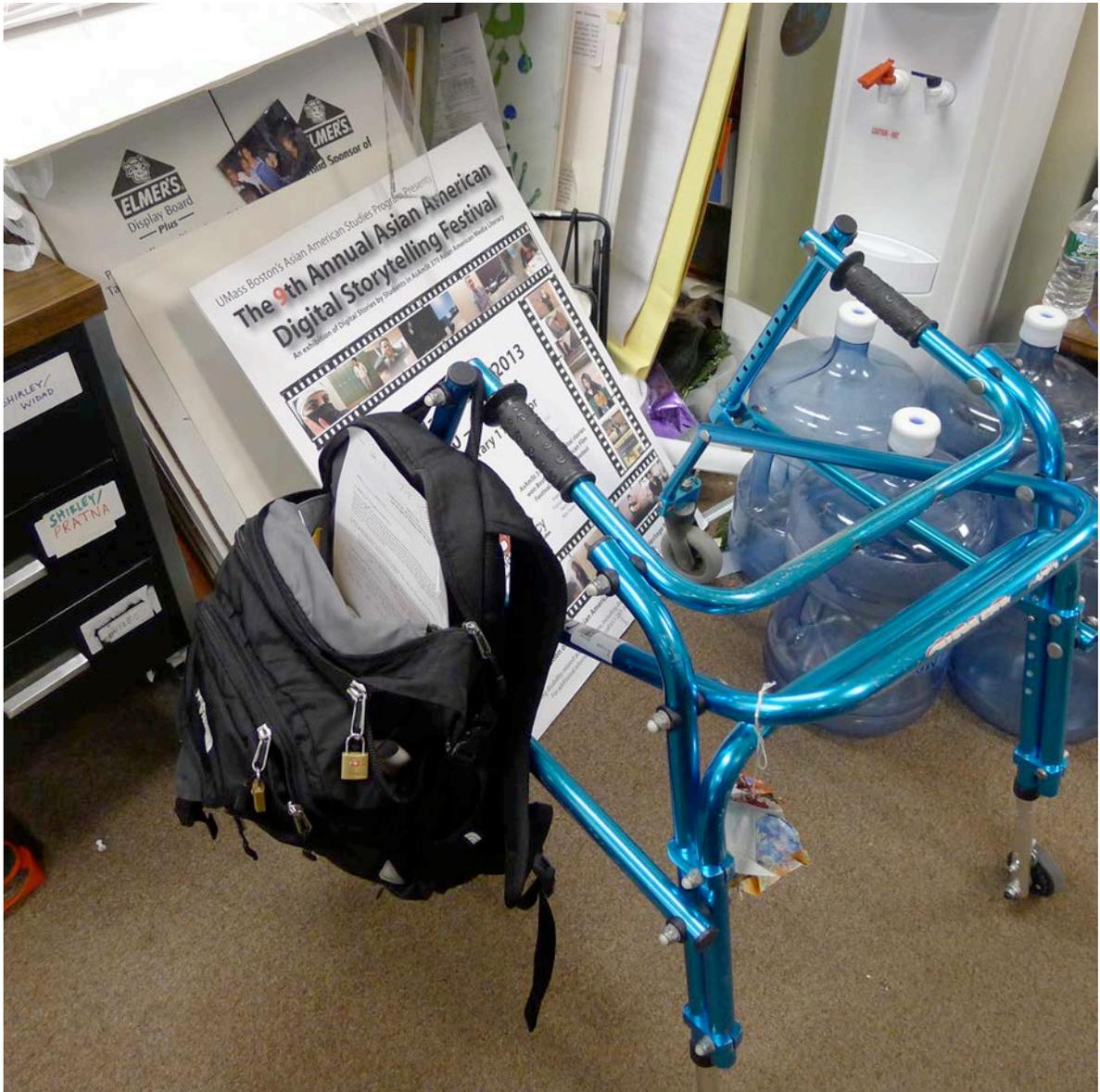


University of Massachusetts Boston Asian American Studies Program



Graduation Celebration
2014-2015

26 May 2015

Asian American Studies Program Affiliated Faculty (expected for Fall 2015)

Ping-Ann Addo, Associate Professor, Anthropology
Michael Ahn, Assistant Professor, Public Policy & Public Affairs
Pratyush Bharati, Associate Professor, Management Science and Information Systems, College of Management
Lisa Buenaventura, Interim Vice Chancellor for Student Affairs
Connie Chan, Professor, McCormack Graduate School
Elora Chowdhury, Associate Professor and Chair, Women's Studies
Patrick Clarkin, Associate Professor, Anthropology
Loan Dao, Assistant Professor, Asian American Studies, School for Global Inclusion and Social Development
Xiaogang Deng, Associate Professor, Sociology
Christopher S. Fung, Instructor, Anthropology and Director, Native American & Indigenous Studies minor
Richard Hung, Associate Professor, Human Services, College of Public & Community Service
Sari Kawana, Associate Professor, Modern Languages
Denise Khor, Assistant Professor, American Studies
Peter Kiang, Professor, College of Education & Human Development and Director, Asian American Studies
Marlene Kim, Professor, Economics
Son Ca Lâm, Instructor, Asian American Studies
Haeok Lee, Professor, College of Nursing & Health Sciences
Andrew Leong, Associate Professor, College of Public & Community Service
Raymond Liu, Professor, Marketing, College of Management
Lusa Lo, Associate Professor, Special Education Program, Curriculum & Instruction
Patricia Nakamoto Neilson, Director, AANAPISI Asian American Student Success Program
Fanny Ng, Instructor, Asian American Studies and Psychology
Rajini Srikanth, Professor, English; Founding Dean, Honors College
Lakshmi Srinivas, Associate Professor, Sociology
Karen Suyemoto, Professor, Psychology and Asian American Studies
Shirley Tang, Associate Professor, Asian American Studies, School for Global Inclusion and Social Development
John Tawa, Instructor, Asian American Studies and Psychology
Leslie Kim Wang, Assistant Professor, Sociology
Paul Watanabe, Associate Professor, Political Science and Director, Institute for Asian American Studies
Zong-guo Xia, Professor, Environmental, Earth & Ocean Sciences, and Dean, Graduate Studies & Intercollegiate Programs
Wenfán Yan, Professor and Chair, Department of Leadership in Education
Mai See Yang, Instructor, Asian American Studies and Gerontology

The Program

UMass Boston's Asian American Studies Program offers intellectually-challenging, emotionally-engaging, 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. 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. UMass Boston is the only research university in New England designated and funded by the U.S. Department of Education as an Asian American Native American Pacific Islander Serving Institution (AANAPISI).

Celebrating our 2014-2015 Graduates in Asian American Studies

This year, Thary Sun Lim becomes our seventeenth student to complete an individual major in Asian American Studies and our first undergraduate to be awarded her degree from the School for Global Inclusion and Social Development (SGISD). We are very proud of Thary and seven remarkable peers who are graduating with their completed AsAmSt program-of-study in Fall 2014 and Spring/Summer 2015, including: Lindsey Marie Greene, Huiyan Huang (黄慧燕), Elizabeth Yuri Kernan, Mary Leen Ouk, Erik Ballesteros Reyes, Vân Cẩm Thị Trần, and Vu Tran.

In addition, we recognize Linda Nguyen for receiving her M.Ed. in Early Childhood Education. Linda is a 2012 AsAmSt alumna who has also worked closely with the Vietnamese bilingual program at the Mather School. We also cheer all of our graduating students who have taken Asian American Studies courses with us, but are not formally acknowledged here.

We gratefully thank the Asian American Student Success Program (AASSP), as well as the entrepreneurship and long-term loyalty of 2012 alumnus Phil Le, and Wellesley Bakery owner and alumnus, Phoumara Nuon, for generously supporting our 2015 celebration.

Always deep thanks to our students, faculty, staff, alumni, and community partners!



AsAmSt alumni from 1993-1994 held a reunion in Dec 2014 with current students from AsAmSt 423L - Boston's Asian American Communities - a course they took more than two decades ago.

Individual Major in Asian American Studies

Thary Sun Lim



I am the daughter of Southeast Asian refugees, born in East Boston and raised in Lynn, Massachusetts which has the fifth largest Cambodian American population in the country. Depending on the context, I identify with various groups including Asian, Asian American, Woman of Color, Southeast Asian, American, Khmer American, and other collective identities. Although I am ethnically Khmer, I have settled with identifying myself as second generation Cambodian American Woman because I was born in the United States and I am somewhere in between, in the hyphenated.

In 2011, I embarked on a personal journey to Southeast Asia to retrace the routes of my mother's forced migration and to connect with the roots of my family's native country in Cambodia. There, I pursued a personal photo documentary project, documenting the people and places of my mother's village and her transnational family including my grandmother and aunts. This journey later led me to uncovering my mother's story and to research historical sites such as Our Saviour's Lutheran Church in East Boston, the organization that sponsored my mother and two of her four sisters as refugees to the United States. Slowly, as I began researching my family's history, I began to heal and the missing pieces of my mother's story of separation and trauma unfolded.

Growing up in a single parent, low-income household and as the first in my nuclear family to attend college, I struggled in my undergraduate education, transferring in and out of 4-year institutions and finally claiming my education back at North Shore Community College in 2012 where I received my associates degree. My passion for education was rekindled when I found the Asian American Studies Program at UMass Boston through looking for colleges to transfer to for my bachelor's degree. UMass Boston was my first choice because the Asian American Studies Program was the perfect fit. The Asian American Studies Program's holistic pedagogy grounded in culturally responsive curriculum and community engagement heeded the call for me to continue my research and piece together my mother's story through making broader connections to Cambodian Diaspora communities post genocide.

During the fall semester of 2013, I jumped right into the program and enrolled in three Asian American Studies courses: Rise Up! Asian American Leadership!, Asian Americans in the U.S., and Asian American Psychology. Through these courses, I fostered a mentoring and advising relationship with Dr. Loan Dao, who taught two of them. She mentored me at every stage of my growth since the beginning of my enrollment and helped me to officially declare my Individual Major in Asian American Studies. I also became involved with the Asian American Student Success Program, student clubs and organizations on campus, as well as local, national, and international communities. Dr. Loan Dao is among the dedicated faculty, staff, and students of Asian American Studies who have provided resources and an engaging environment for me to learn and grow. With their commitment and dedication to Asian American Studies, I am able to realize my dream and receive my bachelor's degree, a decade later, today.

As I continue to heal, I want to improve the quality of life for those who come from similar immigrant/refugee backgrounds and face similar challenges. With my individual Major in Asian American Studies, I hope to increase the pipeline of Asian Americans in underrepresented fields like higher education by pursuing a master's degree and continuing to research my own family and community to produce more knowledge about Khmer Americans. My roles as daughter, friend, student, sister, researcher, organizer, artist, advocate, ally, alumni, and community member will sustain my involvement with the program across disciplines many years from now because doing Asian American Studies is important and ongoing work.

Program-of-Study in Asian American Studies

Lindsey Marie Greene



A Lynn native who had aspirations to travel the world and dreamed big, I always made sure to stay true to myself no matter where life took me. UMass Boston was my third college. I majored in Asian Studies and minored in Asian American Studies. Within my time there I was able to live out my dreams and travel to Asia and Europe, and I met many wonderful people along the way.

I decided to minor in Asian American Studies because the general topic of Asia held a great interest to me. Being an Asian Studies Major was nothing compared to the Asian American Studies Program in terms of how deeply rooted and present it is to my adolescence and also my relationships with people. This program is real, and the taught history is tangible because everyone in the classes is able to forge connections. As the years pass and the wedge of time broadens, the bonds and friendships I've created with my classmates in Asian American Studies will never fade from my heart. This program taught me to stand up for myself and for others, to own my story, never to back away from adversity, and to always question/analyze the information around me.

What I've learned from the Asian American Studies Program will always remain with me. Though I have no active plans on pursuing a future with it, these lessons will be passed on to everyone I know. I value what I've learned and, by spreading that knowledge, I can only hope to influence or help someone else with it. It's become an integral part of the way I think and view the world.

Huiyan Huang (黄慧燕)



As a 1.5-generation Chinese American born in China, I came to the United States in 2003 at the age of 12. Despite the challenges I faced as an English language learner, I was the first person on my mom's side to go to college. Completing a degree in Economics at UMass Boston is the biggest accomplishment in my life thus far.

I took my very first Asian American Studies class when I was a non-degree student at UMass Boston back in 2011. Not knowing what I was getting myself into, I found myself relating to that Asian American course and became quickly entangled with all of the classes, taking one after another and another. The curriculum and pedagogy in Asian American Studies courses enabled me to see the deeper layers to Asian Americans' experiences, as well as understanding my own. The program, professors, staff and peers that I have worked with made it possible for me to understand that English should not be the only language I view as valuable because my Chinese language should be just as important. A year ago, I was fortunate to have the opportunity to work with Chinese Immigrant Student Leadership (ChISL) students at Charlestown High School and the Boston Chinatown Neighborhood Center, where I got to utilize my Chinese language abilities to assist these students. My involvement at ChISL has helped me connect and understand these students better and more quickly. Being able to interact with the students directly, I have gained a deeper understanding of their needs and issues, especially in the power of language.

My mother has always told me that education is the most valuable commodity you can give to yourself. Through Asian American Studies at UMass Boston, I learned that education comes in different forms. The connections and knowledge I was able to acquire in Asian American Studies definitely now have great influence on what I choose to do in life. Upon graduation, I plan to continue my higher education in pursuing a Masters in Education. With a bilingual background and being trained in Asian American Studies at UMass Boston, I really see the connection of language to leadership. One day, I hope to be able to use the knowledge that I have gained through Asian American Studies to guide me in educating younger children with similar backgrounds as myself, from immigrant family households, to succeed in everything they choose to do.

Elizabeth Yuri Kernan

My name, Elizabeth Yuri Kernan, is a direct representation of my British, Japanese, and Irish roots. Even though I am from the D.C. area, I have come to call Boston "home", and will forever be grateful for my journey here during these past five years. This May, I am graduating with my Bachelor's degree in Sociology, a program of study in Asian American Studies, a second program of study in Philosophy and Law, and a Master's degree in Applied Sociology.

I used to be embarrassed to tell people my middle name because it sounds "foreign", and is also a popular male Russian name, as in Yuri Gagarin the astronaut. During my high school graduation, I actually chose not to have my middle name read as I walked across the stage. This month for my upcoming college graduation, I am proud to have my full name declared, and my identity recognized. The difference between who I was then compared to who I am now is largely due to the Asian American Studies Program.



On my first day at UMass Boston, I walked into Professor Karen Suyemoto's Asian American Psychology class thinking it would be good opportunity to "find myself", because that's what college is for, right? As I've come to learn over the years, I will not find the answer to all life's questions within a class, no matter how fantastic the professor may be. However, I did find a discipline that pointed me in the right direction. Learning about my identity has helped me to improve my confidence, taught me to be more culturally sensitive, and has introduced me to a network of incredible mentors and colleagues. My involvement in Asian American Studies was also my springboard into social justice advocacy, and will be the foundation for all my future career and education paths.

As I reflect on my time here at UMass Boston, it is apparent that the numerous opportunities I have received all originated in some shape or form from the Asian American Studies network. I am indebted to several mentors whose belief in my education propelled every insight and success, and I especially want to acknowledge Professors Lisa Buenaventura, Andrew Leong, Karen Suyemoto, Loan Dao, and Paul Watanabe. I hope to embody the same capacity of investment you've given me, as I move on to my next journey. This August, I will be moving to Japan to work for the Japanese government's JET program as an English teacher in the public school system. I am excited to discover a whole new aspect of my identity and see what the future may hold.

Mary Leen Ouk

I'm a daughter of two Cambodian refugees who resettled in the United States in the early 1980s. Due to the Cambodian genocide, my parents have experienced the killing fields, starvation, loss of family members and their homes. I grew up in the urban city of Revere as a second generation Cambodian American surrounded by a diverse population. During my childhood, I witnessed many community issues such as gang violence, poverty, and racism in the Revere area. At the time, I didn't know much about what it meant to be Asian American or what it meant to have a community. I wasn't aware of any of these issues. In addition to trying to figure out my identity, I was diagnosed with Cerebral Palsy since birth which affected my mobility and muscles. It is an everyday challenge for me that I must deal with.



After taking one Asian American Studies course that focused on Cambodian American Culture and Community, I continued to take more Asian American Studies courses such as Southeast Asians in the U.S., Asian American Media Literacy, Applied Research in Asian American Studies, an Independent Study course that focused on my disability interest, and Teaching and Learning in Asian American Studies. I produced a number of important research-based projects in these courses, which includes my AsAmSt 370 digital story that focuses on my Cerebral Palsy disability and my urban school and community realities as a second generation Cambodian American woman. I have also created a multi-media project that reflects the life of my grandfather as a first generation Cambodian refugee fleeing war and genocide in Cambodia and his U.S. resettlement in the 1980s.

Recently during this spring semester, I attended the 2015 Asian Pacific Americans in Higher Education (APAHE) conference in San Francisco and shared my 370 digital story among a broad audience of higher education leaders, professionals, and students. Throughout my learning process in Asian American Studies, I have been able to explore and expand my identity, my role in my community, and how I can use my degree to create change through my critical and emotional reflections and deep critical thinking.

In addition to my academics, I started to participate in on and off campus activities hosted by the Asian Student Center at UMass Boston in order to become more involved with my community. This is my final semester serving as the president of the Khmer Culture Association (KCA) student organization. This April, with my leadership role in KCA, we were able to successfully host an April 17th Day of Remembrance candlelight vigil in the Lowell Cambodian Community and we also hosted an on-campus Khmer New Year celebration. I also served previously as a peer mentor for Dr. Shirley Tang's AsAmSt 270 Cambodian American Culture and Community course and her AsAmSt 370 Asian American Media Literacy courses. When I become part of the UMB Asian American Studies alumni, I hope I can continue to mentor the new Khmer American leaders.

I imagine that one day my career will be related to helping a certain community. Besides my ethnicity, one thing that is unique about me is my Cerebral Palsy disability. I feel like I represent more than just being Asian. I represent women, people with disabilities, and Cambodian Americans. I hope to do something that inspires others' lives. My long-term personal goal is to create my own non-profit organization that will work with the disability or accessibility laws that will allow more people with disabilities to have an entry into the field of entertainment. I want to advocate for the disability community. At the same time, I want to help my Cambodian American community. Due to the lack of resources and community support when I was a child, I want to make a difference in society in the future. This semester I am going to graduate with a Bachelor's degree in Business Management with a concentration in Marketing as well as my program-of-study in Asian American Studies. For future plans, I am interested in going to graduate school for my Master's degree in Disability Studies with a focus on Asian American populations. I have developed a commitment to Disability Studies and Cambodian American Studies with a special focus on developing community documentation resources and products.

Erik Ballesteros Reyes

I was born in the islands of the Philippines or, to be more specific, Angeles city where I was the first-born son of Enrico and Josephine Reyes. I was not meant to come to America but due to a natural disaster that happened which forced my family to relocate, I am here now. The natural disaster was a volcano named Mount Pinatubo which erupted in 1991 near my home, and caused my mother and I to move to Boston MA. We have lived here ever since, and we were lucky enough to have many new opportunities and experiences, including my going to UMass Boston. I now am fortunate enough to be graduating with a major in Psychology and a program-of-study in Asian American Studies.



The reason I focused on Asian American Studies at UMass Boston is because I felt a connection with the people in the program which made me want to be more involved. I wanted to learn more about my own culture and other Asian cultures – to have more of an understanding of myself and other Asian ethnicities in order to help our Asian communities. The Asian American Studies Program has impacted me in many ways, helping me become more whole as a person, and understanding the struggles of Asian refugees and the effects of moving to America on them. The program has motivated me to actually finish my studies, and helped me find resources that I never knew existed, and probably would have never known about if I were never introduced to the program.

I plan on using my experience in Asian American Studies by helping Asian American communities to be able to grow and prosper. I want to be more involved in helping Asian communities and families that are struggling with assimilating to the American culture so they can have an easier transition into the U.S. lifestyle that is so different from our homelands. With the knowledge and skills I have gained, I now have much more understanding of the difficulties facing communities and I can create more of a solution in those communities that are struggling to find resources and help. Wherever I go, I am capable now of understanding not only myself, but also my surroundings and the larger system, while also being more empathetic to the struggles we all face.

Vân Cẩm Thị Trần

I am a 1.5 generation Vietnamese American. My parents escaped the communist regime in Vietnam and found refuge in Hong Kong where my siblings and I were born. Having been sponsored by a non-profit organization, we moved around the United States until we were finally situated in Dorchester, Massachusetts. I attended the Vietnamese bilingual classes in the Boston public schools until they were abolished due to state political laws. I will now be the first in my family to graduate from college.

My focus on Asian American Studies was first sparked by Chu Huang, an Asian American Studies UMass Boston alumna who served at the Boston Chinatown Neighborhood Center (BCNC). As she described what possible interesting courses I should take at UMass Boston, she mentioned Asian American Studies (AsAmSt). I almost laughed at the thought of learning more about my history, which I thought I knew enough about already, not to mention my displeasure for history classes. It is amazing how this conversation led me to explore one AsAmSt course and how that led to so many others that I am now graduating with a program-of-study in Asian American Studies.

Through taking AsAmSt courses, I was able to learn more about my Vietnamese history, gain a better understanding of the impact of how society works, and improve my relationship and understanding of others, my family and myself. AsAmSt courses and the overall program have created a safe space in which I can explore and challenge my own abilities. Over a period of time, I have been able to gain more confidence and understanding of the complex process of how society works and the ways in which I can improve my community.

For my accomplishment in the program, I had the opportunities to co-produce a digital story about the impact of the Question 2 – Massachusetts Unz Law on bilingual education, to create a children's storybook that shows the idea of love in a Vietnamese family between an individualistic daughter and a collectivist father, and to attend as well as present on behalf of the AsAmSt Program at a national higher education conference in California with other AsAmSt students. By participating in a community internship, I was able to work in a third grade Vietnamese Structured English Immersion (SEI) classroom at the Mather School located in Dorchester with a teacher who was also a UMB AsAmSt alumna. I was able

to implement a reading program for a year as well as create a field trip for the Mather School Vietnamese SEI students to visit UMass Boston and have the experience of seeing our college campus and interacting with many of us Vietnamese American college students. Through AsAmSt, I was able to understand and address some of the much-needed interactions between education, community and family.



Ever since my community internship and the impact I have been able to make, I am inspired to become a teacher. With my love for traveling and teaching, I am going to Taiwan to teach English for a year. I hope to implement the holistic learning process of AsAmSt into my teaching and also become more involved with the community so I can connect with and enable my students to become more active in their own communities as well. To expand the impact and learning of AsAmSt, I hope to create new opportunities for the program outside of the United States.

Vu Tran



Vietnamese by ancestry, American by birth, and a Marine by choice. I was born to Vietnamese refugees in Worcester, Massachusetts, and am a first generation Vietnamese American. Both my parents were the youngest of their families and, until my sister was born, I was the lowest ranking representative in my extended family. After bouncing around Worcester and Shrewsbury, my family finally settled in Randolph, MA, in 1999, where we continue to live today. During my senior year of high school, I halfheartedly applied to college, but was unsure of what to do after high school.

I enlisted in the Marine Corps, and two days after receiving my high school diploma, I arrived at MCRD Parris Island to begin my transformation to become a Marine. It was during my time at boot camp that I found out that I would be going to college after all, so after my initial training, I started my college career at UMass Boston in the spring of 2007. While enrolled at UMass Boston, I also served as a Marine reservist from 2006 to 2014, and deployed twice, in support of Operation Iraqi Freedom and Operation Enduring Freedom, serving in both Iraq and Afghanistan.

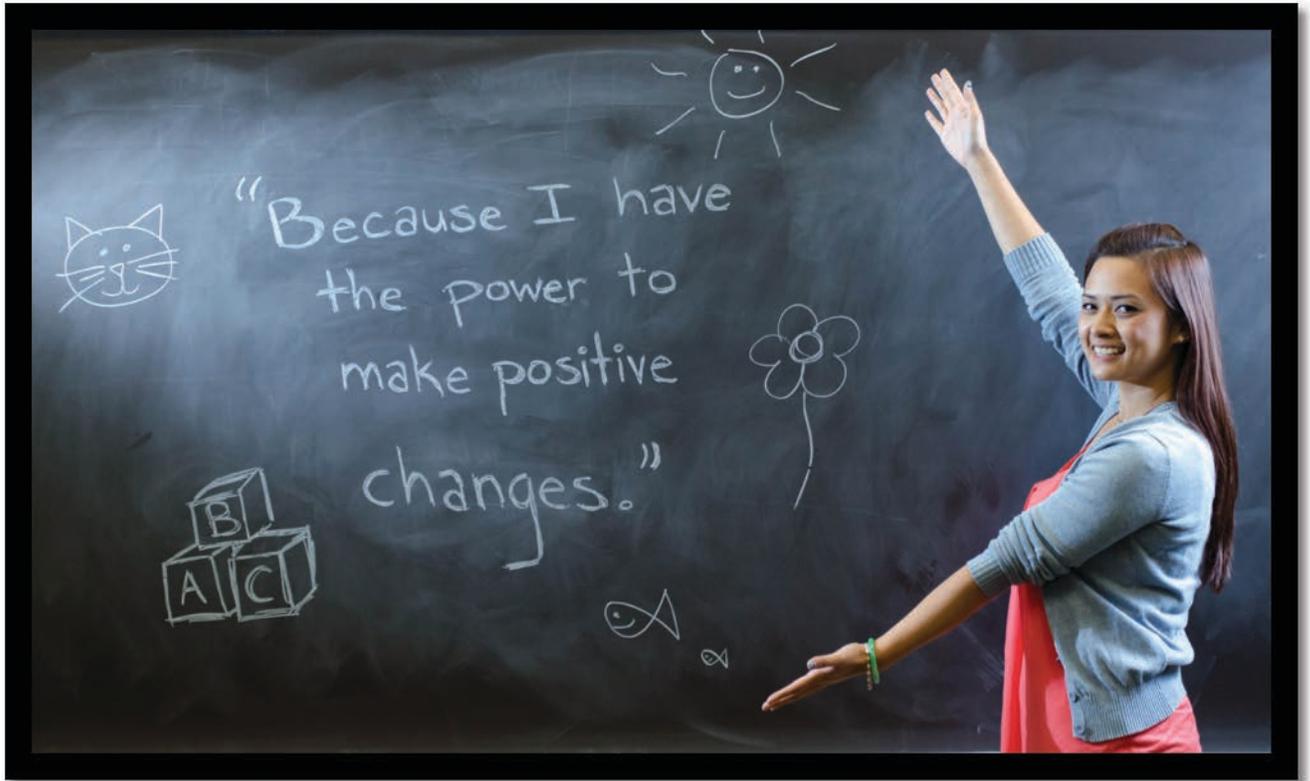
I took my first Asian American Studies class, Southeast Asians in the US, in the fall of 2007. I remember thinking to myself, "I'm a Southeast Asian in the US, maybe this class is for me!" I didn't know it then, but I was right. That first class started an intellectual and emotional journey for me, one that continues to this day. This journey has forced me to understand the circumstances of my history, and how to recognize the dynamics of my different identities and how they intersect and interact. When we recognize that a problem exists, then we can begin to address and fix it. The Asian American Studies Program served as a personal gateway for me to understand the issues that arise from having multiple identities that many think are mutually exclusive despite that being not set in stone. Beyond what makes us different, the Asian American Studies Program has taught me that threads of commonality and empathy can tie us all together, not just in the Asian American community, but with our fellow human beings.

UMass Boston's Asian American Studies Program has truly opened my world view. Learning about my identity has made me understand and identify with being Vietnamese much more strongly, and what actually being Vietnamese American is. The courses also highlight the pressing need to hear the voices of the ignored and how to help them improve through recognition and self-efficacy. Moving forward, I don't know in full what capacity my time with Asian American Studies will have on my future, but I do know that having those skills, knowledge, and empathy to understand different views has helped me become a better mentor and leader, and I hope to continue that in some form or another as I go forward, personally and within the Asian American community as well as in other communities.

Being Vietnamese American was a matter of circumstance, but becoming a Marine and being a part of this program were choices. My time in the Marines and a part of the Asian American Studies Program taught me that power comes in many forms, from the tip of a bullet, to the tip of a pen, or even the tip of a tongue. Understanding how we all have the power to make a difference within ourselves, our communities, and our world should bring us together forward.

Recognizing Graduate Student Contributions

Linda Nguyen, M.Ed., Early Childhood Education



In Vietnam, my parents made it to high school but left at the first chance they had in search of a better life for themselves and for their children. At the beginning, I didn't understand what that meant. All I knew was that bringing home good grades made my parents happy. It wasn't until later on that I came to understand the value in a good education that my parents couldn't have. So I continued along that path to fulfill my parents' wish and now, after years of hard work, I will be receiving my Master's of Education.

I am Vietnamese American. My family comes from Vietnam but I was born here in America. I never want to lose my Vietnamese heritage. So, I consider myself very fortunate to be born and raised in Dorchester, my Vietnamese community. Throughout my educational career, connections I have with the Asian American Studies Program, the Mather Elementary School, and the many people within my community have been amazing. This has helped me build my identity and strengthen my love and understanding towards my Vietnamese heritage.

For the next few years, I will be working in Early Intervention to help children from the ages of birth to three and their families. More specifically, I will be working with the Vietnamese population and putting my bilingual skills to good use! In the future, I hope to open my own day care or early intervention program in Dorchester and serve a vast number of Vietnamese families.

Establishing an AsAmSt homeplace in SGISD

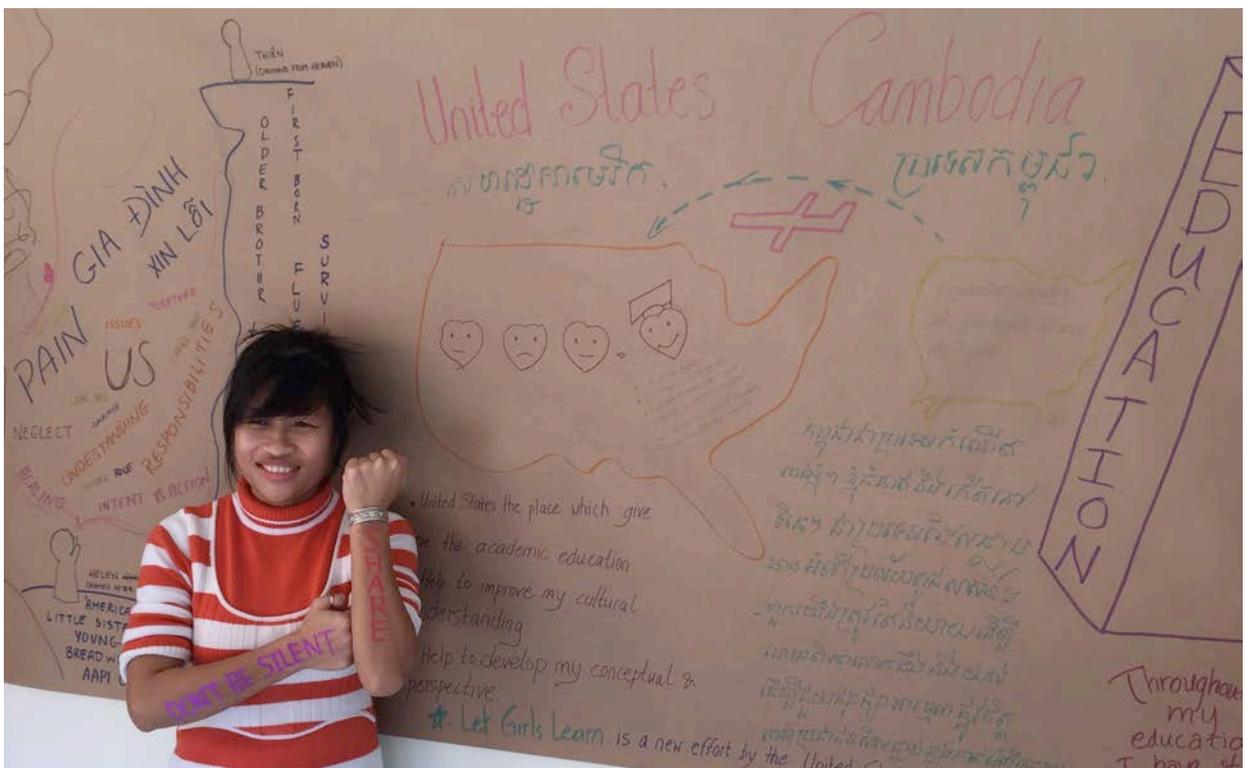
In July 2014, the Asian American Studies Program established a fresh home under the university's new School for Global Inclusion and Social Development (SGISD)—where we are able to sustain all of our existing programmatic resources to serve undergraduate students, while also contributing actively to all aspects of the ambitious, long-term, transdisciplinary vision and innovative local/global praxis of SGISD's graduate programs, projects, and pathways. Our SGISD homeplace provides long-term institutional stability for current and future AsAmSt core faculty and multiple, collaborative possibilities and new directions for all of our faculty, staff, student, alumni, and community constituencies. AsAmSt also continues as a core ethnic studies academic unit of the graduate program in Transnational, Cultural and Community Studies (TCCS) which is welcoming its first master's degree students in Fall 2015.



Chancellor Motley and SGISD Dean Bill Kiernan with AsAmSt alumna Kim Soun Ty and first-year AsAmSt student, Ammany Ty, following the Dean's Tent Talk and Ammany's performance poem at the 50th anniversary celebration of UMass Boston on Boston Common in Sept 2014..



AsAmSt staff Tri Quach and students worked with the Duskin Disability Leadership Program coordinated by AsAmSt alumna Miwa Tanabe for SGISD's Institute for Community Inclusion.



First-year SGISD master's degree student, Penhsamngang Kan, is actively involved in many AsAmSt education and media documentary projects.

Fear the Peril – Performance Power



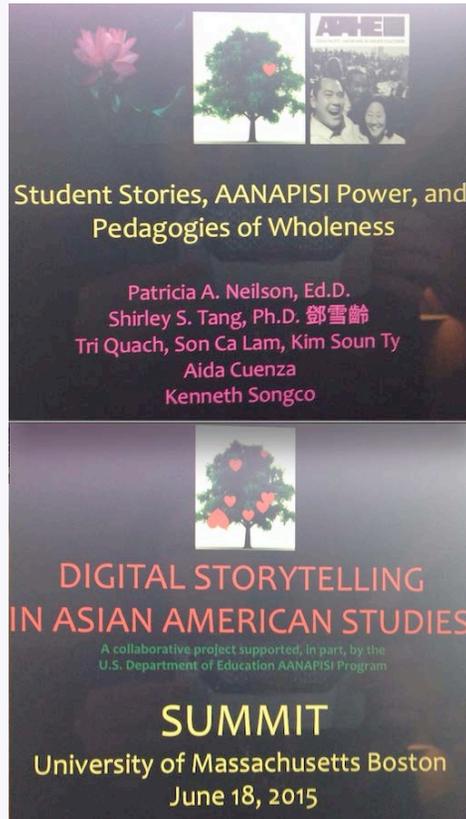
AsAmSt students, staff, faculty, and Duskin Program trainees performed on the theme, "Fear the Peril" in conjunction with publication of a new "Archive of Anti-Asian Fear" anthology by Jack Tchen and Dylan Yeats from New York University in September 2014.

Leadership and Legacies of Asian American Veterans



Current and former AsAmSt student veterans, Vu Tran and Amy Au, with David Lane and Carlos Arredondo, joined WWII Nisei veteran Susumo Ito, who delivered the keynote speech at UMB's 2014 Veterans Day Celebration, organized by Office of Veterans Affairs Outreach Coordinator and AsAmSt alumnus, Matt Seto, who is holding Dr. Ito's 442nd Congressional Gold Medal.

AANAPISI Digital Storytelling in Asian American Studies



Live tweets from the national Asian Pacific Americans in Higher Education (APAHE) conference plenary featuring AANAPISI power through AsAmSt digital storytelling, April 2015.



UMB's Digital Storytelling in Asian American Studies project collaboration led by Shirley Tang at Mission College, an AANAPISI community college in Santa Clara, CA. October, 2014.

Southeast Asian American Communities 40 Years Beyond War



AsAmSt alumni from 1987-1994 with refugee stories: Anh Vo, Kim-Dung Nguyen, and Hien Tran.



Community mental health & healing panelists: Sonith Peou, Kim Nghiem, Can Truong, Vu Tran, and Pearl Park with AsAmSt faculty, Shirley Tang and Loan Dao.



Loan Dao led a year-long effort to commemorate the April 1975 beginnings of Southeast Asian refugee migration and community settlement, culminating with a day-long campus symposium.

Additional AsAmSt Program Notes from 2014-2015



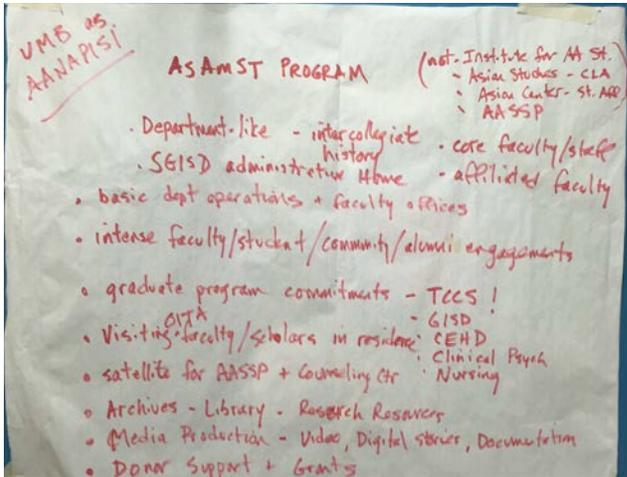
Bunker Hill Community College faculty on a June 2014 AsAmSt humanities curriculum field trip in the Vietnamese community, funded by a three year NEH Bridging Cultures grant.



AsAmSt students and alumni continued to benefit from the generous commitment of Stanley Chen and family in relation to their education, work, family, and community involvement.



Hon. Rady Mom with UMB AsAmSt and Khmer Culture Association student leaders, Thary Sun Lim, Mary Ouk, and Joey Nguyen at a remembrance vigil in Lowell for the Cambodian genocide.



While AsAmSt joined the School for Global Inclusion and Social Development, SGISD enabled a remarkable 18 Pacific Islander graduate students to gain Vision Studies M.Ed. degrees in 2014.



Dr. Aminah Pilgrim's continuing, long-term engagement with AsAmSt faculty & students is critical.



UMB's Nepali Student Association modeled outstanding, heartfelt leadership in mobilizing to raise funds and awareness on campus after the devastating Ghorka earthquake in April 2015.

The Asian American Studies Program recognizes with appreciation:

- AsAmSt student applicants and recipients of scholarship awards from the Asian Pacific Islander American Scholarship Fund (APIASF), including Mary Ouk, Phi Tran and Nhung Vo.
- AsAmSt graduating student, Van Tran, and continuing student, Helen Ngo, who were selected participants in the 2015 Asian American Women's Political Initiative (AAWPI).
- AsAmSt 2014 alumnus, Thuan Hien, whose AsAmSt 370-co-produced digital story is entered in the Short Waves competition of the Boston Asian American Film Festival; and AsAmSt 2009 alumna and U.S. Army veteran, Amy Au, who will be installed as Commander of the American Legion Chinatown Post 328 in June, the first woman ever to hold that community leadership position in the 66-year history of the Post.
- Frances Wei Liu (刘薇), our 2014-2015 AsAmSt Visiting Scholar from UMB's partner institution, Shaanxi Normal University in Xi'an, China.
- Haeok Lee, who was selected as one of five "Faces of UMass Boston" in 2015 in honor of her tireless advocacy, research, and teaching on behalf of health equity for Asian Americans and other under-represented minority communities; and Paul Watanabe, who was appointed by President Obama to serve as a member of the President's Advisory Commission on Asian Americans and Pacific Islanders.
- Vira Douangmany Cage, an original co-founder of the Coalition for Asian Pacific American Youth (CAPAY), who was elected to the Amherst School Committee in April, becoming the first Lao American elected official in MA; Rady Mom, a former instructor of AsAmSt 270, who was elected from the 18th Middlesex District in Lowell to become the first Khmer American state legislator in MA history.
- all who participated in UMB's Asian American Student Success Program (AASSP)'s fifth and concluding year of AANAPISI activities, services, and institution-building initiatives led by Dr. Patricia Neilson and funded by the US Department of Education – with special appreciation to AASSP core staff: Sara Boxell, Frances, Chow, Pratna Kem, Eliza Yuen, Alane Shanks, and to Vice Provost Joan Becker as project PI.

For more information, visit UMB's Asian American Studies Program at www.umb.edu/asamst and the Asian American Student Success Program at <http://www.umb.edu/academics/vpass/aassp>.