

# RIPPLES

## ASIAN AMERICAN STUDIES PROGRAM NEWSLETTER

### A New Faculty Line Dedicated to Asian American Studies — Welcome, Dr. Loan Thi Dao!



*(Photo courtesy of Loan Thi Dao)*

The Asian American Studies Program is thrilled to announce that Dr. Loan Thi Dao will join our faculty in Fall 2011 as a tenure-track Assistant Professor. Dr. Dao will be based fully in the intercollegiate Asian American Studies Program, from where she will also contribute to the development of a new transdisciplinary doctoral program in Transnational, Cultural and Community Studies (TCCS). Her position is the first faculty line to be fully dedicated to the Asian American Studies Program since Dr. Madhulika Khandelwal left UMass Boston in 2002 to become director of the Asian/American Center at Queens College in New York (which is now a designated and funded AANAPISI). We thank Provost Langley, Chancellor Motley, and Dean Joan Liem for their support of our hiring process.

Dr. Dao received her B.A. at the University of Texas-Austin in Psychology and Mass Communications. Her doctoral research in the Department of Ethnic Studies at the University of California-Berkeley focused on the new generation of Southeast Asian American leadership that emerged between 2002-2004 out of mobilization against the detention and deportation of Southeast Asian nationals in the United States. Her future research will consider the role of social networks in the political participation of Vietnamese Americans. Her field emphases include Community-Based Participatory Research (CBPR),

Spring 2011

immigrant and refugee youth, community studies, and social movements. While her projects have been located in Southeast Asian diasporic communities, she uses trans-disciplinary approaches to articulate a comparative racial analysis. She has served as a lecturer at U.C. Berkeley, U.C. Davis, Stanford University, San Francisco State University, and California College of the Arts, where she taught courses such as Southeast Asian Refugee Experiences in the U.S., Asian American History, Race and Ethnicity in Film and Video, and Asian American Community Development and Changes. She has also been active in local community organizations including acting as the Director of the leadership and mentoring after-school program at Huong Viet Community Center (Oakland, CA), a member of the Board of Directors for Banteay Srei young women's program (Oakland, CA), a member of the Southeast Asian Students' Coalition (U.C. Berkeley), a member of the Advisory Board for the Huong Vuong Cultural Center (New Orleans, LA), and former prisoners' liaison for the American Civil Liberties' Union (Austin, TX).

Our search committee included Marc Prou, the chair of Africana Studies, together with Shirley Tang, Rajini Srikanth, Ping-Ann Addo, Peter Kiang, and Karen Suyemoto, who noted, "Dr. Dao is already a very experienced instructor in areas directly relevant to our curriculum. She has purposefully taught in a wide range of institutions, in order to develop effective curricular and pedagogical strategies with a variety of student populations." Peter Kiang added, "Dr. Dao's experience as a grant coordinator for an NIH-funded mixed method collaborative research project on cancer intervention in the Vietnamese community is directly transferable to several current and emerging health disparities-related grant initiatives at UMass Boston."

The search process relied heavily on student interactions with each candidate who visited the campus. Asian American Studies individual major, Charlie Vo, for example, stated, "The faculty search had me critique other instructors. However, it really made me conceptualize how I could be a good instructor, thinking critically about the characteristics that make a strong and influential teacher." Another individual major, Chu Yu Huang, further commented, "It has helped me get a framework for what the applicant's process is like as well as the search

committee's structure and expectations of the candidates. It has helped me reflect on what I want and would like to accomplish. I am very proud of how inclusive the Asian American Studies Program is."



Students interacting with Dr. Dao during her visit (Photo by Peter Kiang)

When asked to describe her background, Dr. Dao provided the following narrative:

*I was born in Sai Gon, Viet Nam and immigrated with my family as refugees from the American war in Southeast Asia in 1975. They were sponsored by the United Methodist Church in Dallas, Texas, where I spent much of my youth. As part of the first cohort of Southeast Asian refugees in the U.S., I witnessed my parents' attempts to rebuild a community in exile through their involvement in forming social, cultural, and professional organizations and events, raising funds to build local Buddhist temples, and providing health and social services to low-income communities. These experiences helped shape my passion for community service and community studies. As an undergraduate at the University of Texas-Austin, I became curious about the intense debates in the United States concerning American involvement in Viet Nam and the social movements that emerged from this historical period. During this time, I also volunteered at the American Civil Liberties Union. Through these efforts to educate the public about prison condition issues in Texas, I discovered my passion for teaching.*

*After college, I taught English in Japan through the J.E.T. Programme and volunteered to assist Vietnamese factory workers devastated by the Kobe earthquake. I also traveled in Asia and Europe and began to learn about the differences and similarities of Vietnamese communities in different countries. From there, I researched the history of an indigenous genre of Vietnamese musical theater, "cai luong," through a study abroad program to Viet Nam and had the opportunity to interview the "living legends" of the theater and tour the countryside with the last remaining cai luong troupe. It was an opportunity to see places in Viet Nam that I could not have seen as a tourist and to connect with a special part of Vietnamese cultural history.*

*I enjoy spending time with my extended family in California and Texas. I like Celtics basketball (sigh), independent films, and listening to live music. My personal goals are to improve my singing, snowboarding, and cooking skills.*

We greatly look forward to Dr. Dao's arrival in Fall 2011 and the multiple ways that she will contribute long-term to our program, the campus, and the communities.

## UMass Boston Awarded Federal Asian American Serving Institution Grant (AANAPISI)

by Patricia Nakamoto Neilson

UMass Boston is one of eight higher education institutions awarded a five-year federal Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant by the U.S. Department of Education. The AANAPISI project at UMB, named *Asian American Student Success Program*, seeks to integrate the educational, cultural, and linguistic expertise of faculty, staff, students, families, and local communities to build, assess, and sustain an ongoing holistic program that effectively supports the college access and persistence of Asian American students. The two specific goals of the project at UMB are: 1) To increase college access for Asian Americans who are low-income or first generation college-goers and for traditionally under-represented Asian American ethnic populations, and 2) To increase Asian American retention, persistence, course completion, and graduation rates.

Joan Becker, Vice Provost for Academic Support Services, is serving as the principal investigator on the project while Professors Peter Kiang and Paul Watanabe are co-principal investigators. Patricia Nakamoto Neilson has been appointed the project director and Judy Khy is the part-time administrative assistant. The project's administrative home within Academic Support Services and its integrative, programmatic relationships to UMB's nationally recognized Asian American Studies Program and Institute for Asian American Studies ensure a unique level of quality, capacity and commitment to address urgent needs of under-served, low-income and traditionally under-represented Asian American students.

In communicating the news about the grant award, Pearson Owens, the U.S. Department of Education Program Officer responsible for the AANAPISI program, congratulated UMass Boston for receiving the top score in the country of all proposals evaluated by external reviewers. Only seven other institutions received AANAPISI grants in the national competition. They are Mission Community College (Santa Clara, CA), Coastline Community College (Orange County, CA), University of Illinois at Chicago, Laney College (Oakland, CA), Richland College (Dallas, TX), City College of San Francisco, and University of Guam. UMass Boston's successful proposal development team included IAAS Research Associate, Dr. Oiyen Poon, and AsAmSt-affiliated faculty members, Dr.

**(Continues on page 4)**

With RIPPLES,  
we spread news in  
continuous movements of  
circles. We share the same  
center. All of us. Our  
work are circles within  
each other - staff, students,  
families, and communities.  
The transformation begins  
within ourselves, our own  
center. We make ripples  
by being fluid like water -  
as we are touched by,  
and touch, others.

## TABLE OF CONTENTS

- 1 A New Faculty Line Dedicated  
to Asian American Studies —  
Welcome, Dr. Loan Thi Dao!
- 2 UMass Boston Awarded Federal  
Asian American Serving  
Institution Grant (AANAPISI)
- 4 Newly Tenured Faculty
- 6 Iraq War: Refugees and Veterans  
Course Reflections
- 8 AsAmSt Course/Campus  
Guest Presenters 2010-2011
- 9 Anh Đào Kolbe's Portraits of  
Asian American Studies Faculty/Staff
- 10 AsAmSt Digital Story Exhibitions  
on Campus and at the Apple Store
- 12 AsAmSt Alumni
- 14 Ly Lan, Harry Potter, and the Missing Case  
of Vietnamese Bilingual Education
- 15 Asian-American Women's Political Initiative  
2011 State House Fellowship Graduates
- 16 2010-2011 Campus/Community Awards  
to UMB AsAmSt Students
- 17 Graduating Students and  
Faculty/Staff Transitions
- 18 AsAmSt Course Listings  
- Summer 2011 and Fall 2011

Karen Suyemoto and Dr. Sam Museus, along with Drs. Becker, Kiang, Watanabe, and Neilson.

Originally introduced in Congress in 2002, the AANAPISI designation finally became law in 2007. To qualify for designation as an AANAPISI, an institution's enrollment of undergraduate students must be at least ten percent Asian American or Native American Pacific Islander, and at least 50 percent of the student body must be eligible for federal need-based financial assistance such as Pell Grants and Federal Work Study. AANAPISI funding is intended to help these institutions strengthen retention and persistence services, bolster recruitment programs, and expand staff and resources to help currently underserved students. UMass Boston is the only qualified institution in New England to receive the grant which will continue through 2015. For information, contact:

Dr. Patricia Neilson at 617-287-3823  
or [patricia.neilson@umb.edu](mailto:patricia.neilson@umb.edu).

## Newly Tenured Faculty

by Laura Ng

During 2010-2011, four faculty members affiliated with the Asian American Studies Program were successfully reviewed for tenure and promotion in their home departments. The alignments of their teaching, research, and service with specific goals and needs of the Asian American Studies Program are important and inspiring. We look forward to their long-term presence and contributions as tenured senior faculty at UMass Boston. Brief profiles of Ping-Ann Addo, Patrick Clarkin, and Lusa Lo are featured here, together with a longer interview conducted in early April 2011 with Elora Chowdhury.

**Ping-Ann Addo** (Anthropology) regularly teaches AsAmSt/ANTH 227GL Multicultural Expressions for the Asian American Studies Program. This year, she will look at costume production for carnival parades that happen at the end of summer around Boston. She will be going to Dorchester and Roxbury, where those costumes are made, to research the different styles and designs and to analyze the use of performance to express identity and a sense of belonging to both Dorchester, which is heavily West Indian, and also to the home islands. In the Fall she will be finishing up her book project, publishing her research on costume production, and teaching two sections of Intro to Cultural Anthropology and a course called Global Diasporas which is a first year AANAPISI seminar. Ping-Ann wants Asian American Studies students to understand the experiences of those who are mixed (ethnically or culturally). By teaching ethnic studies topics in the context

of mixed culture, mixed ethnicity, she believes it can help people realize power struggles that individuals and groups have to go through – about who they are with loyalties and obligations to different places and language groups.

**Patrick Clarkin** (Anthropology) was a Research Fellow at UMB's Institute for Asian American Studies in 2005 and later published a 2009 paper titled "Lao Health and Adjustment in Southern New England Three Decades after the Secret War." He has been teaching at UMass Boston since 2003, including an anthropology course called Biocultural Approach to War and Health with significant attention to Hmong and Lao populations. His research interests are in biological anthropology; growth and nutrition; the Hmong, Lao, and Khmer diasporas; and the long-term health effects of war and malnutrition. In terms of future research, he is looking at going to Laos and South America to conduct fieldwork. In Laos, he hopes to continue looking longitudinally at the health effects of the Vietnam War on individuals. His blog is at: [kevishere.wordpress.com/](http://kevishere.wordpress.com/)

**Lusa Lo** (Curriculum and Instruction) is a core faculty in the Special Education graduate program. Her research and service are dedicated to enabling practitioners as well as policy-makers to address more effectively the needs of immigrant families of children with disabilities. As a former bilingual teacher in Oakland, for example, Lusa discovered that Chinese immigrant parents were less proactive than their White counterparts in seeking special education services for their children. Much of Lusa's pathbreaking work since then has focused on strengthening family-school-community partnerships in Chinese American communities locally in Boston, Malden, and Quincy through workshop trainings, advocacy research, and multilingual support. Lusa is one of the very few faculty in higher education who has focused her research on this critical area of need in K-12 education at the intersection of special education with language and cultural differences of immigrant populations with disabilities. While on sabbatical in Fall 2011, Lusa will explore the changing context for special education policies and practices within the educational system in Hong Kong.

**Elora Chowdhury** (Women's Studies) regularly teaches AsAmSt 228L Asian Women in the US and AsAmSt 226 Becoming South Asian for the Asian American Studies Program. Her scholarship focuses on postcolonial and transnational feminisms; development studies, globalization, human rights, gender and violence; and women's social movements in South Asia.

LN: Where were you born and raised?

EC: I was born in Bangladesh, and grew up mostly in

- Dhaka. I went to high school in New Delhi, India, because my family moved there for a few years when I was fourteen.
- LN: What did you study in your undergraduate and graduate education and why?
- EC: I grew up in an academic family. My father was a professor, and we lived on faculty housing surrounded by other academic families. The campus was adjacent to the faculty housing and an extension of our living environment. Rajshahi University, and Dhaka University where my father worked, were the hotbed of political activity at the time – I was born in 1971, in the middle of a nine-month long war that led to the liberation of Bangladesh as an independent country, and in which students played a very significant role – so some of my earliest memories are of student rallies, and protests. As an administrator, my father was very involved in student movements, and as an intellectual part of the nationalist project of nation-building. My brother and sisters and I were very influenced by the nationalist rhetoric for freedom and social justice we witnessed both in our home and outside. Both of my parents encouraged me to pursue a degree in women's studies and to contribute to the nationalist development in Bangladesh. This reflected the spirit of the time following the anti-colonial and nationalist struggles!
- LN: How did you decide you wanted to become an educator/professor? What motivates/inspires your teaching and research?
- EC: My father was an important influence in my life. His generation of academics were public intellectuals and very involved in post-colonial nation building initiatives. I received my Ph.D. in Women's Studies in the United States at a time when building upon many decades of feminist organizing and scholarship, these graduate programs were just beginning to emerge. Reflecting the field's roots in feminist activism, social justice is at the center of my intellectual projects. In this regard, I am constantly seeking to situate my work in the academy as political and socially transformative. My perspective is shaped by my location in the spaces between activism and academia, my experiences working with women's NGOs in Bangladesh, lobbying at the UN, writing policy papers, as well as teaching courses on transnational feminisms. Much of my teaching and scholarship is driven by the motivation that it should be useful and accountable to the communities we learn and write about.
- LN: How have you been involved with the Asian American Studies Program?
- EC: I have been a part of the Asian American Studies Program since the time I joined the UMass community. It has been my second home next to Women's Studies, and over the years I have worked to strengthen the relationship between the two through teaching, mentoring, research and community activities. Several years ago, I was the co-principal investigator, along with Professors Rajini Srikanth and Leila Farsakh, of a Ford Foundation funded grant to host an international conference on Feminisms and Islam. Particularly through this grant, we were able to work with students, middle and high school teachers, and community-based organizations to promote awareness, dialogue, and action with regard to Muslim communities – including students on our campus – and their specific concerns in the post 9/11 political climate.
- LN: Can you share any examples that stand out for you in terms of either how your AsAmSt teaching has had impact on students or how students in AsAmSt courses have had an impact on you?
- EC: As a teacher, I am moved when students in my courses draw connections between our curriculum and other courses that also deal with questions of citizenship, im/migrant experiences, achievements, and struggles. This facilitates our understanding of shared histories and political struggles. I am equally gratified when students draw connections to their own lives with the ideas in our course curriculum and thereby articulate a sense of their own place and trajectory in history. Some of my students have gone on to graduate school and joined organizations to continue their thinking and advocacy around the topics we studied together, and that too inspires me as I see their knowledge and experience impacting newer communities.
- LN: Congratulations on gaining tenure this year! What does that mean to you, and how do you see the next phase of your work at UMass Boston?
- EC: Thank you for your kind wishes. For me, this is a significant moment for reflection as I think about UMass and Boston as 'home.' I would like to continue to develop my diverse interests in research, teaching, service, and activist work into a cohesive whole in a supportive environment such as our campus. I am particularly excited about my new research project on women's dissident cross-cultural friendships, teaching at the graduate level, and connecting more widely with local and global communities on shared projects.

- LN: How will you be celebrating Bengali New Year on April 15?
- EC: I will cook some special dishes that we eat on Bengali New Year and enjoy it with my family. Also, there are festivals that are being hosted by various Bengali cultural groups that will include poetry recitations, music, dancing, and different types of folk theatre productions so I hope to be able to attend those.

## Iraq War: Refugees and Veterans Course Reflections



(Photos by Frances K. Chow)

*Widad Al-Edanie co-taught the course AsAmSt 398 Iraq War: Refugees and Veterans with Dr. Rajini Srikanth this Spring.*

Wars destroy not only individual lives but also relationships between two (or more) nations that are involved in the conflict. Media distortions create fear of the evil enemy or unfamiliar “other” in order for “leaders” to justify the war even if it is based on lies. The Iraq war created a distance between Iraqis and Americans. This distance and anger at each other might continue to grow day after day if we do not act fast to correct the images of the Americans toward the Iraqis and vice versa.

As an Iraqi woman who opened her eyes on the horror of Iraq-Iran war that lasted eight years and then survived the Gulf War of 1991 and its aftermath, I always fail to find words to describe what war does to a human being. I came to a conclusion that there is not a language discovered yet that describes the feeling of growing up in a war environment. I did not yet find words that describe how my father lost his hearing because the sounds of American bombs were so loud that a human body can not bear it. Not yet have I found words that describe daily life in a refugee camp. Nor could I find words to describe that American soldier who stood in a hot and dangerous Iraq in 2009 as a stranger, not knowing if he will return home or not. I can not forget his happiness when he knew I came from the U.S. I reminded that soldier of his home although I am Iraqi. Can we hear the soldier’s call and strong desire

to be close to his family and friends? No. We can not hear or feel the Iraqis’ cry and suffering or the American soldiers’ pain because they are so far away in another land.

With the support of the Asian American Studies Program, I decided to design and teach Iraq War: Refugees and Veterans (AsAmSt 398) in Spring 2011 with Dr. Rajini Srikanth in hopes of helping students understand the complexities of the Iraq war and its consequences on both the Iraqis and American veterans. These two groups are the most affected populations because they were used as a bridge that politicians stepped on to reach their interests.

As an Iraqi person living in the U.S. today and as a friend to many Americans, my responsibility is to help the students understand the Iraqi culture and history through authentic literature, documentaries, and speakers. Narrative accounts from the people who experienced the Iraq War helped the students empathize with both the Iraqis and American veterans. One student stated, “The more we know about someone or something, the more difficult it is to suppress the natural empathetic response.” I find this realization so powerful and it is the first step toward reconnecting the Iraqis and the Americans. I expected this response to come at the end of the semester, but it came by the second week. It shows the strong desire of some Americans to know about the reality of the other that is hidden from them. This simple, deep connection is what I hoped to achieve by teaching this course.

Many students in Southeast Asians in the US (AsAmSt 225), for which I was a TA in Fall 2010, could reach that level of empathy and make connections, too, with the people from that war experience. One Asian American student who cried for being ignorant about the suffering of the Vietnamese who lived in refugee camp reminded me of a student in the Iraq war class who expressed her anger at how little knowledge she had about the Iraqis’ sufferings. We compared the resettlement experiences of the Iraqis and the Vietnamese refugees. Both groups came to the U.S. at a time when the country suffered from recession and high unemployment. The economy and the fear of such groups that the U.S. media created in times of war made building a life in their new home much more challenging for the refugees, even though they were never the enemy.

Teaching about Vietnamese, Khmer, and Hmong cultures and histories in our Southeast Asians in the US course had helped connect students with families and communities and humanized the people involved in the conflict. I took this path too; I tried to connect the Iraqis with the Americans and have students hear and feel for the other who is far away. One student responded: “Later, at home, I thought about why I had to be reminded of these events and why they upset me like I was hearing them for the first time. One idea that I had was that my reaction

had to do with the way the information was presented, that is, along with other information that gave this new knowledge a context.”

My hope is that the Asian American Studies Program will always offer such powerful courses that have meanings and change lives of people for the better. And my hope is to teach this same class some day in one of Iraq’s universities because I have a strong desire to close the gap that the war created between the two nations. Is this dreamlike thinking? Can we turn this dream into reality? The Iraq War course left most students with a strong desire to act toward the goal of gaining more knowledge, fixing images, and taking action. Action would make the dream become reality. For example, one of the great veterans who spoke in the class told us that he wants to be a doctor and participate in the exchange program to help the Iraqis. His intentions and actions undoubtedly will connect the two nations.



My special thanks go to Dr. Srikanth for providing me the opportunity to teach this class with her. Her insight about Middle Eastern topics, her experience with teaching human rights courses, and her strong commitment to teaching about wars helped me understand the pedagogies of teaching about wars

a(e)ffectively. I greatly appreciate having the opportunity to work with and learn from her. I hope she will reteach this class in the future and have more Iraqi refugees and Iraq war veterans in her class to connect them in the same skillful way that she did in this course. And my very special thanks to Dr. Peter Kiang and the Asian American Studies Program for offering this class in our home department.

*Amy Au, an U.S. Army veteran and AsAmSt alumnus, audited the course and actively participated in class discussions as well as presented her experiences in the military to the class. She is currently attending Salem State University’s School of Social Work.*

### **What made you want to audit this course?**

There were many reasons to why I wanted to take this course. I was interested in this course for personal reasons and for professional reasons because of the subject matter. For my professional standpoint, I want to work with veterans when I graduate with my Masters of Social Work degree in two years, and I am sure that I will encounter Iraq War era veterans if I work in the Veterans Administration system. Personal reasons are that I wanted to learn more about the refugees’ and the veterans’



stories. Widad’s passion for working with Iraqi refugees made me want to take this course. Rajini and Widad did a great job. I know that it takes a lot to put a course together and they did a second-to-none job. A bonus was being able to experience having Rajini as a professor; she is pretty special.

### **Did anything surprise you while taking the course?**

I did not realize how much I missed UMass Boston AsAmSt classes until I was back on campus. If I could continue to audit AsAmSt classes, I would. My classmates are very intelligent and we had great and meaningful discussions in each class; the class time flew by before I knew it. There was so much that I did not know about Iraq, and there is still so much more that I do not know. I still do not have a definite answer to why we invaded Iraq in the first place; there are a lot of dictators that have committed and are currently committing human rights abuses but we are not going over there to bring democracy to those various countries. We, as in the U.S. government, stood by and watched the genocide happen in Rwanda in the 1990s, so what made Iraq unique?

### **Why was it important for you to learn about the Iraq War?**

We are all human beings and we need to treat each other as humans. I do not think there is another class like this in the U.S., and that says a lot about the people that make up the AsAmSt program at UMass Boston. Iraqi refugees’ and veterans’ voices and stories need to be heard. It is important to read and share past histories and current events and come up with our own narrative about Iraq because the war is not over and we still have troops over there.

### **What were some highlights of the course?**

Having Widad, an Iraqi refugee, co-teach the course and having Chris, an Iraq war student veteran, take the course provided us with firsthand accounts of what the experiences were like for a refugee and a veteran of the

Iraq War. The various guest speakers complemented the course readings by sharing their personal experiences and journey with the class. There was a bond between the classmates, and I am not sure if it is because they were all students in the Honors Program and take classes with each other, or was it something that happened along the way through the semester? Either way I was glad to be welcomed as one of them.

## AsAmSt Course/Campus Guest Presenters 2010-2011

Many cultural producers, community advocates, and researchers visit our Asian American Studies courses every semester. Although they typically share their time, passion, and expertise without any expectation of publicity or honorarium payment, what they often gain, in return, is inspiration through interacting with our students, staff, and faculty.

For example, Tammy Chu, flew from Seoul to Boston in November to show her acclaimed independent documentary, *Resilience* ([www.resiliencefilm.com](http://www.resiliencefilm.com)) at the



(Photo by Laura Ng)

“Journeys Abroad, Journeys Within: A Korean Adoption Film Festival” held at UMass Boston and organized by Boston Korean Adoptees (BKA). Tammy also visited the Asian American Studies Program

and gave us a presentation about the behind the scenes process of documentary filmmaking. AsAmSt graduating student Chu Huang explained: “It was grassroots-based and required dedication and patience. Throughout her presentation, I was able to understand some of the challenges that affected independent films. She was able to relate to the story content and there were moments when she needed to take a few breaks and recuperate herself to keep reaching the final product. Even though I am not a Korean American Adoptee, I was very moved and touched by how emotional some of the scenes were. It did an amazing job in bringing



Tammy Chu with Chu Huang and other students in the program office

(Photo by Peter Kiang)

the audience along with the main character on this journey to meet his biological mother.” Chu, Richard Sann, and others were also able to share with Tammy some of their own digital stories produced in the AsAmSt 370 course.

Following her visit, Tammy noted: “It was such a pleasure and honor for me to come to your class to speak. I was such a great experience, and I was quite inspired by your students — their thoughtfulness, talent and eagerness. I would love to come back again to show the film and/or speak again with them. The Asian American Studies Program seems like an excellent program and resource for the students, as well as a safe and comfortable space for them. I know that this kind of space is really important for students and it’s great that you and your department are able to provide such a place...”

Richard Sann, in turn, reflected: “I am kinda amazed that she came out to our university, and I hope that we can connect later on in our journeys. Making real life into art and a movie for others to see and experience is hard in itself. It’s good to see and have others who participate in creating those ideas together to make a stronger voice for the generations ahead. Thanks to people like Tammy, and everyone in the office who continue to produce videos and document our realities continue to make our future. Something more to look forward to...”

Similarly, award-winning independent film director, Minh Duc Nguyen met with students and previewed much of his new film, *Touch* ([www.touchthemovie.com](http://www.touchthemovie.com)) which had its World Premiere at the Boston International Film Festival (BIFF) in April. Minh’s film received the festival’s Best Story, Best Cinematography, and Best Actress awards. Following his UMB AsAmSt visit, Minh wrote, “Thank you for letting me speak in your class. Your students really inspire me. Some of them came to our screening last night. And thank you for connecting me with Vietnamese organization such as Viet-Aid. Some of them came to our screening too...”

Also in April, in collaboration with UMB’s Khmer Culture Association, we welcomed Phnom Penh-based filmmaker Chhay Bora and Lowell-based community leader Samkhang Khoeun for the Boston premiere of Professor Chhay’s powerful feature film, *Lost Loves* ([www.cambodiapalmfilm.com](http://www.cambodiapalmfilm.com)). Based on the life story of the filmmaker’s mother-in-law, Nun Sila, *Lost Loves* is the first portrayal of life under the Khmer Rouge that was written, directed, produced, and edited by Cambodian nationals. With a small budget and a single camera, the film is able to capture much of the raw emotion felt during that era. *Lost Loves* gives voice and image to the many survivors who face distress in



dealing with the trauma caused by the Khmer Rouge, and can be used as a tool to educate younger generations of Cambodians and Cambodian Americans.



*Chhay Bora and Samkhann Khoeun with students in the program office (Photo by Peter Kiang)*

Following the screening, Professor Chhay facilitated an emotional discussion with UMB students, staff, and faculty, and also spoke more intimately with AsAmSt 370 students in sharing stories about the filmmaking process.

Other honored guest speakers who also visited Asian American Studies classes during Spring 2011, included:

Internationally-renowned writers/poets, Ha Jin and Marilyn Chin who shared their work for the campus community as well as with students in Professor Suji Kwok-Kim's AsAmSt/ENG 375L Asian American Literary Voices course;



*Marilyn Chin (Photo by Frances K. Chow)*

Dr. Aida Khan and Sarav Chidambaram who presented on "Queer Identity, Politics and Activism in South Asian Diaspora" in Professor Elora Chowdhury's AsAmSt 226 Becoming South Asian courses;

Local K-12 educational leaders Wesley Manaday, Cindie Neilson, and Chun-Fai Chan, along with current UMB students who presented on "Asian Americans in Education: Role Models and Pioneers" on a panel organized by UMB's Pacific Asian American Students/Studies Association in Graduate Education (PAASSAGE) in conjunction with Professor Jon Iftikar's AsAmSt 223L Asians in the US course;

Mosaab Alsaray and several other Iraqi community leaders as well as several UMB student veterans who presented in Widad Al-Edanie's and Professor Rajini Srikanth's AsAmSt 398 Iraq War: Refugees and Veterans course;

and many others who contributed to our classes throughout the year, and with whom we share great appreciation and reciprocity.

## Anh Đào Kolbe's Portraits of Asian American Studies Faculty/Staff



*(Photos by Anh Đào Kolbe)*

The UMB Asian American Studies Faculty/Staff Photo Portraits Exhibition is part of a larger project created by Dr. Shirley S. Tang to document the commitments and contributions of faculty and staff in the ethnic studies academic programs and units at UMass Boston. Shirley and photographer Anh Đào Kolbe began the Asian American Studies Photo Portraits project in Spring 2011 and worked with twelve faculty and staff members who are affiliated with the intercollegiate Asian American Studies Program. Throughout the semester Kolbe met with and photographed each participant. After being photographed, participants then wrote reflections on their motivation and/or inspiration for working or teaching and research in Asian American Studies, as well as the impact they have experienced through their work. Finally, participants were also invited to contribute to co-constructing a "journey box" filled with symbols and artifacts that represent who we and/or our teaching and learning in Asian American Studies.

The photo portraits, writing reflections, and "the journey box" were all on display in an exhibition held in

# AsAmSt Digital Story Exhibitions on Campus and at the Apple Store

by Shirley S. Tang

To celebrate Asian American Pacific Islander Heritage Month on campus, the Asian American Studies Program's 2011 Asian American Digital Storytelling Festival presented 22 new digital stories — all written, edited and directed by UMass Boston students in the AsAmSt 370 Asian American Media Literacy class of Spring 2011. As in the prior six years, these new stories featured a diverse range of topics, styles, and cultures. Using their personal and family histories as sources — and *being their own research project* — students have experienced what we now refer to as “370 moments” and reflected on many issues and subjects, including: relationships, love, migration, war, identity, transnationality, community, and more... Each of the digital stories featured is a culmination of AsAmSt students' research and reflections throughout the semester.



Spring 2011 AsAmSt 370 class (Photo courtesy of Shirley S. Tang)

Now in our seventh year, we have continued to make history, challenging ourselves to be fresh and innovative in our methods and means of digital storytelling in Asian American Studies. This semester we held late-night digital lab sessions — with our first ever “sleepovers” — in the Asian American Studies Program office. After a week of non-stop intensive processing, our AsAmSt iMacs and MacBooks began to crash repeatedly, sacrificing their hard lives/drives to help students tell their stories. While needing some new laptops now, we were also pleased to welcome our first commercial sponsors, Snappy Sushi and Myrlex Flowers, who generously donated to the festival event.



(Photo by Anh Đào Kolbe)

the Joseph P. Healey Library during the final week of April 2011, as a way to signal Asian American and Pacific Islander Heritage Month. The exhibition brought together faculty, administrators, staff, and students to collectively reflect on why research, teaching, and service all matter in Asian American Studies.

Sample responses from students in the Asian American Studies Program included:

*I really liked how my professors were being recognized and honored for their work. I know that they work really hard and being able to celebrate their accomplishments meant a lot... I enjoyed reading about their motivation and impact because those conversations are not often talked about.*

*I thought it was interesting what people chose to wear for their portrait. I think an exhibit like this is important because it shows people how diverse and inclusive Asian American Studies can be; it definitely breaks stereotypes.*

*What I found meaningful was learning more about the staff and faculty. Students in Asian American Studies are asked to share a lot about their personal experiences. It was nice to see each person share what motivated them... It was very nice to read about learning being a two-way street, that we can and have inspired them as much as they inspire us.*

In the coming year, we would like to invite more faculty and staff to participate in the portraits project. Those included so far are: Ping-Ann Addo, Elora Halim Chowdhury, Christopher Fung, Peter Kiang, Patricia Nakamoto Neilson, Nimol San, Shiho Shinke, Rajini Srikanth, Karen L. Suyemoto, Shirley S. Tang, Kunthary Thai-Johnson, Paul Y. Watanabe.



(Photos by Peter Kiang)



(Photo by Frances K. Chow)

in the Asian American Studies Program. Thanks to our generous sponsor, Chilli Duck Thai Cuisine Restaurant, we also held a reception for the event, where UMass Boston students, faculty, and alumni, as well as community leaders and colleagues from other universities, mingled and shared their reflections and visions for Asian American Studies.

We thank Tri (Gee) Quach, artistic co-teacher and advisor of this class, a.k.a. Mr. 370, and graduate teaching assistant, Pratna Kem, a.k.a. SON 370, and all the peer mentors and 370 alums — Frances Chow, Kwokin Ou, Chu Huang, Phil Le, Anjuli Manrique, Chris Quigley, Linda Nguyen, Richard Sann, Rathana Soenneker, Hanah Natalio-Fadrigalan, too many to name — who have continued to make time to show up in our classes and support digital storytelling and multimedia literacy!

We are very proud to provide opportunities for our students to produce and present their work with campus and community audiences, from our very own campus in Dorchester to the Apple Store in Boston-Back Bay and now worldwide via our Asian American Studies 370 YouTube channel: [www.youtube.com/user/asamst370](http://www.youtube.com/user/asamst370). Please subscribe!



In recognition of Asian American and Pacific Islander Heritage Month 2011, we also partnered with the Apple Store, Boylston Street, in Boston — a first for local Asian American cultural activities — and presented “Digital Storytelling in Asian American Studies at the Apple Store” on May 18th. Nearly 150 people gathered on the Apple Store’s top floor to share an evening together, watching Asian American digital stories and engaging in public dialogue about the needs and aspirations of students



(Photos by Frances K. Chow)

## AsAmSt Alumni

*Following the devastating earthquake, tsunami, and nuclear plant failure in Northeast Japan in March 2011, we received the following communication from Naoko Otake, one of our UMB Asian American Studies alumna in Japan.*

24 March 2011

Dear Peter!

Hi! I am so surprised and glad to have your email. In fact, when I received your email, I was actually surfing the internet, and thinking of you and UMass people. I was moved to tears by reading your words. It has been a long time since I visited UMass.

I don't know where to start, besides the most disastrous earthquake, tsunami, and the nuclear accident. On the day we had the earthquake, I was about to have my lunch in a building in Tokyo. Although I was born and grown up in an earthquake country, the quake was completely different from one I was used to experiencing. We were rushed to get out from the building and saw so many people on the road who were also escaping from their office buildings. Right after the first quake, all public transportation was cancelled which caused some 90 thousand people to have no means to go home except on foot. Many had to stay in their offices or temporary shelters provided by local government. I fortunately could go back to my home by walking all the way for 4 and half hours. The streets and roads were packed by people as if we were ants lining on the streets. Still now, we, people in and around Tokyo, are frightened by lots of aftershocks.

However, this is nothing compared to the people in Tohoku area who have suddenly lost everything with almost no lifelines. Probably, this has already been captured by many mass media from abroad. What I gather from news sources every day is that more than 400 thousand people are victimized and 21 thousand people are believed to be killed by the disaster, including 13 thousand who are still missing... While I am writing this, tears come from my eyes again.

Just before receiving your email, I found a family I knew through my work and confirmed their safety. It was a relief for me. The family lives in the city called Rikuzen-Takata, Iwate prefecture where the city became officially the most devastated area after the earthquake and tsunami. The family led a traditional soy sauce brewer, Yagisawa-Shouten, established in 1800s that became an iconic brewer and entrepreneur in the Tohoku area. They are so passionate in regional development and empowerment



(Photo by Peter Kiang)

of the people in the area. It is not only by their business activity but by mobilizing numerous people into realizing what they have as their resource inherited from their ancestors, what they have being blessed with the natural environment, and how they can innovate from these assets.

Farmers are encouraged to rethink how to farm their crops organically. Those locally grown organic vegetables are then harvested as distinguished local agricultural products. Local children and their parents, isolated from farming traditions, go into the rice paddy to experience growing cycles from planting to harvesting rice and to process their rice into, for example, miso — probably similar to community-supported agriculture in the U.S. — in cooperation with local farmers who tend to be the age of the children's grandparents. This brings the community together through engaged farming. The owner is also the founder of traditional drumming contests to preserve the region's local culture.

This is not a company story that is based in Tokyo or other big cities. This is a story from a tiny city of Tohoku which people usually think of as just a cold and snowy place. What I admire about them is not only their ways to carry out the business activity while empowering the people and regional community, but also their attitude toward their employees. They have believed that it is the foundation of a traditional soy sauce brewery to have good communication with their employees. The employees are confident and proud of what they work for. The owner has never been to any prestigious business school but knows how to run the community-based traditional soy sauce brewery. He knows that the brewery can not survive without the local community as the fundamental base of the business, even in the contemporary era. When I interviewed the owner with his son and their employees back in fall 2009, I wished I could work there...

I have heard that the owner told a news reporter that he lost everything completely, including their shop, built in a traditional merchant style, processing-plant, and warehouses. It was in a despondent tone of voice with words I had never heard from him before. He is the person who is or was always so full of thoughts, ideas, and passion. I am wondering how he and his family will be able to reconstruct the company from the bottom of nothing again. They lost their rice malt or *ko-ji* which is the most essential ingredient in Japanese seasonings and has been inherited from generations to generations — swept away by the tsunami.

I wanted to tell about myself, but had so much to say about the disaster. I was so grateful to have your email. Please keep in touch and take care of yourself in still freezing Boston.

Best regards,  
Naoko

In addition to the communication from Naoko Otake, we also received immediate messages via email and Facebook chat from other UMB AsAmSt alumni in Japan, including Rina Aihara and Chihiro Matusmoto in Tokyo and Yuko Yakushijin in Ehime Prefecture.

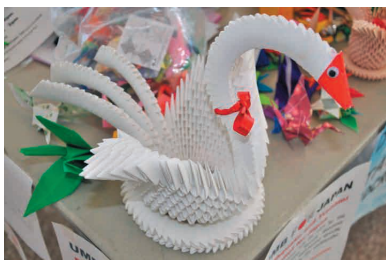
Rina wrote on March 17th: "Thank you so much. Arigatougozaimasu from all my heart. We will rebuild again!! みんな頑張ろう!! ... We have long lived with nature, with its power of destruction, and with its enormous amount of love. I will do everything to rebuild this country. Please pray for workers at nuclear power plant. They have not slept in days and exposed to fatal amount of radiation. They have families but chose to give their lives to save Japan."

On the same night, Yuko wrote: "Thank you for a quick response! My city is very safe and I am working without any trouble! If you know the students from Japan, tell them Nikoniko Doga is broadcasting NHK news. Thank you for your help for Japanese students and Japanese people. They are very worried about their family. They must stay in U.S. until the trouble of nuclear power station is resolved. We now show Gaman to the people in the world. Arigato!"

International students from Japan and elsewhere in Asia as well as around the globe have played important roles in the Asian American Studies Program throughout the past two decades. Our alumni are worldwide. We remember and reconnect, especially during traumatic times like March 2011 and beyond.



Students at UMass Boston  
(Photos by Peter Kiang)



## Alumni Recollections/Re-Connections by Leland Honda



Richard Sheehan, Armindo Goncalves, Leland Honda, Steve Ward, and Chheub Bun Heng  
(Photos by Peter Kiang)

Six people met on a rainy Friday evening. The group consisted of a teacher and five former students. It had been about fifteen years since they all had sat together to share a meal and conversation.

They all came from different backgrounds with different histories; yet there was a common link that brought them out. The common link was UMass Boston, specifically Asian American Studies and involvement in the Asian Center. All of the former students had taken at least one of the Asian American Studies classes offered, and all had been taught by Professor Peter Kiang.

Through the years, all had traveled through many of life's markers (for many, things that never had been contemplated 15 years ago): graduation, post-graduate education, professional life, marriage, children, divorce, and concerns over the care of their parents. The manners in which each of us has passed through these phases/life experiences have been tempered by our experiences and participation in Asian American Studies and the Asian Center. Personally, my experiences during that time in college have enabled me to approach issues from a different perspective, and trying to think in different ways: I think that I am a better listener in that I both listen more and try to listen without imparting my own thoughts and biases into the discussion. I try to be both more socially and ethnically aware. I strive to believe that every person's thoughts have value. Although time has passed, the conviction and commitment to betterment of one's self and society is unabated.

I am confident that all of us who reunited on that rainy Friday evening feel the same way as I do. Despite the fact that we had not seen each other for years did not weaken the bonds we had or our feelings of simpatico. I am confident that I would not be the person I am now without the experiences I shared with these lifelong friends from Asian American Studies at UMass Boston.

Leland Honda was among the early generation of Asian American Studies student leaders at UMass Boston, beginning in the late 1980s. He completed his BA in Japanese Studies and International Relations in 1994 and returned for his MBA in 2003. He currently serves as Simmons University's Investment Accountant.

## Alumnus Rose Abido made Captain



Captain Rose Abido was commissioned a Second Lieutenant in the Military Intelligence Corps in December of 2007 through the Officer Candidate School at Ft. Benning, Georgia. Prior to her commissioning, CPT Abido enlisted in the United States Army in 2004 as an Intelligence Analyst for 3 years. CPT Abido received her promotion to Captain on March 10, 2011.

CPT Abido's military assignments include Battalion S2 Non-Commissioned Officer in Charge, 440th Signal Battalion (Darmstadt, Germany and Iraq); Assistant Brigade S2, 501st Sustainment Brigade (Camp Carroll, Republic of Korea); Battalion S2, 194th Combat Support Sustainment Battalion (Camp Humphreys Republic of Korea) and currently the Battalion S2, 720th Military Police Battalion (Fort Hood, TX). Her unit 720th MP BN will be deploying to Afghanistan in support of Operations Enduring Freedom to train and advise the Afghan National Police in Paktika Province, ensuring the successful transitioning of the Afghan Government.

CPT Abido holds a Bachelors Degree in Criminal Justice and a program-of-study in Asian American Studies from the University of Massachusetts Boston. Her military education includes Basic Combat Training, the Military Intelligence Advance Individual Training, Warrior Leader's Course, Basic Officer Leader Course II, and the Military Intelligence Officer Basic Course.

CPT Abido's awards and decorations include the Army Commendation Medal (3 oak leaf cluster), Army Achievement Medal (3 oak leaf cluster), Meritorious Unit Commendation, Army Good Conduct Medal, National Defense Service Medal, Iraqi Campaign Medal, Global War on Terrorism Medal, Korean Defense Service Medal, Non-Commissioned Officer Professional Development Ribbon, Army Service Ribbon and Overseas Service Ribbon.



*(Photos courtesy of Rose Abido)*

## Ly Lan, Harry Potter, and the Missing Case of Vietnamese Bilingual Education

by Peter Kiang

In April 2011, the William Joiner Center invited Vietnamese author, poet, and book translator Ly Lan to UMass Boston as a Visiting Writer. She read some of her prose and poetry on campus at the Joiner Center's annual Grace Paley Award celebration, and also made a community visit to the Mather Elementary School in Dorchester where she spoke with Structured English Immersion classes of predominantly Vietnamese American children in grades three-four and also in grade one. The Mather School is an important site for the Asian American Studies Program because many Vietnamese American students at UMB attended the Mather School as children when it housed one of the city's strongest Vietnamese bilingual programs in the 1990s.

Ly Lan's Mather School classroom visits were coordinated by graduating student veteran and Asian American Studies Program student Matt Seto, who works at the Joiner Center. Matt worked with third grade teacher and UMB Asian American Studies alumnus, Nguyễn Ngọc Lan (Loni) who has taught at the Mather School since 1994, and recent Asian American Studies alumnus, Songkhla (Kha) Nguyen, who is completing her first full year of teaching in first grade. Current UMB students, Charlie Vo (PoSci and AsAmSt) and Son Ca Lâm (ApLing) have been volunteering in Kha's classroom this semester as well. This has been a good learning opportunity for Charlie who intends to become a public school teacher in the near future and for Son Ca who, herself, attended the Mather School as a child.



*Son Ca Lâm with Mather Elementary School Students  
(Photos by Peter Kiang)*

With the older students in the school's auditorium, Ly Lan read excerpts of her Vietnamese translated version of the Harry Potter series, and shared some of her

experiences as a bilingual author. In the auditorium, Son Ca Lâm observed: “I think the students were surprised to have someone read to



and interact with them in Vietnamese. They seemed almost hesitant at first about the interaction, but they became more comfortable as the session went on. I thought it was interesting that Ly Lan made a point to speak to the students in Vietnamese... I was also impressed when one student was called up to read Harry Potter aloud in Vietnamese to his peers. His reading is much faster and more fluent than mine if I had been called up to read. In the end, though, Co Lan (Nguyễn Ngọc Lan) was still concerned about whether the students understood what was being read because it was still a little too fast for their level of Vietnamese comprehension. So at their level of Vietnamese comprehension, if that reading was too fast, will they have opportunities to advance their Vietnamese as they get older or is that the level they will stay at?”

After moving from the auditorium to Kha’s first grade classroom, Son Ca further noted: “The most touching moment for me was when Ly Lan sang with the students in Vietnamese. Many of the students already knew this song and I wonder where many of them learned it from. I too learned this song in bilingual class. I guess most of my reflection is nostalgia for a childhood reality that is no longer present or possible for this generation [because of statewide education policy changes that drastically reduced opportunities for bilingual education while mandating immersion in English]. I also wonder what the students who are now in Structured English Immersion (SEI) classes at the Mather School will find later on when

they get a chance to look back and reflect on their own educational experiences as bilingual Vietnamese students.”



Ly Lan’s visit to the Mather School was fun, refreshing, and thought-provoking for not only the children, but also for Son Ca and all of us who attended. With or without Harry Potter, magic often happens in Asian American Studies settings.

## Asian-American Women’s Political Initiative 2011 State House Fellowship Graduates

by Patricia Nakamoto Neilson

On May 15th on the second floor of the Finale Desserterie & Bakery at Coolidge Corner, ChuYu Huang and Misaki Nishiyama of UMass Boston were two of seven dynamic, young women who were honored for their participation in the 2011 class of the Asian-American Women’s Political Initiative. Congratulations, Chu and Misaki. An inspirational keynote address was delivered by Lisa Wong, the mayor of the city of Fitchburg. Other honorees were Anisha Gandhi from Tufts University, Huong Phan from Boston University, Lisa Setow from Tufts University, Shu-Yen Wei from Wellesley College, and Naomi You from Boston University. Two Fellows from UMass Boston in the 2010 inaugural class were Diane Nguyen and Kathleen Inandan. Fellows are selected through a competitive process in the Fall and the program commences in January and ends in May.

ChuYu Huang interned with Representative Aaron Mitchlewitz (D-Boston), Vice Chair of the Committee on Transportation. Chu was raised in Boston’s Chinatown neighborhood. She is a senior at UMass Boston, double majoring in Sociology and Asian American Studies. She is engaged in her community through leadership roles in local organizations such as the Asian American Resource Workshop (AARW), the Boston Asian American Film Festival (BAAFF), the Sticky Rice Project (SRP), Saffron



Ly Lan (far left) in Songkhla Nguyen’s (far right) first grade classroom



Circle, and the Boston Chinatown Neighborhood Center (BCNC). The opportunity to be a State House Fellow has given her a better understanding of politics and power. She hopes to make an impact on others who are voiceless and help them find the strength to move forward, the way the mentors in the program have helped her.

Misaki Nishimiya interned with Representative Kay Khan (D-Newton), Chairwoman of the Committee on Children, Families and Disabilities. Misaki grew up in Gloucester, MA. She is a junior at UMass Boston, majoring in Theatre Arts. In addition to school, she takes on odd theatre jobs here and there. She has been a production assistant with the Gloucester State Company for the last four years and is currently working as the wardrobe mistress for the Animal Crackers at the Lyric State Company. She hopes to establish an Asian American theatre company in Boston in the near future.

This was the second class of the Asian-American Women's Political Initiative (AAWPI) State House Fellowship Program. The program is an innovative, first-of-its-kind legislative training, internship, and mentoring program for Asian American women college students and recent graduates. AAWPI's flagship initiative aims to create a new pipeline into politics and government in the Asian American community, which lags far behind all other communities politically.

AAWPI's hope is that the knowledge these future civic leaders gain through the fellowship program will contribute to the social and political capital in Asian American communities around Massachusetts.



Lisa Buenaventura, Misaki Nishimiya, Chu Huang, Lisa Wong, Patricia Neilson, Diana Hwang, Shirley Tang (Photo courtesy of Chu Huang)



Diane Nguyen, a 2010 fellowship graduate, with Patricia Neilson at the 2010 AsAmSt Graduation (Photo by Vu Dao)

## 2010-2011 Campus/Community Awards to UMB AsAmSt Students

Several Asian American Studies student leaders received important awards during 2010-2011 for their campus, community, and creative contributions. We celebrate their accomplishments, while sharing pride in the effort and impact of many others who also deserve to be recognized.

In addition to winning the coveted Institute for Asian American Studies 2011 Anthony Chan Award, Kevin Tan was one of only three students to received the campus-wide Beacons Undergraduate Student Leadership Award from Chancellor Motley and Vice Chancellor of Student Affairs, Patrick Day. Kevin was



(Photos by Peter Kiang)

praised for his leadership as founding president for two years of the Khmer Culture Association (KCA) on campus as well as for his work with Professor Haeok Lee's participatory research with underserved Asian American populations on hepatitis B and with Professor Eunsook Hyun on a study-abroad, service-learning, community development project in Battambang, Cambodia. During Fall 2010, Kevin also developed a pilot study about the educational barriers and opportunities experienced by Southeast Asian American students at UMass Boston, and was one of a handful of undergraduate Southeast Asian American student leaders invited nationally to present his initial findings at an education policy conference in Washington, D.C.

Widad Al-Edanie was one of only five students on campus to receive the university's Beacons Graduate Student Leadership Award nomination. Widad graduates from the "Learning, Teaching, and Educational Transformation" M.Ed. program this spring (2011). She served as a graduate student research and teaching assistant in Asian American Studies during the past two years, focusing on a variety of projects, ranging from volunteer tutoring to proposal writing and curriculum planning to student recruitment and outreach to research and documentation of critical issues facing Iraqi refugees locally in Massachusetts. These efforts culminated in her offering AsAmSt 398 Iraq War: Refugees and Veterans which she





co-taught with Prof. Rajini Srikanth in Spring 2011 (see related article). With the completion of her graduate degree in education, she is looking ahead to doctoral degree studies and opportunities to expand service/organizing/advocacy capacities to address the continuing needs of Iraqi refugee communities.

Within the community, Thomas Nguyen received a scholarship award from the Boston Foundation along with the promise of college financial planning assistance until he graduates. Tom was one of several high school and college youth invited by the Boston Foundation to share their visions for the future of the city during Fall 2010 focus groups. Tom's award was presented by Jackie Jenkins-Scott, President of Wheelock College and a Boston Foundation Trustee, at the Boston Foundation's Annual Meeting in November 2010.

Tom was also profiled in the Boston Foundation's 2010 Annual Report, "Facing Our Common Future" on pp. 14-15. See: [www.tbf.org/AboutTBF/Publications/AnnualReportsHome.aspx?id=108](http://www.tbf.org/AboutTBF/Publications/AnnualReportsHome.aspx?id=108)

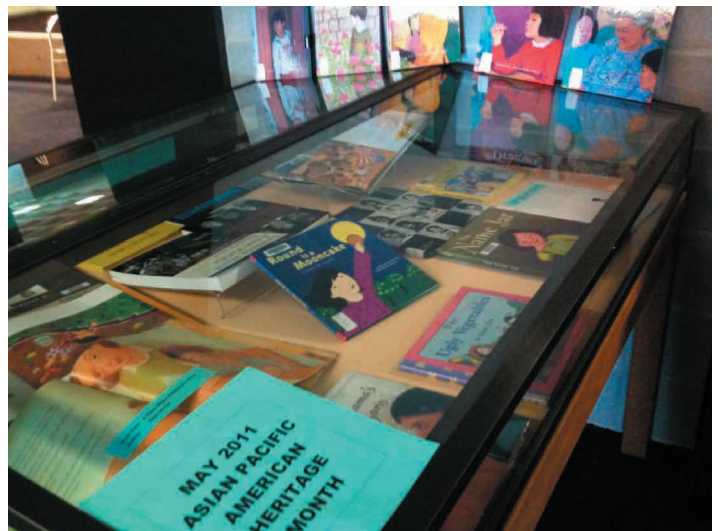


In addition, two of our most active students, Frances Chow and Pratna Kem, were selected as finalists for the Open Call for short videos sponsored by the WGBH Lab, in collaboration with the Boston Asian American Film Festival (BAAFF) to honor Asian Pacific American Heritage Month. WGBH's "Short Waves: Stories Shaping Our Community," was developed to showcase locally made, short films about the Asian American experience and community. The top four submissions, including "Wear I Fit" by Pratna and "Depression, Suicide" by Frances were selected by a distinguished panel of judges: Tak Toyoshima, Creator/Secret Asian Man, Creative Director/Weekly Dig; Donald Young, Director of Programs, Center for Asian American Media; and Judith Vecchione, Executive Producer, WGBH. Frances' and Pratna's videos — produced as final projects in AsAmSt 370 Asian American Media Literacy taught by Professor Shirley Tang — have the honor of automatic acceptance in the 2011 Boston Asian American Film Festival this November and possible broadcast on WGBH WORLD.

## Graduating Students and Faculty/Staff Transitions

We congratulate the achievements of this year's graduating students, especially ChuYu Huang and Charlie Doan Vo who have each completed individual majors in Asian American Studies, plus Trieu Ly, Terry Quach, and Matthew Seto who have completed the six-course program-of-study in Asian American Studies. We also recognize graduate students Laurence Louie in American Studies, Widad Al-Edanie in Learning, Teaching, and Educational Transformation, and Stephanie Day in Clinical Psychology for their contributions to the Asian American Studies Program while completing their respective M.A., M.Ed., and Ph.D. degrees in 2010-2011.

We also express warm appreciation to several of our Asian American Studies Program staff and faculty who are leaving UMass Boston to pursue new educational and professional opportunities across the country: CAPAY VISTA staff, Molly Higgins, is moving to Seattle to begin a Master's degree program in Library & Information Sciences at the University of Washington; Oiyen Poon, Research Associate with UMass Boston's Institute for Asian American Studies, will be returning to UCLA as a Visiting Researcher in Ethnic Studies where she will also continue to engage with Gulf Coast Vietnamese American youth/community research and development; Asian American Studies instructor, Jon Syed Iftikar begins a Ph.D. Program with Dr. Michael Apple in Curriculum Studies at the University of Wisconsin-Madison; and Assistant Professor Sam Museum, will join the faculty of the University of Hawai'i at Manoa in the Department of Educational Administration. Best wishes and highest expectations to each of them in their new settings!



# Asian American Studies - Summer 2011 Course Listing

## UMB Summer 2011 Session I (CE2) — May 31 - July 31, 2011

### **AsAmSt/AmSt/Sociol 223L Asians in the US**

Ms. Shiho Shinke

TuTh 1:30 - 4:30pm

*This multi-disciplinary course examines the social, historical, and structural contexts defining the historical experiences of Asians in the U.S. Topics include immigration, labor, community settlement, race relations, gender, stereotypes, international politics, and local communities.*

### **AsAmSt/AmSt/Sociol 225L Southeast Asians in the US**

Ms. Mai See Yang

MW 10:00am - 1:00pm

*Focusing on the experiences of Vietnamese, Khmer, Lao, Hmong, and ethnic Chinese from Southeast Asia who came to the U.S. since 1975, the course addresses topics such as refugee flight and resettlement, trauma and acculturation, changing family roles, homeland politics, community development, and new generations.*

### **AsAmSt 478 Independent Study**

1-3 credits by arrangement: Dr. Peter Kiang, [peter.kiang@umb.edu](mailto:peter.kiang@umb.edu)

## UMB Summer 2011 Session II (CE6) — July 18 - August 25, 2011

### **AsAmSt 221 Introduction to Asian American Writing**

Mr. Giles Li

MW 1:30 - 4:30pm

*Why read the literature of Asian America? Do Asian American writers bring different sensibilities to the creation of literature? What do they know, feel, or experience that is unique – or universal? Students will read personal narratives, poems, and works of fiction by writers who trace their ancestry to East, Southeast, and South Asia.*

### **AsAmSt 478 Independent Study**

1-3 credits by arrangement

Contact: Dr. Peter Kiang, [peter.kiang@umb.edu](mailto:peter.kiang@umb.edu)

Summer online registration begins on March 28.

Summer 2011 - <http://uc.umb.edu/credit/summer/>

How to Register - <http://uc.umb.edu/moreinfo/registration/how/>

Summer 2011 Fees - <http://uc.umb.edu/credit/summer/fees/>

Summer 2011 Academic Calendar - <http://uc.umb.edu/credit/summer/calendar/>

Register in person at Corporate, Continuing, and Distance Education (CCDE), UMass Boston, Wheatley Building, 2nd Floor, Room 203.

Directions to UMass Boston - [http://www.umb.edu/parking\\_transport/directions.html](http://www.umb.edu/parking_transport/directions.html)

UMass Boston Asian American Studies Program on Facebook

<http://www.facebook.com/pages/Boston-MA/UMass-Boston-Asian-American-Studies-Program/46642856725>

For information about classes, independent studies, a six-course program-of-study or 10-course individual major, contact the Asian American Studies Program, W-2-097, [peter.kiang@umb.edu](mailto:peter.kiang@umb.edu), 617-287-7614; or contact Shiho Shinke, Associate Academic Advisor in the Academic Advising Center, CC-1007, [shiho.shinke@umb.edu](mailto:shiho.shinke@umb.edu) or 617-287-5526.



# Asian American Studies Program Graduation Celebration

Monday, May 23, 2011  
12:00 - 3:00 pm  
Healey Library 11th Floor

Celebrate the achievements of students, staff, and faculty, including two individual majors in Asian American Studies and several graduates of the Asian American Studies program-of-study, plus the Anthony Chan awardee, newly tenured faculty, and much more... with flowers provided by Phuc Ho and catering provided by Phil Le and family.

For more information, please contact: [Peter.Kiang@umb.edu](mailto:Peter.Kiang@umb.edu)

## RIPPLES

Asian American Studies Program Newsletter

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UMass Boston's Asian American Studies Program offers culturally-responsive instruction in the classroom with holistic practices of mentoring, community-building, service-learning, and advocacy to address the social and academic needs of students as well as the critical capacity-building needs of local Asian American communities. For more information, questions, comments on the program and/or newsletter, please contact us.

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