



Cornell University
Asian American
Studies Program

SPRING/FALL 2011

Newsletter



Connections



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LETTER FROM THE DIRECTOR

DEREK CHANG

Dear Friends and Colleagues,

It has been quite sometime since I was last in touch with you, and I have much news to report. Although our fabulous program staff, consisting of Program Manager Vladimir Micic and Program Assistant Sadaget Gurbanova, has remained a wonderfully stable constant this year, we have seen some changes in the Program's faculty. Professor Clement Lai is now teaching in the Asian American Studies Department at California State University at Northridge. But we are delighted to have been joined this past fall by our newest faculty member, Minh-Ha Pham.

Professor Pham is jointly-appointed with the Department of Art History and Visual Studies, and she comes to us after postdoctoral fellowships at NYU and at the University of California at Berkeley's Beatrice Bain Research Group for critical feminist research. She earned her doctorate in Ethnic Studies at Berkeley and works on the intersection of fashion, technology, gender, and race. Professor Pham is quickly emerging as an important public voice on Asian Americans and popular culture. With Mimi Thi Nguyen, she co-authors, Threadbared (<http://iheartthreadbared.wordpress.com/>), a blog for the critical examination of fashion and beauty. Professor Pham also runs Of Another Fashion (<http://ofanotherfashion.tumblr.com/>), a crowdsourced digital photo archive of the fashion histories of women of color. In addition to her scholarly publications, her research has appeared in *The Guardian* (UK), *The New York Times*, *San Francisco Chronicle*, and *Ms.* And even while she does all of this scholarly and public intellectual work, Professor Pham is developing her teaching repertoire and quickly becoming a student favorite.

I am pleased to report, too, that the Program has continued to host a variety of engaging events. In the fall, we offered a series of informal discussions with faculty called, "What's New with Asian American Studies." We covered topics ranging from new social media technologies to Asian American politics. At our session on politics, held on election day in early November, we hosted local politician and AASP alum Nathan Shinagawa (class of 2005) who gave us the inside scoop on a new generation of Asian American politicians. Nathan was taking time out of his very busy day as campaign chairman for a local (and ultimately successful) mayoral candidate to spend time with current AASP students. We hope to offer more student-alum interactions in the coming year.

The spring, we are in the midst of even more exciting events. In late February, we hosted "Blogging While Asian American," an event that brought together some of the most popular and influential voices from the Asian American blogosphere, including Phil Yu of AngryAsianMan, Jen Wang and Diana Nguyen of Disgrasian, and Lakshmi Gandhi of Sepia Mutiny. Moderated by our own blogger and social media expert, Minh-Ha Pham, this entertaining and informative evening's discussion ranged from questions of race and representation to, of course, Jeremy Lin. In April, the Program will host two more guests. The first, Yutian Wong, who teaches at the School of Music and Dance at San Francisco State University, recently published *Choreographing Asian America*, the first book-length study of the role of Orientalist discourse in shaping Asian Americanist entanglements with U.S. modern dance history. Her lecture will occur in conjunction with performances by Asian American student dance groups in an event that will combine



scholarly perspectives with practitioners. And finally, the Program is looking forward to a visit from Junaid Rana, an anthropologist from the University of Illinois who recently published *Terrifying Muslims: Race and Labor in the South Asian Diaspora*. Professor Rana will present a talk called, "Sci-Fi Islamica," which will draw on the work of Pakistani artist Huma Bhabha to examine U.S.-Pakistan relations, the production and conflation of South Asia and the Middle East, and the expansion of neoliberal capitalism.

For the coming academic year, plans are already in the works for more events with program alumni. Plus, we are hoping to work more closely with our colleagues at Ithaca College as they prepare to launch their brand new minor in Asian and Asian American Studies.

The Program's diverse, challenging, and exciting array of events complements the wide range of courses we offer. Indeed, in addition to important introductory courses, such as "Introduction to Asian American Studies" and "Introduction to Asian American History," we are offering a new inter- and multi-disciplinary seminar called, "Race and the University," and a course on "Race, Gender, and the Internet." From cultural studies to history, literature to anthropology, social science to the humanities, our curriculum reflects innovative approaches not only to the study of Asians in the Americas, but more broadly to the relationships among race, nation, and power.

Our ability as a multi- and inter-disciplinary field to illuminate these relationships of power, particularly as they pivot around racial and national difference, makes particularly glaring the omission of the Asian American Studies Program and its peers in the Latino Studies Program and the American Indian Program in Cornell's recently announced "diversity goals." I hope you will trust that we are working hard to remedy this situation.

Finally, I will note with great pride that ten members of the Class of 2011 graduated with a minor in Asian American Studies. This 18th class of Asian American Studies minors was our largest ever and runs our total to some 123 students who have graduated from Cornell with a certificate in the field. Congratulations to: Lawrence Lan, Michael Chen, Janelle Teng, Sherry Jarons, Lauren Tsuji, Thu-Huong Nguyen, Varun Shetty, Shelley Rao, Eun Kyung Shin, Christine Lee.

Sincerely,
Derek Chang
Director, Asian American Studies Program

COURSES OF STUDY

ASIAN AMERICAN STUDIES FALL 2011 - SPRING 2012

FALL 2011

AAS 2010 Race, Gender, and the Internet
M. Pham, 4 credits, TR 08:40 - 09:55 am

AAS 2130 Intro. to Asian American History
D. Chang, 4 credits, TR 02:55 - 04:10 pm

AAS 3030 Asians in the Americans
V. Munasinghe, 4 credits, TR 1:25 - 2:40 pm

AAS 4790 Ethnicity and Identity Politics
V. Munasinghe, 4 credits, F 10:10 - 12:05 pm

AAS 4950 Independent Study
Staff, 4 Credits
Permission of instructor required

SPRING 2012

AAS 1100 Intro. of Asian American Studies
M. Pham, 3 credits, TR 02:55 - 04:10 pm

AAS 2620 Intro. to Asian American Literature
S. Wong, 4 credits, TR 11:40 - 12:55 pm

AAS 4310 Mind, Self, and Emotion
Q. Wang, 3 credits, TR 01:25 - 02:40 pm

AAS 4550 Race and the University
S. Wong & D. Chang, 4 credits, W 12:20 - 02:15 pm

AAS 4950 Independent Study
Staff, 4 credits
Permission of instructor required

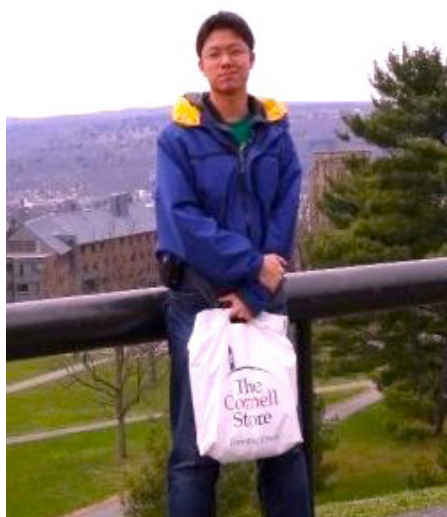


Photo courtesy of Allen Wang

"The Asian American Studies Program at Cornell University is truly a hidden gem. I did not discover the program until midway through my sophomore year. After taking just one class, I knew I wanted to pursue an Asian American Studies minor. That decision has greatly enhanced my college experience in many different ways. It provided a good complement to my highly technical chemistry major. It has also given me the opportunity to interact with some of the top Asian American scholars in the nation. Furthermore, it has motivated me to get involved in the Asian American community in ways I never thought possible."

- Allen Wang, the AASP class of 2013

ASIAN AMERICAN STUDIES EVENTS

FALL 2011

AASP COFFEE HOUR WITH PROFESSOR MINH-HA PHAM

Minh Ha Pham, the newest Asian American Studies faculty member, joined students, staff, and faculty at the Asian American Studies Center for a discussion on visual and digital media. Pham talked about the importance (and even the necessity) of being digitally literate in the 21st century. Pham demonstrated the usefulness of social media not only as a way to connect with friends but also as a way to gather information in different fields of academic inquiry, as well as in professional circles.



BREAKFAST WITH CHRISTINE YOO

Christine Yoo, an Asian American film director, joined students, staff, and faculty at the Asian American Resource Center for a discussion of her experiences in the film industry. Yoo arrived in Ithaca for the screening of her new film, *The Wedding Palace* (2011), a comedy about a wedding between a Korean woman and a Korean American man. The film was featured at the Cornell Cinema and afterwards Yoo spoke to the audience about being a film director in a male-dominated industry. She also talked about her experience in pursuing an unconventional career path, and on being a role model to Asian American women.

ASIAN AMERICAN POLITICS

Nathan Shingawa '05, legislator for the Tomkins County Legislature, joined the AASP faculty, students, and other members of the community on Election Day for an open discussion about Asian American politics. Topics included a discussion about the difference between West Coast and East Coast Asian American politics, Asian American voter participation, and interactions between formal and informal politics.



ASIAN AMERICAN STUDIES EVENTS

SPRING 2012

BLOGGING WHILE ASIAN AMERICAN

Premiere Asian American bloggers Phil Yu (AngryAsianMan.com); Diana Nguyen and Jen Wang (Disgrasian.com); and Lakshmi Gandhi (Sepia-Mutiny.com) were part of the public panel "Blogging While Asian American." They talked about the role of social media in shaping the public discourse and perceptions about Asian Americans.



DANCE, DISCIPLINE, & ASIAN AMERICA

Professor Yutian Wong (School of Music and Dance, San Francisco State University) joined us for a special presentation called "Dance, Discipline, & Asian America." Professor Wong is the author of *Choreographing Asian America* (Wesleyan University Press 2010)—the first book-length examination of the role of Orientalist discourse in shaping Asian Americanist entanglements with U.S. modern dance.

SCI-FI ISLAMICA

Drawing on the work of Pakistani artist Huma Bhabha, Professor Junaid Rana (University of Illinois Urbana-Champaign) discussed how her art practice indexes the fragile nature of the US-Pakistan relationship in which war is commonplace, geographies of the Middle East and South Asia are mangled, and the march of neoliberal capitalism is enacted as a normalized system. His recent book, *Terrifying Muslims: Race and Labor in the South Asian Diaspora*, has been described as an "important intervention into both U.S. ethnic studies and South Asian studies" and "a road map against Islamophobia"



Introducing Professor Minh-Ha T. Pham

By Rebecca John

Minh-Ha Pham is a new faculty in the History of Art & Visual Studies Department and the Asian American Studies Program, who recently joined the Cornell community in the fall 2011 semester.

What were some of the highlights of your first semester teaching at Cornell?

There have been so many! It's been wonderful meeting such smart and engaged students. Also, because my work is interdisciplinary, I've gotten a chance to meet folks in Anthropology; Feminist Gender & Sexuality Studies; English; the Fiber Science & Apparel Design program; and even Ithaca College. I'm not exaggerating when I say that everyone - but especially my colleagues in the History of Art & Visual Studies department and the Asian American Studies Program - have been incredibly kind and generous with their time and their advice. Shirley Samuels and Derek Chang are wonderful chairs who have gone above and beyond to make my first semester here really smooth. I guess a specific highlight was getting a personal tour of the Virtual Fitting Room that Susan Ashdown's been working on in FSAD.



Photo courtesy of Professor Pham

You have written in the past about fashion technologies--how did you become interested in the intersections of fashion and technology?

I began blogging about the politics of fashion and beauty in 2007 when I launched Threadbared with my friend and colleague Mimi Nguyen (now a professor at the University of Illinois, Urbana-Champaign). But as I began blogging about fashion, I became really interested in fashion blogging itself. Threadbared is a research blog about fashion - not a fashion blog - but I wrote a lot about fashion blogs and vlogs and soon after, other technologies of fashion and dress including virtual fitting rooms, fashion-specific search engines, fashion and dress apps, and consumer demographic data aggregation/mining online systems. My interest in this topic emerged really organically. I was writing about fashion, and because fashion for the past five or six years has been all about technology or what the media calls fashion's digital revolution, it naturally meant that I was writing and thinking a lot about fashion's technologies.

Can you tell us about the blogs you write?

Sure! Well, I've already mentioned Threadbared. It's a co-authored blog that brings a cultural studies analysis to fashion. We're both trained in critical race and gender studies so everything we write about is from this perspective. The other blog I have is a crowd sourced photography blog called Of Another Fashion. It spotlights the fashion histories of U.S. women of color and relies mostly on submissions from the online public. This blog is only about a year and a half old but it's gotten an incredible amount of support quickly. There are now over 300 images and nearly as many fashion stories and over 50,000 subscribers. There's no other collection like it - in print, online, or in a museum. And now that Of Another Fashion's catalogued on the world's largest library database WorldCat.org (thanks to Susette Newberry, the Assistant Director of Research Services at Olin Library), I'm happy to say that it's searchable for students and scholars of women's histories and/or fashion -- and it's featured in the current issue of Hyphen magazine. Like I said, tons of amazing support!

Last semester you gave a talk on visual and digital media. Why do you think it is important for students to be savvy with social media?

Actually, students are already incredibly savvy about social media! Way more than I am probably. I do think, though, that because social media is now an everyday activity for all of us, it's important to think critically about its social, economic, emotional, cultural, and political implications. And while most people (students and faculty alike) still think of social media as an un-serious distraction from their academic life and future, it's becoming really clear that the Internet is impacting not only our leisure time but also our work time (blurring the boundaries between work and leisure time) and even how we study, work, and think. That's why it's important that students not just engage with social media as casual users but also as critical ones. There's an etiquette and skill to social media practice that students will be expected to understand by graduate schools, future employers and co-workers.

Can you tell us a little about the classes you are teaching next semester?

Sure, I'm teaching two classes. One of them is an upper division undergrad course called Proseminar for the History of Art department. It's a small seminar that will focus on how works of art engender social, cultural, and political meanings. The other course I'm teaching is the Introduction to Asian American Studies course. It will introduce students to the history of Asian American studies and the key issues and debates of the field. I'm also really excited about the amazing events the Program has planned for the Spring. We have fabulous speakers lined up - one of them is the only scholar doing work on Asian Americans and dance. And she's coming to Cornell! The other is doing brilliant work on the art, lives, and labors of Pakistani New Yorkers. We've also scheduled a star-studded panel of Asian American bloggers! The events - while open to the public - are part of the Intro course. Students enrolled in the course will also get a private meeting with the speakers and the best seats in the house for all events!

What are your hopes for the future of the Asian American Studies program at Cornell?

The Cornell Asian American Studies Program has a special place in the history of the field since it was the first such program in the Ivy League so, really, I'm just happy to be a part of this program. I can tell you some of the things I'm looking forward to though: more events that draw in more minors across a broad range of disciplines. Also, faculty! In my short time at Cornell, I've really come to appreciate the culture of collaboration and intellectual generosity here. (You can see this just in the list of cosponsors for our events.) So I'm looking forward to getting to know more faculty outside of my department and this program through our events. And of course I'm looking forward to getting to know more of our students!



Presenting Professor Shelley Wong

Associate Professor, Asian American Studies Program and Department of English
Recipient of the 2011 Robert A. and Donna B. Paul Academic Advising Award



Photo courtesy of Professor Wong

In May 2011, Professor Shelley Wong was honored with the Robert A. and Donna B. Paul Academic Advising Award. Established in 1992, the Paul Academic Advising Award is given annually to recognize undergraduate advisors who have made a difference in the lives of their Cornell students.

Professor Wong has advised undergraduates across many areas of the university, including majors in English, Asian Studies, American Studies, and the College Scholar Program, and minors in Asian American Studies. Her wise counsel has had a deep and lasting affect on the lives of numerous students. In 1999, for instance, one of the students who received that year's Merrill Presidential Scholarship noted that, although he was an aeronautical

engineering major, Professor Wong's first-year writing seminar was the course that he felt had been most important to his academic success. In another instance, she helped a student trying to balance family pressures to focus on the pre-med course of study with her interest in literature. After much self-reflection and consultation – and after the inspiration of Professor Wong's Asian American Literature course – the student eventually became an English major. The student went on to write an Honors thesis under Professor Wong's direction that won the prize that year for the best honors thesis in the English Department.

For over nine years she served as Director of the Asian American Studies Program where much of her time was devoted to helping students get the range of services that they needed beyond academic and curricular concerns. In fact, prior to the creation of the Asian/Asian American Center in 2008, there had been no dedicated campus space or staff position for the needs of Asian or Asian American students. In the absence of such institutional resources, students turned to the Asian American Studies Program and saw in it a vital gathering place as well as a source of support services and cultural programming. In her time as Director, she worked closely with students (including serving as the faculty representative on the Asian/Asian American Center Task Force) to begin and to sustain the process that eventually led to the creation of the current Asian/Asian American Center in 2008. Since 2007 she has been a faculty fellow at Carl Becker House. She has also provided unofficial guidance to numerous individual students and Asian American student groups concerning a variety of issues — social, political, and professional.



Debating Affirmative Action

By Jimmy Xi

Photo courtesy of Jimmy Xi



Debating Affirmative Action is the first in a series of articles that the Asian American Studies Program is publishing with the aim to start an informative conversation about this policy. We encourage students, staff, and faculty interested in this very important issue to submit their opinions to us. The most relevant articles will be published in the designated space below.

Last semester, the Cornell Sun published an article about the effects of affirmative action on the college admissions of Asian Americans. Titled "No Asians Need Apply," the author compared the rigid quota system designed to limit the admissions of Jews in the early 20th century to the defacto system supposedly limiting Asian Americans today. As Asian Americans, we hear things like this quite often. Opponents of affirmative action, whether Asian American or not, often cite affirmative action's effect on Asian Americans to highlight the perceived injustices of it.

Many statistics are thrown around highlighting the disadvantage of being Asian American in the college admissions process. The article notes the oft-cited study by Princeton sociologist Thomas Espenshade, which showed that after controlling for multiple factors, African Americans receive an admissions boost equivalent of 310 points to their SAT scores and Hispanics receive a 130 point boost. Asians Americans, by contrast, receive a 140 point penalty. This study highlights what many believe is an unspoken and unofficial quota limiting Asian American enrollment. While no admissions officer is brave to admit so, many opponents of affirmative action, including several Supreme Court justices (most notably the late Chief Justice William Rehnquist in his dissent in the landmark 2003 case *Grutter v. Bollinger*) are convinced there is some sort of bamboo admissions ceiling limiting the enrollment of Asian Americans. Similarly, in the early 20th century, hard quotas were used against Jews to limit their attendance to their proportion of the population. For example, the dean of Cornell's medical school once famously described his policy to "limit the number of Jews admitted to each class to roughly the proportion of Jews in the population of the state."

The underlying fear of top universities is, the article argues, that they will become so flooded with Asian students that it will kill non-Asian attendance. In its infamous article titled "The New White Flight" published in November of 2005, the Wall Street Journal described a growing phenomenon in Silicon Valley where white parents were pulling their children out of high schools that were "too Asian," fearing that their children couldn't compete in an environment "too narrowly invested in subjects such as math and science at the expense of liberal arts and extracurriculars like sports."

In California, where Asian American faces have become so prevalent at UCLA that the campus has been flippantly dubbed the "University of Caucasians Lost Among Asians," the proportion of Asian American students in the UC system jumped from roughly 36% to 41.8% from 1996 to 2006. Racial preferences were outlawed by Proposition 209 in 1996. At UC Berkeley, Asian Americans make up a whopping 42.3% of the incoming 2011 freshman class.

Whether or not top universities actually do limit the enrollment of Asian American students is something that we might never know. Whatever the answer, however, there are several reasons to believe that ending the use of racial preferences is unlikely to solve the problem of college admissions for Asian American students. In fact, it may have some unpleasant consequences, not just for Asian Americans, but for our education system as a whole.

First, evidence suggests ending racial preferences actually has a limited impact on Asian American acceptance rates. Rather, the greatest beneficiaries are Caucasians. As mentioned, opponents often cite the growth of Asian American representation in the UC system after Proposition 209 outlawed racial preferences in 1996 as evidence of the invidious effects of affirmative action. What these numbers don't take into account is the fact that the Asian population in California has grown roughly 31% over the last decade, according to the 2010 US Census. By comparison, the Latino population has grown 28% and Caucasians by 6% over the same period. Thus, growth in enrollment numbers of Asian Americans is not a complete measure of the effects of Proposition 209.

Instead, a more accurate measure is the admission rate of Asian Americans. The admission rate for Asian Americans jumped from 85.2% in 1997 to 87.4% in 2002, a 2.2% increase. By comparison, the admit rate for Caucasians increased a whopping 6.9%, from 81.8% to 88.7% during the same period. In other words, while the affects of Proposition 209 were negligible for Asian Americans, whites experienced a significant bump in their admission rates. Thus, the actual benefits of banning racial preferences for Asian Americans is limited.

Secondly, opponents often fail to mention an unintended consequence of Proposition 209: the decrease in enrollment of African American students. Out of UCLA's 2006 freshman class of about 4,800, there were a grand total of 96 blacks, or 2%. Similarly, 50 black freshmen enrolled at the University of San Diego in the same year, making up 1% of the freshman class. As a total, African Americans made up 3% of the UC system's admitted freshman in 2006. Latinos made up 16.3%, despite consisting of 36.5% of high school graduates in California. Whites and Asians made up 32.2% and 41.8%, respectively.

Do we really want an education system where nearly three-quarters of the student body consist of whites and Asians? Countless studies have demonstrated that there are many benefits to having a diverse campus. Studies have suggested that associating with members of other races in the college setting is correlated with higher college retention rates and higher satisfaction rates with one's college experience. With increased opportunities for cross-racial interaction, the campus environment becomes more conducive to diversity-related practices, which in turn enhances students' abilities to learn from students of other races. In one particular study, 90% of students in a Gallup survey claimed that their exposure to racial and ethnic diversity in law school had a positive impact on their education. Over two-thirds indicated that diversity improved class discussions and that participation in these discussions enhanced learning.

In fact, even the Supreme Court has agreed that admitting a "critical mass" of African Americans, Hispanics, and Native Americans, among others, is indeed a compelling interest under the law. In the 1978 Regents of the University of California v. Bakke decision, Justice Powell noted: "nothing less than the nation's future depends upon leaders trained through wide exposure to the ideas and mores of students as diverse as this Nation of many peoples." Having a diverse learning environment, according to the Court, helps prepare students as professionals and that "(e)ffective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if the dream of one Nation, indivisible, is to be realized." An education system in which African Americans represent only 3% of the student body is unable to achieve this dream.

Undoubtedly, many among our community will disagree with me. Ideally, racial preferences wouldn't be needed in order to secure a "critical mass" of underrepresented minority students. However, the experience of Proposition 209 in California shows that banning racial preferences is not the answer. And given the disparities in our public education system it is undoubtedly clear that we need policies to ensure we, as students, reap the educational benefits of a diverse student body.

Notes and sources:

1. Judah Bellin, "No Asians Need Apply," in The Cornell Sun, November 14, 2011. <<http://cornellsun.com/node/48879>>.
2. Suein Hwang, "The New White Flight," in The Wall Street Journal, November 19, 2005. <<http://online.wsj.com/article/SB113236377590902105.html>>.
3. Jeffrey F Miley, "The Educational Benefits of Diversity: Evidence From Multiple Sectors," in Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities. Ed. Mitchell J. Chang, (Stanford, CA: Stanford Education, 2003), 133.
4. Gary Orfield, "Diversity and Legal Education: Student Experiences in Leading Law Schools," in Diversity Challenged: Evidence of the Impact of Affirmative Action. Ed. Gary Orfield, (Cambridge, MA: Harvard Education Publishing Group, 2001), 161-169.
5. Eleanor Yang Su, "UC ethnic shift revives Proposition 209 Debate: Asian-Americans gain while blacks, Latinos aren't keeping pace," San Diego Union Tribune, November 27, 2006.
6. Regents of the University of California v. Bakke 438 U.S. 265 (1978).
7. Grutter v. Bollinger 539 U.S. 306 (2003)

Brief Update from the Asian & Asian American Center

Assistant Dean Patricia Nguyen & Jack Yeh



Photo courtesy of Patricia Nguyen

identity.
education.
advocacy.
community.
cornell.

**Asian &
Asian
American
Center**

We want to thank Vernice Araham, Ke Lou and Rebecca John, shared interns of both, the Asian American Studies Program and the Asian & Asian American Center for their hard work and dedication in this academic year.



Greetings from the Asian & Asian American Center! The 2011 school year has been one of many changes. First and foremost, the A3C has now relocated to 626 Thurston Avenue from its previous address in Willard Straight Hall. The new location across from Risley Hall and next to the Noyes Language Center provides a host of new amenities from a conference room and extra lounge space to a full kitchen. We hope that you can find time to visit us!

So what is the Asian & Asian American Center? In short, it is anything that you need it to be. It is a resource center for campus news and Asian and Asian American current events. It is a hub for student organizations to communicate with one another. It is a counseling center and a safe space in which to relax. And most importantly, it is open to all. The A3C brings together students of all backgrounds in the hopes of creating a more inclusive community here on campus.

As the A3C settles into its new location, we are also gearing up our outreach campaign to create new networks and provide further services. To this end, the A3C has sponsored efforts like Mix[ed], which brings together students of multiple racial identities to discuss shared experiences, and the Queer and Asian discussion series. Furthermore, the A3C has also conducted multiple focus groups on topics ranging from mentorship programs to the experiences of Mandarin speakers in a concerted effort to gain perspective on future programming. Having established strong roots in the community in the past three years, the A3C now looks forward to serving the Cornell community in new and refreshing ways such that all perspectives get a say on campus. While we strive to uphold the four pillars of identity, community, education, and advocacy, the A3C at its foundation is simply a place that cares. Whatever identity you bring to this campus, the Asian & Asian American Center is a place that celebrates, advocates, and promotes for your success here at Cornell. So don't be shy. Stop by and tell us a little about you, and who knows, you might end up learning something about yourself as well!

ALUMNI SPOTLIGHT

News and happenings from Asian American Studies alumni

Michelle Wong / Arts and Sciences / Class of 2005.

Michelle Wong is currently an Analyst at the U.S. Government Accountability Office (GAO), the independent agency that advises Congress and federal agencies on ways to make government more efficient, effective, ethical, and responsive. Upon graduation from Cornell, Michelle served as the Director of Community and Legislative Affairs at the White House Initiative on Asian Americans and Pacific Islanders. After her stint in DC, she analyzed student retention data at a university in her hometown of Philadelphia and served as an assistant high school math teacher in NYC. In 2011, she earned her MPA in Policy Analysis from NYU's Wagner Graduate School of Public Service. She has come a long way from leading APAA meetings and taking naps on the AASP couch. Michelle would like to thank the AASP faculty and staff for playing such positive roles in her undergraduate experience.

Monica Tung / Arts and Sciences / Class of 2006.

After graduating from Arts & Sciences in 2006 with a major in Economics and concentrations in Math, East Asian Studies, and Asian American Studies, Monica moved to New York and worked as an actuary in pension consulting at Mercer. After four years, she transitioned to the healthcare practice of a boutique management consulting firm, where she developed marketing strategies for pharmaceutical brands. Currently, Monica is a full-time MBA student at The Wharton School, University of Pennsylvania, where she is an active member in the Asian American Association of MBAs, as well as the Marketing, Healthcare, and Christian clubs. This summer, she will be working as a brand management intern at Johnson & Johnson in their Experienced Commercial Leadership Development Program. Monica now resides in Jersey City, NJ with her husband (Simon) and dog (Louie). She has fond memories of Cornell and is incredibly sad that she missed her 5-year reunion!

Angela Hom / Arts and Sciences / Class of 2007.

After graduating in 2007, Angela K. Hom has been busy traveling the world while maintaining a base in her home city of New York. After two years spent at a mid-sized law firm as a paralegal in the Corporate department, she left to pursue Chinese language studies for a year at Fudan University in Shanghai. Although her grasp of Mandarin may be rusty as a result of not having to bargain for anything anymore, Angela left Asia with a lasting appreciation of all the different countries and cultures she explored. Now working as part of the in-house legal team at a private asset manager, she still finds time to take trips abroad (most recently to Amsterdam, where she and her brother had the amusing experience of living on a houseboat-turned-hostel for a few days), as well as take German lessons and be a mentor to a high school student.

Jonathan Perez / Agriculture & Life Sciences / Class of 2007.

Since graduating from Cornell University's College of Agriculture & Life Sciences in 2007 with a BS in Animal Science and concentration in Asian American studies, Jonathan M. Perez has since travelled abroad for further study. He is now attending the University of the Philippines at Los Baños, where he is a fourth and final year student in their Doctor of Veterinary Medicine (D.V.M.) program. He is currently in the midst of preparing his final thesis where he is conducting an experiment studying the hematological profiling and presence of *Chlamydomphila psittaci* in eagle-owls native to the Philippines. In the next year he plans to return to his home in New York City to become a licensed general veterinary practitioner. In the near future, he aspires to return to Cornell as a resident doctor at the College of Veterinary Medicine to pursue a specialization in small animal surgery.

CONTRIBUTIONS

Cornell's Asian American Studies Program welcomes financial contributions to support our educational mission and advance our goals of increasing awareness of Asian American issues. Your donation will allow the Program to supplement our Resource Center media and print collection, develop student scholarship opportunities, and sponsor special performances and programming in order to provide an enriching environment for the Cornell community.

Your gift helps Cornell advance its mission of teaching, research, and public service, and prepares our students to become tomorrow's leaders. Gifts to Cornell are tax-deductible to the full extent of the Internal Revenue Code.

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