

Sociology 42
Racism in Asian America: From Yellow Peril to Yellow Fever

Spring 2020
Dartmouth College

Professor:	Emily Walton	Place:	Dartmouth XXX
Office:	Blunt Hall 306B	Time:	MWF 2:10-3:15
Office Hours:	Tues 5-6pm and by appt.	X-hour:	Thurs 1:20-2:10
email:	Emily.C.Walton@Dartmouth.edu		

Description of the Course

This course first considers the migration histories and racial experiences of Asian American groups in comparison to other groups. By highlighting the contexts of global and transnational migration, this course identifies the many ways in which Asian American groups have been both excluded and differentially included in politics and racial discourse—whether as colonial subjects, exploited labor, transnational immigrants, or diasporic groups. Next, the course considers a variety of contemporary experiences of Asian Americans, as they manifest in the media, food, gender, family, pop culture, transnational adoption, affirmative action, multiracial solidarities and more!

Course Objectives

Students who successfully complete Socy 42 will be able to:

- Analyze the social factors shaping individual and group experiences among Asian Americans.
- Perform critical readings of assigned works, consider controversial social issues respectfully from multiple viewpoints, synthesize complex information, and articulate thoughtful and effective arguments.
- Contribute to the intellectual conversation by applying sociological research and theory to current debates in the sociology of Asian Americans.

Required reading

All required readings are posted as PDFs on the course Canvas site. The reading load in this course is high. I expect you to read all course material, before class on the day that we are discussing it.

Expectations and Assignments

We will practice active learning in this seminar. Active learning is student-driven, which means you take responsibility for your learning by leading discussion, instructing your peers, and collaborating with me to assess your work. We will work hard to establish a community in this classroom that facilitates learning. This seminar is intended to help you recognize analogies between the work of absorbing complex content (e.g., through reading) and that of constructing it (e.g., through discussion and writing).

1. Participation (10%)

This is a seminar course; thus, participation makes up an important part of your grade. Students who are not present for in-class participation will not receive credit for participation that day; there are no opportunities to make up in-class work. There are two ways to earn your participation grade.

Discussion facilitation (25 pts). First, each student is required to facilitate one in-class discussion over the course of the term. You will sign up for a facilitation slot in the first week of class. Facilitating discussion requires some preparation before class. I would suggest reading the material carefully, considering the implications (academically, personally, socially, politically), and preparing some thought-provoking questions for the class. Discussion facilitators may consider being prepared with the following:

1. Questions that help us come to a common understanding of the readings' main arguments.
2. Outside information related to the topic. This can take the form of recent news articles, websites, examples of organizations that are taking up these issues in the real world, or other related materials that add depth to our understanding of the reading.
3. Questions that reflect on the greater implications of the findings.

Discussion participation (25 pts). Participation in class discussions and activities makes up an important part of your grade. You must be able to demonstrate verbally that you have read the material critically and are engaged in understanding it more deeply with your peers. I will keep track of your participation in our discussions and this record will comprise your discussion participation grade.

2. Critical writing (25%)

Response Memos (105 pts). You will write seven Response Memos during the term. Each memo should be a 1-page, single-spaced critical response to the readings. If there is more than one reading assigned for the day, you must include a synthetic account of all the readings. I suggest that you spend less time summarizing the main arguments, and more time analyzing common threads you discover across readings. Please upload an electronic copy to Canvas before class (by noon) on the day the readings are being discussed.

Response Memos should consist of two parts. First, you should work to determine the argument of the pieces, and what strategies/evidence the authors are using to support it. The first paragraph of your memo should *briefly* explicate how the authors convey and support their arguments. The following questions may serve as a guide:

- What are the authors' arguments?
- What evidence do they use to support their arguments?

Second, you should focus on your synthetic analysis and reflections on the piece(s). This means you should create and communicate your own argument about the readings. The following questions may serve as a guide:

- What are the strengths and weaknesses of this reading (from your perspective)?
- What questions/reflections does this piece bring up for you?
- Do the ideas in this reading relate to other concepts from the course, your life, ideas that are important to you, or current events?

News reflections (20 pts). Over the course of the term, I will post current news articles to the Discussion board on Canvas. You are responsible for reading and critically reflecting on these posts by commenting before class.

4. Midterm Exam (25%)

Midterm exam (125 pts). This will be an essay take-home exam due Monday of Week 5. The midterm exam will require you to synthesize and analyze the course readings, discussion and lecture material. You will be graded on how well you incorporate all elements of course material into your essay answers.

3. Research Project (40%)

Research Paper (150 pts). In support of this research project, you are also responsible for writing a one-page proposal describing your topic and your research approach; and an outline containing your thesis statement (your argument), topic sentences (your main claims), and supporting bullet points for each body paragraph (your evidence). Your final paper should be approximately 10 pages, double spaced.

Research Presentation (50 pts). You will share your research projects in a 8-10 minute presentation during the last weeks of class. Your presentation will be graded on preparation, critical thinking, and time management.

Grading

I follow the grading conventions as defined by the Organization, Regulations, and Courses (ORC) at Dartmouth. http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html

- A Excellent** mastery of course material (student performance indicates a very high degree of originality, creativity, and excellent performance in analysis, synthesis, critical expression, and independence)
- B Good** mastery of course material (student performance indicates a high degree of originality, creativity, and good performance in analysis, synthesis, critical expression, and independence)
- C Acceptable** mastery of course material (student performance indicates some degree of originality, creativity, and acceptable performance in analysis, synthesis, critical expression, and independence)

- D Deficient** in mastery of course material (student performance indicates some degree of originality, creativity, and deficient performance in analysis, synthesis, critical expression, and independence)
- E Serious deficiency** in mastery of course material (student performance clearly lacking originality, creativity, and seriously deficient performance in analysis, synthesis, critical expression, and independence)

I will determine your final letter grade according to the following percentage breakdown:

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	95-100%	C+	77-79.9%
A-	92-94.9%	C	73-76.9%
B+	89-91.9%	C-	70-72.9%
B	83-88.9%	D	60-69.9%
B-	80-82.9%	E	< 60%

Important Notes

Attendance

It is my expectation that you will attend each class meeting—and that you will arrive to each class on time and stay for the duration. I will circulate an attendance sign-in sheet at the beginning of each class meeting; it is your responsibility to make sure you sign it each day. There are no opportunities to make up missed in-class participation work. If you miss more than three days of class, your course grade will decrease by one whole letter grade (e.g., A to B), and decrease by one step (e.g., B to B-) for each additional absence. In the event that you miss a class for any reason, you are responsible for getting notes from another student. As a general policy, I do not make my notes available. After you review your classmate's notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you anticipate missing class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the term, and bring documentation of the expected conflicts.

Late work

Unexpected things will come up over the course of the term. To ensure you don't wind up in a difficult position, plan ahead: start your assignments early and finish them in advance of the deadline. Please speak with me at the beginning of the term if you anticipate any circumstances that might affect your ability to get your work in on time. Response Memos are designed to help you prepare for in-class discussion, so we can make the most of our time together; therefore, they will not be accepted late.

For the papers (and all their components), the maximum grade you may earn will be reduced by one letter grade for each day late. In other words, if you turn your assignment in 1-24 hours after the deadline, the maximum grade you can receive is a B; if you turn your assignment in 25-48 hours after the deadline, the maximum grade you can receive is a C; if you turn your assignment in 49-72 hours after the deadline, the maximum grade you can receive is a D. I will not accept your assignment after 72 hours.

Extensions will only be given if a deadline was missed because of extreme circumstances beyond your control. For example: severe illness requiring a doctor's visit or hospitalization, or death in the family. Generally not feeling well, forgetting about the deadline, having computer problems, needing to help

your friend or family member with something, scheduling conflicts with interviews, appointments, or exams in other classes, etc. are not considered extreme circumstances. If you believe you are eligible for an extension, it is your responsibility to notify me before missing the deadline, and explain in writing why your circumstances warrant an exception.

Accommodations

Students with disabilities who may need disability-related academic adjustments and services for this course are encouraged to see me privately as early in the term as possible. Students requiring disability-related academic adjustments and services must consult the [Student Accessibility Services office](#) (Carson Hall, Suite 125, 646-9900). Once SAS has authorized services, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive academic adjustments and services, they should contact the SAS office. All inquiries and discussions will remain confidential.

Communication

My office hours are for you. You are welcome to come in and talk with me about anything during my posted hours. I am also available by appointment if my office hours do not coincide with your schedule. I regularly check e-mail during the school day (9am-4pm) and will make every effort to reply to messages as soon as possible. I expect students to regularly check their Dartmouth e-mail and Canvas accounts for class announcements and updates.

Academic Honor

I assume you will follow intellectual honor and integrity in this class. For more guidance on the Honor Principle, see: <https://student-affairs.dartmouth.edu/policy/academic-honor-principle> Students must do their own work—they will write their own papers and exams, prepare their own presentations, and cite the original sources of any material they draw on for their papers. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty is subject to disciplinary action, up to and including suspension or separation. For a broad overview on the practice of citing sources, see <http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth>.

Classroom Responsibility and Courtesy

All students are expected to have a voice in our class dialogue. Class participation involves thinking carefully, listening, and posing questions to others as much as it is about sharing your ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. Please put your cell phones on vibrate, do not text, and do not use your laptop during seminar discussions.

The tone with which we engage one another is also extremely important and should come from a place of mutual respect and understanding. You are free to disagree with the views raised in the material or by others in the class but must do so with a reasoned critique based on a complete consideration of their argument. Your own argument should be supported by sociological evidence rather than opinion or anecdotes. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are always expected to treat one another and me with respect .

Additional Support for Learning

Student Center for Research, Writing, and Information Technology (RWIT): At RWIT, you can meet one-on-one with an undergraduate tutor to discuss a paper, research project, or multimedia assignment. <https://students.dartmouth.edu/rwit/>

Academic Skills Center (ASC): The mission of Dartmouth's Academic Skills Center is to assist students in achieving academic success through a wide variety of services and programs. The Center is available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment. <https://students.dartmouth.edu/academic-skills/>

Course Plan and Readings

Week One (Mar 30 – Apr 3)

Monday Introduction to the course

- Okihiro (2010), “When and Where I Enter”

Wednesday What is Asian America?

- Pew Research Center (2013), “The Rise of Asian Americans”

Friday Labor migration

- Lee (2015), “Chinese Immigrants in Search of Gold Mountain” in *The Making of Asian America*
- Ngai (2004), “From Colonial Subject to Undesirable Alien”
- Response Memo 1 due

Week Two (April 6-10)

Monday Exclusion

- Lee (2010a), “The Chinese are Coming.”
- Lee (2015), “Japanese Immigrants and the ‘Yellow Peril’” in *The Making of Asian America*

Wednesday Japanese incarceration

- “How to Tell Japs from Chinese,” *Digital Exhibits*, accessed December 5, 2019, <http://digitalexhibits.wsulibs.wsu.edu/items/show/4416>.
- Lee (2015), “‘Grave Injustices’: The Incarceration of Japanese Americans during World War II” in *The Making of Asian America*
- Nagata, Kim and Nguyen (2015), “Processing Cultural Trauma”
- Response Memo 2 due

Friday 1965 immigration reform

- Junn (2007), “From Coolie to Model Minority”
- Lee (2010b), “The Cold War Origins of the Model Minority Myth”

Week Three (April 13-17)

- Monday** **War and Empire in the Asia Pacific**
- Espiritu (2014), Selections from *Body Counts*
 - Nguyen (2016), Selections from *Nothing Ever Dies*
 - Tang (2010), “Collateral Damage”
 - Response Memo 3 due

- Wednesday** **Activism and Panethnic Identity**
- Omatsu (2010), “The Four Prisons”
 - Espiritu (1992), Selections from *Asian American Panethnicity*

- Friday** **Transnationalism and diaspora**
- Yuh (2005), “Moved by War”
 - Choy (2002), “From Exchange Visitor to Permanent Resident”

Week Four (April 20-24)

- Monday** **Racialization**
- Omi and Winant (2015), “The Theory of Racial Formation”
 - Ancheta (2010), “Neither Black nor White”
 - Kim (1999), “The Racial Triangulation of Asian Americans”
 - Response Memo 4 due

- Wednesday** **Social citizenship**
- Tuan (2005), Selections from *Forever Foreigners or Honorary Whites?*
 - Kim (2007), “Critical Thoughts on Asian American Assimilation”
 - Kim (2008), “Visibly Foreign (and Invisible) Subjects” from *Imperial Citizens*

- Friday** **Model Minority**
- <https://www.nytimes.com/1966/01/09/archives/success-story-japaneseamerican-style-success-story-japaneseamerican.html>
 - Lee and Zhou (2015), Selections from *The Asian American Achievement Paradox*
 - Park (2008), “Continuing Significance of the Model Minority Myth”
 - Park (2016), “A Letter to My Sister and a Twenty-Five Year Anniversary”

Week Five (April 27-May 1)

Monday **Midterm Exam due (no class)**

- Wednesday** **Beyond the stereotypes, contemporary framing**
- Lowe (1991), “Heterogeneity, Hybridity, Multiplicity”
 - Ng, Pak and Hernandez (2016), “Beyond the Perpetual Foreigner and Model Minority Stereotypes”
 - Han (2016), “No Fats, Femmes, or Asians”

Friday **New Frontiers?**

- Hui (2016), “Chop Suey Nation” <https://www.theglobeandmail.com/life/food-and-wine/chop-suey-nation/article30539419/>
- Schlund-Vials (2016), “From the Mekong to the Merrimack and Back”
- Walton (2018), “A Guest in Someone’s House?”
- Research proposal due

Week Six (May 4-8)

Monday Media

- Chin et al. (2017), “Tokens on the Small Screen”
- La Force (2018), “Why Do Asian-Americans Remain Largely Unseen in Film and Television?”
- Demby and Chow (2016), “Rep Sweats”, read the transcript or listen: <https://www.npr.org/sections/codeswitch/2016/06/22/482525049/on-the-podcast-rep-sweats-or-i-dont-know-if-i-like-this-but-i-need-it-to-win>
- Patriot Act with Hasan Minhaj, “Don’t Ignore the Asian Vote in 2020”, watch: <https://www.youtube.com/watch?v=zwFr6RX2Y40>

Wednesday Beauty and pop culture

- Kaw (1993), “Medicalization of Racial Features”
- Vō (2016), “Transnational Beauty Circuits”
- Ng (2012), “#Linsanity”
- Pan (2012), “Is “Gangnam Style” a Hit Because of Our Asian Stereotypes?”
- Response Memo 5 due

Friday Food

- Ichikawa (2013), “Giving Credit Where it is Due”
- Lopez (2016), “Asian American Food Blogging as Racial Rebranding”
- Mok (2019), “Consuming Culture”
- Mai (2019), <https://spoonuniversity.com/place/how-foodies-a-a-re-shaping-asian-american-identity>

Week Seven (May 11-15)

Monday Gender and dating

- Chou, Lee and Ho (2015), “Love is (Color)blind”
- Nemoto (2006), “Intimacy, Desire, and the Construction of Self in Relationships”
- Kao, Balistreri and Joyner (2018), “Asian American Men in Romantic Dating Markets”
- Response Memo 6 due

Wednesday Family matters

- Lee (2016), “Model Maternity”
- Dhingra (2015), “Cultivating S-P-E-L-L-E-R-S”
- Chung (2016), “Love and Communication across the Generation Gap” in *Saving Face*
- Research outline due

- Friday Transnational adoption**
- Nelson (2016), “Mapping Multiple Histories of Korean American Transnational Adoption”
 - Dorow (2010), “Why China?”
 - Laybourn (2018), “Being a Transnational Korean Adoptee, Becoming Asian American”

Week Eight (May 18-22)

- Monday Ethnic entrepreneurship**
- Curtis (2013), “Cambodian Donut Shops and the Negotiation of Identity in Los Angeles”
 - Eckstein and Nguyen (2011), “The Making of an Ethnic Niche”
 - <https://www.nytimes.com/2015/05/10/nyregion/at-nail-salons-in-nyc-manicurists-are-underpaid-and-unprotected.html>
 - <https://www.nytimes.com/2015/05/11/nyregion/nail-salon-workers-in-nyc-face-hazardous-chemicals.html>

- Wednesday Affirmative Action**
- Wong (2016), “Asian Americans and the Future of Affirmative Action”
 - Kim (2019), “Asian Americans are not Affirmative Action’s Victims”
 - Fuchs (2019), “After Harvard Affirmative Action Decision”
 - Response Memo 7 due

- Friday Multiracial solidarities**
- Merseeth (2018), “Race-ing solidarity”
 - Linshi (2014), “Why Ferguson Should Matter to Asian-Americans”
 - Kim (2015), “Freddie Gray Riots devastated small business owners”
 - Meraji and Chow (2016), “A Letter for Black Lives”, read the transcript or listen: <https://www.npr.org/sections/codeswitch/2016/07/27/487375314/a-letter-from-young-asian-americans-to-their-families-about-black-lives-matter>

Week Nine (May 25-29)

Monday Memorial Day, NO CLASS

Wednesday Project presentations

Friday Project presentations

Week Ten (June 1-3)

Monday Project presentations

Wednesday Course wrap-up

References

- Ancheta, Angelo N. 2010. "Neither Black Nor White." in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Chin, Christina B., Meera E. Deo, Faustina M. DuCros, Jenny Jong-Hwa Lee, Noriko Milman, and Nancy Wang Yuen. 2017. "Tokens on the Small Screen: Asian Americans and Pacific Islanders in Prime Time and Streaming Television."
- Chou, Rosalind, Kristen Lee, and Simon Ho. 2015. "Love Is (Color)blind: Asian Americans and White Institutional Space at the Elite University." *Sociology of Race and Ethnicity* 1(2):302-16.
- Choy, Catherine Ceniza. 2002. "From Exchange Visitor to Permanent Resident: Reconsidering Filipino Nurse Migration as a Post-1965 Phenomenon." in *Re/collecting Early Asian America: Readings in Cultural History*, edited by Josephine Lee, Imogene Lim, and Yuko Matsukawa. Philadelphia: Temple University Press.
- Chung, Angie Y. 2016. *Saving Face: The Emotional Costs of the Asian Immigrant Family Myth*. New Brunswick: Rutgers University Press.
- Curtis, Erin M. 2013. "Cambodian Donut Shops and the Negotiation of Identity in Los Angeles." in *Eating Asian America*, edited by Robert Ji-Song Ku, Martin F. Manalansan, and Anita Mannur. New York: New York University Press.
- Demby, Gene, and Kat Chow. 2016. "Code Switch: Race and Identity, Remixed." in *Rep Sweats, or, 'I Don't Know if I Like This, but I Need it to Win'*.
<https://www.npr.org/sections/codeswitch/2016/06/22/482525049/on-the-podcast-rep-sweats-or-i-dont-know-if-i-like-this-but-i-need-it-to-win>.
- Dhingra, Pawan. 2015. "Cultivating S-P-E-L-L-E-R-S." *Contexts* 14(4):26-31.
- Dorow, Sarah. 2010. "Why China? Identifying Histories of Transnational Adoption." in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Eckstein, Susan, and Thanh-Nghi Nguyen. 2011. "The Making and Transnationalization of an Ethnic Niche: Vietnamese Manicurists." *The International Migration Review* 45(3):639-74.
- Espiritu, YẾN Lê. 1992. *Asian American Penethnicity*. Philadelphia: Temple University Press.
- . 2014. *Body Counts: The Vietnam War and Militarized Refugees*. Oakland: University of California Press.
- Fuchs, Chris. 2019. "After Harvard affirmative action decision, Asian American students rethink college applications." in *NBC News*. <https://www.nbcnews.com/news/asian-america/after-harvard-affirmative-action-decision-asian-american-students-rethink-college-n1073376>.

- Han, C. Winter. 2016. "No Fats, Femmes, or Asians: The Utility of Critical Race Theory in Examining the Role of Gay Stock Stories in the Marginalization of Gay Asian Men." in *Contemporary Asian America: A Multidisciplinary Reader, 3rd Edition*, edited by Min Zhou and Anthony Ocampo. New York: New York University Press.
- Hui, Ann. 2016. "Chop Suey Nation." in *The Globe and Mail*.
<https://www.theglobeandmail.com/life/food-and-wine/chop-suey-nation/article30539419/>.
- Ichikawa, Nina F. 2013. "Giving Credit Where it is Due: Asian American Farmers and Retailers as Food Systems Pioneers." in *Eating Asian America*, edited by Robert Ji-Song Ku, Martin F. Manalansan, and Anita Mannur. New York: New York University Press.
- Junn, Jane. 2007. "From Coolie to Model Minority: U.S. Immigration Policy and the Construction of Racial Identity." *Du Bois Review* 4(2):355–73.
- Kao, Grace, Kelly Stamper Balistreri, and Kara Joyner. 2018. "Asian American Men in Romantic Dating Markets." *Contexts* 17(4):48-53.
- Kaw, Eugenia. 1993. "Medicalization of Racial Features: Asian American Women and Cosmetic Surgery." *Medical Anthropology Quarterly* 7(1):74-89.
- Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics & Society* 27(1):105-38.
- Kim, David H. 2015. "Freddie Gray riots devastated small business owners." in *Baltimore Sun*.
<https://www.baltimoresun.com/opinion/op-ed/bs-ed-freddie-gray-stores-20150511-story.html>.
- Kim, Nadia. 2019. "Asian Americans Are Not Affirmative Action's Victims." in *The Chronicle of Higher Education*. <https://www.chronicle.com/article/Asian-Americans-Are-Not/247274>.
- Kim, Nadia Y. 2007. "Critical Thoughts on Asian American Assimilation in the Whitening Literature." *Social Forces* 86(2):561-74.
- . 2008. *Imperial Citizens: Koreans and Race from Seoul to LA*. Stanford: Stanford University Press.
- La Force, Thessaly. 2018. "Why Do Asian-Americans Remain Largely Unseen in Film and Television?" in *The New York Times*. <https://www.nytimes.com/2018/11/06/t-magazine/asian-american-actors-representation.html>.
- Laybourn, Wendy Marie. 2018. "Being a Transnational Korean Adoptee, Becoming Asian American." *Contexts* 17(4):30-35.
- Lee, Erika. 2010a. "The Chinese Are Coming. How Can We Stop Them? Chinese Exclusion and the Origins of American Gatekeeping." in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- . 2015. *The Making of Asian America: A History*. New York: Simon & Schuster.
- Lee, Jennifer, and Min Zhou. 2015. *The Asian American Achievement Paradox*. New York: Russell Sage Foundation.

- Lee, Julia H. 2016. "Model Maternity: Amy Chua and Asian American Motherhood." in *Global Asian American Popular Cultures*, edited by Silpa Davé, Leilani Nishime, and Tasha Oren. New York: New York University Press.
- Lee, Robert G. 2010b. "The Cold War Origins of the Model Minority Myth" in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Linshi, Jack. 2014. "Why Ferguson Should Matter to Asian-Americans." in *Time*.
<https://time.com/3606900/ferguson-asian-americans/>.
- Lopez, Lori Kido. 2016. "Asian American Food Blogging as Racial Rebranding: Rewriting the Search for Authenticity." in *Global Asian American Popular Cultures*, edited by Silpa Davé, Leilani Nishime, and Tasha Oren. New York: New York University Press.
- Lowe, Lisa. 1991. "Heterogeneity, Hybridity, Multiplicity: Marking Asian American Differences." *Diaspora: A Journal of Transnational Studies* 1(1):24-44.
- Mai, Chelsea. 2019. "How Foodies Are Shaping Asian-American Identity." in *Spoon University*.
<https://spoonuniversity.com/place/how-foodies-a-a-re-shaping-asian-american-identity>.
- Meraji, Shereen Marisol, and Kat Chow. 2016. "A Letter From Young Asian-Americans To Their Families About Black Lives Matter." in *Code Switch*.
<https://www.npr.org/sections/codeswitch/2016/07/27/487375314/a-letter-from-young-asian-americans-to-their-families-about-black-lives-matter>.
- Merseth, Julie Lee. 2018. "Race-ing solidarity: Asian Americans and support for Black Lives Matter." *Politics, Groups, and Identities* 6(3):337-56.
- Mok, Teresa. 2019. "Consuming Culture: Food and the Shaping of Asian American Identity." <https://hyphenmagazine.com/blog/2019/08/consuming-culture-food-and-shaping-asian-american-identity>.
- Nagata, Donna K., Jackie H. J. Kim, and Teresa U. Nguyen. 2015. "Processing Cultural Trauma: Intergenerational Effects of the Japanese American Incarceration." *Journal of Social Issues* 71(2):356-70.
- Nelson, Kim Park. 2016. "Mapping Multiple Histories of Korean American Transnational Adoption." in *Contemporary Asian America: A Multidisciplinary Reader, 3rd Edition*, edited by Min Zhou and Anthony Ocampo. New York: New York University Press.
- Nemoto, Kumiko. 2006. "Intimacy, Desire, and the Construction of Self in Relationships between Asian American Women and White American Men." *Journal of Asian American Studies* 9(1):27-54.
- Ng, Jennifer, Yoon Pak, and Xavier Hernandez. 2016. "Beyond the Perpetual Foreigner and Model Minority Stereotypes: A Critical Examination of How Asian Americans Are Framed." in *Contemporary Asian America: A Multidisciplinary Reader, 3rd Edition*, edited by Min Zhou and Anthony Ocampo. New York: New York University Press.
- Ng, Konrad. 2012. "#Linsanity." *Amerasia Journal* 38(3):129-32.

- Ngai, Mae M. 2004. "From Colonial Subject to Undesirable Alien: Filipino Migration in the Invisible Empire." Pp. 96-126 in *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton: Princeton University Press.
- Nguyen, Viet Thanh. 2016. *Nothing Ever Dies: Vietnam and the Memory of War*. Cambridge: Harvard University Press.
- Okiihiro, Gary Y. 2010. "When and Where I Enter." in *Jean Yu-Wen Shen Wu, Thomas Chen*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Omatsu, Glenn. 2010. "The "Four Prisons" and the Movements of Liberation: Asian American Activism from the 1960s to the 1990s." in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Omi, Michael, and Howard Winant. 2015. "The Theory of Racial Formation." Pp. 105-36 in *Racial Formation in the United States*. New York: Routledge.
- Pan, Deanna. 2012. "Is "Gangnam Style" a Hit Because of Our Asian Stereotypes?" in *Mother Jones*. <https://www.motherjones.com/politics/2012/09/gangnam-style-asian-masculinity/>.
- Park, Lisa. 2016. "A Letter to My Sister and a Twenty-Five Year Anniversary." in *Contemporary Asian America: A Multidisciplinary Reader*, edited by Min Zhou and Antony C. Ocampo. New York: New York University Press.
- Park, Lisa Sun-Hee. 2008. "Continuing Significance of the Model Minority Myth: The Second Generation." *Social Justice* 35(2):112.
- Pew Research Center. 2013. "The Rise of Asian Americans." <https://www.pewsocialtrends.org/2012/06/19/the-rise-of-asian-americans/>.
- Schlund-Vials, Cathy J. 2016. "From the Mekong to the Merrimack and Back: The Transnational Terrains of Cambodian American Rap." in *Global Asian American Popular Cultures*, edited by Silpa Davé, Leilani Nishime, and Tasha Oren. New York: New York University Press.
- Tang, Eric. 2010. "Collateral Damage: Southeast Asian Poverty in the United States." in *Asian American Studies Now*, edited by Jean Yu-Wen Shen Wu and Thomas Chen. New Brunswick: Rutgers University Press.
- Tuan, Mia. 2005. *Forever Foreigners or Honorary Whites?* New Brunswick: Rutgers University Press.
- Võ, Linda Trinh. 2016. "Transnational Beauty Circuits: Asian American Women, Technology, and Circle Contact Lenses." in *Global Asian American Popular Cultures*, edited by Silpa Davé, Leilani Nishime, and Tasha Oren. New York: New York University Press.
- Walton, Emily. 2018. "A Guest in Someone's House? Asian Americans in Small-Town America." *Contexts* 7:18-23.
- Wong, Alia. 2016. "Asian Americans and the Future of Affirmative Action." in *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/06/asian-americans-and-the-future-of-affirmative-action/489023/>.

Yuh, Ji-Yeon. 2005. "Moved by War: Migration, Diaspora, and the Korean War." *Journal of Asian American Studies* 8(3):277-91.