

## FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

### 1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS\*.

| Semester and Year     | Course Number | Credits (Number or Var) | Number of Sections Taught |     |     | Number of Students | Number of Assistants ** | Notes   |
|-----------------------|---------------|-------------------------|---------------------------|-----|-----|--------------------|-------------------------|---|
|                       |               |                         | Lec                       | Rec | Lab |                    |                         |   |
| <b><u>FS 2017</u></b> | ANP 415       | 3                       | 1                         |     |     | 16                 | 0                       |   |
|                       |               |                         | 1                         |     |     |                    |                         |   |
|                       | ANP 815       | 3                       |                           |     |     | 5                  | 0                       |   |
| <b><u>SS 2017</u></b> | ANP 330       | 3                       | 1                         |     |     | 27                 | 0                       |   |
|                       |               |                         |                           |     |     |                    |                         |   |
|                       | ISS 335       | 4                       | 1                         |     |     | 25                 | 0                       | *Small section capped at 25<br>FS 2016 on Sabbatical        |
| <b><u>SS 2016</u></b> | ANP 330       | 3                       | 1                         |     |     | 30                 | 0                       |   |
|                       |               |                         |                           |     |     |                    |                         |   |
|                       | ISS 335       | 4                       | 1                         |     |     | 25                 | 0                       | *Small section capped at 25                                 |
| <b><u>FS 2015</u></b> | ANP 415       | 3                       | 1                         |     |     | 22                 | 0                       |   |
|                       |               |                         |                           |     |     |                    |                         |   |
|                       | ANP 815       | 3                       | 1                         |     |     | 5                  | 0                       |   |
| <b><u>SS 2015</u></b> | ANP 201       | 3                       | 1                         |     |     | 214                | 1                       | Also taught large section of ANP 201 in SS 2013 and SS 2014 |
|                       |               |                         |                           |     |     |                    |                         |   |
|                       | ISS 335       | 4                       | 1                         |     |     | 25                 | 0                       | *Small section capped at 25                                 |
| <b><u>FS 2014</u></b> | ANP 201H      | 3                       | 1                         |     |     | 29                 | 0                       | *Honors section capped at 30                                |
|                       |               |                         |                           |     |     |                    |                         |   |
|                       | ANP 437       | 3                       | 1                         |     |     | 10                 | 0                       |   |

### 2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

I am one of a group of faculty on campus specializing in Asian Pacific American Studies who guest lectures in the introductory course for the Asian Pacific American Studies Minor. SSC 291 (now SSC 293) is a course

\*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

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required for students in the minor. It is coordinated by the APA Studies director and program coordinator, with lectures given by guest speakers affiliated with MSU APA Studies every week.

I also participated in an APA Studies Teacher's Workshop on the model minority myth, organized by acting director [REDACTED] - [REDACTED] which counted as continuing education for K-12 teachers.

In 2011, with OI3 funding, I organized an APA Studies-sponsored event titled "Rethinking Hmong American Culture" event in which I brought in anthropologist Louisa Schein and activist [REDACTED] for a panel presentation examining [REDACTED] "The Spirit Catches You and You Fall Down" book which is commonly taught in medical schools and in college classrooms as an example of "cultural competence" in the field of medicine. I also brought in actors from the feature film Gran Torino, including [REDACTED] who played the lead male role, who critiqued the portrayal of Hmong Americans in the movie.

I also arranged for [REDACTED] and [REDACTED] to speak with first and second year medical school students about the Fadiman book, which was required reading for them during their first year.

Additional Conferences organized for Asian Pacific American Studies are listed under List of Instructional Works.

### Faculty Workshops Co-Organized

2011, June 20-23. MSU-CIC Mid-Career Workshop: Making the Periphery Central. Workshop for Ethnic Studies faculty in the CIC. Co-coordinated with [REDACTED].

2010 "Moving Ethnic Studies from the Periphery to the Center." Faculty Learning Community with [REDACTED], Fall.

\*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

\*\*May include graduate and undergraduate assistants, graders, and other support personnel.

3. **Academic Advising:**

- a. Faculty member's activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

**Undergraduate Advising**—Faculty in the department of Anthropology are not responsible for formally advising undergraduates because the department has its own undergraduate advisor. However, we are encouraged to mentor undergraduate students and I have mentored a number of them interested in pursuing undergraduate or graduate studies in anthropology, Asian Studies, or Asian American Studies. In this capacity, I have helped identify appropriate graduate programs, given feedback on personal statements, and written them letters of recommendation. A number of minority students have noted that I have also served as a role model for them as a minority faculty member doing research in their areas of interest. In addition, I have participated in recruitment and orientation activities for minority undergraduates such as the Hmong American Students Association College Day put on by this student group to encourage Hmong students to attend college. I have also served as faculty advisor for numerous student organizations including the Vietnamese Student Organization, and Somewhere in Between, an organization formed by adoptees (both international and domestic) at MSU. As Director of Asian American Studies (2004-2012), I shared advising responsibilities with the program coordinator, and mentored students interested in Asian American Studies in my classes.

Please see letters from undergraduate students in supporting materials section.

**Graduate Advising**--I currently serve as the major professor for 4 Ph.D. students. I have played a central role in helping these students throughout the process of selecting and refining their research topics, preparing bibliographical statements and research proposals, and creating research agendas and methodologies. This guidance has involved working closely with students to hone their writing skills and deepen their understanding of theoretical concepts and research questions. All of my students are working with research questions that require multisited fieldwork as they investigate transnational flows of people and ideas.

Many students working in various parts of the world have asked me to be on their committees because of my expertise in the areas of identity production; race, ethnicity and nation; transnational migration; and globalization. The students with whom I work as a committee member focus on a variety of topics, including gendered dating practices in the context of a rapidly growing South Korean economy, the state of exception within the U.S. in which Muslim American men are falsely targeted and imprisoned, foreigners living in Japan, and the new Chinese diaspora in Latin America. I have received positive feedback from advisees, many of who are racial and ethnic minorities, regarding my assistance and support on proposal revisions and project development.

See letters from students in supporting materials section.

Current Committee Responsibilities:

Undergraduate:

Graduate:

**FORM D – IV A INSTRUCTION, continued**

Student Name                      Department                      Role                      Outcome

**Ph.D. Candidates**

|  |                  |        |             |
|--|------------------|--------|-------------|
|  | MSU Anthropology | Chair  | In Progress |
|  | MSU Anthropology | Member | In Progress |
|  | MSU History      | Member | In Progress |
|  | MSU Anthropology | Chair  | In Progress |
|  | MSU Anthropology | Chair  | In Progress |
|  | MSU Sociology    | Member | In Progress |
|  | MSU Anthropology | Chair  | In Progress |

Graduate/Professional: n/a

Other: n/a

**b. Candidate’s undergraduate advisees (if applicable to individual under review): N/A**

|  | Freshman | Sophomore | Junior | Senior |
|--|----------|-----------|--------|--------|
| Number of current undergraduate advisees | n/a      | n/a       | n/a    | n/a    |

**c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):**

|   | Masters | Doctoral | Professional |
|---|---------|----------|--------------|
| Number of students currently enrolled or active           |         | 4        |              |
| Number of graduate committees during the reporting period | 2       | 9        |              |
| Degrees awarded during the reporting period               | 2       | 5        |              |
| Degrees awarded during career                             | 2       | 5        |              |

**4. List of Instructional Works:**

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

In 2004, I created a specialization (now minor) in Asian Pacific American Studies, which is administered through the College of Social Science. My involvement with this endeavor is also discussed under my service within the MSU academic community. I served as director from 2004-2012 (with breaks for maternity leave, sabbatical, and research leave). As director, I was responsible for obtaining funding for various APA Studies academic programming, as our allotted budget was only sufficient to cover the director's compensation, the program assistant's salary, a student worker, and office supplies. With [REDACTED] [REDACTED] (from James Madison, who took over as director in 2013), I applied for Creating Inclusive Excellence funding through OI3 a number of times, which enabled the program to bring in guest speakers and support special programming such as a professorial assistant program that paired undergraduates with faculty who guided them in doing original research, programming on Hmong Americans (focusing on the film Gran Torino and the book "The Spirit Catches You and You Fall Down" by [REDACTED] [REDACTED] and a program that paired Asian American and Asian international MSU students with local adoptees to serve as mentors. Each of these grants involved a component that enriched student learning, but also brought in speakers who gave public talks that addressed students, faculty, staff, and the general public.

I list these grants below:

2011 Michigan State University Office of Inclusion and Intercultural Initiatives (OIII): Creating Inclusive Excellence Grant. \$12,000.

"Family, Culture, Race, Identity: Asian Adoptees as a Forgotten Minority Within a Minority Co-PIs: [REDACTED], (James Madison College) and [REDACTED], (OCAT) awarded for the development of an Asian Adoptee mentoring program that pairs Asian American MSU student with Asian Adoptees in the Greater Lansing Area.

2010 Michigan State University Office of Inclusion and Intercultural Initiatives (OIII): Creating Inclusive Excellence Grant. \$24,926.

"Re-thinking Hmong American Culture" Co-PIs: [REDACTED] [REDACTED] awarded September 2010, programming carried out in February 2011.

2006 Michigan State University Office of Inclusion and Intercultural Initiatives (OIII): Creating Inclusive Excellence Grant. \$29,500.

Professorial Assistant Program and Annual Conference. Co-PIs [REDACTED] [REDACTED] non-recurring for two years.

**5. Other Evidence of Instructional Activity:**

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

A Spencer Foundation grant awarded in the amount of \$50,000 in 2012 to [REDACTED] [REDACTED] (HDFS), [REDACTED] [REDACTED] and [REDACTED] [REDACTED] (HALE) (Co-PIs), titled Understanding Chinese Undergraduate Success at a Large Public

## **FORM D – IV A INSTRUCTION**, continued

University, is being use to conduct research on Chinese international students at MSU. Though our findings will be published in academic journals, our research will also produce valuable feedback and recommendations for those working with international students at MSU, as well as those working to foster relationships between domestic and international students, and international students and the surrounding community.

### **Instructional Goals and Approaches; Innovative Methods**

In all of the courses I teach, whether on general anthropological topics or on more specific themes such as China and Asian American Studies, I focus on educating students about issues of social change in the context of unequal power relations through an emphasis on participatory learning, critical analysis and writing skills.

Including in the supporting documentation are syllabi, assignments, student papers, and other materials that provide further information about my teaching goals and methods.

### Core Courses in Anthropology and Asian American Studies Courses

#### Teaching Methods

I have taught a number of core courses that focus on general anthropological issues at the undergraduate level. These include Introduction to Sociocultural Anthropology (ANP 201, and ANP 201H), Social and Cultural Analysis (ANP 320), ANP 330 Race, Ethnicity and Nation, and ANP 437 Asian Communities: A Global Perspective. These courses vary in size from small seminars to large lectures. However, a number of common themes characterize my approach to teaching students about basic concepts in anthropology and the social sciences. In each of these classes, I focus on small group work, written responses to in-class questions, and participatory learning techniques.

Essays-- In large lecture classes (200+ students), as a means of taking attendance periodically, I periodically begin the class with an open ended question (such as “What is a labor saving device and do they always save labor?”) to which students provide a written answer.. In addition to serving as a measure of attendance, going over a selection of these exercises served a way for me to gauge the class’ understanding of specific concepts. These exercises gave students an opportunity to voice their own ideas, which served to personalize what could be a somewhat alienating experience as part of a large lecture class where information often flows only in one direction—from instructor to students. I would often use these writing assignments as a way of sparking a brief class discussion on the topic of the day.

In my courses with under 50 students, I incorporate written assignments as a central part of both tests and semester-long projects.

Discussion Notes--In classes with 50 and fewer students, I require students to turn in 10 sets of discussion notes throughout the semester. Discussion notes are one-page critical analyses of the reading assignments which must address the most interesting or important point of the reading, and how the reading relates to other important concepts from class. In addition, students must include two discussion questions that might spark dialogue in class. Discussion notes are graded on a point system, 5 points per assignment, for a possible 40-50 points out of a total of 300-350 points for the semester. Students who regularly attend class prepared with notes and having completed the reading are therefore rewarded with points that can make a significant difference in their final grade. In addition, the integrative format of the notes encourages students to make linkages between various reading, lecture, and film materials as we progress throughout the semester. Finally, the notes give me valuable feedback as an instructor on which concepts students understand, and which ones they have difficulty with, allowing me to adjust the class lecture and discussion accordingly. I often share (anonymously) insightful student comments with the rest of the class as a way to stimulate discussion and reward students for original

#### **FORM D – IV A INSTRUCTION**, continued

thinking. This also gives the rest of the class a sense of what their peers are thinking about, encouraging a more participatory atmosphere. As the semester progresses, I see a clear development of students' understandings of class concepts, along with an improvement in the writing skills of many students.

Current Events Scrapbooks--In both National Diversity and Change (Asian Americans) (ISS 335) and some of my 400 level classes such as China: Culture and Society (ANP 415) and Asian Communities ANP 437, I have incorporated a current events scrapbook assignment as a final project. The project is designed to teach students to be critical of the innumerable media images they encounter in their daily lives, and to use concepts from class to understand these images within a broader social, political, and historical context. The assignment consists of 15 entries that students are assigned to collect throughout the year. These can be found in magazine and newspaper articles and advertisements; movies, television shows, and commercials; and in students' daily experiences. Once entries are collected, students must organize them into two or three categories under a more general topic (for example, the general topic "stereotypical images of Asian Americans" may include the subtopics "images that reinforce stereotypes", and "images that break stereotypes"). For each entry, students must write two paragraphs, one which contextualizes the source from which the entry was obtained and discusses the content of the entry, and the other which relates the entry to a concept from class. For example, a student who has selected a magazine ad depicting a studious Asian American student may relate the ad to the model minority myth, the idea that all Asian Americans are successful in their academic endeavors. They should also discuss the fact that such a myth is dangerous because many Asian Americans face difficult economic circumstances and racial prejudices that prevent them from succeeding. Finally, students must write a 5 page introduction to their scrapbook project justifying how they went about selecting their themes and what they learned from the process of doing the projects. Most students find the project to be educational and especially relevant to their own lives and experiences, and many have commented in their introductions that they had never realized how many misconceptions they had about Asian Americans. As a teacher, I view this project as valuable opportunity to develop a life long critical analytical skills and lessons about the Asian American community that will influence students after they leave the classroom.

#### Content

In both general anthropology and area studies courses that I teach, I emphasize the historical backgrounds and contemporary contexts that produce the conditions of social change and social inequality that characterize most societies today. Therefore, in Introduction to Sociocultural Anthropology (201 and 201H) I begin with a discussion of colonialism and the continuing racial hierarchies and unequal economic circumstances it has produced. I then proceed to frame what appears to be the underdevelopment and backwardness of certain peoples in both the U.S. and abroad within this context. In ISS 335 National Diversity and Change (Asian Americans) I discuss the history of Chinese immigration to the U.S. and the relationship between labor competition and the development of racist attitudes toward the Chinese that resulted in discriminatory legislation against Asian Americans. These issues are often challenging for students to understand, particularly white students who often feel they are being blamed for these unequal social conditions. Students of various backgrounds who have been raised in an era of multiculturalism often take on a colorblind approach, having been taught that racial differences no longer are a significant factor in determining how people are treated in today's society. They find it difficult to position themselves in relation to the inequalities that have stemmed from the economic, social and political dominance of the European American population. Taking these challenges into account I focus on what students can now do to educate themselves about these circumstances to help change the attitudes of others, and emphasize that Asian Americans and racial minorities are not the only populations who have overcome obstacles.

In a number of my classes, including ANP 201 and 201H and ANP 330 (Race, Ethnicity and Nation), I lecture on the non-existence of biological race, drawing upon research from physical anthropologists. At the same time, I emphasize the continued importance that ideas about racial and cultural differences have in today's

#### **FORM D – IV A INSTRUCTION**, continued

society in shaping the life opportunities of particular peoples. I work to de-naturalize assumptions that most students hold about the U.S. as a meritocracy, or the (assumed) direct correlation between hard work and success, through emphasizing broader structural economic and political forces that create various life choices and limitations. In teaching about mainland China, I attempt to dispel myths about China as an evil Communist empire to discuss the complex challenges that China now faces in modernizing. I discuss the Communist Revolution as an earlier attempt at modernizing this feudal, agrarian society, as well as both the benefits and drawbacks of westernization for Chinese society. While many parts of China appear to be benefiting from the country's experimentation with capitalism, other sectors such as the floating population of migrant workers are perhaps worse off than before. I discuss the complexities of the one-child policy which has resulted in the unfortunate practice of infant abandonment in poor rural areas, and relate this discussion to my ongoing research on American families who adopt from China.

When possible, I also utilize MSU resources to introduce students to hand-on experiences relating to the materials we are discussing in class. For example, in both ISS 335 and ANP 437, I bring students to the view the MSU Museum's collection of Hmong story cloths, which is housed in the Central Services building. I work with [REDACTED] [REDACTED] who prepares a selection of story cloths demonstrating the Hmong refugee experience as well as cultural change. Students are required to do a lab report on their observations about a particular cloth, and write about their experiences viewing the collections. Most students were not aware that the Museum possessed such large numbers of objects that are not on display. Furthermore, they learn that Hmong story cloths are not a traditional Hmong item, but rather were a product of the refugee experience, as Hmong refugees started to sew them in refugee camps in Thailand to be sold to Americans for display in their living rooms. They also learn that the content of these cloths varies, reflecting changes in Hmong American culture such as Christian Hmong Americans and female Hmong rock and roll bands. I assign this exercise to provide a contrast to the class' reading of [REDACTED] [REDACTED] "The Spirit Catches You and You Fall Down" which has been criticized for portraying Hmong culture as static and traditional.

#### Graduate Seminars

In my graduate seminar on Transnational Processes and Identities (ANP 815) I encourage students to relate the theoretical and ethnographic works we read and discuss in the class to their developing research interests. We read works on globalization, the relationship between the literatures on immigration and transnationalism, the origins and later critiques of the academic concept of transnationalism, literature on place, space and identity, and ethnographies focusing on transmigrant communities. The majority of the students who take this class are second or third year graduate students who are in the process of putting together their bibliographies in preparation for taking their comprehensive examinations and applying for grants. In addition to a final paper in which students select a topic related to globalization and transnational flows of people, capital, commodities, and information, students are required to turn in a weekly discussion notes based on assigned readings. In addition, I require students to complete a shorter paper after the first half of the semester that summarizes the literature we have read so far in the form of a literature review for a grant or comprehensive exam bibliography. I implemented this assignment to provide students with an opportunity to work directly with the assigned readings before moving on to the next step of relating this literature to a more focused research project.

#### **Curricular Development**

As stated earlier, I developed the original curriculum for the specialization (now minor) in Asian Pacific American Studies in 2004. Along with [REDACTED] [REDACTED] (Sociology) and [REDACTED] [REDACTED] (History), I also developed a minor in International Migrations for the new College of Social Science major requirements. The minor is still undergoing revisions before being re-submitted to the CSS Curriculum Committee. I have also served as the chair of the Undergraduate Program and Curriculum Committee for the Department of Anthropology for the last two years.



**FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES**

**1. List of Research/Creative Works:**

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

**ATTACHED**

Indicate peer-reviewed or refereed items with a “\*”.

Indicate items with a significant outreach component with a “\*\*” (determined by the faculty member)

**2. Quantity of Research/Creative Works Produced:**

For each of the categories listed in question one above, list the number of research and creative works produced.

|                             | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 |
|-----------------------------|---|---|---|---|---|----|---|---|
| During the reporting period | 1 | 2 | 0 | 4 | 2 | 29 | 0 | 0 |
| During career               | 2 | 4 | 0 | 7 | 0 | 52 | 0 | 0 |

**3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):**

During the reporting period: 1 During career: 2

**4. Other Evidence of Research/Creative Activity:**

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

- Please see list of invited presentations under List of Research/ Creative Works above.
- I have applied for an NEH grant (April 2017) and an internal MSU HARP grant (October 2017).
- As indicated in my c.v., my newest book is under contract with New York University Press (as of March 2017), and will be completed in January 2019.
- I received the Association for Asian American Studies Social Science Book Award for my first book, *Chineseness Across Borders* (Duke University Press, 2004) in 2006.

## Form D-IVB Research and Creative Activities

## List of Research/Creative Works During the Period of Review:

*Books*

- \*2015 [REDACTED]. **How Chinese Are You? Adopted Chinese Youth and their Families Negotiate Identity and Culture.** New York University Press. 304 pgs. ISBN-10: 147989463X.

*Book chapters*

- 2012 [REDACTED] [REDACTED] "International Adoption." **International Handbook of Migration Studies.** [REDACTED] [REDACTED] and [REDACTED] [REDACTED] eds. Routledge. Pgs. 319-329. (reviewed by editors)
- \*2008 [REDACTED] [REDACTED] "Searching for Roots in Contemporary China and Chinese America." In **Chinese Americans and the Politics of Culture.** [REDACTED], eds. Temple University Press. Pg. 195-217.

*Articles*

- \*2012 [REDACTED] [REDACTED] "Encountering a Mediated China: An Ethnographic Examination of an Adoption Trip," In Nobuko Adachi, ed. East Asian Transnational Migrants and Culture in a Global World. **Encounters: An International Journal for the Study of Culture and Society** (Number 3 Fall 2010), Zayed University Press, distributed by I.B. Tauris & Co. pp. 191-222.
- \*2009 [REDACTED] [REDACTED] "Pandas, Lions, and Dragons, oh my!: How White Adoptive Parents Construct Chineseness." **Journal of Asian American Studies.** Volume 12, Number 3: 285-320.
- \*[REDACTED] g [REDACTED] and [REDACTED]. "Car Talk": Automobility, Neoliberalism, and Chinese International Students in Michigan. **Identities: Global Studies in Culture and Power.** (Accepted 9-14-17)
- \*[REDACTED]. Reassessing Chinese American Identities: How Adoptees and American Born Chinese (ABCs) Negotiate Chineseness. **Journal of Chinese Overseas.** (Accepted 8-29-17)

*Papers and presentations for learned professional organizations and societies***INVITED PRESENTATIONS**

- 2017 [REDACTED], **1952 Mother of the Year: Asianness, Americanness and the Model Minority Myth,** presentation at Imagining Asia in the Age of Trump,

School of Modern Languages and Cultures, Hong Kong University (Sponsored by the Consulate General of the U.S.A./Fulbright). May 22-23.

- 2017** “**How Chinese are you?: Chinese American adoptive parents and their children from China,**” presentation at Hong Kong Shue Yan University, Department of Sociology and Anthropology. May 24.
- 2016** “**How Chinese Are You?**” Book Talk. University of California, Irvine. June 2.
- 2016** “**Who am I? Asian/American Transnational Adoption,**” panel presentation at the Center for the Study of Ethnicity and Race, Columbia University. April 13.
- 2016** “**How Chinese Are You?**” Book talk. Dennison University. February 26.
- 2014** “**Imagining and Enacting Chineseness in the Context of Chinese Adoption,**” Pacific Basin Institute, Pomona College, Pomona, CA. April 29.
- 2013** “**The shifting borders of Asian Studies.**” Presidential Panel. 62<sup>nd</sup> annual meeting Midwest Conference on Asian Affairs. October 25.
- 2012** “**Where is home?: Chinese adoptees and China.**” Homeland Tourism, State Narratives, and the Production of Diasporic Identities. University of Toronto. April 21.
- 2010** “**Reassessing Chinese American Identities: How Adoptees and American Born Chinese (ABCs) Negotiate Chineseness.**” New Perspectives on Chinese American Transnationalism, Hong Kong. June.

## PAPERS PRESENTED

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- 2016** “**How Chinese Are You?**” Book Talk. Michigan State University. Asian Pacific American Studies Program, co-sponsored by the Department of Anthropology and the Asian Studies Center. November 2, International Center.
- 2016** “**How Chinese Are You?: The Complexity of Chinese Adoptee Identities**” Book talk sponsored by Families with Children from China, New England and the Chinese Historical Society of New England. August 17, Wide Horizons for Children, Waltham, MA.
- 2015** “**How Chinese Are You?: Chinese American Adoptive Parents’ Constructions of Chineseness**” Entangled Border Crossings: Identity Construction, Disciplinary Boundaries, And Asian Diaspora. American Anthropological Association, November 18, 2015, Denver, CO. **Panel Co-organizer.**
- 2015** “**Nuancing Chinese Adoptees as a Type of Post-65 Immigrant.**” Immigrant America: New Immigration Histories from 1965 to 2015. October 23-25. Minneapolis, MN.
- 2015** “**Teaching and Administering in Michigan.**” The Great Third Coast: How Teaching in the Midwest and South Challenges Asian American Studies. Association for Asian American Studies. April 22-25, Evanston, IL.

- 2015** **“Chinese Transnational Students at Michigan State University: Beyond the Stereotypes.”** Association for Asian American Studies. April 22-25, Evanston, IL.
- 2014** **“Transnational Chinese Students at MSU: Beyond a Cultural Difference Framework.”** In The “Asian/American” Student in The Transforming Demography of the US University panel. Association for Asian American Studies Conference, San Francisco, CA April 17-20.
- 2013** **“Chinese Adoptive Families in St. Louis”** Midwest Sociological Society, Chicago, IL, March.
- 2013** **“Validating adoptive family identities through constructions of Chineseness”** at the Association for Asian American Studies, Seattle, WA, April.
- 2011** **“From Public to Private: A Chinese Laundry in Portland, Maine.”** Counter Cultures: The Place and Space of the Chinese Shop. July 24-26. Ryerson University. Toronto, Canada. **Panel Organizer.**
- 2011** **“Out from Behind the Laundry Counter: A Chinese Immigrant Mother of the Year and the Model Minority Myth.”** MSU-CIC Workshop: Making the Periphery Central. June 20. Michigan State University. East Lansing, Michigan.
- 2011** **“How Adoptive Parents from the U.S. See China and Chinese Culture.** (Society of East Asian Anthropology) “Transformations in Chinese Views of the World and the World’s Views of China.” American Anthropological Association. November 16-20. Montreal, Canada. **Invited Session.**
- 2010** **“When Drinking Water, Remember the Source: Him Mark Lai's Inspiring Mentorship of the "In Search of Roots" Program”** Association for Asian American Studies, Austin, TX, April.
- 2010** **“The Privilege of Authenticity: What Asian American Adoptive Parents Can Teach Us About Constructing Chinese Culture”** Adoption: Secret Histories, Public Policies conference, Boston, MA, April.
- 2009** **“Performing Chineseness: A Chinese American Anthropologist Studies Chinese Adoption”** Presented at the American Anthropological Association meetings, Philadelphia, PA. December.
- 2008** **“Crafting "Chinese" identities: "Birth Cultures" and Adoption in the Context of US Multiculturalism”** Association for Asian American Studies. Chicago, IL. April.
- 2007** **“Race, Culture, and Chineseness: White Adoptive Parents’ Construction of “Chinese” Identity”** Invited Session. American Anthropological Association Meetings. Washington, D.C. November.

- 2007** **““Pandas, Lions, and Dragons, oh my!": How white adoptive parents in St. Louis construct Chinese culture”** First Asian Pacific American Studies Conference, Michigan State University, April 20.
- 2006** **“Crafting “Chinese” Identities: “Birth Cultures” and Adoption in the Context of US Multiculturalism”** Invited Session. American Anthropological Association Meetings. San Jose, CA.
- 2005** **“Moving Beyond the Melting Pot: Re-defining Family, Heritage, and Identity in Adoptive Families.”** Beyond the Melting Pot: Asian Adoptees in the 21<sup>st</sup> Century.

Indicated peer-reviewed or refereed items with a “\*”.

Indicated items with a significant outreach component with a “\*\*” (determined by the faculty member)

## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

### 1. Service within the Academic Community

#### a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

Please see list of service to the profession below.

#### PROFESSION

- 2016-present Association for Asian American Studies: Program Committee Co-Chair for 2018 Conference. My Program Committee Co-Chair and I (both appointed by the President of the organization), are in charge of selecting the theme of the conference and writing the CFP, selecting program committee members to evaluate proposals, responding to questions from members regarding submitting to the conference, putting individually-submitted papers into panels, determining the final selection of panels and papers for the conference, and organizing a plenary session.
- 2015-present Journal of Asian American Studies: editorial board
- 2013-present VERGE—Studies in Global Asias: editorial board
- 2013 School of Advanced Research (SAR): Review panel member for Residential Scholars ( [REDACTED] [REDACTED] and [REDACTED] Fellowships). I was selected, along with four other anthropologists representing various disciplines, to serve on the review panel for the prestigious School for Advanced Research fellowships. We evaluated the submitted proposals and were flown to Santa Fe to make the final decisions.
- 2008-2009 Association for Asian American Studies: Program Committee member
- 2009 Association for Asian American Studies: Social Science Book Award committee member

#### b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

My service at MSU has been concentrated in four areas: 1. the building and directing of an Asian Pacific American Studies Program and support of related student activities 2. general service to the anthropology department, particularly in areas relating to diversity 3. service to the College of Social Science 4. Service to the University

## **FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY**

As an Asian American researcher who had focused on issues of identity and diversity among college age students as part of my research (and who has also done research abroad), I am particularly qualified to combine various aspects of my research, teaching and service foci to enrich the experiences of students both in and outside the classroom. These foci complement the teaching, research and service missions of MSU as a land grant institution that places emphasis on issues of diversity and encourages both international connections and involvement in local Michigan communities.

Below I detail my contributions in each of these three areas.

### **1. Asian Pacific American Studies**

My primary area of contribution to MSU in the area of service is the building of an Asian Pacific American Studies program at MSU and the related support and mentoring of Asian Pacific American students and student groups on campus. These goals are integrated, as an important part of program building is educating students about the program, encouraging them to take classes, and working with student leaders to help advocate for Asian American Studies. My efforts have also involved working with faculty members and staff from other colleges and units.

#### **2004-2012 Founder and Director: Asian Pacific American Studies Program**

- Designed Asian Pacific American Studies Specialization (approved in September 2004).
- Authored strategic plan for Dean of College of Social Science.
- Delivered proposals for APA Studies support to various MSU Deans and the Provost.
- 2011 Co-organized Asian Pacific American Studies Adoptee Mentoring Program.
- 2011 Medical Student Training Program: Hmong Culture.
- 2009, April 17-18. Conference Organized "Global-is-Asian: Asian Diaspora Identities in the Context of Globalization."
- 2008, April 12-13. Conference Organized "Asian Pacific American Intersections: Transcending Boundaries, Embracing Coalitions"
- 2005, April 16. Conference Organized "Beyond the Melting Pot: Asian Adoptees in the 21<sup>st</sup> Century."

I have also been involved with the Asian Pacific American/Asian Faculty Staff Association (APAAFSFA), a group that has historically been the vehicle for communicating with the Provost around issues affecting the APA community at MSU, including APA Studies.

Since my arrival at MSU I have shown my support for the student community through speaking at the annual APASO (Asian Pacific American Students Association) Fall Conference, the Asian Pacific American Womens' conferences, Hmong College Day, a Vietnamese American student-run conference (VIA1), MAASU (the Midwest Asian American Student Union), the Magic Summer Orientation Program for incoming students of color, a "Meet the Faculty" event organized by student services (OCAT-MSU), and a Fraternity Program on Ethnic Studies.

## **FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY**

### **2. Department of Anthropology**

A second area is related to service on the department level. I have served on a number of key departmental committees, such as the Advisory Committee, the admissions committee, and a search committee.

- [REDACTED] Endowed Lecture in Asian Anthropology Committee (alternating with other Asian anthropology faculty, 2002-present)
- Advisory Committee (Chair 2014-15, 2012-14, 2009-10, 2008, 2004-2005)
- Graduate Admissions Committee (Chair, 2011-12, 2007)
- Undergraduate Programs and Curriculum Committee (Chair 2015-16, 2011)
- Acting Associate Chair, Department of Anthropology (Fall 2009)
- Graduate Programs and Curriculum Committee (2005-2006)

### **3. Service to the College Of Social Science**

- Faculty Advisory Council 2012-16
- College of Social Science Committee on Curriculum & Academic Policy (since August 2017)

### **4. Service to the University**

- Diversity Research Network Advisory Board. Starting in 2017.
- Anti-discrimination Judicial Board (now called Relationship Violence and Sexual Misconduct Board) 2011-16
- Asian Studies Center. Core faculty member 1998-present.
- Center for the Advanced Study of International Development. Core Faculty Member 1998-present. Faculty Advisory Council Member 2016-present.
- Center for Gender in Global Context (GenCen). Consulting Member 1998-present.



## FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

### **2. Service within the Broader Community:**

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

I have focused my outreach efforts on building linkages to community members with whom I have worked in my research, and who have an interest in the areas of Chinese and Chinese American culture that I address in my research. My outreach work has consisted primarily of speaking at community programs, both formal and informal, related to my research on issues of Chinese cultural socialization in the context of Chinese international adoption. In this sense, my outreach goals have been consistent with MSU's mission as a land grant institution that links research with practical applications. These activities have resulted in the sharing of my anthropological observations with community organizations that will hopefully employ these more nuanced and complex ideas about China and Chinese culture in their everyday interactions at home and in the workplace.

My research on the Chinese cultural socialization of Chinese adoptees has involved working with community based organizations and agencies, such as the Chinese Culture Center of San Francisco, the Children's Hope International adoption agency based in St. Louis, MO, and Families with Children from China, a nationwide network of adoptive parents. While members of these organizations have done much to facilitate my research, participating in interviews and allowing me to attend their events, I have also made a concerted effort to reciprocate by sharing insights based on my research and academic expertise.

Below are some examples of my outreach work:

Service to Community Organizations:

Families with Children from China (FCC), St. Louis and Lansing, MI.

Extracurricular Service:

- Faculty advisor to Somewhere in Between (Adoptee) Student Organization, MSU (2016)

## FORM D - IV D ADDITIONAL REPORTING

### 1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

### 2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

Research and Teaching—I have drawn upon my adoption research in a number of classes including ISS 335 National Diversity and Change (Asian Americans), ANP 201H Introduction to Sociocultural anthropology, ANP 320 Social and Cultural Analysis, ANP 415, and ANP 330. Most college age students are interested in issues of identity. At the same time, many white students do not think they have a racial or cultural identity. In teaching about Asian Americans in ISS 335, I make an effort to emphasize to students that everyone has a racial and cultural position in U.S. society, whether one be Italian American, Irish American, African American, or Chinese American. However, because of the history of race relations in the U.S., and the economic and political factors that shape them, some groups have been freer than others to express their identities and explore their histories.

In both ANP 201H and ANP 320 I bring in my research on the politics of Chinese racial and cultural socialization for Chinese adoptees as part of a discussion of how notions of family and kinship are culturally constructed and therefore flexible and changeable over time. I discuss my research with adoptive families in conjunction with lecture materials on family forms that do not fit the imagined norm of a nuclear family, such as anthropologist ██████████ ██████████ work on kinship networks created by urban female headed households. In ANP 201 I discuss this variation in family forms as associated with the culture of poverty debate.

I also integrate discussions of my ethnographic research on the transnational production of Chinese identities into my graduate seminar (ANP 815 Transnational Processes and Identities) to help ground discussions of theories of transnationalism and diaspora. An increasing number of graduate students in the department are doing research on African, Latin American, or Asian diasporic populations living in the U.S. or on the effects of migration on sending communities. I discuss how I have developed my own research in response to the broader literature on transnational flows, globalization, and diaspora, which helps students better understand the relationship between ethnographic research and the theoretical results produced from it. I also use my own research as a basis from which to discuss the challenges of conducting multi-sited research with mobile informants with fluid identities. In addition, my complex relationship to my informants—mainland Chinese who viewed me as somewhere between Chinese and American, other American born Chinese Americans, and adoptive parents of children from China—has provided a basis from which to discuss the issues of positionality (how the researcher’s own background affect both his/her attitudes toward informants and those of informants toward him or her) that are central to anthropological research.

Teaching and Service—My teaching links naturally to my service to the university. In addition to the core courses I teach in anthropology (ANP 201H, ANP 320, ANP 330, ANP 415, ANP 815), I also teach courses focusing specifically on Asian Pacific American issues. I developed Contemporary Issues in Asian America (ANP 437) as an upper division anthropology seminar available to both majors and non-majors. The other, a special section of National Diversity and Change on Asian Americans (ISS 335), was already on the books upon my arrival at MSU. However, I have further developed this course over the past five years to incorporate a broader variety of issues and closer relevance to student interests than had previous instructors. While both classes are open to students of all backgrounds, I have made a concerted effort to recruit students interested in Asian American studies, most of who are of Asian Pacific American descent

## **FORM D - IV D ADDITIONAL REPORTING**

and are involved in the MSU student organization, Asian Pacific American Students Association (APASO). Therefore, much of my service involves establishing myself as a familiar and supportive faculty member through attending various Asian American student related events throughout the year, including the fall welcome reception for Asian Pacific American students, APASO meetings to discuss Asian American studies and to recruit students to take APA courses, the Fall APA Leadership Conference (where I have often served as a panelist), and the APASO end of the year banquet. I have been asked by individual students to speak at various student run programs, such as the College Day organized by the Hmong American Student's Association, at which I was asked to demonstrate what a typical classroom experience is like at MSU. I was asked by a Latino student who took my ISS 335 course on Asian Americans to speak at an evening program that his fraternity was holding on the importance of ethnic studies.

While increasing numbers of Asian American students have taken my courses, the class is still predominantly white in composition. Therefore, I see these classes as an opportunity to educate a portion of the MSU student body about issues of race, culture, power and diversity. I have also invited members of the Hmong American Student's Association and Hmong American community members to speak in my class about their experiences balancing Hmong and American cultural and social influences as second generation Americans. I have found that fostering such interchanges between various parts of the student community helps to both increase Asian Americans student interest in Asian American studies and provide an opportunity for MSU students to learn from their peers. The Asian American guest speakers I have brought into the class have expressed pride in sharing their specialized knowledge, and the students in the class have found these presentations to be one of the highlights of the class, in part because they have had the opportunity to learn more about their fellow MSU students. These exchanges help students ground the case studies and theories I present in lecture within a context that is close to home.

Research and Outreach—As discussed previously, my current research with adoptive families creates numerous opportunities for community outreach as part of the reciprocal relationships I have developed with various community organizations and networks of adoptive parents. I have spoken at evening events for adoptive parents on the similarities between American born Chinese Americans and adopted Chinese Americans, in terms of the issues they face in relation to both the broader Chinese American community, broader U.S. society, and China as an ancestral homeland. In determining the content for these events, I draw upon my previous research with American born Chinese Americans who attend cultural heritage camps in China, my academic knowledge of mainland China and of U.S. racial and cultural politics as an academic, and my own experiences as a third generation Chinese American. I also incorporate anecdotes about my MSU students' experiences learning about Asian American issues to give parents a sense of the complexity of the process.


### **3. Other Awards/Evidence:**

**FORM D - IV D ADDITIONAL REPORTING**

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

**FORM D - IV E GRANT PROPOSALS**

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.\*

|   | Name of Granting Agency (Grantor:) Focus of Grant (Focus:)  | Date Submitted | \$ Amount Requested | Status                     |               |                            | \$ Amount Assigned to Faculty Candidate (if Applicable) | Principal/Co-Investigators (if not faculty candidate)                                 |
|---|---|----------------|---------------------|----------------------------|---------------|----------------------------|---|---|
|   |   |                |                     | Pending                    | \$ Amt Funded | Not Funded                 |   |   |
| <b>I. Instruction</b>                       |   |                |                     |                            |               |                            |   |   |
|   | Grantor:  |                |                     | <input type="checkbox"/>   |               | <input type="checkbox"/>   |   |   |
|   |   |                |                     |                            |               |                            |   |   |
|   | Grantor:  |                |                     | <input type="checkbox"/>   |               | <input type="checkbox"/>   |   |   |
|   |   |                |                     |                            |               |                            |   |   |
|   | PLEASE ALSO SEE ATTACHED SHEET FOR ADDITIONAL GRANTS APPLIED FOR  |                |                     |                            |               |                            |   |   |
| <b>II. Research/Creative Activity</b>       |   |                |                     |                            |               |                            |   |   |
|   | Grantor: National Endowment for the Humanities  | 4-17           | 50,400 stipend      | x <input type="checkbox"/> |               | <input type="checkbox"/>   |   |   |
|   | Focus: Chinese American Mothering Across Generations Chinese American Mothering Across Generations (note: I am processing an after-the-fact submission for this application through CGA. I was initially told by CGA that I should submit it as an individual. The process is nearly complete). |                |                     |                            |               |                            |   |   |
|   | Grantor: HARP (Internal MSU)  | 10-17          | 24,880              | x <input type="checkbox"/> |               | <input type="checkbox"/>   |   |   |
|   | Focus: Chinese American Mothering Across Generations  |                |                     |                            |               |                            |   |   |
|   | Grantor: Spencer Foundation   | 6-15           | 50,000              | <input type="checkbox"/>   | 50,000        | <input type="checkbox"/>   |   |  |
|   | Focus: Understanding Chinese Undergraduate Success at a Large Public University   |                |                     |                            |               |                            |   |   |
|   | Grantor: American Philosophical Society   | 10-05          | 40,000              | <input type="checkbox"/>   |               | x <input type="checkbox"/> |   |   |
|   | Focus: Crafting (Chinese) Identities: Birth Cultures and Adoption in the Context of US Multiculturalism   |                |                     |                            |               |                            |   |   |
| <b>III. a. Service – Academic Community</b> |   |                |                     |                            |               |                            |   |   |

\*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

**FORM D - IV E GRANT PROPOSALS**

| Name of Granting Agency (Grantor:) Focus of Grant (Focus:) | Date Submitted | \$ Amount Requested | Status                   |               |                          | \$ Amount Assigned to Faculty Candidate (if Applicable) | Principal/Co-Investigators (if not faculty candidate) |
|--|----------------|---------------------|--------------------------|---------------|--------------------------|---|---|
|  |                |                     | Pending                  | \$ Amt Funded | Not Funded               |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |
| <b>III. b Service – Broader Community</b>                  |                |                     |                          |               |                          |   |   |
| <b>i. MSU Extension</b>                                    |                |                     |                          |               |                          |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |
| <b>ii. Professional/Patient Care Activities</b>            |                |                     |                          |               |                          |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |
| <b>iii. International Studies and Programs</b>             |                |                     |                          |               |                          |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |
| <b>vi. Urban Affairs Programs</b>                          |                |                     |                          |               |                          |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |
| <b>v. Other</b>  |                |                     |                          |               |                          |   |   |
| Grantor:   |                |                     | <input type="checkbox"/> |               | <input type="checkbox"/> |   |   |
| Focus:   |                |                     |                          |               |                          |   |   |

\*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.



# Sponsored Programs Administration

Office of Sponsored Programs | Contract and Grant Administration

## All Award Search

The new Research Administration System, Kuali Coeus (KC), deployed the proposal module on April 24, 2017. At this time, eTransmittals cannot be initiated. Due to the system change, search results shown below only include legacy proposals that were processed by an eTransmittal. Current proposal information can be found using the Search Institutional Proposals link in KC. Award information, historical and going forward, will continue to display in the below search results.

Search By:

Search Reset ?

|  |  |   |
|--|--|---|
| <b>App #:</b> <u>152789</u> (10/11/2016)   | <b>Status:</b> Accepted By OSP               | <b>Proposal Dates:</b> 7/1/2017 - 6/30/2019 |
| <b>PIs:</b> [REDACTED]   | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE     |   |
| <b>Direct Grantor:</b> MSU-HARP-DEVELOPMENT  | <b>Project Amount Requested:</b> \$24,880.00 |   |
| <b>Prime Grantor:</b>  | <b>Project Amount Awarded to date:</b>       |   |
| <b>Latest Board Date:</b> ( <b>Award #:</b> <b>Award Ref:</b> )  |  |   |
| <b>Title:</b> Chinese American Mothering Across Generations: Toy Len Goon and the Creation of the Model Minority Myth 16-HARP-DEVELOPMENT-3230 |  |   |

|   |   |  |
|---|---|--|
| <b>App #:</b> <u>145093</u> (8/17/2015)   | <b>Status:</b> <u>RC105801</u> Funded - F             | <b>Proposal Dates:</b> 1/1/2016 - 12/31/2016 |
| <b>PIs:</b> [REDACTED]  | <b>Dept:</b> HUMAN DEVELOPMENT & FAMILY STUDIES - CSS |  |
| <b>Direct Grantor:</b> Spencer Foundation   | <b>Project Amount Requested:</b> \$50,000.00          |  |
| <b>Prime Grantor:</b>   | <b>Project Amount Awarded to date:</b> \$50,000.00    |  |
| <b>Latest Board Date:</b> 4/15/2016 ( <b>Award #:</b> 201600122 <b>Award Ref:</b> new award ) |   |  |
| <b>Title:</b> Understanding Chinese Undergraduate Success in a Large U.S. Public University   |   |  |

[Show/Hide All Awards](#)

|  |  |  |
|--|--|--|
| <b>App #:</b> <u>93403</u> (10/13/2005)  | <b>Status:</b> Accepted By OSP               | <b>Proposal Dates:</b> 7/1/2006 - 6/1/2007 |
| <b>PIs:</b> [REDACTED]   | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE     |  |
| <b>Direct Grantor:</b> Amer Philosophical Society  | <b>Project Amount Requested:</b> \$40,000.00 |  |
| <b>Prime Grantor:</b>  | <b>Project Amount Awarded to date:</b>       |  |
| <b>Latest Board Date:</b> ( <b>Award #:</b> <b>Award Ref:</b> )  |  |  |
| <b>Title:</b> CRAFTING (CHINESE) IDENTITIES: (BIRTH CULTURES) AND ADOPTION IN THE CONTEXT OF US MULTICULTURALISM |  |  |

|  |  |  |
|--|--|--|
| <b>App #:</b> <u>93402</u> (10/13/2005)  | <b>Status:</b> Accepted By OSP               | <b>Proposal Dates:</b> 9/1/2006 - 6/1/2007 |
| <b>PIs:</b> [REDACTED]   | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE     |  |
| <b>Direct Grantor:</b> Amer Council of Learned Societies   | <b>Project Amount Requested:</b> \$40,000.00 |  |
| <b>Prime Grantor:</b>  | <b>Project Amount Awarded to date:</b>       |  |
| <b>Latest Board Date:</b> ( <b>Award #:</b> <b>Award Ref:</b> )  |  |  |
| <b>Title:</b> CRAFTING (CHINESE) IDENTITIES: (BIRTH CULTURES) AND ADOPTION IN THE CONTEXT OF US MULTICULTURALISM |  |  |

|  |  |   |
|--|--|---|
| <b>App #:</b> <u>89855</u> (8/10/2004)         | <b>Status:</b> Accepted By OSP               | <b>Proposal Dates:</b> 6/1/2005 - 8/31/2006 |
| <b>PIs:</b> [REDACTED]                         | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE     |   |
| <b>Direct Grantor:</b> Russell Sage Foundation | <b>Project Amount Requested:</b> \$94,059.00 |   |

|                           |   |  |  |
|---------------------------|---|--|--|
| <b>Prime Grantor:</b>     |   | <b>Project Amount Awarded to date:</b> |  |
| <b>Latest Board Date:</b> | ( Award #: Award Ref: )   |  |  |
| <b>Title:</b>             | ANALYSIS OF CHINESE CULTURAL SOCIALIZATION AMONG CAUCASIAN AND ASIAN AMERICAN FAMILIES WHO ADOPT FROM CHINA |  |  |

|  |  |   |
|--|--|---|
| <b>App #:</b> 85690 (3/19/2003)                | <b>Status:</b> Accepted By OSP   | <b>Proposal Dates:</b> 8/1/2003 - 12/31/2005  |
| <b>PIs:</b> [REDACTED]                         |  | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE      |
| <b>Direct Grantor:</b> Russell Sage Foundation |  | <b>Project Amount Requested:</b> \$113,400.00 |
| <b>Prime Grantor:</b>                          |  | <b>Project Amount Awarded to date:</b>        |
| <b>Latest Board Date:</b>                      | ( Award #: Award Ref: )  |   |
| <b>Title:</b>                                  | A MULTI-SITED ANALYSIS OF CHINESE CULTURAL SOCIALIZATION AMONG FAMILIES WHO ADOPT FROM CHINA |   |

|   |  |   |
|---|--|---|
| <b>App #:</b> 83295 (5/13/2002)               | <b>Status:</b> Accepted By OSP                                   | <b>Proposal Dates:</b> 1/1/2003 - 8/31/2003 |
| <b>PIs:</b> [REDACTED]                        |  | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE    |
| <b>Direct Grantor:</b> Wenner Gren Foundation |  | <b>Project Amount Requested:</b> \$9,129.60 |
| <b>Prime Grantor:</b>                         |  | <b>Project Amount Awarded to date:</b>      |
| <b>Latest Board Date:</b>                     | ( Award #: Award Ref: )  |   |
| <b>Title:</b>                                 | WHITE AND ASIAN RACIAL IDENTITY FORMATIONS AMONG KOREAN ADOPTEES |   |

|  |  |  |
|--|--|--|
| <b>App #:</b> 82367 (1/10/2002)                        | <b>Status:</b> Accepted By OSP                               | <b>Proposal Dates:</b> 6/1/2002 - 5/31/2003  |
| <b>PIs:</b> [REDACTED]                                 |  | <b>Dept:</b> ANTHROPOLOGY SOCIAL SCIENCE     |
| <b>Direct Grantor:</b> Social Science Research Council |  | <b>Project Amount Requested:</b> \$15,399.00 |
| <b>Prime Grantor:</b>                                  |  | <b>Project Amount Awarded to date:</b>       |
| <b>Latest Board Date:</b>                              | ( Award #: Award Ref: )                                      |  |
| <b>Title:</b>  | WHITE AND NON WHITE IDENTITY FORMATION AMONG KOREAN ADOPTERS |  |

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**UNIVERSITY**