay Mantuhac

Jay Mantuhac is a recent graduate from UC Berkeley who studied Integrative Biology. During his time at Berkeley, he was involved in the Asian American and Pacific Islander Health Research Group (AAPIHRG) as a Researcher/Facilitator in 2017-2018 and as a Student Coordinator in 2018-2019. He is interested in conducting research around the Asian American community, and thus, pursued the Certificate in Asian American Community Health (CAACH) in order to gain foundational knowledge and experience in the community.

Currently, he is taking a gap year to work at Kaiser Permanente as an Analytic Intern and will apply to graduate school to pursue a Masters of Public Health with a concentration in Epidemiology/Biostatistics. He wishes to pursue a career in healthcare that intersects his many interests, which include the Asian American community, health-tech, epidemiology, and data science.

## My Nguyen

My Nguyễn immigrated with her family from Vietnam to America when she was 13 years old and has lived in El Puente, Baldwin Park before settling in Westminster, CA. As a first generation, Southeast Asian immigrant coming from a low-income background, she witnessed the extreme disparities that disproportionately affect her community, and vowed to work toward reducing health inequities and strive to improve the well-being of vulnerable populations. She is interested in learning about the different determinants of health and how to address them so that everyone would be able to get equitable access to healthcare. Throughout her undergrad career, she was involved with various cultural organizations and mentorships programs, such as REACH, VISION, SEAPOP, VSA, AAPIHRG, Asian Health Services, etc. that helped broaden her horizon and knowledge greatly. She hopes to pursue a career in healthcare and policy advocate in order to alleviate the inequities that disenfranchised.



# UNDERGRADUATE HONORS THESIS

Asian American and Asian  
Diaspora Studies 2019



Pictured Above: Joanne Ji-Hae Yi, Kai Nham, Dr. Lisa Tsuchitani, Karen Ni

## Joanne Ji-Hae Yi

Joanne Ji-Hae Yi (pronouns: she/they) is a second generation Korean American who was born and raised in Stockton, California. Joanne was politicized by the deep injustices she witnessed in her community in Stockton, and by her own family's experiences with war and trauma. She came to UC Berkeley with the intention of learning more about herself and communities of color. Her most educational experiences have taken place outside of the classroom in Asian American organizing spaces where she has learned about collective power, healing and transformation. In the fall, Joanne will be continuing her formal education at UCLA where she will be pursuing a Masters in Education and a teaching credential to teach Ethnic Studies in high schools.

## Kai Nham

Kai Nham (he/they) is a current fourth year, queer, trans Chinese-Viet student organizer studying Asian American and Asian Diaspora Studies at UC Berkeley. He has been involved in organizing both on and off campus for the Asian Pacific American Student Development office, UC Berkeley Ethnic Studies Collective 1969, and the Chinese Progressive Association in San Francisco. His love for community and a vision of liberation for all is at the center of his work.

## Karen Ni

Karen Ni is a Taiwanese American designer and first-generation student who believes the future of technology lies in Ethnic Studies. In her time at UC Berkeley, she has sought spaces on campus, in the industry, and beyond, where Ethnic Studies and design come together as tools for activism. After Cal, she will be working on collaborative software tools.



## Richard Lim (Former AAADS Intern)

Richard Lim's thesis, "Cracks in the Great Wall of Chinatown," illustrates the significance of San Francisco's Chinese New Year's celebrations in the 1950s and 1960s.

Through oral histories, community newspapers, and organization records, Lim explores the tension that arose between Chinatown's business community and disaffected youth over the ways that the celebration over-represented Chinatown's prosperity, thereby masking underlying problems and social unrest.

Unlike other histories that approach the topic from a purely top-down political perspective, Lim's is a social history that links ethnic self-identity and economic advancement to the youth-led social movements of the 1960s Bay Area.



## THE 2019-2020 HELEN MINETA AWARD FOR ASIAN PACIFIC AMERICAN STUDENT DEVELOPMENT

The Asian American & Diaspora Studies Program (AAADS) and the Japanese American Studies Advisory Committee (JASAC) are pleased to announce **Naomi Yoshino** as the recipient of the **1st Annual Helen Mineta Award** for Asian Pacific American Student Development in support of her work with the UC Berkeley Southeast Asian Student Coalition (SASC) Summer Institute.



Yoshino, an intended Economics major, has served in multiple leadership capacities on campus as Community Liaison and Office Intern for the Office of Asian Pacific American Student Development (APASD).

She currently serves as Director of the SASC Summer Institute, where she is responsible for managing its fiscal, administrative, and programmatic operations.

### What is UC Berkeley's SASC (Southeast Asian Student Coalition)?

Founded in 2000, the mission of SASC is "to unite Southeast Asian communities, particularly those bounded by the historical context of the Viet Nam War, and to address the economic inequalities, social injustices, and political underrepresentation that they face." Its annual Summer Institute is an all-expenses paid, 4-day summer program held on the UC Berkeley campus dedicated to building networks amongst Southeast Asian high school students, college students, parents, and community members in order to promote greater access to higher education for Southeast Asian American communities.

### What is the Helen Mineta Award?

The Helen Mineta Award for Asian Pacific American Student Development was established in honor of the late Helen Mineta (BA '50, MS '52), an educator and civil rights advocate whose compassionate advocacy, courageous leadership, and gentle mentorship inspired many. This \$1,000 award supports a new or on-going project developed by an individual undergraduate student from any academic program, department, or discipline on campus which promotes a deeper understanding of Asian American and Pacific Islander (AAPI) issues on campus.

**FOR ADDITIONAL INFORMATION ABOUT THE AWARD, PLEASE CONTACT  
DR. LISA HIRAI TSUCHITANI AT: [LHTSUCHITANI@BERKELEY.EDU](mailto:LHTSUCHITANI@BERKELEY.EDU)**



### 2018-2019 MOVE: API (ASIAN PACIFIC ISLANDER) ORGANIZING FELLOWSHIP.

The recipient of the 2018-2019 MOVE: API (Asian Pacific Islander) Organizing Fellowship is **Chelsea Lee** - a graduating senior (Spring 2020) majoring in Ethnic Studies with an intended minor in Asian American & Asian Diaspora Studies.



### What is this fellowship?

The purpose of this fellowship is to "create a campus-to-community" pipeline of Asian and Pacific Islander (API) organizers through project-based work, political education, and relationship-building between fellows, the Bay Area API community, and REACH! - the UC Berkeley Asian and Pacific Islander Recruitment and Retention Center. .

## Biography | Chelsea Lee

"As a recipient of the MOVE: API Organizing Fellowship, I spent the 2018-2019 academic year working with Filipino Advocates for Justice (FAJ) as a Tenants Organizing Intern. My work began with the stories of those residing in 470 Central in Alameda, an apartment building that once was considered "home" to a community and still remains empty after over a year of vacancy. Dozens of community members and families living in this building faced mass evictions - without cause. I entered this work hearing many narratives of absence and broken communities; however, through these many conversations I had and relationships I developed, I saw abundance not only within the FAJ community but also amongst Alameda tenants.

I had the opportunity to knock on hundreds of doors with FAJ volunteers, FAJ youth, and UC Berkeley students to defeat a \$1 million-backed and landlord-supported ballot measure. I also had the chance to observe how a community survey started by FAJ helped tenants to organize themselves and hold regular meetings to discuss building and city-wide issues.

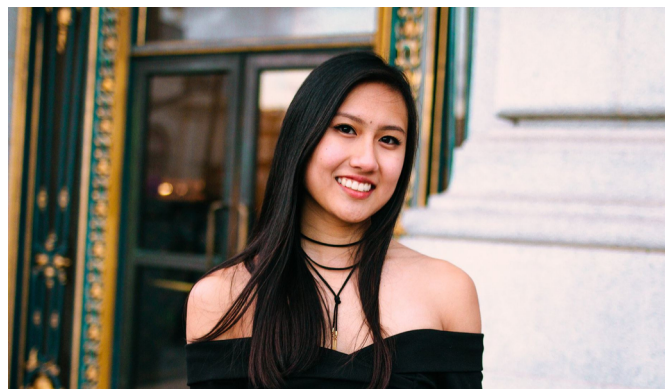
I ended my fellowship by giving public comment at an Alameda City Council meeting, alongside other FAJ volunteers and youth. After years of organizing and fighting, FAJ community members and Alameda residents were able to watch the City Council vote in the majority for "just-cause" protections -- a huge win for the community. It was truly moving to be a part of such a win; however, there is still more work to be done.

Although my time with FAJ as a MOVE Fellow has ended, I plan to continue to work alongside FAJ in other capacities. I am incredibly grateful for FAJ and the community I was so warmly welcomed into, and I am thankful for this work for showing me that in places of absence, there still can be abundance in the community."



## THERESA CHA AWARD

**Jacklin Thảo My Hà** (pronouns: she/her) is a first generation Vietnamese-American who recently graduated from UC Berkeley with a degree in Asian American and Asian Diaspora Studies & Integrative Human Biology. She was awarded the **Theresa Cha Fellowship** at the Ethnic Studies Department graduation, which honors Korean-born artist Theresa Hak-Kyung Cha - whose work reflected and explored her experiences of displacement and loss.



Jacklin's work draws on her own experiences growing up in Little Saigon (San Jose, California) where the community was built on the strength of refugees and immigrants. From words echoing the powerful voices of her family, to the ink that stains the canvas of her community's stories, Jacklin's literary and artistic works paint a dream of healing and a nightmare of trauma following her family's history of fleeing from the war. Building on this history, her designs on the fashion show runway stitch together the threads of intergenerational trauma and the intersecting identities of Vietnamese-American women who experience domestic violence, intimate partner violence, and sexual assault.

Currently, she serves as an Alumni Advisor on the Asian American Pacific Islander Health Research Group's (AAPIHRG) Coordinating Council as well as a Co-Coordinator of the nation's first undergraduate Certificate in Asian American Community Health (CAACH) Program. As a certified sexual assault counselor at BAWAR and a Youth Consultant at Banteay Srei, she hopes to integrate her work in community health with a focus on trauma, both historical and intergenerational, in her future work as an advocate, physician, and continuing artist.





## AAADS INTERN: VERONICA CHANG

Q&A by Richard Lim

Veronica Chang, a recent graduate, has served as an AAADS intern for nearly a year. Her time engaging with professors, community work, and the Ethnic Studies curriculum has shaped her worldview about how she, like other Asian Americans, can project leadership and political empowerment.

### Q: .How did you get involved in Asian American Studies?

I got started in AAADS in my junior year at Cal, when I took ASAMST 20A: Introduction to the History of Asians in the United States with Prof. Michael Omi. I had finished all my biology major prerequisite courses so I was on track for my professional goal of becoming a physical therapist. But I felt something was missing in my education—me. I did not feel I could reflect on my personal experiences, political beliefs, or my family's history.

I wanted to understand how history unfolded to shape the transcontinental, transgenerational experience of my ancestors, my family, and myself. I wanted a sense that I was part of the historical narrative, one that has left out the stories of Asian Americans for too long.

I desired to learn about my identity as a second generation Chinese American, and as a daughter to my Chinese-Panamanian mother and Taiwanese-Singaporean father. Taking ASAMST 20A gave me that opportunity. Assigned a project to unearth my family roots, I jumped at the opportunity to interview my mom.

In my time conversing with my mother, I learned how her experiences, as a third-generation Chinese-Panamanian, distinguished her as a vanguard for our family in the United States.

In my research, I came across Prof. Lok Siu's work on the Chinese community in Panama, which was the first time I had ever read about the topic. Her research showed me that my family's history was worth exploring. While looking for her contact info to thank her, I discovered she was teaching at Berkeley!

I knew it had to mean something, because up to that point I had not figured out what made Berkeley special to me. After meeting with Professor Siu and talking with her for over an hour, I knew that I had found something special: I finally felt seen as a person and not just as a student.



**"I HAD THE OPPORTUNITY TO FIND COMMUNITY WITH OTHER PEOPLE PASSIONATE ABOUT THE AAADS PROGRAM WHO HAVE INSPIRED ME WITH THEIR STORIES, THEIR RESILIENCE, AND THEIR RELENTLESS COMMITMENT TO COMMUNITY ACTIVISM."**

### Q: How has the program impacted your professional aspirations and worldview?

As for career aspirations, I still want to become a physical therapist, but AAADS has brought another dimension to how I see myself as part of my community and my country; it's given me a fascinating and relevant historical education and a great sense of pride in my heritage. The program has helped inform my political compass and awakened the activist in me.





# FACULTY BIOS

Asian American and Asian Diaspora Studies

## Carolyn Chen

Carolyn Chen is an associate professor in Ethnic Studies and the Program in Asian and Asian American Diaspora. Her research and teaching focus on religion, race, and ethnicity. She is the author of *Getting Saved in America: Taiwanese Immigration and Religious Experience* (Princeton 2008) and co-editor of *Sustaining Faith Traditions: Race, Ethnicity and Religion among the Latino and Asian American Second Generation* (NYU 2012). She is currently working on a manuscript that examines Asian spirituality in Silicon Valley firms.



## Catherine Ceniza Choy

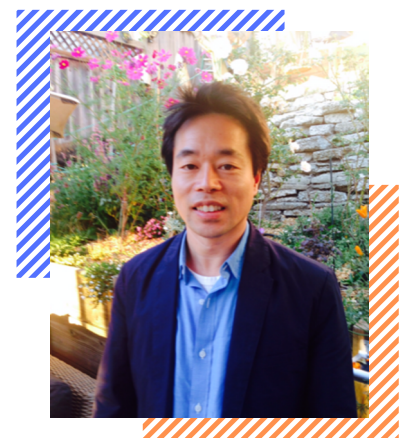
In 2018-2019, Catherine Ceniza Choy was the Department Chair of Ethnic Studies and faculty assistant to the Dean of Undergraduate Division. She was also a Townsend Center for the Humanities Senior Faculty Fellow and a participant in UC Berkeley's inaugural Faculty Leadership Academy. In May 2019, her research was featured in UC Berkeley's podcast *Fiat Vox* 55: "Why are there so many Filipino nurses in the U.S.?"

Her most recent publications include "On Histories and Futures of International Adoption," in *Adoption & Culture*, Vol. 6, No. 2 (2018); "International Adoption and Cultural Insecurity," in *Handbook of Cultural Security*, ed. Yasushi Watanabe (Cheltenham, UK: Edward Elgar Publishing, 2018); and "New Asian American Communities: Building and Dismantling," in *Asian American Pacific Islander Theme Study* (U.S. National Park Service, 2018).

In 2018, she received the Best Article Award (senior scholar) from the Filipino American Studies Section of the Association for Asian American Studies for "The Awesome and Mundane Adventures of Flor de Manila y San Francisco," in *Drawing New Color Lines: Transnational Asian American Graphic Narratives*, ed. Monica Chiu (Hong Kong University Press, 2014). She is currently researching and writing several book projects, including *An Asian American History of the United States* for Beacon Press.

## Michael Chang

Michael Chang received his Ph.D. from Cal's Ethnic Studies department and his J.D. from UCLA with a concentration in Critical Race Studies. In addition to lecturing in the Asian American and Asian Diaspora Studies program and in Ethnic Studies, he is a government civil rights attorney. Chang is passionate about bringing awareness to how social change happens through the intersections between legal outcomes and socio-cultural conditions. In class, he seeks to illuminate this subject matter for students by conducting interactive and close conversation of the role of legal principles, both procedural and substantive, in policy and legal outcomes, and the underlying socio-cultural contexts. He is inspired by his students' curiosity and open-minds.

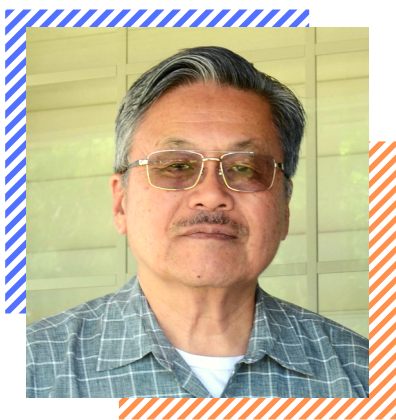




## Christopher Chua

With roots in both Southeast Asia and the San Francisco Bay Area, Christopher Chua is particularly interested in diasporic Asian communities. He comes to AAADS having worked in both the for-profit and non-profit sectors and with training in Business, Economics, Theology, Social Ethics, and Ethnic Studies. The common thread through those various disciplines is, for him, the forces that motivate social commitment and participation. In the classroom, Chris finds the greatest delight in engaging students as individuals who bring a wealth of experiences and interests in addition to their formal roles as university students.

For AAADS, Chris has taught 20A (Introduction to the History of Asians in the United States), 144 (Religions of Asian America), and a 138 Special Topics course on Culture and Asian American Geographies. He has more recently been teaching Ethnic Studies 21AC, an American Cultures survey on Racial and Ethnic Groups in the United States.



## Harvey Dong

Harvey Dong is a second generation Chinese American who was active in AAPA, TWLF-UC Berkeley, Asian Community Center and in the struggle to save the International Hotel (1969-1977). He was also involved in the I-Hotel History Committee to write a timeline history of struggle. In 2002, he received his PhD in Ethnic Studies, UC Berkeley. He is currently a lecturer in Asian American & Diaspora Studies at UC Berkeley and uses his community work experience to bring life to his Asian American history, Chinese American history and Contemporary Issues course.

Many of his students have gone on to work in social justice causes. In 2016, he received the American Cultures Ronald Takaki Teaching Award and in 2018, the Chancellor's Public Scholar Faculty Fellowship. His recent endeavors: development of an online Asian American Community and Race Relations class; co-editor and contributor to the recent UCLA Asian American Studies Center release: Mountain Movers: Student Activism and Emergence of Asian American Studies; the use of videography in oral history teaching, student-learning and research; and the promotion and publishing of Asian American/ethnic studies-related books through Eastwind Books of Berkeley.

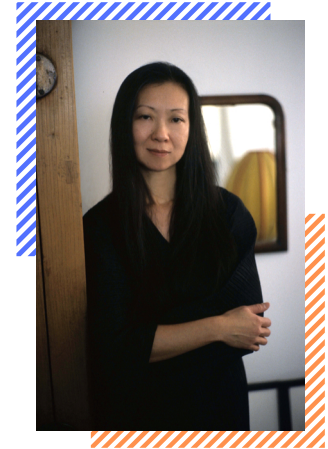
## Hannah Michell

Hannah Michell is a lecturer in the Asian American and Asian Diaspora Studies Program and is the author of the novel *The Defections*. With a background in Social Anthropology from the University of Cambridge, she is interested in mixed race and hybrid identities, borders and cultural landscapes. For AAADS, Hannah has taught 138, "Understanding Hallyu, Korean pop culture and its' consumption" and 171 "Representations of Asians and Asian Americans on TV and Radio". She is also a member of Asian Women United.



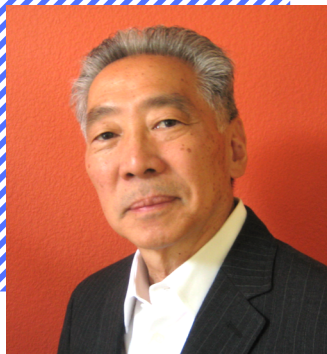
## Fae Myenne Ng

Her latest publications are "Orphan Bachelors: Exclusion and Confession, The two slamming doors of America" (Harper's Magazine, February 2019) and "My Summers of Work, Revolution, and Love" on (Rumpus.net, May 1, 2019), to be included in her new collection of non-fiction works. Her foreword to the reissue of Louis Chu's, Eat A Bowl of Tea is forthcoming from University of Washington Press (2020). She continues to commute and teach writing at UCLA. As the sole teacher of literature in AAADS at CAL, she focuses on her students' attention to the writing and reading of literary fiction.



## Michael Omi

Michael Omi is associate professor of Ethnic Studies & Asian American and Asian Diaspora Studies. He is the co-author of *Racial Formation in the United States* (3rd Edition, 2015) and co-editor of the forthcoming anthology *Japanese American Millennials: Rethinking Generation, Community, and Diversity* (2019). He is a member of the Diversity & Democracy Faculty Cluster of the Haas Institute for a Fair and Inclusive Society (HIFIS) and affiliated faculty member of Sociology. Professor Omi is the recipient of UC Berkeley's Distinguished Teaching Award --- an honor bestowed on only 272 Berkeley faculty members since the award's inception in 1959.



## Lok Siu

Professor Lok Siu is a cultural anthropologist and Associate Professor of Ethnic Studies. She is currently the Coordinator of the Asian American and Asian Diaspora Studies Program. Last year, she served as the Chair of the University Committee on Affirmative Action, Diversity, and Equity. Her areas of expertise include Chinese diaspora, Asian diasporas in the Americas, transnational migration, belonging and cultural citizenship, race/gender, and food.

Her books include *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama* (2005); *Asian Diasporas: New Formations, New Conceptions* (2007, co-edited with Rhacel Parreñas); and *Gendered Citizenships: Transnational Perspectives on Knowledge Production, Political Activism, and Culture* (2009, co-edited with Caldwell, Coll, Fisher, and Ramirez). She has appeared in CNN's *United Shades of America* with Kamau Bell and on WNYC's *Brian Leher Hour*. She is currently working on her book manuscript, *Worlding Asian Latinx: Intimate Publics of Cultural Mixing*, and she is editing a volume on *Chinese Diaspora: Migration, Identity, and Culture*.





## Winston Tseng

Winston Tseng, PhD, is Lecturer in the Asian American & Diaspora Studies Program in the Department of Ethnic Studies and Associate Researcher in the Division of Community Health Sciences in the School of Public Health. Dr. Tseng is also Associate Director of Research at Health Research for Action. He has taught the AAADS143AC Asian American Health course since 2012.

He believes that teaching community, especially case-based and problem-based approaches that foster real world contexts, co-learning, and active student and community engagement, are vital for teaching professional knowledge, practical skills, and real world experiences to future generations of environmental and public health scientists and building bridges across disciplines, generations and cultures. He is a medical sociologist by training and has more than 20 years of community-based participatory design and research experiences and partnerships with diverse, vulnerable populations, particularly racial/ethnic communities and the community-based organizations (CBOs) that serve them in California and across the United States. He has made national contributions through his research on health equity, participatory design, community health, and health policy and have a strong track record for external research funding in community health and health equity. He also has a solid track record of scholarship and publications in health disparities, community health, health communications, and healthy aging, with over 80 publications to date. He received his PhD in Medical Sociology at University of California, San Francisco and BA in Biology at the Johns Hopkins University.



## Lisa Hirai Tsuchitani

Dr. Lisa Hirai Tsuchitani is a lecturer in the Asian American & Diaspora Studies Program of the Department of Ethnic Studies. Upon graduating from the Asian American Studies and East Asian Studies Programs at UC Berkeley, Dr. Tsuchitani continued her interests in critical pedagogy and educational equity in the Social and Cultural Studies Program of the School of Education on campus. Her academic service has included work with the UC Office of the President, the Institute for the Study of Societal Issues, and the Student Learning Center.

More recently, she was appointed Co-Chair of the Asian American and Pacific Islander Standing Committee (AAPISC), an inaugural advisory body to the Chancellor dedicated to increasing awareness about and developing strategies to address campus climate issues for AAPI students, staff, and faculty. In addition to her work on campus, Dr. Tsuchitani also has worked with a number of Bay Area nonprofit organizations, foundations, and schools. She is honored to be teaching AAADS 122, "On Community and Civil Rights: Japanese American Historical and Contemporary Issues," and AAADS 146, "Asian Americans and Pacific Islanders in Higher Education" -- the courses that initially inspired her as an undergraduate to pursue a career in Asian American Studies.

## Khatharya Um

Professor Khatharya Um is Associate Professor of Asian American and Asian Diaspora Studies. She is a founding member of the Critical Refugee Studies Collective, and an affiliated faculty of the Center for Southeast Asian Studies, the Center for Race and Gender, and the European Studies Institute at Berkeley. She serves on numerous committees dedicated to advancing Berkeley and UC's social justice and internationalization mission.

Professor Um received her PhD in Political Science from the University of California, Berkeley where she was also the Chancellor's Distinguished Postdoctoral Fellow. In addition to Asian American Studies, her research and teaching interests include Southeast Asia, migration and diaspora studies, and genocide studies.

She has published widely on Southeast Asia and Southeast Asian American issues including *From the Land of Shadows: War, Revolution and the Making of the Cambodian Diaspora* and lead co-editor of *Southeast Asian Migration: People on the Move in Search of Work, Refuge and Belonging*.

In addition to her academic work, Professor Um is also actively involved in community advocacy. For her community leadership and service, she has received numerous awards, including recognitions by Congresswomen Barbara Lee and Anna Eshoo. She is the first Cambodian American woman to receive a Ph.D.



## Keiko Yamanaka

I have been on leave during the past six months from January to June 2019. I'd like to report on the three highlights of this period. In the mid-April, I traveled to Kathmandu, Nepal. The last time I was in the capital city was the fall of 2000, 18 years ago. I discovered that the city increased its population, mortored vehicles and therefore air pollution. Despite of such negative developments, people there remain optimistic and energetic, walking and driving through the crowded, narrow, winding alleys of bustling markets. Two months later I flew to Seoul, South Korea for a one-week study of the country's immigration policy for unskilled workers. With the excellent interpreter and research assistant Kyla Kim, a MA student at Yonsei University,

I was able to interview many scholars, policy makers and migrant activists (see the photo with her). Finally, but not the least, in May and June I taught a short course, "Asian American Immigration History," in a community center of my hometown, Shizuoka City, Japan. A total of 14 students, local citizens and university students took the course, actively participating in lectures and discussions conducted in English. The six months passed fast!

# STAFF BIOGRAPHIES

## Asian American and Asian Diaspora Studies

### Dewey St. Germaine

Dewey is a graduate of U.C. Santa Barbara and has been working at U.C. Berkeley since October 1993. He has been advising AAADS majors since June 1998. He enjoys his job and the best part is working with undergraduate students. As an advisor, he strives to be knowledgeable, helpful, responsive, and understanding. Go Bears!





## Sine Hwang Jensen

Sine Hwang Jensen is the Asian American and Comparative Ethnic Studies Librarian at the UC Berkeley Ethnic Studies Library. They received their Masters of Arts in History and Masters in Library Science specializing in archives and archival management from the University of Maryland, College Park. They have worked primarily in institutions dedicated to preserving and documenting the intersectional histories of communities of color and were one of the coordinators of the Radical Archives, Libraries and Museums track at the Allied Media Conference in Detroit, MI.

Originally from outside of Baltimore, MD, they have been learning through racial justice organizing for over a decade and are passionate about working at the intersections of social justice, librarianship, and archives. When not in the library, they can usually be found reading zines and science fiction.

## Eunice Kwon

Eunice Kwon is the Director of Asian Pacific American Student Development office at UC Berkeley. Previously, she was the COO and the Director of Community Engagement at the Sustainable Economies Law Center, a policy and legal organization that builds strong local economies through cooperative economic development, and a Coro Fellow in San Francisco, where she worked with a range of organizations that included the Haas Sr. Foundation and the Bay Area Community College Consortium. She started her career as a communications consultant for several congressional and local political campaigns and for labor organizations such as the Asian Pacific American Labor Alliance and the United Food and Commercial Workers.



She currently serves on the board of Asian Women United, a nonprofit that spotlights the diverse experiences of Asian American Pacific Islander women through publications, digital productions, and educational materials, and is a producer for APEX Express, a weekly radio show on KPFA featuring the voices and stories of Asians and Asian Americans. Eunice received her undergraduate degree in Ethnic Studies and Asian American Studies at UC Berkeley and is finishing her graduate degree in City & Regional Planning at UC Berkeley.



## UC BERKELEY ASIAN AMERICAN AND PACIFIC ISLANDER STANDING COMMITTEE (AAPISC)

As part of UC Berkeley's commitment to thriving Asian American and Pacific Islander (AAPI) communities on campus, the inaugural **Asian American and Pacific Islander Standing Committee (AAPISC)** was established in Spring 2019 under the executive sponsorship of the **Vice Chancellor of Equity & Inclusion (VCEI), Oscar Dubón, Jr.**

The purpose of this 15-member advisory body comprised of AAPI undergraduate and graduate students, staff, faculty, and alumni, will be to inform the recommendations of the **Office of the Vice Chancellor of Equity & Inclusion (VCEI)** to the Chancellor regarding Asian American and Pacific Islander (AAPI) issues.

**Lisa Hirai Tsuchitani** of AAADS has been appointed to serve as co-chair of AAPISC with **Marcia Gee Riley**, Director and Ombudsperson for the Ombuds Office for Students and Postdoctoral Appointees. Additional AAADS faculty serving on AAPISC include **Michael Omi** and **Winston Tseng**.

# Interviews with Emeriti Faculty



## INTERVIEW WITH LING-CHI WANG

Interviewer: Richard Lim

Professor Emeritus Ling Chi-Wang, known for his many years of devotion to serving the community and leading the budding field of Asian American and Asian Diaspora Studies (AAADS), has continued to serve in numerous capacities. Born in 1938 in Southeast China, he came to study Music and Philosophy in the United States. At graduate school he undertook research in Semitic Studies - work that he continued until he arrived at UC Berkeley during the late 1960s.

**Do you think that the AAADS program actively supports activism and research for a more informed and engaged experience?**

It wasn't until I transferred to UC Berkeley that I engaged in student activism, and ultimately, made the final push to switch majors. Ethnic studies provided an opportunity to combine my academic interests with my political activism. By then, my academic interest shifted to Asian American history.

In 1969, I was called on to be one of the instructors to teach the first ever Asian American history course and taught my first classes in the Winter of 1969 (albeit off campus during the TWLF strikes).

In the spring quarter, I taught the Asian American communities course. Then, I took a year off to devote to political organizing before being called back to teach. I've been here since the inception of Ethnic Studies and I stayed until I retired in 2006.

I agreed to come back to the program to help raise money for the program. The only way to raise money is through the community, but the community asks me what is Asian American Studies, and why is relevant? These are very profound questions and has everything to do with the purpose of the department. We wanted education to be meaningful to the Asian American community, to develop leaders in the community, to complete research in the community to help communities understand themselves, and to shape their own destinies.

**Through the past 50 years, how has the program grown in the face of challenges? How has the program grown in the face of challenges?**

In the first community course that I taught in 1969, I organized the students in groups to create projects in the community. After all, you learn by doing things. The legacy of these projects continue to inform current advocacy today! One group conducted a project regarding the recreational needs of San Francisco Chinatown, and in their research discovered that Chinatown was shortchanged in the city budget.

As a result of that study, we were able to bring a lawsuit against the city on the grounds that it discriminated against the Chinese in the area.



Ultimately, the lawsuit was settled out of court, and the settlement included millions of dollars allocated each year to improve existing facilities, creating new recreational facilities. This is still going on because the money came from city bonds. That's one of many examples of how these classes remain relevant and critical in supporting the community's welfare.

As a rule, however, the university does not encourage these type of activities. During the twlf strike (1969), the chancellor declared that Ethnic Studies could not engage in political activities. How do you bring change anywhere in American society without engaging in political activities? Things don't happen without people doing something about it, but that's what they did about it.

### **What mobilized/motivated you to work with students? What are the significance of your students on your activities?**

Students generally do not know that they have the most power on campus---more so than the chancellor and the Academic senate!

Whatever students pick up, it instantly becomes political, and as a result, the chancellor and Academic senate have to respond to avoid heat from the media, and from politicians. And so, if you want to do anything, you have to be political and learn how to use this power to advance your cause. So, every time that students make demands, things happen.

This institution, above anything else, wants tranquility and stability because they can not afford the politicians in Sacramento, or the media scrutinizing everything that they do. If you want to get anything done, you have to work with external entities of power and the community, or risk going nowhere.

I learned that the students can make significant, structural change. Ethnic Studies would not be here today if it wasn't for the students disrupting "business as usual" on this campus. After all, students are supposed to be receiving benefits from the institution. Nonetheless, if the institution is not giving students the necessary tools to succeed, than the institution deserve to be criticized and held accountable.

\*Students can bring a change in the community. In places such as Chinatown, where people live in substandard housing and earn substandard wages, have no time and in fact, are afraid in dealing with their bosses and institutions. Therefore, the only body can mobilize and support community members are the students.

Students bring an indispensable role in bringing political change, holding those in power accountable, and in shaping the direction of ES/AAS. Are we going to become like any other department, or are we going to be an agent of change? We can not forget that other university programs have an important role on campus. If departments and schools on campus are not doing anything relevant to the AA community, than the AAADS program and its students have the right to hold these bodies accountable.

## **INTERVIEW WITH ELAINE KIM**

Interviewer: Jacklin Ha

Author: Yuanqi Zhou

Dragon ladies, China dolls, and geisha girls are the media stereotypes critiqued in Elaine Kim's 2011 video documentary, **Slaying the Dragon: Reloaded**.

After teaching some early courses in the Asian American Studies program, Professor Elaine Kim became a professor in 1974, hoping to make a difference to the Asian American community as a member of the Asian American Political Alliance. Since then, she has worked hard to teach and advocate for Asian American literary and cultural studies, Asian American feminist studies, and Korean American studies. She has written, edited, and co-edited ten books and many scholarly articles and directed and co-produced four video documentaries.

In the 1960s and 1970s, Asian American students at Berkeley were still widely viewed as foreigners who were deficient in English, regardless of their actual abilities. A disproportionate number of students of color were channeled into remedial English classes that came with additional costs and no academic credit. This issue prompted Professor Kim to design the reading and composition curriculum, a set of college level courses based on literary work by Black, Latino, Native American, and Asian American writers.

Over time, Asian American Studies has changed and evolved. In the 1980s, many Ethnic Studies faculty members and students began to focus on the tensions between cultural nationalism and feminism, and issues of gender and sexuality gained increasing importance in the curriculum. In the 1990s, efforts were made toward comparativity across the Ethnic Studies programs, with increasing emphasis on graduate studies. In addition to courses on literature and Korean American history, Kim designed and taught courses about Asian American women as well as Asian American visual art and Asian American cinema. She also offered graduate seminars in comparative ethnic studies.



Kim regrets that she responded to the University's emphasis on faculty research and publication and not paying enough attention to the undergraduates in her classes. She hopes that the AAADS program will continue to strive towards balancing research, undergraduate education, and community advocacy.

Kim was not only involved in teaching in the AAADS program, she was also very engaged in the community, helping to establish and support the Korean Community Center of the East Bay, Asian Immigrant Women Advocates, and Asian Women United of California.

According to Professor Kim, Asian Americans are much more diverse today. Relationships among various communities and between Asian Americans and other Americans are increasingly complex and demanding, as are relationships between Asian Americans and their countries of origin.

Although Professor Kim retired in 2016, she hopes that the program can continue to adapt to the ever evolving needs and interests of Asian American students and communities..

## INTERVIEW WITH ANNA LEONG

Interviewer: Yuanqi Zhou

**An open door and a friendly smile greeted the students who came by Anna Leong's office.**

A lecturer in the AAADS program, she specialized in writing instruction, Asian American literature, and Ethnic American literature, and taught the Asian American Studies R2A and R2B reading and composition courses.

By opening up the rich world of literature and its potential to explore social, political, historical context in understanding their experiences, Professor Anna Leong not only gave students the tools to improve their writing skills, but also guided critical conversations on history, race, and literature. Reading diverse books helps students make connections between different ethnic experiences.

For example, students reading Faye Ng's *Bone* are initially resistant to the narrative of a fragmented Asian American family confronted with the suicide of their middle daughter, but later recognize how their perceptions were influenced by the model minority stereotype. The humanization of characters in readings provokes students to question their stereotypical assumptions of other groups.





As a mentor, Professor Leong hopes that the acquisition of essential writing skills will empower students to claim their voice with self assurance. She believes “with clarity, affirmation, and the right skills, students can have the confidence to express their own experiences” and perhaps become the next generation of eager scholars and community contributors.

When asked about the most critical issues facing education on Asian Americans, Professor Leong asserted the need for a strong reading and composition program with an instructor dedicated to overseeing the stability and quality of the program.

In addition, she believes “although the AAADS program and ethnic studies department are so relevant to the social and political issues around the world, they simply do not get enough recognition, student engagement, and ultimately resources.”

Professor Leong is particularly perplexed as to why there are so many Asian American students on campus, but so few Asian American majors, she declares that “there needs to be a way to get AAADS out there!”

She hopes that the solution to the scarcity of AAADS majors and lack of recognition will be resolved with the creation of a College of Ethnic Studies.

Upon reflecting on her 28 years of teaching, Professor Leong notices how the students’ expectations of the reading and composition courses have changed from a focus on ethnic communities and class differences to more of a focus on one’s panethnic identity.

Despite this change, Professor Leong has always felt fortunate that she has worked with wonderful students who were dedicated, motivated, enthusiastic, intelligent, and mature. She’s grateful to have worked within a community of scholars who have supported and inspired her throughout the years. The most rewarding part of her job has been seeing how the program has a long term impact on these students who continue to think of themselves and their communities in different ways.

She continues to enjoy meeting with old students. Although they have diverged in many directions in their careers, they continue to read, go to performances, think about themselves and their communities in different ways, and remember her class and the AAADS program. Some of her students end up becoming AAADS majors, representing AAADS at conferences, and even continue their writing in the form of books and biographies!

After teaching in the program for 28 years, Professor Leong retired in the fall of 2018. Despite her retirement, her legacy will continue on in the hearts of those whose lives she has changed forever.



## INTERVIEW WITH SAU-LING WONG

Interviewer: Anya Fang

### How long did you teach in the Asian American studies/AAADS program?

I joined the program (when it was still “Asian American Studies”) around 1981, and retired in 2010.

### How has the program changed in that span of time?

I started at a time when the relatively young program, which grew out of political struggles and student and community activism in the late 1960s and 1970s, was transitioning to a more established part of the university and undergoing a process of professionalization. Faculty responded to the traditional professional demands of the institution while maintaining, with limited resources, the program’s original mission and ties to the community. Another change I saw was that the program was constantly evolving to meet the needs of the rapidly transforming Asian American community, with its heterogeneous ethnic composition, socioeconomic diversity, fluctuating intellectual boundaries, and movement from a “domestic” focus to a diasporic and transnational perspective.



## How do you characterize your intellectual, social, political work within the field of Asian American studies?

I see it as a field of intellectual endeavor going far beyond identity politics, although that remains an important component in our work, especially since for college students, such questions feel especially pressing. There is also an important conceptual dimension: through studying the group, we can enhance our understanding of key social and cultural concepts as such race, gender, class, nation, diaspora, globalization, etc. Politically, by securing a discursive space in institutions of higher education, AAADS contributes to social justice by producing knowledge about often-neglected groups, empowering them to give voice to their concern and organize for change.

## What are your proudest contributions to the program and field?

I felt greatly privileged to have had the chance to teach undergraduates through the writing program and literature courses, as well as mentor many graduate students from Ethnic Studies and other campus departments. With regard to research and scholarship, I have produced criticism that provided a theoretical basis for Asian American literary studies as a coherent discipline, and textual analysis attentive to both historical/material concerns and aesthetic/formal elements, with a special focus on gender issues. I have done work on Sinophone immigrant literature and on issues such as diaspora, globalization, transnational publication history and reception, pertaining to both Sinophone and Anglophone Asian American literature. Earlier in my career I published extensively on second-language education for minority students, especially Chinese-speaking immigrant students. I am truly grateful that AAADS gave me a cherished chance to make do all this work. I am proud to have served alongside its supportive visionary leaders and inspiring colleagues.



## INTERVIEW WITH EVELYN NAKANO GLENN

### How long did you teach in the Asian American studies/AAADS program?

I was hired in 1990 to fill a joint position in the AADS program and in the Gender and Women's Studies department. I split my teaching between Gender and Women's Studies, the AADS program and Ethnic Studies doctoral program until I retired in 2015.

### How has the program changed in that span of time?

Perhaps the most significant change was in the name and focus from "Asian American Studies" to "Asian American and Asian Diaspora Studies." In the earlier period, there was a felt need to assert the "Americanness" of the Asian American experience and to emphasize the commonalities in the experiences and treatment of Asian Americans and other communities of color (African American, Native American, and Latinx). We used concepts such as "third world minorities" and "internal colonies" to characterize these commonalities. Framing our situations in these ways fostered political solidarity among these groups who demanded that the University create Ethnic Studies programs and departments.



Also, it seemed important in that early period to claim an "American minority" identity, rather than transnational identity to counter the dominant trope of Asian Americans as perpetual foreigners. By the early 2000s, however, it became clear that Asian American Studies needed to recognize the global dimensions of Asian migration and the value of exploring the connections and aporias in the experiences of Asian communities across the globe.

## Briefly, how do you characterize your intellectual, social, political work within the field of Asian American studies?

My early research focused on gender, race, and labor, specifically Japanese American women in domestic work, based on oral history interviews. I coined the term « racial division of women's work » to describe the concentration of women of color in paid domestic and caring labor. My later work focused on comparative histories of Asian Americans, Mexican American, and African American labor and citizenship. My community involvement has focused on redress for Japanese Americans who were unjustly interned during World War II, on the extension of rights to household workers, and support for undocumented immigrant student at Berkeley and elsewhere.

## What are your proudest contributions to the program and field?

I am proud of my leadership as founding director of the Center for Race and Gender, which nurtured research and writing on women of color, undocumented students, and helped foster a sense of community among faculty and students of color.

## What are the most pressing questions or critical issues facing Asian Americans today, and how can AAADS address them?

What can we do to counter the efforts of anti-affirmative action activists to use Asian Americans as stalking horses to undermine affirmative action in college admissions? More generally, how can we continue to strengthen alliances with other groups of color and to challenge white privilege?



## INTERVIEW WITH JERE TAKAHASHI

Interviewer : Albert Lee

Jere Takahashi spent his post-undergraduate years observing the social and racial movements of the late 1960s and became captivated by the overall political vibrancy of the period. This experience and a deep-rooted interest in his family's World War II incarceration motivated him to pursue graduate study in sociology at UC Berkeley.

His early focus on race relations and social movements with an emphasis on Asian Americans led him to work with pioneering Asian American Studies faculty as a tutor or teaching assistant, and sparked his interest in Asian American studies. This led to a 37-year career with Asian American and Asian Diaspora Studies (AAADS) here at UC Berkeley.

Jere spent the majority of his career holding a joint academic and administrative appointment. He taught undergraduate courses on Asian Americans and education, researching Asian American communities, and Japanese American Studies; and supervised students in their field work in Asian American communities. He also focused on student development as the Director of Asian Pacific American Student Development Office (APASD). "Being able to work in both areas was very rewarding, very enriching, because I was able to work with students in the classroom, and also work with them in a student development context," he said.

Practicing what he termed "applied Asian American studies," Jere collaborated with student interns to generate programs and activities that addressed issues raised in their classes or within their student groups and organizations. This work also included advising various API groups on campus; supporting the creation of student publications that spurred dialogue regarding API issues; working with students who took the lead in organizing the Annual API Issues Conference; serving as a resource for undocumented immigrant students; and establishing the API residential theme program that further fostered an active learning experience.

Reflecting on his teaching in AAADS and his student development work in APASD, Jere said, **"It was a wonderful opportunity for me to engage with students holistically and help build a community environment that supported their personal, intellectual and political growth."**

# 2018-2019: 50TH ANNIVERSARY OF THE THIRD WORLD LIBERATION FRONT

Author: Harvey Dong

The pivotal 1969 UC Berkeley student movement, the Third World Liberation Front (TWLF), helped establish Ethnic Studies as an interdisciplinary field in the U.S. Commemorating the 50th anniversary of the TWLF, a year-long series of events took place including: discussions, rallies, exhibits, and an online digital portal that archives and documents twLF's critical role in shaping UC Berkeley's identity, its relationship with Bay Area-based 1960s social movements, and its impact on the inception and development of Ethnic Studies.

Participant members included students, staff, and faculty from the Center for Race & Gender, the Ethnic Studies Library, the Multicultural Community Center, the Ethnic Studies and African American Studies Departments, and American Cultures. TWLF participants included members from the 1969 TWLF comprised of veterans from the Asian American Political Alliance (AAPA), Afro-American Students Union (AASU), Mexican American Students Confederation (MASC) and the Native American Students Union (NASU).

Future generations of student participants included those involved in future twLF formations in 1999, 2010 and 2017. The activities commemorated that history, however, there was also an emphatic feeling that the TWLF (twLF) movement fell short of achieving its goal of the Third World College as well as expansion into the secondary school levels.

*The struggle continues.*



*Pictured Above: TWLF Veterans.*

***Thank you for celebrating our 50th Anniversary with us!***

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Anya Fang, Graphic Designer  
Hannah Michell, Copy Editor


*Special Thanks To:*

The AAADS Interns: Albert Lee, Allison Yao, Ivy Zhou,  
Jacklin Ha, Richard Lim

&

The AAADS faculty, staff and students for bringing this newsletter to life.

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