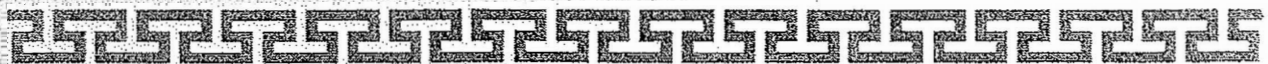




**Proposal for an
Asian American Studies Program
at
Indiana University
Bloomington**

November 5, 2001



November 5, 2001

Greetings!

This proposal for the establishment of an Asian American Studies Program at Indiana University - Bloomington has been submitted to the College of Arts and Sciences for consideration.

In developing this proposal, we had the benefit of support and advice from many offices and individuals on campus. We would like to thank the Office of the Dean of the College of Arts and Sciences, the Office of the Vice President for Student Development and Diversity, and the Office of the Chancellor and Vice President for Academic Affairs.

We would also like to express our appreciation for the information and insights offered by David Zaret, Linda Smith, and Michael McGerr from the Office of the Dean; Kristine Lindemann of Arts & Sciences Undergraduate Student Services; Alberto Torchinsky, Associate Vice Chancellor for Strategic Hiring and Support; Jean Robinson, Dean of Women's Affairs; Patrick O'Meara, Dean of International Programs; Jorge Chapa, Director of Latino Studies; Bill Wiggins, Acting Chair of Afro-American Studies; Eva Cherniavsky, Director of American Studies; Dick Rubinger, Chair of East Asian Languages and Cultures; and the staff members of these and other departments and programs who helped us gather information on course offerings and operating expenses.

Finally, we wish to acknowledge the contributions of current and former directors of Asian American Studies programs at other Big Ten universities who shared their experiences with us and gave valuable comments on our own proposal in the course of its development.

If there is any further information you require, please contact the committee c/o the Asian Culture Center at 856-5361 or acc@indiana.edu.

Sincerely,

Asian American Studies Committee

Melanie Castillo-Cullather, Director, Asian Culture Center
Angela Pao (Committee Chair), Associate Professor, Comparative Literature
Indermohan Virk (Principal writer), Visiting Lecturer, Sociology
Radhika Parameswaran, Assistant Professor, School of Journalism
Michael Robinson, Associate Professor, History and EALC
David Takeuchi, Professor, Sociology
Carol Shin, PhD Student in Counseling and Psychology, School of Education

PROPOSAL TO ESTABLISH ASIAN AMERICAN PROGRAM AT INDIANA UNIVERSITY

Asian American Studies (hereafter AAS) is an interdisciplinary field that examines the history, arts, culture, and life experiences of people of Asian descent in the United States, ranging from recent immigrants to seventh- or eighth-generation Americans. Since its emergence in the academy during the 1960s, it has enriched the research methods and findings of traditional academic disciplines, such as sociology, history, anthropology and literature. Scholarship and teaching in AAS programs addresses contemporary issues, such as Asian immigration, community development, political empowerment, labor market status, gender and sexual relations, diasporic identities, cultural representations, and civil rights. Although first established in west coast universities, AAS programs are now prospering across the nation. The formation of these new programs has been a response to compelling intellectual forces in the academy. This is a proposal for the creation of an AAS program at Indiana University.

AIMS OF THE PROPOSAL

In this proposal, we provide the substantive and intellectual arguments in favor of establishing an AAS program at Indiana University. We propose the foundation of an AAS program in the College of Arts and Sciences in three phases. The first phase (2001-2002) entails the drafting of this proposal by members of the AAS committee, and the hiring of a visiting lecturer for 2002-2003. The second phase (2002-2007) will involve the selection of a permanent program director, the hiring of two additional full-time regular faculty members, the expansion of course offerings in AAS, and the establishment of AAS minor and/or certificate programs. In the final phase (2007-), we propose a five-year review of the program, and the establishment of a major and a PhD minor. Finally, the proposal offers an estimate of the budget for this purpose.

BACKGROUND

Although Asian immigration began as early as the mid-nineteenth century, the number of Asian immigrants remained small in the first half of the twentieth century due to legal and legislative barriers. It was not until the passage of the 1965 amendment to the Immigration and Nationality Act, which eliminated discrimination based on national origin, that Asian immigrants began to arrive in large numbers. Asian Americans now have the highest growth rate of any racial or ethnic group in the US. According to most recent Census estimates, the Asian Pacific American (APA) population has grown about 48% since 1990. At 11 million, it comprises just below 4% of the U.S. population (Census Bureau, 2001). Census Bureau projections anticipate a continuation of this trend, with Asian Americans estimated to comprise 9% of the population by mid-century (Census Bureau, 2000). While a significant proportion of the growing Asian population in the US can be attributed to new immigration, this growth also represents an increasing number of native-born Asian Americans. This demographic increase is reflected in the rise of Asian enrollment in institutions of higher learning in the US. A study released by the Educational Testing Service in 2000 predicted that by 2015 college enrollment among Asian Americans is likely to increase by 60%. Asian Americans are already the most college-educated, with 43.9% of the adult population holding college degrees (Census Bureau, 2000).

In addition to demographic factors, there are other equally compelling historical and intellectual reasons for advocating a strong AAS program at Indiana University. Immigration has been central to the composition of our multicultural society. With the exception of Native Americans, all other Americans can trace an immigrant history. The immigrant experience in the US has ranged from the involuntary migration of African Americans to the voluntary migration of some European groups. Historically, the country of origin and circumstances of different immigrant groups have had important consequences for their destinies in their new homeland. More significantly, each new wave of immigration has transformed the dynamics of race and ethnicity in the US, an issue many consider to be one of the most important in American social life. While

Europeans comprised the majority of immigrants in the first half of the twentieth century, the most recent wave of immigration, facilitated by the 1965 legislative reform of the Immigration and Nationality Act, has predominantly comprised immigrants from Latin America and Asia. In fact, from 1981 to 1990, Latin American and Asian immigrants made up 85 percent of all new immigrants. It is worthy of note that in the 1980s, only 12 percent of arriving immigrants hailed from Europe and Canada. Changing patterns of immigration, thus, have a significant impact on the demographic composition of the American population. In recent years, scholars and the popular media alike have noted the transformative impact that these demographic trends portend for virtually all areas of American life, such as housing and neighborhood characteristics, education, health access, and employment. Thus, the story of immigration is vital for a proper study of the complex interplay of race and ethnicity in our multicultural society, and Asian Americans are key players in this unfolding story. As such, our thinking on the social meaning of race and ethnicity would be incomplete, and perhaps flawed, if scholars neglect the serious study of Asians in America.

New patterns of immigration have led to a serious reconsideration of earlier models of immigrant adaptation. Older typologies of immigration assumed that populations move in a single direction, from countries of origin to countries of destination. In this view, a process of adaptation, and ultimately assimilation, inevitably occurs in the receiving society. Immigrants are thoroughly assimilated in the course of three generations, the third generation losing any signs of being a distinct ethnic group. While this typology does explain fairly adequately the assimilation of different European immigrants in the US, it does not account very well for the experience of non-white immigrant groups. Along with continued discrimination, distinct racial markers and cultural practices have contributed to the uneven assimilation of non-white immigrant groups, thus questioning the adequacy of earlier theories of intergroup adaptation. In fact, recent immigrant groups from Asia (and from Mexico and Latin America) display characteristics similar to Jewish diasporic communities that historically preserved their cultural traditions in their adopted societies. The idea of considering Asian Americans as diasporic populations

becomes particularly pertinent given the new appreciation of transnational contacts, be they economic, cultural, or demographic, in academia and in the popular press.

Newer models of immigration must take into account the transport and communications revolutions of the late twentieth century that allow immigrants to maintain continued contact with their countries of origin. Transnational flows of information, entertainment, electronic, and telephonic contact allow displaced populations to preserve cultural interactions with their ancestral homelands, thereby shaping their interest in and motivation for inclusion into their adopted home. In addition, it is imperative to note the global implications of Asian immigration patterns. Migration patterns are rooted in the historical relations between the United States and the sending countries. The source and timing of these migration flows, thus, is related to American military, political, economic, and cultural involvement with the sending countries. For instance, one of the unintended legacies of the US involvement in Vietnam was the large-scale migration of refugees and immigrants from Vietnam, Cambodia, and Laos. International migration is also a feature of the "new world order," which fosters global flows of capital, commodities, and information. Typically, capital flows from rich to poor countries, and labor from poor to rich countries. However, trade policies and the health of different national economies play a crucial role in the nature of these global exchanges. Migrations are not always unidirectional, but flow back and forth in response to global economic trends. Such transnational linkages have significant local implications as well. For instance, the success of private businesses in China's coastal provinces in the 1990s had the effect of revitalizing the housing market, and in fact, entire neighborhoods, through investments in Los Angeles County and other areas on the Pacific Coast.

Thus, the study of Asian America, both historically and contemporaneously, is vitally linked with two new fields of study that have emerged in the late twentieth century, diaspora studies and transnational studies. It has also much to add to our understanding of post-colonialism and neocolonialism, allowing us to rethink relationships between older and newer world powers and the current uneven distribution of power and resources. Since earlier Asian immigrants migrated in part as a response to global

capitalism's need for mobile labor as well as a response to post-colonial settlements in Asia, Asian American studies has much to contribute to an understanding of our interconnected world.

The post-1965 Asian immigration has been highly diverse. While the Asian American population in the first half of the twentieth century was composed predominantly of immigrants from Japan, China, and the Philippines, recent immigration from Asia draws from a much more diverse national base. In addition to immigrants from Japan, China, and the Philippines, Asian Americans now also include large numbers of Asian Indians, Koreans, Vietnamese, Laotians, Cambodians, Hmong, Pakistanis, Pacific Islanders, and others. The dynamics of race and ethnicity become rather intricate when one takes into account this diversity. At present, the wide range of Asian American ancestries is not fully recognized by the general population. The usage of the term, Asian, tends typically to lump together, in a racialized manner, all immigrants from east and southeast Asia. It is only through greater research and teaching about Asian Americans that the meaning and implications of this diversity can be more fully understood and disseminated. Unlike earlier immigrants, these newcomers are also striking in their wide array of social and economic backgrounds. For instance, they bring with them very different educational, occupational, and economic resources, which result in vastly different opportunities and experiences in their adopted homeland. This means that the Asian American populations merit more focused and targeted study in order to fully explore their diverse structural positions in the US context. This allows discussions about Asian Americans to move beyond the simplistic "model minority" and/or "perpetual foreigners" positions currently in place.

Race has historically been central to legal debates on the important question of citizenship. For over a century, Asian Americans have figured prominently in the formal debates on immigration and naturalization. Many of these court rulings and laws, targeted specifically at Asian immigrants, have had important implications for US constitutional law. As early as 1870, Congress passed a naturalization act excluding Chinese immigrants from citizenship. Chinese immigration was halted entirely with the

passage of the Chinese Exclusion Act in 1882. In the years to follow, naturalization rights were denied to other Asian groups, such as Japanese, Koreans, Filipinos, and Asian Indians. In 1922, in important challenges to the constitutionality of restricting citizenship on racial grounds, the Supreme Court deliberated in *Ozawa v. US* and *US v. Thind* on the critical questions of race, color, and citizenship. Asian Americans also challenged other racially restrictive laws in the courts. For instance, *Yick Woo v. Hopkins* (1886) and *Chin Bak Kan v. US* (1893) played a key role in the establishment of nineteenth century parameters of the equal protection clause. Half a century later, *Hirabayashi v. US* (1943) and *Korematsu v. US* (1944) challenged the wartime internment of Japanese Americans, thereby questioning the curtailment of the civil rights of any group in the US. At a time of high rates of immigration from Asian and Latin America, the question of the integration of present and future immigrants into American life keeps the issues of race, culture, and national identity alive in debates on immigration and citizenship. Asian Americans also occupy an interesting legal position in national debates on topics such as affirmative action, English language proficiency, and multiracial identities.

Asian Americans figure prominently in the social and economic history of the US. In the nineteenth century, they played a central role in the development of the West Coast and Hawaii. Early Asian immigrants made crucial contributions to mining, railroad construction, manufacturing, the construction of irrigation canals, and agriculture in western states. In the midst of strong expressions of nativism, the presence of Asians as the largest non-European immigrant group in the West had a big impact on labor policies and practices. The presence of Asians in other parts of the country also shaped the racial dynamics of labor politics. Social scientific studies point to the continued importance of race in the labor market today. For instance, the “middleman minority,” the “split labor market,” and the “ethnic economic enclave” theses suggest that different ethnic minorities occupy an occupational niche between the poor and the rich that rests upon specialization in trade and commerce. Many Asian immigrant groups occupy such ethnic enclaves. These differential positions in the economic field sometimes lead to conflicting interests among different ethnic and racial groups, as became apparent, for instance, in the recent conflict between Blacks and Koreans in Los Angeles.

Asian Americans have produced a rich literary and cultural tradition. Much of the early literature, both in vernaculars and in English, has been lost over time. It is vital for the Asian American literary tradition, and, for that matter, of the American literary tradition, that all effort be made to retrieve this lost literature. The rich Asian American literary tradition continues to thrive in the works of contemporary fiction writers such as Louis Chu, Maxine Hong Kingston, Joy Kogawa, Chang-Rae Lee, Milton Murayama, Bharati Mukherjee, David Mura, John Okada, Bienvenidos Santos, Amy Tan, and Hisaye Yamamoto; playwrights such as Frank Chin, Velina Hasu Houston, David Henry Hwang, Philip Kan Gotanda, Genny Lim, and Wakako Yamauchi; and poets such as Marilyn Chin, Jessica Hagedorn, Kimiko Hahn, Garrett Hongo, Li-young Lee, Wing-tek Lum, Janice Mirikitani, Cathy Song, John Yau. Asian Americans also continue to make notable contributions in the world of film, music, art, and drama. Although their work draws heavily from Asian American experiences, they also address issues of more general relevance.

Thus, we propose that there are important substantive arguments in favor of the study of Asian Americans. In elaborating these arguments, we make a strong claim for the devotion of more exclusive academic attention to this subject.

AAS IN THE ACADEMY

Asian American Studies emerged in the late 1960s, a time when social movements, such as the women's movement, the civil rights movement, and the anti-war movement, questioned various hegemonic positions in US society. Inspired by the issues raised by the civil rights movement, the Asian American movement addressed the continued racism and hostility that members of their communities, predominantly native-born at that time, faced in their everyday lives. In addition to challenging racial and economic inequality, movement activists demanded the establishment of Asian American Studies programs on college campuses. An important goal of these programs was to foster a distinct study of Asian Americans that would correct for their absence in the curriculum thus far. In

addition, AAS programs were envisioned as a part of the broader strategy of social change through community education and activism. Largely due to historical and demographic factors, most of the early AAS programs emerged in West Coast universities.

In response to renewed demands for the expansion of AAS in the 1990s, many of the programs in California experienced dramatic growth and new programs have been created in regions east of California (see Appendix A). On many college campuses, these new programs were established as a result of strong student pressure to do so. According to the *Chronicle of Higher Education* (May, 1996), nineteen institutions of higher education offered programs in Asian American Studies prior to 1990. There are 44 such programs existing at present. AAS programs are housed in a wide array of institutional settings across different universities, from Ethnic Studies departments to American Studies departments to independent programs. Other colleges and universities have begun to regularly offer AAS courses. The establishment of such programs has contributed to the inclusion of Asian Americans in the curriculum and fostered advances in research on Asian Americans. In addition to more specialized journals on various aspects of the Asian American experience, *Amerasia* and the *Journal of Asian American Studies* provide a forum for the growing scholarship on Asian Americans. These developments signify recognition of the intellectual place of AAS in the academy, and its growing vitality as a separate field of study.

AAS AT INDIANA UNIVERSITY

Although earlier waves of Asian immigration settled predominantly in major cities on either coast, recent immigration has been more geographically diverse. The Midwest has begun to see increasing numbers of Asian Americans among its population. In fact, Indiana witnessed a 61% increase of its Asian-origin population during the 1990s. Little scholarly work has been done to study Asian American communities in the region. Given the growing presence of Asian Americans in Midwestern cities, many of whom

were born or raised in this region, their experiences are particularly deserving of exploration.

The creation of an Asian American Studies program at Indiana University would be a very timely development. Not only would it signify recognition of the growing numbers of Asian American students on campus (see Appendix B), but it would also make an essential contribution to the University's mission in offering its students an educational experience that promotes pluralism and tolerance and prepares them for the cultural diversity they will encounter in the workplace and in society at large. Courses in Asian American Studies are needed to work with those already offered in Afro-American Studies, Latino Studies, and Chicano-Riqueño Studies to teach our future citizens to think critically about the impact of race, nationality, and cultural differences in US society. The introduction of Asian American issues into the discussion will add analytical complexity to the traditional paradigm of black-white relations, and will redress an often-ignored part of American history and culture. Furthermore, given the recent trend in all sub-disciplines of Asian American Studies to situate the Asian American experience in a larger transnational and diasporic context, Asian American Studies faculty and courses would be in a strong position to contribute to the University and the College goal of educating students to understand the increasingly global society in which they live.

In establishing an Asian American Studies program, Indiana University will be keeping abreast of developments among the Big Ten universities. Five of these institutions (Illinois, Michigan, Wisconsin, Northwestern and Ohio State) have already established Asian American Studies programs and a sixth, the University of Minnesota, is in the process of creating such a program. At present, there is only one standing course on Asian Americans offered at IUB, along with about a half-dozen rotating or special topics courses that have been taught with an Asian American focus (see Appendix C). When these courses have been offered, enrollments have been consistently solid, generally ranging from about 20 to 40 students (see Appendix D), with a waiting list for admission to E385/E505 (Fall 2001) that included both undergraduate and graduate students. We

believe that enrollment figures would be even higher if AAS courses received more visibility through an established program.

Of the faculty who have recently taught courses that could form part of the central curriculum for a certificate or minor in Asian American Studies, only Michael Robinson and Angela Pao are regular full-time faculty members. Yingjin Zhang has accepted a position at UC-San Diego and it is uncertain whether he will return to IUB. Indermohan Virk is a visiting lecturer and Yuan Shu was a graduate student associate instructor. For the half-dozen or so current full-time faculty who have taught or are interested in developing courses on Asian Americans in their disciplines, Asian American topics represent a secondary or tertiary area of scholarly interest. No one has systematic training in and a primary commitment to teaching and research on the history, sociology, and culture of Asian Americans. Furthermore, given the needs of current faculty's home departments, it is unlikely that any new courses could be offered more than once every two years at best. While the proposed creation of a dean of interdisciplinary studies would certainly help ensure that the supporting courses necessary for a viable Asian American Studies program be offered, this would not address the need for essential core courses taught by those with genuine expertise in the field.

An Asian American Studies program of a quality and nature consistent with Indiana University's mission and history as a leading research institution can be created with the hiring of a senior director and two junior faculty members, preferably in the fields of history, literature, sociology or anthropology. With the contributions of existing faculty (both in the College of Arts and Sciences and other schools) as adjunct professors, academically sound certificate and minor programs could be offered by 2004-2005. There is already a rich array of courses in related topics being regularly offered at IUB to situate the study of Asian Americans in both domestic and international contexts (see categories III and IV in Appendix C). In a minor program of 15 credits or a certificate program of 18-21 credits, we foresee such courses counting towards a 3- or 6-credit related areas requirement. It is the central core of Asian American Studies courses

offered by faculty members with expertise in the field that we must work towards building. We provide below a schedule for the pursuit of these goals.

ORGANIZATION AND IMPLEMENTATION

The establishment of an Asian American Studies Program in the College of Arts and Sciences will be divided into three phases.

Phase I (2001-2002)

1. Form an Asian American Studies committee (consisting of five faculty members, the director of the Asian Culture Center, and one student representative) to formulate a proposal for an Asian American Studies program at IUB. The committee will oversee the development of the program in 2002-2003 and also serve as an initial advisory committee for the new program director.
2. Evaluate existing resources (personnel, materials, funding) and identify opportunities for cooperation with other departments, programs, and schools.
3. Work with the College administration to develop hiring and review policies.
4. Locate appropriate office space in proximity to related departments or programs.
5. Hire visiting faculty member to begin offering core Asian American Studies courses in 2002-2003.

Phase II (2002-2007)

1. Conduct national search for a permanent program director (2002-2003). The director will be a senior scholar with a national reputation in an area of Asian American Studies and appointed as a full-time tenured faculty member. The director must have the vision and a broad interdisciplinary knowledge of recent scholarship that will allow him/her to foster the development of both the domestic and the transnational aspects of the program. The director will be responsible for overseeing the hiring of additional faculty and the participation of affiliate faculty, developing the curriculum,

establishing the minor and certificate programs, coordinating extra-curricular events (lectures, films, exhibitions), and cultivating external funding resources.

2. Hire two additional full-time regular faculty members at the assistant professor level, who will hold joint appointments with a home department. These will be scholars whose central research and teaching interests will be in Asian American studies, preferably in the fields of history, literature, sociology, or anthropology. Fifty percent of their course-load will be devoted to topics appropriate for Asian American studies.
3. Support further expansion of course offerings in Asian American studies through summer fellowships for other IUB faculty.
4. Develop team-taught courses on race and ethnicity in the US and in diasporic studies.
5. Establish Asian American Studies minor and/or certificate programs (2003-2005).

Phase III (2007 -)

1. Five-year review of program.
2. Establish an undergraduate major and Ph.D. minor in Asian American Studies.

ESTIMATED BUDGET

(Based on 2001-2002 salary scale and costs)

2002-2003

		TOTAL
Recruitment costs for Director (Airfare, ground transportation, hotel, meals)	\$1,000 x 3 candidates	\$3,000
Visiting scholar/lecturer		\$45,000
Interim support staff		\$14,000
Operating expenses		\$2,000
Events (Lectures, films, exhibitions)		\$5,000

69.20

2003-2007

		TOTAL
Faculty and Staff Salaries		
Director - Associate or Full Professor <i>ml</i>	\$70,000-\$85,000 + fringe benefits (35.2%)	\$94,640 -- \$114,920
Joint Appointment -- Assistant Professor	\$40,000-\$55,000 + fringe benefits (35.2%)	\$54,080 -- \$74,360
Joint Appointment -- Assistant Professor	\$40,000-\$55,000 + fringe benefits (35.2%)	\$54,080 -- \$74,360
Administrative Assistant	\$30,000 + fringe benefits (25.7%)	\$37,710
Recruitment Costs		
Two joint appointments (Air fare, ground transportation, hotel, meals)	\$1,000 x 6 candidates	\$6,000
Capital Expenditures		
Office furniture and accessories		\$3,000
Computer and printer		\$1,500
Fax machine		\$250
Copy machine		\$700
Events (Annual)		
(Lectures, films, exhibitions)		\$15,000
Operating Expenses (Annual)		
Office Supplies		\$2,000
Telephone and fax service		\$1,500
Mailing		\$500
Computer network fees		\$100

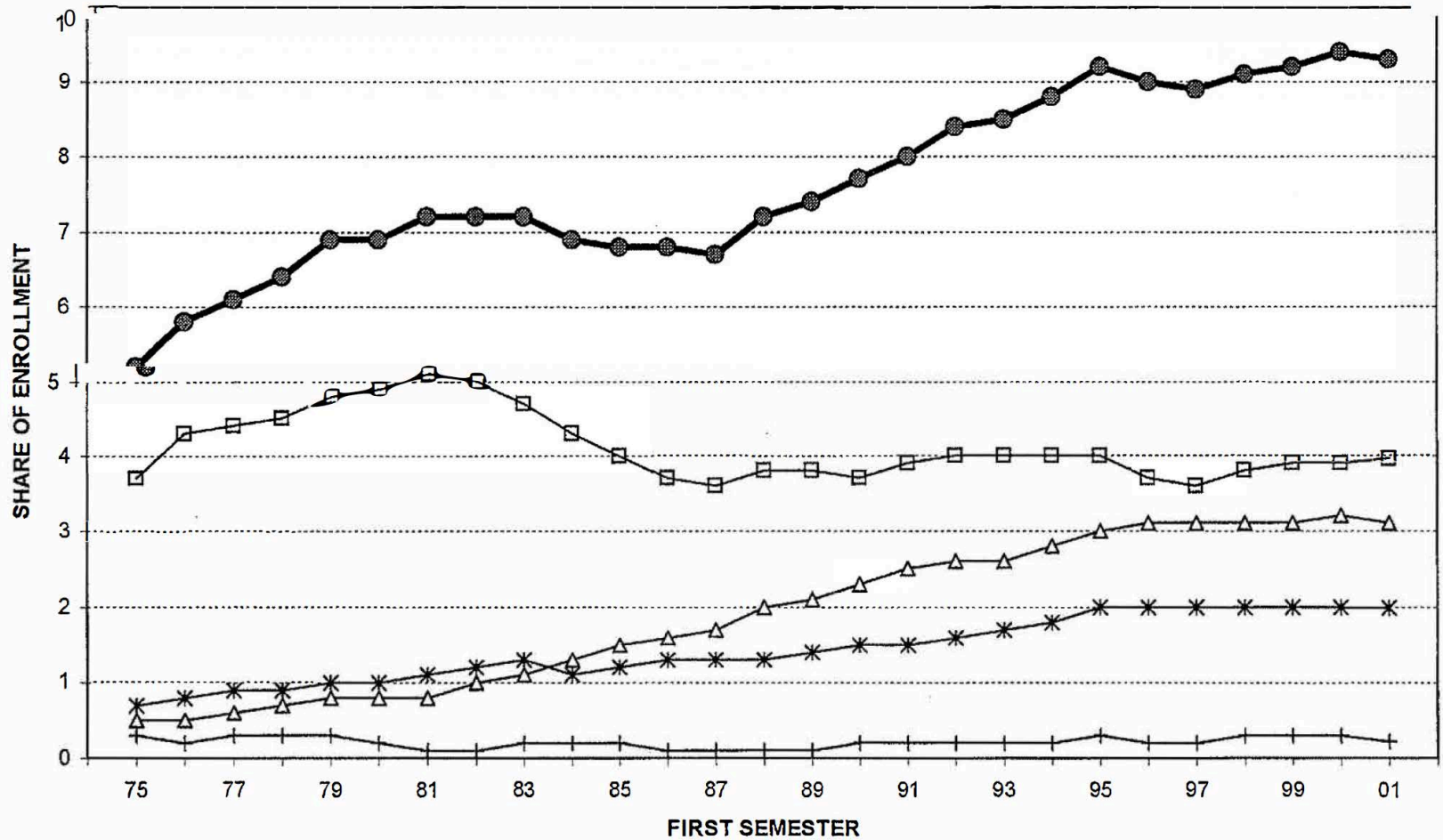
Fringe for Director?

APPENDIX A
UNIVERSITIES WITH AAS PROGRAMS

1. Arizona State University
2. Brown University
3. California State University, Fresno
4. California State University, Fullerton
5. California State University, Long Beach
6. California State University, Northridge
7. California State University, Sonoma
8. City University of New York, Hunter
9. City University of New York, Queens
10. Columbia University
11. Cornell University
12. Hunter College
13. Loyola University, Chicago
14. New York University
15. Northwestern University
16. Ohio State University
17. Pitzer College
18. San Francisco State University
19. San Jose State University
20. Santa Clara University
21. Scripps College
22. Stanford University
23. State University of New York, Binghamton
24. University of California, Berkeley
25. University of California, Davis
26. University of California, Irvine
27. University of California, Los Angeles
28. University of California, Riverside
29. University of California, San Diego
30. University of California, Santa Cruz
31. University of California, Santa Barbara
32. University of Colorado, Boulder
33. University of Connecticut, Storrs
34. University of Hawaii, Manoa
35. University of Illinois at Urbana-Champaign
36. University of Maryland
37. University of Massachusetts, Boston
38. University of Michigan
39. University of Pennsylvania
40. University of Southern California
41. University of Texas, Austin
42. University of Washington
43. University of Wisconsin, Madison
44. Washington State University

APPENDIX B: MINORITY SHARE OF ENROLLMENT, 1975-2001

—□— African American
—*— Hispanic
—△— Asian American
—+— Native American
—●— Total Minority



Source: Office of the Registrar, IUB

APPENDIX C
COURSES CURRENTLY OFFERED ON AAS AND RELATED AREAS AT IU

I. Standing Courses on Asian Americans

East Asian Languages and Cultures

E385 - Asian Americans: Cultural Conflict and Identity

II. Rotating Topics Courses on Asian Americans

American Studies

A201 – Representative Americans: Asians and Asian Americans in American Popular Culture (Fall 1996)

Comparative Literature

C400/C670 – Studies in Comparative Literature: Literatures of the Asian Diaspora (Spring 2002)

East Asian Languages and Cultures

E101 – The World and East Asia: East Asian Immigration to the US

E351 – Studies in East Asian Culture: Screening East Asians and Asian Americans

Political Science

Y200 – Contemporary Political Problems: Asian American Politics Since the 1960s (Spring 2002)

Sociology

S101 – Social Problems and Policies: Asian American Immigration and Experience (Spring 1999)

III. Courses on Race and Ethnicity in the US

Afro American Studies

A250 – US Contemporary Minorities

A359 – Ethnic/Racial Stereotypes in Film

A408 – Race, Gender, Class in Cross-Cultural Practice

Communication and Culture

C201 – Race, Ethnicity, and the Media

C412 – Race, Gender and Representation

C427 – Cross-cultural Communication

English

L374 – Ethnic American Literature

Gender Studies

G215 – Cross-Cultural Gender Formations

APPENDIX C (continued)
COURSES CURRENTLY OFFERED ON AAS AND RELATED AREAS AT IU

III. Courses on Race and Ethnicity in the US (continued)

History

A307 – American Cultural History

School of Education

E300 – Teaching in a Pluralistic Society

M300 – Teaching in a Pluralistic Society

L441 – Bilingual Education

School of Journalism

J475 – Race, Gender, and Media

Sociology

S335 – Race and Ethnic Relations

Telecommunications

T191 – Race, Ethnicity and Media

IV. Courses on Asians in an International Context

East Asian Languages and Cultures

E101 – World and East Asia

E231 – Japan: The Living Tradition

E232 – China: The Enduring Tradition

E233 – Survey of Korean Civilization

E252 – Modern East Asian Civilizations

Geography

G441 – Migration and Population Redistribution

History

H208 – American-East Asian Relations

G369 – Modern Japan

G372 – Modern Korea

G 385 – Modern China

G387 – Contemporary China

APPENDIX D
ENROLLMENT IN AAS COURSES OFFERED DURING THE PERIOD 1996-2001

Course	Instructor	Semester	Enrollment
<i>EALC E101 – The World and East Asia: East Asian Immigration to the U.S.</i>	M. Robinson	Spring 1996 Fall 1996 Fall 1998	24 19 40
<i>EALC E385/E505 – Asian Americans: Cultural Conflict and Identity</i>	M. Robinson	Spring 2000 Fall 2001	23 + 4 graduate 41 + 6 graduate (Students on waiting list)
<i>EALCE351 – Screening Asians and Asian Americans</i>	Y. Zhang	Spring 1998 Spring 1999 Spring 2000 Spring 2001	33 23 12 24
<i>Sociology S101 – Social Problems and Policies: The Asian American Experience.</i>	I. Virk	Fall 2001	25
<i>American Studies A201 – Representative Americans: Asians and Asian Americans in American Popular Culture.</i>	Y. Shu	Fall 1996	29

