

UNIVERSITY OF MINNESOTA

TWIN CROSSINGS



Spring 2006 Edition



Photo by Danny Khotsombath

Asian American Studies Spreads its Wings

Ethnic Studies for the
21st Century

Meet Some of Our
Extraordinary People

Learning Abroad:
To Venezuela, with Love

UNIVERSITY OF MINNESOTA

TWIN CROSSINGS

The Asian American Studies
Program
Spring 2006 Newsletter

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Multicultural Center for Academic Excellence

MCAE

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Twin Crossings

The Mississippi River runs
through us.
And here in the Twin Cities:
shimmering
at the center of power,
bridging
East and West
in more ways than one--
Asian America comes alive.

--Sharon Suzuki-Martinez



Contents

3.....	Greetings
4-5.....	Meet the Faculty
5-6.....	Forum
6-7.....	Visiting Luminary
7-10.....	Students in Action
10.....	Congratulations
11.....	Course Offerings
12-13....	Student Art Spotlight
14-15.....	FYI

Dear Reader,

Welcome to the Spring 2006 issue of *Twin Crossings*. Special thanks to **Carolyn Nayematsu** and to my talented crew: **Khong Xiong, Vinh Ngo** and **Coralie Stitzel**--you rock!

Please feel free to contact me with any questions or submissions for future issues at MCAE Press: suzuk011@umn.edu or 612-625-8845.

Hope you enjoy the newsletter.

Many blessings,
Sharon Suzuki-Martinez



Cover photo: CAAM Chinese Dance Theater, from new year's celebration, pg. 10. Great work Danny!

TC logo: Vinh Ngo

GREETINGS FROM THE DIRECTOR

One of our graduate students was at a conference not long ago, and she reported back to me that she met a graduate student from a different university who, upon hearing she was from the University of Minnesota, said she has heard of our Asian American Studies program and that it was “cutting-edge.” Remarks such as those are of course music to any director’s ears, and can provide at least momentary welcome distraction from the day-to-day worries of resources, enrollments, and memos.

So what does it mean to be “cutting-edge”? It means that our program, despite its relative youth, rethinks what Asian American Studies is and does. Who and where we are has made us distinctive, not just a new program trying to imitate the well-established West Coast programs that became synonymous with Asian American Studies and ethnic studies several decades ago. That means that studying, researching, and teaching Asian American Studies here at Minnesota looks and feels quite different from what it would look like at most other places.



Faculty and students here have long been involved in research and creative work that makes us rethink our intellectual and imaginative boundaries; as teachers, we do the same. Our recent courses have included offerings focused on the culture of Korean adoption, Hmong refugees in the United States, and Hmong American literature. Other classes such as “Asian American History” and “Asian American Literature and Drama” include activities and readings that also bring new perspectives to the table. **Professor Erika Lee** assigns an oral history project in which students interview local Asian Americans, thus collecting and preserving significant histories that otherwise would go unheard. In my literature and drama class, I teach Mai Neng Moua’s *Bamboo Among the Oaks*, Eleanor Wong Telemaque’s *It’s Crazy to Stay Chinese in Minnesota*, and Jane Jeong Trenka’s *The Language of Blood* in addition to well-known works by Asian American writers such as Maxine Hong Kingston and Carlos Bulosan.

A number of our courses now encourage a more service-oriented approach to learning, with students volunteering to work with new immigrants, youth, or with arts organizations. These activities also reinforce how there is no one thing called the “Asian American community,” and how the many communities we are connected through are dynamic and fluid. And finally, the incredible guest speakers that we’ve brought into our classrooms and on campus these past few years testify both to the vitality of Asian American Studies as an academic field, and to the many possibilities the University of Minnesota has for contributing to this field. This kind of teaching does more than acknowledge our local history and culture; they show us that what is “Asian American” is constantly changing, not just through a process of adding different ethnic groups to the mix, but more fundamentally through studying new migrations, relationships, and identities that challenge prevailing assumptions about ethnicity, culture, and race.

Being “cutting-edge,” then, is much more than being trendy (or even fashionable--something that I’m clearly not!) It is something that lays a solid foundation for the work to come, work that will continue to be incredible important, challenging, and rewarding.

This coming year, **Professor Jigna Desai** (Dept. of Women’s Studies) will be taking on the directorship of the Asian American Studies Program. I will be on leave, trying to finish up some writing projects and spending some quality time with my family. But I hope to see many of you at our Asian American Studies events! Thanks to all of you for a wonderful year, and enjoy the lovely spring in Minnesota.

Professor Josephine Lee
Director of Asian American Studies

WE ARE PROUD TO WELCOME: EVELYN NIEN-MING CH' IEN

Dr. Evelyn Nien-Ming Ch'ien recently joined us as core faculty in the Asian American Studies program and is an assistant professor in the English Dept. She is the author of *Weird English* (Harvard UP, 2004), which examines works by immigrant and postcolonial writers. Her work has also appeared in *The Literary Review*, *the Village Voice*, *A. Magazine*, and *online.com*. Her current project, *The Edges of Language*, focuses on languages of minority cultures and artists in the 21st century, and will also be published by Harvard University Press.

We asked Dr. Ch'ien to talk a little about her new life here and her current research:

It's been a wonderful experience so far at the University of Minnesota and in Minneapolis: intellectually and personally. Some intellectual highlights include having the opportunities to meet people whose work I admire--because they happened to be giving talks or visiting, including a mentor of mine; teaching some adventurous and curious students, and getting to know people in not only my own department but others, too--especially through AAS and the music school. And, because it's a gorgeous April, people are greeting spring right now with a particular jubilation that makes the season special here. It is a city stirring with art and culture, and I've been to performances at different spaces locally; one of my favorites was a puppet show at In the Heart of the Beast called *Gotama*.

My current research continues to explore experimental languages and marginalized communities, such as graffiti, rap, artists of the diaspora from China, and others. My first book, *Weird English* was concerned with minority communities in the United States and the way in which their artistic use of language communicated their multiple community loyalties--and offered us a new language of literature for the 20th and 21st centuries. My next project concerns how artists not only express these multiple loyalties, but cause us to interrogate the idea of community itself, especially the notion of linguistic community, and the way in which it evolves. Contemporary art and language are evolving us out of conventions of language--and this is an exciting thing to observe as a researcher in this area.



DR. CHRISTINE MIN WOTIPKA: IN HER OWN WORDS



Dr. Christine Min Wotipka is an Assistant Professor in the Comparative and International Development Education track in the Department of Educational Policy and Administration, College of Education and Human Development. She comes from Stanford University where she was formerly a visiting scholar and director of the master's program in international comparative education in the Stanford University School of Education. She was also a global fellow at the University of California, Los Angeles International Institute in 2003-04.

It is exciting being back at my undergraduate alma mater and seeing all of the wonderful changes that have taken place on campus and throughout the Twin Cities. My husband, **Anthony Lising Antonio**, likewise teaches in the Dept. of Educational Policy and Administration. We received a very warm welcome to the University from Josephine Lee and the other faculty in Asian American Studies. It has, however, been a challenge finding time to attend the interesting events sponsored by the Program given that our daughter, Eva, was born at the beginning of the school year and her older brother, Joaquin, is just over two years old. Alas, the art

Getting to Know Josephine Lee

My first class of the 2006 spring semester was with **Professor Josephine Lee**. For first impressions, mine was quite lacking for I was tardy that first day of class. My first impression of Professor Lee was that she was a very sweet and very short woman (like me). Little did I know that this woman of such small stature had such large accomplishments. Dr. Lee has two Bachelors degrees from MIT in Humanities and Physics,



as well as an MA and PhD in English Language and Literature from Princeton. She has received more than several honors (most recently, a **2006 Asian Pacific Leadership Award**), she has two published books, as well as many published articles, and presently serves as the Director of Asian American Studies at the University of Minnesota. There is even more to add to this list of accomplishments. She is a wife, and mother of two beautiful and energetic sons. Who would think that a woman who looks so great on paper and in person had time to start a family? As you'll see there is much more to Professor Josephine Lee than meets the eye.

You have had many great accomplishments professionally, is there much time left for your personal life? If so, how do you balance them?

My children have reached an age where their activities have become my activities! Fortunately I enjoy music, swimming, and making projects with glue. And we always try to find time for friends and good meals.

What do you prefer more, teaching, researching,



Harrod Suarez moderates

writing?

My ideal week includes some of each. I could do with fewer memos, though!

How do you like Minnesota?

I love the active arts scene here. It's quite amazing how many cultural events there are; I'm exhausted just trying to keep up with them. And luckily, I like snow too, though I admit that around early March I start fanta-

sizing about Hawaii.

What's your favorite thing to do?

I really like going to plays even though you'd think I'd be tired of it by now. And I love having quality time with my family. Unfortunately it's going to be some time before my boys are ready for the kinds of theater that I often wind up seeing! But we do have a great children's theater here in the Twin Cities.

What do you hope to accomplish as a teacher and Director of Asian American Studies at the University of Minnesota?

After nearly a dozen years here, we've finally established a program and a good solid set of courses in Asian American Studies; I'm very proud of all the colleagues and students who've worked so hard to make that happen. I came here because the University of Minnesota is a wonderful place in which to teach and learn about theater; this is now also a terrific place for Asian American Studies. I hope that students will continue to have and use the wonderful resources that we have here.

Coralie Stitzel
Sophomore

Ethnic Studies Futures: Forum, March 7, 2006

If you are a grammarian, you might think there is a typo in the title; shouldn't it read "Ethnic Studies' Futures"? Well, yes, on one hand. But to resist the possessive form and read "studies" as a verb suggests the critical work of ethnic studies – rather than foundering in the past, as it is often accused of doing, ethnic studies works on the future. It imagines the project of social justice in relation to studies of race, ethnicity, immigration, imperialism, capitalism, gender, and so on.

This grammatical ambivalence is reproduced semantically in announcing that we

(continued on pg. 6)

(Forum continued from p.5)

am most concerned about ethnic studies in Minnesota. "Minnesota" refers both to the university and the state, or more precisely, the people who live in the state, and this double meaning suggests the dilemmas which mark ethnic studies: What is the relationship between the university and the public? To whom does ethnic studies answer? Who or what is it for? Questions such as these occupied the many words that filled the fourth floor of Walter on Tuesday, March 7, where dozens of us conspired to imagine the futures of ethnic studies in the forum, "Transformative Education: Ethnic Studies for the 21st Century."

The question I didn't get to ask the panelists – undergraduates, graduates, and faculty alike – was implicitly addressed in the group's lively discussion. Ethnic studies, that is, assumes the ambitious, taxing position of engaging with various communities outside of the university's visage, while also pursuing its intellectual institutionalization. This interaction demands what scholar Laura Hyun Yi Kang calls a "trenchant interdisciplinarity," pointing to the failure of disciplines such as literature and anthropology to respond to what is variably called the "social," "real," or simply "history." This failure serves as the impetus for ethnic studies. By "trenchant," ethnic studies must insist on never arriving at their own disciplinary status, instead always revising and renewing its confrontations – and you know this if you attended the forum and listened closely to each of the panelists, as well as the audience. The plurality of voices suggested as much.

The diversity of the audience was also comforting – and no, I don't mean ethnic diversity. Rather, it was affirming to see so many faces I did not recognize, people I had not met. I have been here for three years now, and my involvement in discussions of this sort means I have already crossed paths with so many admirably tireless proponents of radical antiracism and social justice on campus. One would think I have met most of them. And yet, there I was, a stranger among strangers. It is in this way that ethnic studies might be thought of as a "stranger" – not only to the university, but to ourselves. As strangers to ourselves, those of us invested in ethnic studies remain committed to social

(continued on pg. 7)

A Visit from Poet BAO PHI



It was a pleasure for all the students in **Dr. Josephine Lee's** AAS 3501 class to have spoken-word artist, **Bao Phi** read some of his amazing poems in class on Monday night, February 20th. He has received numerous honors and awards for his poetry. One of his greatest accomplishments was having one of his poems, "Race," selected by Billy Collins (guest editor and former Poet Laureate) for **Best American Poetry 2006** to be released this Fall. Bao Phi's work has also appeared in various publications including *From Both Sides Now*, *the Def Poetry Jam anthology*, *Legacy to Liberation*, *Screaming Monkeys*, and *Michigan Quarterly Review*. His poetry is included in the EMC/Paradigm line of English textbooks for High School students, and he has also done voice work for their educational materials.

Vinh Ngo
Junior, Chemistry

Below is one of Bao Phi's poems.
Visit this artist at <http://www.baophi.com>

GIVING MY NEIGHBOR A RIDE TO HER JOB

I emerge out of 103 at the same time she comes out of 106.

The hallways are full of blondes
whitewashing the walls.

Neither of us has seen this many white people in the building before.

Has the gentrification already hit this side of Dale?

In the middle of the night, did someone plant a bomb
that exploded with blonde people while we slept?

One of them tells me that it's the U of M's women's rowing team,

there to do some volunteering.

My neighbor asks me for a ride to work, usually her hus-

(Continued next page)

(Bao Phi, continued from pg. 5)

band
 comes home around the time she has to leave so she
 can use the car,
 but today he is stranded with a grumpy alternator.
 She is Somali. I am Vietnamese. How long have you
 been here?
 Between us this is not offensive. 5 years. You? 26
 years.
 She speaks English like my mother.
 Her son will speak English like me.
 She likes it here in Minnesota.
 I don't have the heart to tell her that her son
 probably won't.
 We do not discuss the word refugee. Somalia, Viet
 Nam,
 both far away, both missed.
 In the theatres, Black Hawk Down and We Were Sol-
 diers play
 across whitewashed screens.
 One day she will have to tell her son that he doesn't
 have to be like Joshua Harnett
 to be a hero.
 If I ever have a daughter I will have to tell her
 that she does not have to love someone the same color
 as Mel Gibson
 to be beautiful.
 Words fill my car.
 Laughter untranslated.
 Languages beautiful.
 Together here, we are not broken.

Bao Phi © 2006

(Forum, continued from pg. 6)

justice by regarding, with care,
the face of the other.

Harrod J Suarez

Ph.D. Student, American Studies
Coordinator, Mas(s) Color



Undergraduate forum panel: **Jennifer Lee Kelley, Martha Ockenfels-Martinez, Amy Ojibway and Alicia Steele.**

photo by Vinh Ngo

DIANA XUAN FU: Not Your Typical Rhodes Scholar

In these conservative times, people tend to think of only men as leaders, men like President Bush, Martin Luther King, Jr. or the Dalai Lama. However, at the U of M this notion is proven false when one talks to a student leader like **Diana Xuan Fu**. Fu, recently named a Rhodes Scholar which will allow her to study for a Masters in Development Studies at Oxford University, is also a distinguished young woman within the Asian American and University communities, known for her hard work and dedication to social justice, leadership and many other contributions. When asked how it feels to have been chosen as a Rhodes Scholar, she said, "At first, I felt strangely calm. Then it felt surreal. Now I feel extremely fortunate to have received this honor. I feel very blessed." Fu is currently a senior double majoring in political science and global studies who sees herself as "introspective, inquisitive and a novelty seeker".

Diana Xuan Fu has literally come a long way in her young life. She and her parents immigrated to Winnipeg, Canada from China when she was 8 years old. They lived in Canada for a number of years before settling in Minnesota.



Fu has many incredible talents. As Psychology professor, **Richard Lee**, her mentor in the President's Distinguished Faculty Mentor Program (PDFMP) put it, "I must say that Diana impressed me with her initiative, persistence, and intelligence—perhaps the ideal formula for success. Diana is an amazingly bright and articulate woman, and she can talk intelligently about anything." Additionally, she is a popular Minnesota Daily columnist who raises a wide range of topics from human intellect to campus diversity. In 2004, Fu received the Society of Professional Journalist Mark of Excellence Award for best collegiate journalism. Her thesis was awarded the Sidney Devere Brown Prize for best original research paper at the 2005 conference of Midwest Association of Asian Affairs and will be presented at the national conference this spring. On top of all of this, Fu is a published poet and fiction writer.

Although some people may be intimidated by her intelligence, I think Diana Xuan Fu is an incredible leader people ought to look up to. In the times we live in, certain people do not see Asian women as inspirational leaders because they are trapped in a mindset where they perceive Asian women as quiet and passive individuals who are not capable of being leaders. Well, I believe Fu has done a remarkable job proving all racists and sexists wrong and will continue to enlighten people, wherever she goes.

Khong Xiong, Editorial Assistant for MCAE Press



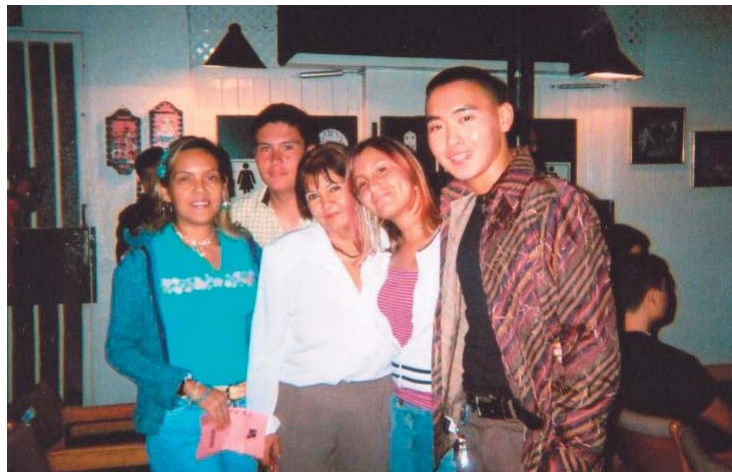
Four Months that Changed My World Forever: Studying Abroad in Venezuela

I have always wanted to do something wild and worthwhile. So, I jumped at the opportunity to study abroad in Venezuela for four months. I lived with a host family and studied in a small city surrounded by the Andes Mountains called Merida. Merida is crowded and known for its college students because of the enormous and numerous extensions to the college provided by the government.

The moment I arrived to Venezuela, I felt awkward, different and misplaced because I was obviously of Asian descent and one of the very few Asian persons out there. The Venezuelanos (Venezuelans) seemed so different from me. One of the cultural differences I noticed was that the Venezuelanos like to listen to “reggaetón” (music that blends Jamaican reggae with Latin American dancehall music and hip hop). Everywhere I went in Merida, from shopping malls to buses, I would hear reggaetón.

I had assumed Venezuelanos would listen to salsa more than anything, (I later found out that it was the Mexican people who treasure salsa most--according to one of my good friends in Venezuela). Almost every week VEN-USA (the college where I enrolled to study abroad) would organize fun student activities where the Gringos (Americans) and the Venezuelanos would get together and dance to music, such as reggaetón and salsa. My experience dancing to reggaetón was I could move up or down, left to right, and any direction imaginable. But with salsa, I had to have a partner and know special steps. At first it was difficult for me, because I did not know how to salsa so I ended up not dancing to salsa when VEN-USA held its dancing nights. But after my first two months of being in Merida, I developed good friendships with the Venezuelan students and they taught me how to salsa dance!

During the weekends, Venezuelan friends and I would go out dancing from club to club. When we were in the clubs, my friends and I would stand up in a line and they would teach me how to salsa. It was fun! Unlike hip hop where you can move your entire body, I was taught to only use my hips and legs. Since I was born dancing to hip hop, it was hard. Eventually, I got the hang of it and sometimes when the other Gringos and I would go out clubbing, I would show off what I had. They were impressed with my salsa moves, and I was proud of myself for having learned and shared something of tremendous value to contemporary Venezuelan culture.



Khong Xiong (far right) with his host family

Another cultural difference I noticed is that the Venezuelan people are intensively infatuated with “arepas” (a heavy bread made out of corn or flour that includes water, sugar, and butter). Arepas are sold almost everywhere, including on the street. My host family would always have arepas for dinner no matter what. My experiences with the arepas were not pleasant; I got bored of them quickly, and they would never sit right in my stomach. Each time when I ate arepas, my stomach would feel like 10 Big Macs were stuck inside of me for hours. Sometimes during breakfast when I would get hungry, my stomach would feel like I still had the arepas left over from the previous night. My stomach would always get thrown out of schedule when it came to mealtimes. Even though cultural differences are a joy to me, my experiences with the arepas taught me that not all cultural differences are pleasurable.

The loveliest memory I have of my study abroad stay was living with my host family. They were the highlight of my experience. I lived with Chepina (my host mother), Adriana (host sister) and Leo (my host brother). They treated me like a brother and son; I became emotionally attached to them. One time when I was horribly sick, Chepina took good care of me. It was during the evening when I had awful acid reflux where I could not breathe and almost fainted; my host mother rushed me to the emergency room and stood by my side the whole night inside the hospital. At my bedside, she placed her hand on top of my forehead, gently touched my cheeks and looked at me with genuine concern and caring. I will forever remember that look; it made me feel as if I was a great part of her life; as if I was like a son to her. I felt, at that very moment, she was like

(Continued on pg. 9)

(Venezuela continued from pg. 8)

my mom.

My host mother was not the only person I felt close to. My host sister, Adriana made me feel comfortable every time she was around. Adriana is 19 years old, the same age as I am and she has a friendly sense of humor along with an astonishing personality. Sometimes when Adriana and I would talk about our personal lives, she would simplify her conversations with me and I would always adore her for that; she understood that I was not that advanced with the Spanish language. I got the chance to meet almost all of Adriana's close friends who went to the same college as she did. They were all very wonderful people, like Adriana, and I was honored to meet them.

Sometimes, my host brother Leo would get on Adriana's nerves, but never on mine. Leo was a good guy, a guy who I came to know more like my own younger brother who's mature and nice. When he would get invited to his friends' birthday parties, Leo would come out from his room casually and ask me, "Como es esto? Te gusta?" (How is this? Do you like it?). Every time when he asked me for my opinion of how he looked, I felt honored to give him some advice; I always enjoyed and appreciated his company.

Studying abroad was one of the greatest life experiences I have ever had, and it truly touched my heart beyond what I can say. I recommend that every student should take advantage the Learning Abroad program while they can, because it will change them forever.

Khong Xiong
Editorial Assistant
MCAE Press

(To find out more about Learning Abroad please see <http://www.um-abroad.umn.edu>)

Students Retreat: Multicultural Student Organizations Meet

It's a little before dinner time on Friday, January 20, 2006, and student leaders, faculty, and staff members fill about 10 round tables set for the Multicultural Student Organization Retreat. Some of the students may know each other and the faculty, and some are just meeting for the first time. Inside Coffman Union's Campus Club, the student leader retreat begins with a welcome by representatives from the Office for Multicultural and Academic Affairs (OMAA).

The participants come from many different organizations such as the men of Sigma Lambda Beta, the ladies of Gamma, La Raza Student Cultural Center, Asian-American Student Union, just to name a few. The student leaders introduce themselves and share ideas. "We are able to congregate and talk about some of the issues that we are faced with as students of color as well as share ideas and work together," says **Tony Kousonsavath**, a member of the Asian-American Student Union. As student leaders hear great ideas and initiatives, they exchange email addresses.

Retreats such as these are enriching for the students and the University because they engage students and bring in new ideas from diverse student populations. They ask students to think critically and actively involving experts to enrich learning. They address issues on campus such as how services on campus can improve, and how to collaborate within the University. Students learn of resources on campus that focuses on leadership and academic progress.

Formerly, the student leader retreat took place annually and was organized by the Office for Multicultural and Academic Affairs (OMAA). It has been several years since a retreat such as this one has taken place. This year, Multicultural Center for Academic Excellence (MCAE), a department within OMAA invited the students to join them. Graduating senior, Alex Hermida expertly led the event coordination for MCAE. Now once again student leaders can meet each other, learn more about services on campus, and understand what the U can do for them.

(Continued on pg. 14)



Student leaders take intense notes on the issues, or the menu.



CAAM Chinese Dance Theater:
Lion Dance

3 Days of Celebrating THE YEAR OF THE DOG: Confessions of a Partygoer

of the night the place filled up to full seating capacity and people were standing. There were great performances: traditional dances; new, racier, modern dances; a musical performance; a fashion show; and a theatrical performance. They also handed out red envelopes to children and gave out prizes in light of the New Year. They gave away an iPod Nano as the grand prize, but I didn't win. Well, I still had a chance at Sunday night's celebration.



HKMSA's extreme calligraphy contest

I've always imagined being in Asia during the Lunar New Year—colorful, cracking fireworks streaming the skies; red envelopes getting passed around; people celebrating an important event. On one busy weekend students from the Chinese American Student Association (CASA), Hong Kong and Macau Student Association (HKMSA), and Vietnamese Student Association of Minnesota (VSAM) conducted their own celebration of the Lunar New Year. And I went to party.

Friday, February 3: The celebration started today with HKMSA's Chinese New Year Celebration in the President's Room of Coffman Memorial Union. I participated in a calligraphy contest and got the satisfaction in showing off my lack of hand/eye coordination. It was amazing to see how everyone's calligraphy turned out, even though I didn't win. And of course, I went on an empty stomach, but luckily there was food there. Students had a chance to mingle and enjoy their food. I met some new people that night. I couldn't wait for Saturday night's celebration.

Saturday, February 4: I waited all day for VSAM's Tet Celebration (Tet is Vietnamese for "New Year"). One reason was because it was at the Ted Mann Concert Hall so I knew it was going to be a great show. The location was huge, but by the end

Sunday, February 5: Yeah, so the Super Bowl was today, but I went to CASA's Chinese New Year celebration instead. As I entered, the greeter handed me a red envelope with a raffle ticket inside—another chance to win. At my table there was a tangerine for each guest, for good luck. Aside from the great food, the show featured musical performances, colorful dances, trivia questions, prizes, and the celebration wouldn't be complete without the lion dance to end the night.

Overall, the weekend was a huge

success—even if I didn't bring home any prizes. I talked to Albert Leung, CASA's president, and he said that by putting on programs such as the New Year celebration "the University gains in its mission to expose students to knowledge and experience." Celebrations such as the ones put on by CASA, VSAM, and HKMSA all bring the New Year to campus without having to travel far. Happy Year of the Dog!

Danny Khotsombath
Graduate Instructor
Dept. of Spanish & Portuguese



**Congratulations
to Our Graduating Students**

**Sunny Chung
Jennifer Lee Kelley
May Esperanza Lososo
Yolanda Xiong
A Yang**

FALL 2006 Asian American Studies Course Offerings

(All courses subject to change and cancellation)

AAS 1101 Imagining Asian America (Kale Fajardo)

12:45 P.M. - 02:00 P.M. , Tu,Th NichH 145 , TCEASTBANK

When you think of "Asian America," do you think of Asian American youth up to no-good in a southern California suburb, a Japanese Brazilian with a magical ball in a rain forest, or a Korean American involved in espionage? I do (among other things). In this class, we will engage with diverse landscapes, visions, histories, and peoples in Asian America. We will explore how diverse Asian/Asian American writers, cultural workers, artists, and scholars imagine, represent, and historicize Asian America. The materials we will read and analyze will be about Asians in the U.S., but we will also move beyond the U.S. to think internationally.

SOC 3211W American Race Relations (Enid Logan)

11:15 A.M. - 12:05 P.M. , M,W,F , BlegH 120 , TCWESTBANK

This class explores the contours of race in the post-civil rights era United States. Using films, readings, discussion, and lecture, we will examine the myriad ways that racial logics, ideas and practices structure American society and influence the life experiences and outcomes of all its members. We will begin by exploring major theoretical concepts in the race relations literature and provide an overview of the historical roots of race and racism in the U.S. The majority of the class will be devoted to an examination of the dynamics of race in different contexts. We will draw from the following topic areas: a) racial identity b) race and immigration c) race and education and d) race and sports. Lastly, we will discuss the future of race relations in the U.S., and evaluate strategies to overcome racial inequality.

AAS/ALL 3270 Service Learning in the Asian Community (Juavah Lee)

4:00 P.M. - 05:30 P.M. W, TCEASTBANK

This course is designed to give University students the opportunity to provide academic, social and cultural support to new Hmong refugee students from Wat Tham Krabok (and other communities). This course will give students the opportunity to teach English and exchange cultural experiences. The main focus of this course is to promote literacy by focusing on English readings.

AAS 3920 Topics in Asian American Studies: Hmong American Literature (Mitchell Ogden)

2:30 P.M. - 3:45 P.M. Tu,Th, FoIH 218 , TCEASTBANK

Student may contact the instructor or department for information.

AAS 4920 Topics in Asian American Studies: Asian American Identities and Communities (Teresa Toguchi Swartz)

11:15 A.M. - 12:30 P.M. , Tu,Th, BlegH 120 , TCEASTBANK

We will start with a brief overview of the history of Asians and Asian Americans in the US and then shift to a post-1965 immigration context, examining Asian immigration, incorporation, and assimilation in the contemporary period and the major sociological theories that speak to these issues. We will look at Asian Americans in contemporary U.S. race relations. We will explore the diversity within the Asian American community, including ethnic, cultural, and class variation. Attention will then turn to issues related to family and gender including changing gender roles and relations, intergenerational family relations and conflict, and issues surrounding the second generation. The course will then consider the experience of Asian Americans in institutions such as education, work, media, politics and the state. Along with examining patterns and experiences of Asian Americans across the United States, we will also attend to the immigrant, refugee, second-generation, and adoptee communities that are unique to Minnesota and the Midwest. The major course assignment will involve students choosing to engage in a semester long community service-learning project with an organization that works with Asian Americans or another research-based project on a relevant issue.



Cauc-Asian

A short story by Albert Leung

Smile coyly; maintain eye contact for exactly 3 seconds, I say to myself. Any longer and I'll be a creep; any shorter and she'll think I didn't notice her.

She's the cute curly redhead with sea-blue eyes that will drown you if you gaze too long. Her name is Sheryl, otherwise known as "astronomy girl" amongst my friends. Everyday she sits in the 3rd row, middle seat; and everyday I sit in the 4th row, a seat or two away from the middle so I catch her profile from an angle.

I've never had the opportunity to talk to Sheryl, only breathe on her from afar. Unfortunately for her, life has offered me a chance to finally approach her as she's munching on a bagel and cream cheese while reading the paper a few tables away from me. I start feeling lightheaded knowing this is the opportunity I've long awaited. I turn-up my Chinese-pop-music to get the blood flowing and muster up some courage.

This is your chance moron, I say to myself. Just don't f-ck it up and make a fool of yourself.

Sheryl looks up from her newspaper and shoots a smile at my direction. I freeze like I had been caught stealing. I panic and quickly shoot a stiff hand up and twiddle my fingers like a feminine robot, grinning nervously as sweat slightly dampens my forehead. *Lame.*

She laughs at my geeky mannerisms and, in a brief unexplainable moment, she waives me over to her table. My heart nearly jumps out of my chest, tearing through my t-shirt from surprise. *Wait, my t-shirt. F-ck me for wearing this ridiculously satirical t-shirt saying, "Everyone Loves an Asian Boy." How embarrassing. Maybe she won't notice.*

I rise from my seat and make my way towards her table. The moment slows and I picture myself strutting towards her, wind blowing against me. I picture myself puckering my lips and squinting my eyes into a sharp and deeply sexual glare. I start building up some confidence and gain a little more pep into my steps; but my foot hits the leg of a chair and I stumble into her table and back to my nerdy-self.

"So does everyone love an Asian boy?" she asks.

Sh-t, she noticed the shirt.

"Yeah, maybe all but me," I respond with an uncomfortable laugh, realizing I just said that I don't love Asian boys.

"You're name is Richard right?" she says with a smile.

I almost squirm from joy having heard my name uttered in her dulcet voice. "Yeah, I think you're in my astronomy lecture. I'm sorry; I don't remember your name," I say. *That's right Rich, smooth. Make her think you don't notice her.*

"I'm Sheryl," she answers with another big smile.

My lovelorn heart warms upon hearing your name. *Gosh, I'm such a sap.*

"So, what are you up to?" I ask.

"Nothing, I'm eating lunch and reading the paper," she answers. "What about you?"

"I was just wasting time between classes, while listening to music."

"Cool. What are you listening to?"

Should I tell her I'm listening to Chinese-pop music? I might look like a FOB if I do; which may make me seem only attracted to Asian girls only. Not like I don't like other music, today was in the mood listen to Chinese-pop.

"I'm... listening to the Red Hot Chili Peppers." *Nice.*

"Oh I love RHCP!" She squeals, perking up from her chair.

"Me too; I saw them in concert a couple years back. It was one of the most amazing concerts I've seen."

"You're lucky. I missed that concert because I was out of town..." she pouts as the conversation flow starts to fade away.

Then like almost every interaction, we arrive at the awkward silence. I have to think of what to say next and not just stand here. *Don't panic and don't say anything stupid.*

"So yeah..." I utter, in an effort to resuscitate this once in a lifetime opportunity to speak to her.

"Yup," she seemingly whispers, as I anticipate her to tell me she has to leave or attend to more important things.

I panic, *sh-t.*

"Ahhhh, there are a lot of kids from Minnesota who go to school here. Ummm...where are you from?" I blurt out trying to act like that didn't come out randomly. *I thought I said not to panic.*

"I'm from Minnetonka, just a little drive away from campus," she answers trying to hold back her laughter at my strange and forced outburst. "Where are you from?"

Yes! Although I made myself seem like a socially inept individual, I successfully brought the conversation back to life, for now.

"I'm from Plymouth actually, which is really close to Minnetonka."

"Yeah, I know Plymouth. But where are your parents from?" She asks inquiring, like many, what my ethnicity is.

"My mom's from Taiwan and my Dad's from Hong Kong." I say with a slight sigh from the many times I've had to answer.

"So were you born here?"

"No, I was born in Hong Kong but I moved here when I was only a year old."

When asking about someone's ethnicity, it always unfolds in the same way every instance. First they ask which ethnicity you are composed of, and then they'll ask if you born at that respective country or in the USA, and lastly they ask if you have ever been back to that country.

"Have you ever gone back?"

Ha, I win.

"Yeah, quite a few times. It's a great place." I answer but not understanding why it is so interesting to ask.

"I've always wanted to travel to Asia."

"You should definitely go," I say in support.

Jeez, now she probably thinks I'm an Asia expert, wearing a t-shirt that reads "Everyone loves an Asian boy," while listening to Chinese-pop music. I was born in Hong Kong and have traveled back there countless times, as if it's a second home. Well, at least she knows I listen to Red Hot Chili Peppers.

"So do you speak Cantonese or Mandarin?" She asks, surprising me that she would know the difference between dialects in Taiwan and Hong Kong.

"Well I speak both."

Terrific... you can add Asian language bi-linguist to the list now.

"Hey! Could you write something in Chinese so I can maybe get it tattooed on me someday?" she asks as her eyes widened and glistened with excitement. "I want to get something poetic like 'Love for art' or 'Eternal love.'"

What is with this crap regarding Chinese characters? You don't see Asian people tattooing poetic English words onto their bodies. Why does it work vice-versa? Don't ask, I can't read or write anyways.

"Actually, I can't read and write Chinese. Sorry I'm no use to you."

"Oh, that's alright. No worries."

I don't understand these complexities. I try not to seem so Asian where it makes me seem like I only socialize and date Asians. Maybe it's my own self-paranoia. Should it matter anyways? She's only scratched the surface of who I am. This pretty redheaded woman, who I am utterly infatuated with, should dig me for me. Well, time's running out because I need to get to class. It's your move, now or never.

"Hey maybe we could get some lunch sometime..." I ask. My heart's beating so hard you could probably see it palpitating in my chest.

"That's great. Maybe we could get a burger or something."

My knees almost give out. I can't believe she said yes, and better yet didn't ask me to suggest a Chinese restaurant.

(Continued on pg. 15)

of balance, or rather juggling, is among the key issues facing women in higher education – one of the main areas of interest guiding my research agenda. This has entailed sociological analyses of the global-level processes impacting women’s participation in science and engineering as well as women’s studies activities in countries belonging to the Organization for Economic Cooperation and Development. My next major project seeks to provide an understanding of the changing gender composition of the academy along with explanations for cross-national variation in the number of female faculty.

In a further major project, my colleagues and I are examining the rise of the international human rights regime over the past century. We have conducted quantitative analyses of memberships by country in international human rights nongovernmental organizations and nation-state ratifications of international human rights treaties, such as the Convention on the Elimination of All Forms of Discrimination against Women.

While we have enjoyed our time teaching at the University, we recently decided to return to Stanford University. Anthony received tenure there last spring and I was offered a position as assistant professor (teaching). Given the global nature of academic networks, however, we hope to maintain the connections established at the University and look forward to crossing paths with many of you in the future.

Excitement Builds for Klaeber’s Revamped Courtyard

Klaeber Court (which houses MCAE) recently received a \$3,000 Beautiful U grant to remodel its courtyard. On April 20th, this year’s Beautiful U day, MCAE celebrated with an all-day model exhibit, culminating with a inspiring talk by African American and African Studies Professor Keith Mayes. **Dr. Jean Strommer** who is heading the effort says that the new “Supergraphic” courtyard will not only be more beautiful, but will “connect spaces at the University to spaces in the community.” The “project engages the M3C scholars in community service activities within the context of three MCAE community outreach programs, including the Multicultural Family Literacy Program, the Mul-

The purpose of the retreat is to provide an understanding of the student fee process and requirements, allow for an exchange of ideas between student leaders, share information about new events for the spring semester, help understand the services provided by the OMAA and MCAE, and to ensure the success of students of color by supporting their efforts. Another component is to create an advisory committee of students to give feedback to the University of Minnesota administration.

The retreat had representatives from many multicultural student organizations and students were happy they attended. Being the first retreat in a few years, the students can look forward to more retreats in the future. “For once I felt like the University was trying to make a connection with the students and this was one way that we could come together. I look forward to next year’s retreat where I can meet new student leaders,” said Tony Kousonsavath.

Danny Khotsombath
Graduate Instructor
Dept. of Spanish & Portuguese



Computer conceptualization of Klaeber Court’s future courtyard.

ticultural Leadership Mentoring Program and the Multicultural Civic Engagement Program.”

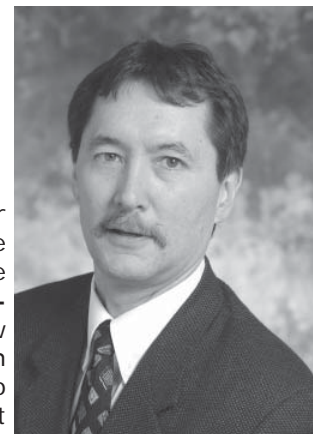
Dr. Strommer is particularly excited that **Tetsuya Yamada** from the U of M’s Art Dept. has tentatively agreed to collaborate with students to design and create ceramic tiles for the new courtyard. An acclaimed sculptor, Professor Yamada has previously created beautiful tile work for the Boynton Health Service and is currently preparing for an upcoming show at Electro Lift Artworks in Northeast Minneapolis.

Some Parting Words from Our Leader:

Dr. Geoffrey Maruyama

Interim Associate Vice Provost

Office for Multicultural and Academic Affairs



Colleagues,

I am pleased that I got the opportunity to help lead OMAA for the past year. The year went amazingly quickly (even though I had hoped to be in the role for much less than a year!), thanks primarily to staff who kept things going as I split my time between OMAA and my System Academic Administration duties. It was an exciting time to head OMAA, for issues of diversity are and will continue to be front and center in the U's positioning efforts. With a mother who was an immigrant and a father who was first generation born in the U.S. (Nisei), I have been personally affected by issues around identity and assimilation that face many of our students. The cultural and identity development challenges that face them highlight the importance of support programs like mentoring, for being able to turn for advice to an individual who has faced some of the same challenges as one currently is facing is critically important.

Not surprisingly, over the past year I have tried to focus OMAA on mentoring, coordinating and shaping our ongoing efforts while attending more generally to student services as the strategic positioning efforts have restructured colleges. The other area of focus over this past year has been preK-12 partnerships, for we work with the products of the preK-12 schools. If we want students to come to us with particular skills, we should invest our time and resources to help develop those skills.

I think we have made progress in these areas, although much remains to be done. In part, all these efforts await the college restructurings, for only then will we be able to determine exactly how OMAA fits within the resulting services and structures.

As I transition to the office of **Sr. VP Robert Jones**, I will remain involved in the issues, for preK-12 work will remain part of my du-

(Story continued from pg. 13)

"That sounds great."

"Well, let's talk about this in class tomorrow. I have to get going." She says as she cleans up her lunch and picks up her bag.

"I'll see you tomorrow then," I say with the biggest grin on my face.

"Bye then. Have a great day." She says, and then saunters away.

I make my way back to my table, but still keeping my eyes affixed onto her figure diminishing into the distance.

I'm having lunch with a hot girl, I think to myself.

The moment slows and the Bee Gee's "Staying Alive" plays in my head. I strut with confidence and swagger, smirking my way back to my table with a groove in my steps. Then I hit the leg of another chair and stumble way back to my seat and back to my nerdy-self again.

Albert Leung

President

Chinese American Student Association

ties, as will some of our outreach efforts. I hope everyone helps welcome **VP Nancy "Rusty" Barcelo** back to the U. I know that she will bring a fresh perspective as one who has looked carefully at best

practices of programs across the country and who has accomplished much putting programs into place during her years at the University of Washington. We are fortunate that she wants to return to Minnesota.

Thanks to all of you who helped make the year a productive one.

Geoff

**Thank you Geoff,
for all your support and hard work!
--MCAE**

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