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Donna Choi

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An Analysis of Asian and Asian American Studies

A Public Relation Campaign Proposal, a Comparative Look at Other Universities, and The Program at Syracuse University

A Capstone Project Submitted in Partial Fulfillment of the Requirements of the Renée Crown University Honors Program at Syracuse University

Donna Choi

Candidate for B.S Degree
and Renée Crown University Honors

May 2009

Honors Capstone Project in Public Relations
May 7, 2009

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Abstract

We now live in a globalizing society. It is important to understand the world around us and the history that gives us the present. As the United States is often deemed "the melting pot" of cultures, it is essential for its citizens and residents to understand the cultures that make up this country. It is, therefore, more of an obligation than a privilege for institutions of higher education to have the resources and means of teaching its students, or future leaders, about the society they live in.

So why Asian and Asian American studies? By 2020, the Asian American and Pacific Islander (AAPI) population in the U.S. is expected to reach 20 million. Asian American experiences in particular have shaped a large part of American history and currently play a huge role in its present and future.

Studying Asian and Asian American courses will give students a stronger understanding of the multi-racial character of the United States, as well as the opportunity to make connections among other ethnic and minority groups. The Asian studies aspect of the program is a necessary supplement to better understand the roots of the Asian American experience.

As mentioned previously, a practical reason for an Asian/Asian American studies program is the reality of our global society. Many employers now find individuals with strong multicultural perspectives as desirable candidates. Students of Asian and Asian American studies will be better prepared for fields in business administration, government, education, law, and many more.

Syracuse University is currently in the process of developing an Asian/Asian American Studies minor. Due to the fact that the program is not yet officially established, there is a strong need to raise awareness about the minor. In order to do so, this capstone project compiled a great amount of research into a public relations campaign proposal to promote Asian and Asian American Studies at Syracuse University. In addition, the capstone project includes further research necessary for a public relations campaign. The primary research in this project consists of outlines of Asian and Asian American studies programs at similar universities and an analysis of the development of the minor at Syracuse University thus far.

The conclusions made in this project are drawn from personal conversations with student and faculty members, student

documents, and research through academic publications and media articles.

I chose this topic because it was of great personal interest to me. I wish that I had had the opportunity to study courses with topics that I could identify with on a personal level. Much of my race awareness has come from personal experiences such as serving as a leader in the Korean American Students Association and with previous internships. I have high hopes for the future of this program and I believe that the student body at Syracuse University is in desperate need of it.

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OUTLINE: Public Relations Campaign Proposal

INFORMATION SESSIONS

- *Description:* There should be at least 3 information sessions prior to registration to give students more information about minor requirements and courses.
- *Details:* Have faculty present courses included in the minor and be ready for questions; invite all Asian and

Asian American student organizations; reach out to current ethnic studies professors and classes; reach out to individual schools and programs, such as Maxwell and the Honors program

MEDIA RELATIONS

Media Outlets

- *Description:* Besides being recognized locally on campus, it is important for the minor to reach recognition nation-wide in order to recruit potential students and faculty. There should be well-written press releases announcing the program to major publications that will reach a large audience to bring attention to Syracuse University and the minor
- *Details:* examples include the Daily Orange, Post Standard, Syracuse.com, Pacific Citizen A-Line magazine, all Asian/Asian American media, college publications, academic media

Social Media

- *Description:* To utilize social media to reach out to interested and potential students of the minor
- *Details:* Start a Facebook Group with regular updates on minor and course offerings; blog on official website with updates and options for student/faculty comments; Twitter new developments on minor

RESEARCH

Methods (to be moderated by faculty)

- **Focus Groups**
Description: At least 3 focus groups held to receive initial feedback about the minor and to continue throughout the first and second semesters to record developments
Details: Start with groups of 6-8 potential or interested applicants in minor prior to class registration deadline; acquire research from focus group findings
- **In-Depth Interviews**

Description: These interviews will hold more open-ended questions and be more of a discussion on what students expect and want from the minor; feedback about courses; suggestions on course topics

Literature

- Chan, Sucheng. *In Defense of Asian American Studies. The Politics of Teaching and Program Building*. Chicago: University of Illinois Press, 2005. Print.
- Zia, Helen. *Asian American Dreams*. New York: Farrar, Strous, and Giroux, 2000. Print.

SPECIAL EVENTS

- APA Heritage Month (April)/Asian Awareness Week
Description: Participate in all of the events held for APA Heritage Month, particularly the Asian and Asian American Culture Day. Promote the program at each of these events.
- Declared Asian/Asian American Studies Minors Meet & Greet
Description: Reception for declared minor students to meet other students in the minor and the professors that will be teaching the courses. A kick-off for the official establishment of the minor
Details: Feature an expert or Asian/Asian American professor as guest speaker
- Faculty Events
Description: Faculty should be encouraged to get to know one another and use each other as resources
- Student Events
Description: It will most likely be a small group of students that declare the minor. See that as an advantage to create a strong-knit group of students with a support system
- Information Tables at spring student receptions and multicultural spring receptions to target prospective freshmen

OTHER

- Official, comprehensive, easily-searchable website
- Official logo for recognition

Public Relations Campaign Proposal

Campaign Objectives and Summary

As the Asian and Asian American Studies minor will be newly introduced to the university, public relations will play a key role in promoting the developments of the minor.

This public relations campaign is to consist of information sessions, media relations, research, special events, and a few other miscellaneous segments. All of the elements of the campaign will help to bring more awareness about the minor on campus.

Information sessions will be easy ways to start the public relations campaign and to start gaining recognition among students and faculty. The sessions are meant to introduce the program and to start building foundations for future relationship with students and faculty.

Media relations will take the campaign to the next level, as reaching out to media will provide a larger audience to receive information about the program. It is important for media sources to report the minor in accurate detail and to encourage students to learn more about it.

Research will be essential in assessing and analyzing the first stages of introducing the minor to students and to evaluate what

changes can be made to make the program a success. The opinions and suggestions of students should be highly valued and taken into serious consideration. From this stage, improvements to the minor can be made.

Special events are an added bonus segment to the campaign. These events will help to solidify relationships amongst students and faculty interested in the minor and will help to draw more interest in the program. It is beneficial to have students and faculty feel as welcomed and to all feel passionate about developing a strong Asian and Asian American Studies program at Syracuse University.

Finally, other elements of a public relations campaign should be considered. An official website is at the top of the list of priorities. Although a website currently exists, it would be a more effective resource if the website was easily accessed by anyone who searched for it and if it was updated regularly. In addition, creating an official logo will help to increase recognition of the minor.

Public Relations Campaign Proposal

Information Sessions

Objective: To hold at least 3 information sessions about the Asian/Asian American Studies minor prior to registration deadlines.

Target Audience: Prospective students for the minor, academic advisers, current and prospective faculty members

Outreach: student organizations, professors and students of current ethnic studies/cultural classes, department chair heads, promotional posters around campus buildings, place advertisements in Daily Orange with the date, time, and location for information sessions.

Agenda:

Materials distributed: Asian/Asian American minor description and requirements; course descriptions; faculty contact information; minor declaration forms

1. Introduction of faculty and students attending the information session

2. Presentation by Prema Kurien, interim director

- Explanation of requirements for minor and course plan
- Brief overview of Asian/Asian American Studies history at Syracuse University
- Key Points (taken from proposal for the minor, Spring 2009):
 - an overwhelming majority of the Asian American population, 69 percent according to the 2000 census, is comprised of immigrants

whose personal and migration histories, educational achievements, and attitudes have been molded by their Asian heritages and who continue to maintain connections with their homelands

- this minor grows out of an awareness that we cannot understand Asian Americans without understanding the histories and cultures of Asia and vice versa, that we cannot understand contemporary Asia without understanding how American politics, capital, religion, culture and Asian American diasporas have shaped countries in that continent
- minor will embed the study of Asian Americans within the literature on migration, race, and ethnicity in the United States and will therefore provide an overview of the experiences and lives of people of Asian ancestry in the United States and Asia
- the minor will also provide a better understanding of topics about international migration, immigrant settlement, transnationalism, and racial and ethnic formation in the United States

3. Faculty of Asian/Asian American courses to do short presentations of their courses

Ex: Professor Skip Greenblatt to present CAS 200, Introduction to Asian and Asian American Studies

4. Q&A

5. Advising Help

Ex: what courses count towards major requirements; what courses work best for students' schedules

Public Relations Campaign Proposal

Media Relations

Besides being recognized locally and on campus, it is important for the minor to reach recognition nation-wide in order to recruit potential students and faculty. There should be well-written press releases announcing the program to major publications that will reach a large audience to bring attention to Syracuse University and the new minor. Social media should be a resource, as many students use social media regularly and are accustomed to receiving information through social media outlets.

Media Outlets

Local:

- Daily Orange, student run newspaper
- Syracuse.com
- The Post Standard
- Syracuse University news service
- A-Line Magazine, student run magazine, Asian interest

Other:

- Asian and Asian American interest publications
- <http://aarising.com/aalink/pubs.php>
- Academic Journals/Education publications

- <http://www.world-newspapers.com/education.html>

Social Media

- Facebook: a Facebook page with regular updates on the minor, course offerings and descriptions per semester, faculty information, FAQs, and options for faculty and student comments
- Blog: Have the first students to declare the Asian and Asian American Studies minor to blog about their experiences and classes
- Twitter: short announcements on developments with minor, new classes, new faculty

Public Relations Campaign Proposal

Research

Focus Groups: At least 3 focus groups should be held to receive initial feedback about the minor and to continue throughout the first and second semesters to record possible changes in attitudes and responses. There needs to be at least 3 focus groups to be able to compare responses and to more information for a well-rounded evaluation. They will provide more general and open discussion in a group setting.

Subjects: There should be groups of 6-8 potential and interested students in Asian and Asian American Studies; have a focus group of a random sample of freshmen students

In-Depth Interviews: In-depth interviews will hold more open-ended questions and be more of a discussion on what students expect and want from the minor. These interviews should focus on detailed feedback about offered courses and suggestions on course topics. They will provide more detailed and individual responses. There should be at least 10 in-depth interviews to compare responses and provide the best understanding of the student feedback.

Subjects: These should consist one-on-one interviews with students already enrolled in Asian and Asian American courses and/or declared minors.

Focus Group Questions

Opening Questions:

- Introductions: Name, Year, Major, Hometown
- Do you have any questions for the researchers?

Introductory Questions:

- What made you decide to come to Syracuse University?
- How do you view diversity on campus?

Transition Question:

- Do you think it is important to have Asian/Asian American studies at SU?

Key Questions:

- What do you know about the minor?
- How did you learn about the minor?
- Which courses in the minor interest you most? Why?
- What topics would you like to learn more about?
- What courses have you already taken?
- How would you rate them?
- Positive/Negative experiences about the courses?

Ending Questions:

- Are you considering declaring a minor in Asian and Asian American Studies? Why or why not?
- Any additional feedback?

In-Depth Interviews*Introductory Questions*

- Introductions: Name, Year, Major, Hometown
- What made you decide to come to Syracuse University?

Transitioning Question:

- How do you view diversity on campus?

Key Questions:

- What is your general understanding of Asian/Asian American Studies?
- Do you think it is important to have Asian/Asian American studies at Syracuse University?
- What made you decide to take this course/declare the minor?
- How did you learn about the minor?
- Does the minor relate to your major? If so, how?

Ending Questions:

- What would you like to see for the minor?
- Do you have suggestions for course topics?
- Any additional feedback?

Public Relations Campaign Proposal

Special Events

Asian/Asian American Culture Day

Plan a special event to raise awareness about Asian and Asian American culture on campus and within the Syracuse community. The event can feature food from various Asian countries. Make it a collaborative effort with Asian/Asian American student organizations. The different student organizations can have tables and booths with information on their organizations. Have a central location for a table with information on the Asian/Asian American Studies minor. This event can be separate or in collaboration with the already existing culture event during APA month.

Asian/Asian American Student Organizations:

- American Indian Science and Engineering Society
- Asian Students in America
- Chinese Students and Scholars Association
- Club Japan
- Hawaii/Pacific Islander Student Association
- Hong Kong Cultural Organization
- Japan-America Modern Education & Exchange
- Kappa Phi Lambda
- Korean American Student Association
- Korean Student Association
- Multiracial Experience
- Nu Alpha Phi
- South Asian Arts Foundation
- South Asian Students Association
- Taiwan Connection
- Cheon Ji In Korean drumming group

Declared Asian/Asian American Studies Minors Meet & Greet

Recognize the first students to declare the minor with a special event. Host a reception for declared minor students to meet other students in the minor and the professors that will be teaching the courses. Have the reception be a kick-off for the official establishment of the minor. Feature an expert or Asian/Asian American professor as guest speaker to address the new students and faculty joining the program.

Faculty Events

The faculty involved with the minor should get to know one another to be able to utilize one another as resources. It would be instrumental for students to have a cohesive staff for the Asian/Asian American Studies minor. Faculty should be familiar with who is teaching courses in the minor and be. Faculty events can come in the form of brunches and informal meetings. There should also be regular faculty meetings to have consistent communication on the developments on the minor and to constantly revise and better the current program.

Student Events for Declared Minors

As the minor will be new, there will be smaller groups of students that declare Asian and Asian American Studies as their minors. This

can be seen as an opportunity for students of the minor to establish strong relationships, both academically and socially. By encouraging interaction, students can benefit from having a support system among their peers for any help they might need with classes, careers, and general advice. Student events can include informal mixers and social events.

It may be a good idea to develop a student committee that can “govern” the other students and serve as the liaisons between students and faculty. Other responsibilities for the student committee can include planning special events for Asian and Asian American Studies minors.

Public Relations Campaign Proposal

Other

- Create an official logo for the Asian/Asian American Studies minor for recognition
- Create a “buzz” around the first students to sign up for the minor – get students excited to be “the first”; draw more awareness to the program by drawing attention to the first declared minors
- Design t-shirts and other promotional items. Faculty and declared minors should receive them for free
- Create literature for the program: Asian/Asian American Studies brochures, folders with information on courses, faculty information, course requirement worksheets
- Develop an official, comprehensive website for the minor that is easy to find through Google and search engine searches. (Currently, the website is very difficult to find).

A Comparative Look at Other Universities

According to princetonreview.com, a popular website utilized by high school students searching for prospective universities, the following is a list of institutions with similar characteristics as Syracuse University. In addition, the universities were most commonly searched with Syracuse University:

American University
 Boston College
 Boston University
 Clemson University
 Cornell University
 Fordham University
 Gettysburg College
 Ithaca College
 New York University
 Northeastern University
 Pennsylvania State University--University Park
 Quinnipiac University
 The George Washington University
 Tufts University
 University of Connecticut
 University of Delaware
 University of Maryland, College Park
 University of Miami
 University of Pennsylvania
 Villanova University

For the purpose of creating the outlines of the universities, this list was cross-referenced with a directory of Asian American Studies programs found on aaastudies.org. This was done to determine which of the listed universities had established or developing Asian American Studies, which is half of the focus of the proposed minor at Syracuse University. From that list, five universities with the most

similarities to SU with the additional focus of a broader Asian area studies program were chosen.

These five universities will serve as examples for comparison in developing the current Asian and Asian American studies program at Syracuse University.

SYRACUSE UNIVERSITY

Student Body Profile (princetonreview.com)

Total Enrollment: 13,651
 Female: 56.58%
 Out of State: 54%
 Native American: 0.86%
 Asian: 8.71%
 African-American: 7.38%
 Hispanic: 6.16% Caucasian: 57.82%
 International: 4.76%
 Number of Foreign Countries Represented: 119

Staff: (<http://asianstudies.syr.edu/AsianAsianAmerican.htm>)

George Kallander, Assistant Professor of History, Interim Associate Chair

Nancy Kang, Faculty Fellow in the Humanities

Prema Kurien, Associate Professor of Sociology, Interim Chair

Iswari Pandey, Assistant Professor of Writing

Junko Takeda, Assistant Professor of History, Interim Associate Chair

Susan S. Wadley, Associate Dean and Ford Maxwell Professor of South Asian Studies

Hongying Wang, Associate Professor of Political Science

Andrea Wangsanata, Student

Ran Li, Student

Daniel Longo, Student

Other Information:

(<http://asianstudies.syr.edu/AsianAsianAmerican.htm>)

Asian/Asian American Studies grows out of an awareness of the impact of globalization on communities in Asia and elsewhere. As conceived at Syracuse, it has a dual lens on Asia—first, a concern for understanding the histories and cultures of the countries making up the Asian region, and second, a focus on the histories and current situations of the populations of Asian ancestry in the U.S. and elsewhere. Whether viewed from the standpoints of history, literature, sociology, anthropology, political science or other fields, the proposed minor will attempt to represent the experiences and thoughts of populations of Asian ancestry, both in the sending and receiving countries. Asian/Asian American Studies will explore questions about the role of race, ethnicity, class, gender, religion and nation in the lives of peoples of Asia and the Asian Diaspora.

Asian Studies general overview:

Asian Studies has a long history at Syracuse University. Asian Studies has several components, including study abroad (in Beijing, Hong Kong, Japan, Korea and India), two approved minors (in Chinese Studies and South Asian Studies) and a minor in Transnational Asian Studies that is currently being developed.

South Asian Studies began in the early 1960s when Hindi was first taught on campus, and the South Asia Center was developed with Ford Foundation and U.S. Dept. of Education funding. The minor in South Asian Studies was developed in the early 1990s.

The study of East Asia is represented by a varied array of language, history and culture courses, and study abroad opportunities. Japanese was first taught at SU in 1990. In 1995, Chinese language became available, with Tamil and Bengali added in 2005 and 2007, respectively. Korean joins the list of language offerings in fall 2008.

Given the importance of religion throughout the region, note that Arabic, important to Muslims in western China, South Asia and Indonesia, has been available at SU since the late 1990s.

Meanwhile, faculty additions in history, sociology, fine arts and English—in addition to anthropology, political science and religion—allowed Asian studies to grow. A Chinese Studies minor was added in 2006. The SU Abroad Centers in Hong Kong and Beijing, as well as summer and partner programs in Japan, Korea and India, give multiple opportunities to our students to increase their language facilities, as well as expand their knowledge of the region.

East Asian Studies at Syracuse has varied components that include a minor in Chinese Studies; a wide range of courses on the SU campus, including Chinese (Mandarin), Japanese, and Korean; and study abroad in Beijing, Hong Kong, Korea or Japan.

South Asian Studies began in the early 1960s when Hindi was first taught on campus, and the South Asia Center was developed with Ford Foundation and U.S. Dept. of Education funding. The minor in South Asian Studies was developed in the early 1990s.

Tamil and Bengali were added in 2005 and 2007, respectively. Given the importance of religion throughout the region, note that Arabic, important to Muslims in western China, South Asia and Indonesia, has been available at SU since the late 1990s.

Although an Asian/Asian American studies program has not been officially established, there has been Asian American literature classes offered by professors such as Christina Parish and Nancy Kang.

CORNELL UNIVERSITY

(<http://aaastudies.org>)
Asian American Studies Program
420 Rockefeller Hall
Ithaca, NY 14853-2502
(607) 255-3320
Email: vm54@cornell.edu
Website: www.aasp.cornell.edu

Director:
Viranjini Munasinghe

Faculty:
Viranjini Munasinghe, Sunn Shelley Wong, Derek Chang, Thuy Linh
Nguyen Tu, Clement Lai

Program Administration:
Stephanie Hsu, Vladimir Micic

General Information:

- Founded in 1985
- The national headquarters for the Association of Asian American Studies (AAAS).
- Undergraduate concentration in Asian American Studies; graduate fields in disciplines
- Publications: Connections (newsletter)
- Asian American Studies Library and Resource Center staffed by the program

-Courses offered cross-listed with English, Theater Arts, History, Human Development and Family Studies, Law, Sociology, Urban Planning, Anthropology, History of Art

-3 to 5 courses offered per semester

Examples of Topics/Courses:

Introduction to Asian American Studies

Asian American History

Asian American Literature

Race, Citizenship and the American Worker

Race and Ethnicity in Nineteenth Century America

Perspectives on the Nation

Asians in the Americas

Seminar in Asian American History

South Asian Diaspora

Race, Space and Place

Independent Study

Asian American Urban Experience: Past, Present and Future

Student Body Profile (princetonreview.com)

Total Enrollment: 13,846

Female: 49.28%

Out of State: 63%

Native American: 0.48%

Asian: 16.49%

African-American: 5.05%

Hispanic: 5.55%

Caucasian: 48.85%

International: 8.66%

Number of Foreign Countries Represented: 77

Other Information (cornell.edu)

Asian American Studies minor

The centerpiece of the Asian American Studies Program's curriculum is its undergraduate minor. Open to all undergraduates throughout Cornell University, the minor affords students an opportunity to develop an interdisciplinary approach to the study of Asians in the hemispheric Americas. The course of study stresses developments within the United States, but also underscores the transnational and comparative contexts of Asian America and the field's connections with African American, American Indian, U.S. Latino, and Feminist, Gender, and Sexuality Studies.

Students must work with a faculty advisor from among the Program's faculty and must complete at least 15 units of credit as follows: a) AAS 110 and two additional courses in Asian American Studies; b) one course in African American, American Indian, U.S. Latino Studies, or Feminist, Gender, and Sexuality Studies; and c) one course in East Asian, South Asian, or Southeast Asian Studies.

Why do it?

The Asian American Studies Program offers one of the most flexible and dynamic minors offered at Cornell University. One key benefit of the program lies in the reality that many occupations are looking for individuals with strong multicultural perspectives and a broad understanding of ethnic issues.

Furthermore, the Program teaches writing, critical thinking, and analytical skills that enhances or complements any major degree program at Cornell University. Graduates of the Program enter into fields such as law, research, medicine, technology, non-profit, politics, and journalism.

Also offers Asian Studies major and area minors (East Asia Studies, South Asia Studies, and Southeast Asia Studies).

PENNSYLVANIA STATE UNIVERSITY

(<http://aaastudies.org>)
Public Information Department
312 Old Main
University Park, PA 16802
(814) 865-9481

Staff:

Vicki Fong
e-mail: vyf1@psu.edu

General Information:

There is no Asian American Studies Program at this campus. An experimental class will be taught under the Psychology Department and American Studies Program

Student Body Profile (princetonreview.com)

Total Enrollment: 37,988
Female: 44.92%
Out of State: 25%

Native American: 0.1%
 Asian: 5.5%
 African-American: 4.01%
 Hispanic: 3.5% Caucasian: 81.59%
 International: 3.15%
 Number of Foreign Countries Represented: 117

Other Information (psu.edu)

Minor in Asian American Studies

We are moving towards adding a minor in Asian American Studies. Meanwhile, the 2008-09 academic year will see more courses in Asian American history and literature than Penn State has ever seen before, thanks in part to a faculty group that includes Suresh Canagarajah (Applied Linguistics), Tina Chen (English), Grace Delgado (History), Eric Hayot (Comparative Literature), Bao-Ming Li (Educational Equity), Reiko Tachibana (Comparative Literature), and Xiaoye You (English).

Penn State is part of the Committee on Institutional Cooperation's [Asian American Studies consortium](#), which sponsors conferences, workshops, and events across the Midwest.

Towards Transnationalism

In 2007-08 a series of committee meetings and events revolving around Asian American Studies helped create an outline for the future of AAS at Penn State. The final committee report, which appeared in April 2008, proposed moving towards a major that conceived Asian American Studies within an explicitly transnational frame, orienting itself towards an understanding of the experience of Asian Americans as part of a larger set of diasporic questions involving the movement of people and ideas into, around, and out of Asia.

The proposed minor in Asian American Studies is likely to hew to that spirit, encouraging students to match their study in the history and culture of Asians in the United States context with an attention to the histories and cultures of Asia, and of Asian immigrants around the world.

Minor in Asian Area Studies

Asian Area Studies is an interdisciplinary minor designed for students with an interest in any part of Asia. In addition to the requirements of the student's major department, the minor consists of 21 credits selected from such disciplines as anthropology, art history, economics, geography, history, linguistics, literature, philosophy, political science, religious studies, speech, theatre arts, and appropriate Asian languages.

Minors in Asian Studies can choose to focus on a specific Asian region (East, South, Southeast, or West Asia), or can range broadly across geography and time. Minors may wish to build clusters of courses focused on specific disciplines or problems, e.g., modern colonial history, historical linguistics, the Silk Road, comparative religion, South Asian literature, and so on.

Requirements

The Asian Area Studies minor requires a total of 21 credits, divided as follows:

Core courses: One course in Asian History: HIST 172 (Japanese Civilization), HIST 174 (Traditional East Asia), HIST 175 (Modern East Asia), or HIST 176 (Survey of Indian History), and one course in Asian religions: RLST 003 (Religions of the East) (may be substituted with RLST 004 or 181).

Related courses: 15 credits, at least 6 of which must be at the 400 level. Any course that is part of the [East Asian Studies major](#) counts. You may include up to 15 credits of language study in any Asian language.

Also offers major in East Asian Studies, Major/Minor in Japanese, Major/Minor in Chinese

NEW YORK UNIVERSITY

(<http://aaastudies.org>)

Asian/Pacific/American Studies Program

41-51 East 11th Street 7th Floor New York, NY 10003 (between
University Place and Broadway)

(212) 998-3700

Email: apa.studies@nyu.edu

Website: www.apa.nyu.edu

A/P/A Studies Program Director:

Karen Shimakawa

A/P/A Institute Director:

John Kuo Wei

Faculty:

John Kuo Wei Tchen, Sukhdev Sandhu, Lok C.D. Siu

Core Faculty

Angel Shaw

General Information:

- Founded in 1996 in response to student interest and the University's commitment to a global education
- Focused on community studies within a broad, rigorous international and comparative framework
- With the Institute, creates a home for students, faculty, administrators, staff, and alumni who seek to collaboratively explore the complex A/PA experience
- Offers 15 courses per semester
- Offers a minor; major currently in development

Topics/Courses:

Introduction to A/PA Experience (required for minor)
 Community Studies: Theories and Practices (required for minor)
 Asian American Women
 Asian American Literature
 African/Asian Caribbean Literature
 Asian American Art and Social Issues
 Art and Community Formations
 Asian Americans and War
 History of Asians in the U.S.
 Asians in the Americas
 History of the South Asian Diaspora
 Filipino American Exile and Ideas of Homeland
 Filming Asia America
 A/PA Media and Culture
 Asian American Theater
 Multi-Ethnic New York
 Chinatown and the American Imagination
 A/PA Gender and Sexuality
 Asian Americans of Mixed Heritage
 Cultural Diversity and Community Health
 Constitution and People of Color

Languages:

Cantonese
 Filipino
 Hindi

Other Electives:

Aside from the electives included in the above list, other electives are offered through faculty proposals and research interests

Student Body Information (princetonreview.com)

Total Enrollment: 21,269

Female: 61.52%

Out of State: 64%

Native American: 0.24%

Asian: 19.2%

African-American: 4.27%

Hispanic: 7.56%

Caucasian: 47.48%

International: 6.29%

Number of Foreign Countries Represented: 99

Other Information (nyu.edu)

The Asian/Pacific/American Studies Program provides an interdisciplinary approach to understanding the history and contemporary experiences of Asian/Pacific Americans, comprising populations from East Asia, South Asia, Southeast Asia, and the Pacific Islands living in the United States as well as in other parts of the Americas. The program uses field research as the central methodology for examining the relationship between theory and practice and between structure and agency in the formation and function of A/PA communities. Students develop important analytical skills that will help them negotiate today's multiracial, multiethnic environment, and that will be useful to them in any field of endeavor they choose to enter.

The minor consists of five courses in A/P/A Studies, including V18.0301 (formerly V15.0010), Introduction to the Asian/Pacific American Experience; V18.0302 (formerly V15.0101), Introduction to A/P/A Community Studies; and three electives from the A/P/A Studies course offerings, at least one of which must be a seminar or "community projects" course.

Also offers East Asian Studies major/minor, South Asian Studies minor

BOSTON COLLEGE

Asian American Studies Program
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Coordinator:
Ramsay Liem

Faculty:
Ramsay Liem (Psychology), Min Song (English)General

General Information:

-Established 1996 after several years of student/faculty ad hoc initiatives.

- Asian American Studies is an undergraduate concentration within Boston College's interdisciplinary American Studies Minor. The program draws from social science, historical, literary, and cultural studies traditions to introduce students to the multiple realities and struggles of Asian Pacific Americans.

Students also elect one complementary course in Asian Studies and participate in a senior seminar for all American Studies minors. We maintain close ties to student organizations and are committed to building stronger connections to local communities as a means to confront the challenges of class as well as ethnic differences.

Topics/Courses:

- Culture, Self, and the Asian American Experience
- Introduction to Asian American Literature
- American Studies Seminar: Ethnicity and Immigration
- Immigration Since 1900
- Asian Studies electives
- Independent Study - Asian Pacific American Topics

Student Body Profile (princetonreview.com)

Total Enrollment: 9,060

Female: 51.78%

Out of State: 71%

Native American: 0.25%

Asian: 9.47%

African-American: 5.51%

Hispanic: 7.65%

Caucasian: 70.94%

International: 2.54%

Number of Foreign Countries Represented: 81

Other Information (bc.edu)

Concentration in Asian American Studies

American Studies also offers a special concentration in Asian American Studies. This concentration requires minors to take the senior seminar plus five other courses that specifically address Asian

American culture. The special concentration enables thorough exploration of the emergence of a fast-growing but still largely invisible racial minority in the United States. If students have a special interest in Asian American Studies, a special cluster of courses has already been specifically designed for students wishing to concentrate in this area. This is a five-course sequence.

Students must take the following courses: 1) EN 246 Introduction to Asian American Literature 2) PS 354 Culture, Identity, & Asian American Experience, 3) three additional electives, at least one of which should be in Asian Studies and one in Asian American Studies. (If students take both EN 246 and EN 335, students may count one of them as one of these three electives) 4. The Senior Seminar in American Studies.

Minor in Asian Studies

The minor in Asian Studies consists of six courses. There is one required course, SL 263 Introduction to Far Eastern Civilizations. In addition, students must complete two language courses beyond the elementary level. The three remaining courses are electives that must be approved by the Program Director.

Students interested in the minor are encouraged to apply in their sophomore year. This allows students to attend special events to which students in the minor are invited, to appropriately plan their courses of study, and to take full advantage of study abroad opportunities in Asia.

Asian and Asian American Studies at Syracuse University

An Analysis

This analysis is drawn mainly from student committee materials, newspaper articles, and personal observations in the development of the Asian and Asian American Studies program.

To provide a brief overview, the movement for an Asian American studies program was initiated by the Denny's Incident in April 1997 (Guillermo, "Grand-Slam Breakfast?") Over the course of the next 12 years, the program would evolve several times and be molded to adapt to the needs of the administration and students. The efforts for the student-led movement was also picked up and dropped several times.

In 2005, a group of students led by Jonathan Han laid down some of the groundwork for the first proposal for an Asian American studies program (Han, "Asian American Studies Vital to Syracuse University"). The proposal was then picked up again in 2007 when a group of three students consisting of Ellie Kim, Angie Cho, and Carina Lui reworked the initial proposal into a document of over 54 pages. The three students launched the new proposal for a minor in November of 2007 and met with various faculty members and students to discuss creating a solid Asian American studies program at the University.

The program was then molded to include Asian studies, as the administration saw that the combination of Asian and Asian American studies best fit the University curriculum. The program became known as the Transnational Asian Studies Program, or TASP, due to its cross-cultural nature.

After a series of events, such as sending mass e-mails to administration university officials (including the Chancellor) and student signed petitions, the three students graduated. After another series of meetings between students and faculty, a student committee was created to serve as a liaison between the two parties. The student committee now consists of Andrea Wangsanata, Ran Li, and Daniel Longo.

Today, the name of the minor has changed to "Asian and Asian American Studies," which will be referred to in this paper as AAAS. It currently is in the stages of being approved by several different authorities, including a curriculum board, the University Senate, and the State Senate. The program faces a number of challenges, which will be discussed throughout this analysis.

In my conversations with both student and faculty committees, the main issue that stood out to me was the problem with communication between both parties. Both groups would engage in a dialogue of "he said, she said" politics and seemed to

pitch any setbacks in progress on the other group. This is a clear concern that should be addressed by both committees to find common ground and to work in agreement on what is in the best interest of the proposed minor.

More specifically, I found another issue in the defensiveness of faculty members. As a third party observer, I had no agenda against the faculty committee or the student committee. My role was that of a researcher and of an honors student interested in learning more to develop a public relations campaign to promote the program.

However, when speaking with Dean Susan Wadley about the progress of the AAAS minor, I found myself constantly taken aback by her defensive attitude, curt answers, and quickness to place blame on others or to put certain individuals into a negative light. Her responses to casual, light questions about the program were often full of negativity.

Those that will carry out the proposed public relation campaign need to be aware of the struggle for communication between key members of the administration and the students. The program will rely on positive and effective public relations efforts for students to not feel so intimidated to address the administration and for faculty members to communicate more efficiently to students.

Furthermore, I have gathered from reading student documents and personal observation that the administration in the School of Arts & Sciences expected students to come forth with an official proposal for the curriculum and to prove strong student interest in the program.

As mentioned previously, students have received this enormous responsibility and wondered if other cultural minors and programs had laid such burdens onto the shoulders of students. While it is fine for this movement to be a student led-effort, as it was in many cases (refer to Northwestern University and the student hunger strikes for Asian American studies), there is a paradox that while students are responsible for the program's success, their input is very limited. In conjunction with these high expectations, there were equally high limitations on student control of major decisions for the minor.

There also seems to be dissent amongst faculty members themselves. I spoke with a Japanese language professor at a reception for AAAS and she mentioned her shock that the language requirement originally included in the minor was no longer there. The professor said that there was a great student interest in taking higher level Asian language courses but currently do not have a strong enough incentive to take them because the

courses do not count for requirements towards their majors and there is no Asian language minor. The AAAS minor was an opportunity for those students to take those upper-level language courses, but without that language requirement, the professor was concerned that students would now be discouraged from declaring the minor.

The individuals that will execute the public relations campaign should be aware of these problems to also implement more effective and positive communication within and among all parties. Clearer communication can be accomplished by the administration practicing transparency in all key issues and allowing more student and faculty participation.

Another issue lies in the current economic situation, which does hinder administration efforts to officially solidifying an AAAS program at Syracuse University. According to Dean Wadley, there is a lack of funds to carry out the necessary hires for a truly successful academic program. Student committee member Andrea Wangsanata agrees that hiring faculty is highest on the list of priorities for the AAAS agenda. Currently, there is an interim director position held by sociology professor Prema Kurien. The program will need a permanent director to fulfill the set objectives and achieve success for the minor.

If Dean Wadley and Professor Kurien decided to offer teaching positions to Dr. Nancy Kang and Professor Christina Parish, the public relations person would find it easy to get students' support, as both Kang and Parish have positive relations with students and are actively involved in students' lives and APA heritage month.

Asian and Asian American studies should naturally be part of the University curriculum. As subjects such as history, literature, and politics are logically taught at an institution of higher education, Asian American and Asian topics should be included in students' education as both are major players in every department.

Although AAAS should be added to the curriculum without qualms, the reality is that students are going to have to bear the burden of showing fervent student interest in these classes. The student activism for the AAAS program started off strong but needs to keep up its momentum in order for university to take students seriously.

At a reception for AAAS on the day of the SU Showcase, I was the only student that showed up. Dean Wadley, Interim Director Prema Kurien, and several faculty members were there, but no students. Although the day chosen for the reception should be taken into account, as student participation on this day is minimal,

students should have attended the reception to show the faculty that they are serious about this program.

Lack of effective and positive communication, monetary funds, and fervent student interest are all major issues that need to be addressed while further developing the Asian and Asian American Studies minor. It is estimated that the minor will officially be approved by fall of 2010. All of these issues will need to be solved in order for the program to be successful and not just a minimal means of appeasing students.

These problems will have a significant effect on carrying out the segments to the proposed public relations campaign. Therefore, public relations practitioners who will know how to handle such obstacles should execute the campaign. Each of these issues should be taken into consideration and solved strategically.

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SUMMARY OF CAPSTONE PROJECT

The purpose of this capstone project was to explore the significance of an Asian and Asian American studies (AAAS) program at an accredited university. As an AAAS program is

currently being developed at Syracuse University, I chose it as a topic for my capstone as it was of personal interest to me.

The project then tied in with my field of study in public relations, as I believe that public relations is applicable in all fields and situations. I originally planned on executing a public relations campaign to raise awareness about the new minor and to promote the courses, but not enough progress had been made for me to do so. I then created a more detailed public relations campaign proposal to be used in the future when the minor has been officially established at Syracuse University.

The methods used to create this campaign were drawn from public relations courses that I have taken over my four years as a student at the S.I. Newhouse School of Public Communications. Particular courses that contributed to this project include: PRL 315, Research and Methods; PRL 300; Integrated Communications; PRL 497, Public Relations Management.

Much of direction for this project came from personal observations of the development of the AAAS minor over the last two years. I have had many informal conversations with students and faculty during that time and attended informational meetings and receptions to learn more about the program and its progress. Therefore, the methods used to construct this project were a

combination of methods drawn from public relations courses and personal experiences.

This project has great significance for me personally as well as for the university. I first heard about the program as a sophomore. I was very excited about taking courses that included material that I could identify with and that would help me to better understand where my background had a place in American history. However, as time went by, I became more and more disconnected with the progress of the program and was unaware of what was happening with the minor. I realized then that other students had no idea that such an initiative even existed and saw that the program lacked promotion and visibility. If I was not going to be able to take these courses during my time at Syracuse University, I wanted to ensure that other students would at least have the opportunity to know about the courses when they finally did become available.

The topic of this project has enormous significance for this university. There is a serious need for an AAAS program at Syracuse University. To start, having this program would help to admit more students and to then retain students. As seen in the comparison of similar universities, a great majority of those universities have established an AAAS program in some form. In order to maintain a competitive edge in appealing to prospective students, the

university will have to have programs that students are interested in and identify with.

Having an AAAS minor shows that the university doesn't just "talk the talk" but actually "walks the walk," meaning the school does not just preach about the importance of diversity, but that it actually carries out its promises. Provost Eric Spina addressed diversity in his address to the faculty and committed to developing a more multicultural staff. Yet when there are such struggles and a long waiting line (10+ years long), it is hard to agree that such promises have been met.

In order to understand the significance of this project, one must understand the significance of Asian and Asian American studies. AAAS allows all students, not just those of Asian ancestry, to learn of the history, communities, and cultures of Asian Americans, who are an integral part of American society. The crucial role Asian Americans is often not recognized in American history, when Asian Americans helped contemporary American culture. Students typically do not learn, for example, of how it was Asian Americans that laid down tracks for America's first major transportation system: the railroad.

AAAS teaches the university community how to perceive its multiethnic members and to value equality and open-mindedness

for people of diverse backgrounds. Classes in AAAS thus give students of ethnic backgrounds the opportunity to come to terms with their identities and histories and for students not of ethnic backgrounds to become more aware of the real, multiethnic complexities of American society.

In addition, having an AAAS program on campus provides a more welcoming environment to students through mentors and role models. Advisers and mentors are vital contributors to the education of students and play a large role in shaping the experiences of their students. A majority of faculty in Asian and Asian American studies programs have been of ethnic backgrounds and have served as valuable mentors to minority students as well as any students interested in pursuing subjects about race and ethnicity.

As mentioned in the beginning of this project, AAAS programs help to provide professional skills and training. The society we live in today is becoming increasingly more global and cross-cultural. In order to keep up with the changes, employers are seeking candidates with multi-ethnic and multicultural education and experiences.

This capstone project therefore serves to encompass all of these concepts and to communicate them through comprehensive key messages to the university community.