

University of Massachusetts Boston Asian American Studies Program



AsAmSt 326 Multiracial Experiences course project exhibitions, May 2009

Graduation Celebration
2008-2009

27 May 2009

Asian American Studies Program Affiliated Faculty (expected for Fall 2009)

Ping-Ann Addo, Assistant Professor, Anthropology

Pratyush Bharati, Associate Professor, Management Science and Information Systems, College of Management

James Dien Bui, Instructor, Asian American Studies

Connie Chan, Professor and Chair, Dept of Public Policy and Public Affairs

Elora Chowdhury, Assistant Professor, Women's Studies

Patrick Clarkin, Assistant Professor, Anthropology

Xiaogang Deng, Associate Professor, Sociology

Charisse Gulosino, Assistant Professor, Leadership in Education, Graduate College of Education

Richard Hung, Assistant Professor, Human Services, College of Public & Community Service

Eunsook Hyun, Professor, Graduate College of Education, and Associate Provost for International and Transnational Affairs

Jon Iftikar, Instructor, Asian American Studies

Esther Yae Iwanaga, Instructor, English

Sari Kawana, Assistant Professor, Modern Languages

Peter Kiang, Professor, Graduate College of Education and Director, Asian American Studies

Marlene Kim, Associate Professor, Economics

Suji Kwock Kim, Assistant Professor, English

Hae-ok Lee, Associate Professor, College of Nursing & Health Sciences

Andrew Leong, Associate Professor, College of Public & Community Service

Giles Li, instructor, Asian American Studies

Raymond Liu, Associate Professor, Marketing, College of Management

Lusa Lo, Assistant Professor, Curriculum & Instruction, Graduate College of Education

Samuel Museus, Assistant Professor, Leadership in Education, Graduate College of Education

Patricia Nakamoto Neilson, Director, Center for Collaborative Education, College of Management

Rajini Srikanth, Associate Professor, English and Director, Honors Program

Lakshmi Srinivas, Assistant Professor, Sociology

Karen Suyemoto, Associate Professor, Psychology and Asian American Studies

Shirley Tang, Associate Professor, American Studies and Asian American Studies

John Tawa, Instructor, Asian American Studies and Psychology

Paul Watanabe, Associate Professor, Political Science and Director, Institute for Asian American Studies

Wenfan Yan, Professor and Chair, Graduate College of Education, Department of Leadership in Education

The Program

UMass Boston's Asian American Studies Program offers culturally-responsive instruction in the classroom with holistic practices of mentoring, community-building, service-learning, and advocacy to address the social and academic needs of students as well as the critical capacity-building needs of local Asian American communities. Featured in the *Chronicle of Higher Education* and highlighted by the Association of American Colleges & Universities as a national model, the program offers the most Asian American Studies courses, faculty, and community linkages of any university in New England. The program's alumni include teachers, social workers, health care providers, business entrepreneurs, and leaders of local Asian American community organizations. By grounding our curriculum, teaching, and applied research in the realities of local Asian American communities and by respecting the knowledge and bilingual/bicultural skills that many UMass Boston students bring to the classroom, the AsAmSt Program creates powerful learning environments for all students to gain critical understanding about the historical experiences, voices, contemporary issues, and contributions of diverse Asian populations in the U.S.

Graduate students from any area who have Asian American Studies interests can serve as teaching/research assistants, mentors to undergraduates, and special project developers for the program. High school students in UMass Boston's pre-collegiate programs such as Urban Scholars and those involved with the Coalition for Asian Pacific American Youth (CAPAY) are encouraged to take advantage of the program's learning opportunities. Community members and organizations as well as alumni participate in our activities in short- and long-term ways. The program is open to students from any UMass Boston college and is especially useful for professionals and practitioners in education, social work, community development, business, and other fields affected by recent demographic growth of the Asian American population.

Celebrating our 2008-2009 Graduates in Asian American Studies

This year, Sơn Ca Lâm joins twelve previous UMB students who successfully designed and completed 10-course individual majors in Asian American Studies, including Steven Ward, Richard Lee Sheehan, Frances Ma, and Series Fung (all 1993); Elaine Ng (1994); Hyun Jung Lee (1998); Lisa Goldstein, Tzena Wong, and Lola Tom (all 1999); Kim Mach and Shiuan Butler (both 2001); and most recently, Janet Hồng Võ (2008). These individuals each made important contributions to the Asian American Studies Program as students, and all have gone on to do inspiring work personally, educationally, and professionally, while continuing to serve as engaged, dedicated alumni. With Sơn Ca, we are proud to recognize six outstanding 2009 AsAmSt program-of-study students — Widad Al-Edanie, Amy Au, Frances Chow, Jane Lee, Ledra Sun, Rich Truong — and two graduate student teaching/research assistants, Jon Iftikar and Kunthary Thai-Johnson, who represent this year's graduating class.



painting by Frances Kai Ying Chow, May 2009

Individual Major in Comparative Ethnic Studies with a focus in Asian American Studies combined with a second major in Earth and Environmental Ocean Sciences

Sơn Ca Lâm

I'm 1.9 generation, Vietnamese-American, with some Chinese ancestry. I was born in the refugee camps in the Philippines but I'll say I'm from Dorchester.

Asian American Studies at UMB is not clear-cut to me. It's the students and the staff and the faculty. It's the local Asian American community organizations that can all boast having an affiliate of the program. It's my 4th grade bilingual teacher, a graduate of the program and the first person to tell me I was Asian American, while I thought in 9-year-old mind, "What's that? No I'm not! I'm Vietnamese." It's CAPAY, the youth organization here that I feel like I haven't left since high school. When I found Asian American Studies, it was like wearing glasses for the first time — uncomfortable, but suddenly seeing the outline and delicate details of the world that I didn't know was there. I didn't know I was American. I didn't know I belonged to a community. I didn't even know why my family was in the U.S. other than "because of the war and communism". And I never dug for answers until Asian American Studies. But it wasn't the answers that led me to where I am. Rarely did I find answers. It was the questions and the people that brought me here.

When I confided in my friend and mentor in CAPAY that I get more unsure of what I'm doing with my life as I get older, he told me "In high school, you didn't know a lot but you were sure of what you knew. Now you know a lot more but you are unsure of it." I am sure though, that whatever I do, this is still my community and I will put back what I took from it.



Program-of-Study in Asian American Studies

Widad Al-Edanie



In my prime age, I left my native country, Iraq. I was tired of wars, poverty and the old regime's oppression. I took an independent action (for the first time in my life) and came as a refugee to Canada, alone. I moved to the United States in 2000 and started going to school in New Jersey. I lived peacefully in the U.S. for two years, but when the Sept 11 attack happened in 2001, everything changed. I decided to move to Boston to escape the racism I faced in New Jersey and New York. I know it was hard for the families of Sept 11 victims to lose their beloved ones, but seriously it was harder for us; the Americans wanted us to pay the price for something that we didn't do. When I came to Boston, I decided to study at UMass Boston because of its network of diverse students. At UMB, I did an internship with the MA Office for Refugees and Immigrants to learn how I can assist newcomers to the United States — especially the Iraqi refugees. This internship has not just helped me but also the Iraqi refugees with whom I have dedicated most of my time now to stand up in their new country.

I am a kind of person who has a high interest in knowing about different cultures. In my opinion, cultural competence is really important, especially if I learn about the values and traditions of any ethnic group from the people who actually practice them. One stereotype I heard about Asian Americans when I came to the United States always made me wanting to know more about them. I used to hear that the Chinese can excel in all subjects because they are really smart. I heard this statement from a member in my family, from one of my advisors at UMass Boston, and from a close friend. I wasn't so convinced that ALL CHINESE CAN EXCEL IN ALL SUBJECTS, but this statement became a topic of my interest. The opportunity came when Professor Shirley Tang told me about the Asian American Studies Program. I said yes, I have to seize this opportunity to explore this stereotype. So, in my final year, I decided to enroll in the AsAmSt program-of-study. I wish I knew about it earlier. I learned about so many interesting values that have helped me in my other activities at UMass Boston, such as tutoring for English 102E. There is a good number of Asian Americans in this class whom I worked with and could interact with really well. We have a beautiful and friendly relationship and I am sure that the Asian American Studies classes I took helped me in building such relationships. But even more so, this program gave me the chance to do independent study research about the Iraqi refugees in the United States. To me, this research is a great achievement in my life. For the first time, I could put together a syllabus with the help of Prof Shirley for a future course about the experience of the Iraqi refugees. In sum, enrolling in the AsAmSt program helped me gain important knowledge about Asian Americans such as the Model Minority stereotype and the experience of the Japanese Americans in WWII, while also deepening my understanding and commitment to support and empower the Iraqi refugees.

Amy Cheng Yee Au



Some might consider me a “Jook Sing” (竹升) and others might consider me an American-Born Chinese. I consider myself as a second generation (first generation born in the U.S.) Chinese American. I am the oldest daughter of four girls. I was born and raised in Boston, MA until the beginning of 7th grade when my parents uprooted the family to Malden, MA where I still currently reside. Life has taken me around the world and back. I love to travel and experience new cultures. I am passionate about human rights and Asian/Asian American, Veterans Issues. I volunteer at various agencies/organizations when the opportunity arises. I have attempted and accomplished things that I have never thought possible. Life has not been smooth sailing, and I am sure there will continue to be twists and turns, but things always calm down. I am in a good place right now.

I kind of stumbled into Asian American Studies. I decided to take AsAmSt 223L - Asians in the United States course my second semester here at UMass Boston. Toward the end of the semester, I heard Professor Karen Suyemoto speak at an Asian American Studies Open House and I was hooked. Every semester since then, I have taken an Asian American Studies class, and one semester, I took two classes. That's how much I love AsAmSt classes. =) The content, teaching style, and the professors always made the classes interesting and challenging. The AsAmSt Professors have cared about who I am as a person and they have always taken time to meet with me and mentor me inside and outside of the classroom.

At the same time, I never had the urge or felt the need to hang out in the Asian American Studies Office or at the Asian Student Center. There are only so many hours in a day and I always continue to do my own thing. Many people do not know that I am a Veteran of the U.S. Army. I am not a person who goes around and boasts about my accomplishments or life experiences; I guess this has to do with my traditional Chinese upbringing. I served four years honorably with 27th Main Support Battalion, 1st Cavalry Division from 1999 to 2003 in Fort Hood, Texas. I found a warm and inviting veterans community at UMB in the Student Veterans Center the first few years I was here. With my free time, I was always up in the Veterans Center hanging out and working on projects with my fellow veterans. I also stayed connected through Veterans Upward Bound by working there part-time at nights during the school year.

AsAmSt has helped me understand who I am and what kind of difference I can make in my individual life and in my community. I have met some special people here at UMass Boston and I will remember them and these experiences in my heart. My short-term plans are to attend Graduate School at Salem State College in the Masters of Social Work program. My long-term goal is to work with Asian/Asian Americans and Veterans, individuals and communities. I will carry and use what I have learned through UMass Boston and AsAmSt in my mind, body, and soul. I will make a conscious effort to be involved in Asian American Studies work in both my personal life and my professional life.

Frances Kai Ying Chow



I was born in Boston in 1985 and raised in North Quincy in the same house for fifteen years. My parents were both immigrants from China — one a city girl born in Fuzhou and raised in Hong Kong, the other a village boy from Fuzhou — and met in America. Though Cantonese Chinese was my first language, English soon became my only language after starting school. The loss of that language has had a huge influence in my upbringing. I grew up with and maintain strong Chinese values, but I am irrevocably American. I found myself lost and unable to find a welcoming space between Chinese culture and American culture. I was accepted in neither, and so I had strong misgivings in both. I spent most of my young life feeling like an outcast, with my only true companion, friend, and caretaker being my older sister Florence. After high school, I tried to make my escape to New York, where I spent two years at university before coming home.

Asian American Studies had little to do with my life until I came to UMass Boston. In the fall of 2006, my second year at this university, I enrolled in my first Asian American Studies course: Introduction to Asian American Studies with Peter Kiang. I sat alone, anxiously in that first class meeting, not knowing what I would be learning or how this one course would change me forever. Unwittingly, and with some reservation, I found my passion and my future. I grew to care about my peers and found connections with them that I had never felt before. Asian American Studies made my experience at UMass Boston. I knew I needed this in my college life to balance out the mundane with something profound. I knew I needed this in my life to give it all some meaning and purpose. I admit to being ignorant and extremely judgmental, though I was much more so prior to being exposed to and enlightened by Asian American history and issues. Asian American Studies has helped me fight my own prejudices and has taught me to focus much of my anger and frustrations. I continue to learn all the time through my study, work, involvement, and interactions.

It is difficult for me to express in words how Asian American Studies has motivated, moved, and bettered me. It has been a life-changing experience — every day, learning in the classroom, in the community, and from the people that surround me. Though I am unclear as to where life will lead, I am certain that Asian American Studies and the Asian American community will remain a requisite part of it, guiding my thoughts and actions at every moment, keeping me aware and mindful and thoughtful of everyone and everything around me.

Jane Wai Lee



I am second-generation Chinese American, born here in Boston. I am the older of two children with a younger brother who just graduated from Northeastern University. It has been a very long journey but I am graduating this Spring with a degree in Sociology and a program-of-study in Asian American Studies.

I decided to include Asian American Studies in my studies because initially I was looking to learn more about my heritage. I started my undergraduate college career at a school that did not offer any Asian American Studies classes. When I first started taking classes at UMass Boston, the Asian American Studies courses caught my attention because they were interesting to learn more from. At the time I realized that I knew very little about the culture and history of my Chinese heritage, so taking classes in Asian American Studies helped me learn more about my own background. It also helped me feel connected to many others who shared similar experiences as I have had. In addition, I took AsAmSt courses because I wanted to feel more connected to the Asian American community, especially within the Boston area.

My involvement with Asian American Studies helped me feel connected to something at UMass Boston that is vitally important because it is such a big commuter school. Asian American Studies classes allowed me to learn more about other ethnicities that identify themselves as Asian. In learning about these and other cultures, I have grown to appreciate the beauty in similarities and differences. I think what I learned that is most important from Asian American Studies classes is the whole idea of understanding the relevance of one's culture and background when interacting with people. Everyone has a story and it is so important to ask and listen to each other's stories. It is within these stories that the excitement of learning grows and continues. Reading from course books and textbooks is one thing, but to hear the experiences and actually witness the experiences happening is so much more meaningful.

I plan to take time off from academia to work within the field of social/human services and figure out what I'd like to study for graduate school. So I am trying to experience all that I can within the field to see what I'd like to focus on. Right now, I am thinking about a future in social work, nursing, education, or occupational therapy. My future is very much still in the process of being determined, but what I have learned and will take with me is the idea of respect and understanding. It is so important to go beyond the surface and see deeper within people and situations. Asian American Studies has shown me the importance of staying connected to the community and working to help communities grow. I have been blessed to have so many opportunities given to me. I would like to return the blessings by helping others have the best opportunities available.

Ledra Sun



I am a Cambodian American from Revere, MA. When I first graduated from a two-year school, I still didn't have a sense of self, so I became quite curious as to why I struggled with school along with many other Cambodians within my community. From there on, I decided to further my education and then enrolled at UMass Boston where I have completed a double major in Psychology and Sociology with a concentration on Asian American Studies.

I decided to include a focus on Asian American Studies in my studies/activities at UMass Boston because I believed it could help me better understand not only myself, but other Cambodians in my surrounding communities. Some things that were not spoken of within the household because of various reasons, I was able to learn from these courses.

Quickly, I had a deeper understanding and found the roots of some or maybe most of the issues involved. It became clearer to me as to why some youths had a harder time reaching or holding onto higher education. Some things that were easily assumed became what they were — just assumptions. I believe that this knowledge gives a sense of empowerment, something that I hope to pass on to others. On this path, I met wonderful people who had their own personal reasons for including AsAmSt in their education. However, we all had a common goal, and I believe that we all gained something powerful and positive.

My future plans are to work within an urban community and school and become connected to the youths. AsAmSt gave me something special — a great network of people who have big hearts. Speaking from experience, I know that anybody within this program would offer a helping hand in any situation. I could only hope to build that kind of personal and collective strength in my future endeavors.

Richard Truong

I am a Vietnamese American. I am the second one in my family to complete a college education. I was born in Gardena, California and moved to Massachusetts at the age of four. Most of my life, I lived in low-income housing. In my family, there was an emphasis on valuing education. My parents made me go to school everyday and tried to help me out the best they could, despite their limited education in Vietnam. My sister would always tell me to try harder and would help me with my homework. I did alright in school but always felt as though there was something missing from my life. I have always been in search of community whether ethnically or culturally. As far as I can remember, I recall asking my parents to move to Dorchester or back to California where there were large Vietnamese communities. I remember my request was denied with "No, there is too much drama in the Vietnamese community, everyone knows your business." I just knew that I wanted to find myself amidst my own people. I wanted to be surrounded with people who spoke my native tongue, shared my culture and traditions, and with whom I could relate. When it came down to picking colleges, my list was narrowed down to three choices: Emmanuel College, UMass Dartmouth and UMass Boston. UMass Dartmouth was too far to be from my family, and UMass Boston didn't have such a good reputation, so that discouraged me. I ended up going to Emmanuel because I wanted to get the college experience by living in a dorm. After a year, though, I felt that Emmanuel wasn't a

good fit. I was doing well, but didn't feel that I was learning or growing in the process. I didn't feel a sense of community there. I decided to transfer to UMass Boston and it's one of the best choices I have ever made. I was able to find that feeling of community that I had longed for. I am now graduating with a degree in Business Management and a concentration in Marketing plus a program-of-study in Asian American Studies.



During my transition of transferring colleges, my older sister actually researched and told me about the Asian American Studies Program. She told me it was a really good program and that I should take it. This re-ignited an interest I had in high school, writing about issues in the Asian American community such as racism and stereotypes in the media. In my first semester after transferring to UMB, I took Intro to Asian American Studies (AsAmSt 200). For the first time ever in my educational experience, I felt

inspired and motivated to learn in the classroom. I also felt able to make personal connections with the content and with others in the class — something severely lacking before coming to UMB. I learned more about my own people, my community and what it means to be Asian American. That first Asian American Studies course still leaves an impression on me to this day. I remember watching a video about UC Berkeley students fighting for ethnic studies in the curriculum and demonstrating through hunger strikes. It was so powerful to see the level of passion those students had in their hearts for ethnic studies. It really moved me and strengthened my own passion for Asian American Studies. From then on, I decided to pursue a program-of-study in Asian American Studies and to have some active involvement in the Asian American Studies Office. I was able to learn about myself and others. I developed leadership through planning events and public speaking and feel more confident speaking in front of classes. One would think I would get this through my business courses, but I actually developed it through Asian American Studies. I remember my very first time speaking about Asian American Studies Program in the library. I was so nervous and flustered; I never wanted to do it again. However, it was a gradual process for me. Over time I was able to present workshops at the CAPAY Symposium and also speak regularly in other AsAmSt courses with more confidence. Asian American Studies also gave me the opportunity to share my own story when I had been given the impression that no one cared about my stories. I was able to create a digital story about my experiences as a gay Vietnamese American. This truly helped me to grow as a person, and enabled me to become a voice for others who couldn't. I have been able to inspire others through my struggles, just as I felt inspired in my first AsAmSt class. I would not be the person I am today, if not for the encouragement and support of Asian American Studies faculty, friends, and courses.

I have always wanted to experience the feeling of a community. After coming to UMass Boston and finally becoming part of a community, I know that there's a part of me that will always want to be connected to this community. I want to help others, I want to find connections and expand my networks, I want to make my people proud. I want to be able to empower people in Southeast Asian and LGBTQ communities. I also want to bridge the two communities. I am currently interning at Map for Health as a communications intern. Map for Health is a non-profit organization is trying to improve health of Asian Americans through HIV testing, STD workshops, and LGBTQ core group meetings. I feel here I am able to mix my interests in Marketing and Asian American Studies, and I know other staff and volunteers here have their own connections to AsAmSt at UMB. I will be back for more Asian American Studies. It's my home.

Graduate Student Teaching/Research Assistants

Jon Syed Iftikar

I am a multiracial Asian American. I was born and raised in California in the San Francisco Bay Area. I attended UC Berkeley where I received a BA in Asian American Studies. I also earned a JD from UCLA Law School.



Professor Shirley Tang first introduced me to Asian American Studies at UMass Boston. She served a crucial role as a bridge for me, coming from the American Studies graduate program. I got involved in Asian American Studies at UMass Boston through working as a graduate student teaching assistant for Professor Peter Kiang's Asians in the US course (AsAmSt 223L). Working with Peter was truly a transformative experience for me. I had been a TA before, and had taken Asian American Studies courses at other universities, but Peter's class was unlike anything I had ever experienced. I witnessed first hand how Peter's class created a positive space for the students to talk about their own and their families' experiences, and in doing so, they were able to connect with each other and create a sense of community in the classroom and in the university as a whole.

Working with Peter got me hooked. For the first time, I really felt a part of something important. I continued my work with Asian American Studies as Professor Karen Suyemoto's teaching assistant. Working with Karen, I was able to build upon my experiences, but I also learned much more. Her efforts to make multiracial Asian Americans a more central part of the course (AsAmSt 326) were new and empowering for me. Outside of the classroom, Karen really went out of her way to mentor me and include me in much of the process of running a college class. She has continued to provide support and guidance for me as I plan the next phase of my life.

Finally, I was lucky enough to take Professor Samuel Museus' course, Race and Students of Color in Higher Education (AsAmSt 420). He introduced me to a whole new and highly interesting field that has pushed me to consider race in a very different way. I was also able to see, through his teaching, positive ways to engage students while introducing them to higher-level social theory. In addition, Professor Museus was kind enough to spend hours outside of class, meeting with me to discuss all the questions I had about his field and about class reading.

I will be teaching an Asian American Studies course next semester (AsAmSt 200). I am excited and grateful for the opportunity to participate as an instructor in this Program. I have so much to learn from the other faculty, staff, and students in Asian American Studies, and I look forward to it. One constant through my different experiences working and participating in the Program is the students. Their activism, strength, and experiential knowledge have been inspiring for me. I only hope that I can find ways to bring my own strengths and knowledge to the Program in a way that contributes to its existing goals of empowering students and fostering connections between the University and the Boston area communities.

Kunthary M. Thai-Johnson



I am one of nine children, born in Cambodia. When I was seven years old, my family was one of the thousands who secretly fled Cambodia in order to escape the Khmer Rouge. We spent about five years moving from one refugee camp to the next, before being sponsored by a Lutheran Church in the small town of Ephrata, Pennsylvania. When we came to the US in 1984, I didn't know a word of English nor had I been exposed to American traditions and cultures. I had to learn English for my own survival as well as that of my family. I functioned as a translator for my family when they needed to go to the doctor's office, meet caseworkers from the welfare office, or correspond with schoolteachers. Due to my own inability to speak English, I was placed in the fourth grade at the age of 13. When we moved to East Boston, I changed grades. Due to my age, the Boston Public Schools forced me to skip the seventh and eighth grades and placed me in a Khmer bilingual program at South Boston High School. Although I had limited education at an early age, I worked hard and was determined to succeed. My ESL teacher recommended me for an after-school academic enrichment program (Urban Scholars Program). It is through this Program that I was first introduced to UMass Boston and its diversity. During my four years of high school, I always ran into

Cambodian college students on campus and most of them were familiar with Peter Kiang and the Asian American Studies Program. The Urban Scholars Program prepared me for college, but seeing the Cambodian students on campus had also helped me to realize that attending college was a possibility for someone like me.

Being a Cambodian American woman trying to fit in at a post-secondary educational institution has not been easy for me. I went to a small private school where only 10% of the student body was minority. I graduated from that school with a Computer Science major and Human Service minor. As a college student, I had thought it would be important for me to learn more about the different sectors of the Asian population nationally as well as locally in Massachusetts. I remember trying to find a Southeast Asian Studies class to take at the school, but there was nothing remotely close in content offered. That was when I found the Southeast Asians in America course at UMass Boston (AsAmSt 225L), but unfortunately, my private liberal arts school would not accept any credits from UMass Boston. When I challenged them to offer this particular course at their institution, they were not able to do so. I ended up writing a two-page request to their board as to why I needed to take this course. In the end, I was allowed to take the class at UMass Boston, and they accepted my three credits, but my grade was not calculated into my GPA.

What really drew me to the Asian American Studies Program at UMass Boston are the staff and faculty from the Program. I cannot imagine a better group of people who really care about their students' wellbeing, not just academically but socially as well. Their holistic approach to counseling and mentoring students is what got me hooked into the classes and projects I have done as a graduate student in education. Their dedication, encouragement and the faith they have in their students, make it difficult to walk away from. Through being exposed to the Program's faculty and taking their classes, I am able to understand many education issues affecting urban Asian immigrant/refugee populations, especially for the Cambodian students. Thanks to their wisdom and dedication, I am better equipped to deal with the students enrolled in my own educational support program. In addition, the AsAmSt courses have enabled me to reflect on my experiences and become more accepting of myself, my family, my community, and my roots in Cambodia. Through the Asian American Studies Program, I am no longer trying to hide my heritage, but instead I proudly re-tell my story and share my history and culture.

I am currently, directing the pre-collegiate Admissions Guaranteed Program at UMass Boston. I hope to continue to be as dedicated to my students and pave a way for those

who do not have equal or fair access to higher education. I also want to spread the knowledge of what I have learned from Asian American Studies in my graduate education program to enable other educators and policy makers to understand the intricate issues affecting the profiles of Cambodian students and other refugee students in order to develop more effective educational policies and practices, locally and globally.

Many thanks to Shirley Tang, Joan Becker, Rajini Srikanth, and especially Peter Kiang, for their continuous understanding, enlightening experiences, and tremendous patience. I would not have been able to do this without your support.



Thank you to our graduates for their reflections, voices, and visions.

The Asian American Studies Program also recognizes with appreciation:

- our graduating students who received awards in 2009, including Amy Au, recipient of the 2009 Anthony Chan Award presented by the Institute for Asian American Studies; Son Ca Lâm, recipient of the first annual 2009 Grace Paley Award from the William Joiner Center; Frances Chow, recipient of the 2009 Asian American Studies Alumni Award; and also continuing student, Matt Seto, recipient of UMass Boston's 2009 Beacons Student Leadership Award;
- Undergraduate Vu Tran who returned safely to UMB following his 2008-2009 tour of duty with the U.S. Marine Corps in Iraq; doctoral student, Nguyễn Thị Minh Phương, who taught new VIET 101/102 courses at UMB; and Alumna Janet Võ who has served as a 2008-2009 CTC VISTA Member working with Tri Quach to establish CAPAY's Dorchester Youth Initiative;
- Shirley Tang who has been awarded tenure with promotion to the rank of Associate Professor, beginning in Fall 2009, together with Ping-Ann Addo, Elora Chowdhury, and Lusa Lo who completed successful 4th-year personnel reviews;
- Eunsook Hyun, who was appointed Associate Provost of International & Transnational Affairs; and Charisse Gulosino, newly-hired Assistant Professor in the Dept of Leadership in Education with an AsAmSt affiliation;
- Karen Suyemoto who was elected as president of the Asian American Psychological Association (AAPA) and Pat Neilson who was selected as a national participant in the 2009 Japanese American Leadership Delegation;
- Our many AsAmSt faculty, staff, and students who taught our courses and whose work appeared in print/on-line or who received grants in 2008-2009;

We are especially thankful to our alumni, community partners & donors as well as to our affiliated faculty, staff, and dedicated AASO students. We offer our warmest wishes to all graduating students who have taken Asian American Studies courses with us during their time at UMass Boston.

For more information, visit the Asian American Studies Program in W-2-097, call 617-287-5658, or see: www.asamst.umb.edu and <http://www.facebook.com/pages/Boston-MA/UMass-Boston-Asian-American-Studies-Program/46642856725>