

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			
Spring 2017	MC112	4		1		17		Course with post-term study abroad
	MC281	4		1		31		
	MC401/MC495	3		6		6		Field experience and honors thesis
	SSC293	3		1		22	1	Co-teaching; instructor of record
Fall 2016	MC319	4		1		19		(One course release: APAS director)
	MC399	3		1		1		Independent Study
	MC490H	3		1		1		Honors Thesis
	MC401	3		1		1		
Spring 2016	SSC293	3		1		15	1	Co-teaching; instructor of record
	MC401	3		1		7		Spring and summer enrollment
								(On research leave from JMC)
Spring 2015	MC112	4		1		14		Course with post-term study abroad
	MC281	4		1		30		
	SSC293	3		1		11	1	Co-teaching; instructor of record
	MC401	3		3		3		Spring and summer enrollment
Fall 2014	MC319	4		1		27		
	MC498	5		1		12		
	MC401	3		1		1		
	MC399	4		1		1		
Spring 2014	MC112	4		1		14		
	MC281	4		1		32		
	SSC291	1		1		26	1	Co-teaching; instructor of record
	MC399	4		1		1		

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.

Graduate Student Workshop about Research in Visual Culture Studies, University of Michigan, Ann Arbor. 2015.

Oral History Workshop. Kehillat Israel Synagogue. Lansing, Michigan. 2013.

“Journey Stories: Chinese Americans and African Americans on the Railroads.” Charlevoix High School, Charlevoix, Michigan. 2014.

Oral History Workshop for Coloma High School Students. North Office of Cultural and Academic Transitions (OCAT) Leadership and Career Success Program. 2012.

*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:

James Madison College Faculty Advisor (2002-present; approx. 30 students per year)
 MSU Honors College Faculty Advisor (2002-present; approx. 5 students per year)
 MSU Asian Pacific American Studies Program Advisor (2013-present; approx. 8 students per year)
 James Madison Diversity Initiative (MADI) Mentor (2013-present; 1 student per year)
 SROP Faculty Mentor (2017; 1 student)
 Honors Thesis Advisor (2011, 2017; 2 students)

Graduate:

Ph.D. committees (three, including one current student)
 Faculty teaching mentor (2017-2018; two Ph.D. students in JMC teaching fellowship program)
 External examiner (2009, 2011, 2012; three Ph.D. students, including one in Australia)
 Graduate independent studies in visual culture (2008, 2010; two Ph.D. students)
 Internship supervisor (2013; one Masters student from University of Michigan, Ann Arbor)

Graduate/Professional:

Other:

Faculty Mentor (2016-2017; mentor to two beginning tenure-stream faculty members)
 Study Abroad Programs (2013, 2015, 2017; led or co-led three study abroad programs in London, England and Salvador, Brazil)

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

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees		12	14	14

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		1	
Number of graduate committees during the reporting period		3	
Degrees awarded during the reporting period		2	
Degrees awarded during career		2	

FORM D – IV A INSTRUCTION, continued

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.

“Making Asian Pacific Islander American History Matter: New K-12 Classroom Initiatives.” Roundtable/Organizer. Association for Asian American Studies, Portland, Oregon. 2017.

“Using Technology to Design Authentic Assignments.” Interdisciplinary Inquiry and Teaching (IIT) Fellowship Program, James Madison College, Michigan State University. 2016.

Office of Cultural and Academic Transitions (OCAT) Leadership and Career Success Program. 2012.

“Creating a New Interdisciplinary Major at Michigan State University” Midwest Regional Comparative and International Education Society Conference, Eastern Michigan University, Michigan. 2010.

Co-PI, \$24,926, Creating Inclusive Excellence Grant for “Rethinking Hmong American Culture,” MSU Office for Inclusion and Intercultural Initiatives. 2010.

Presenter, “Teaching About Asian Pacific Americans: a Workshop for Classroom Teachers,” Michigan State University (MSU). 2010.

Co-PI, \$15,000, Creating Inclusive Excellence Grant for “Teaching About Asian Pacific Americans: a Workshop for Classroom Teachers,” MSU Office for Inclusion and Intercultural Initiatives. 2009.

PI, \$500 Grant for “Teaching About Asian Pacific Americans: a Workshop for Classroom Teachers,” American Immigration Foundation. 2009.

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).

The classroom is an extraordinary space. I feel privileged to work in this space and to spend time with students who share this privilege. My teaching approach is characterized by three core, connected ideas about student learning, informed partly by reading in the field but mostly by experience and experimentation in the classroom. In my experience students learn best: when they learn together as a community, trusting one another and being willing to challenge one another; when they integrate their existing understanding of the world with exciting new information that helps to transform their understanding; and, when they undertake authentic work that helps develop their analytical and communication skills but also makes a contribution to something bigger than themselves. Each of these three ideas builds on my understanding that students learn best when they are both challenged and supported: by the readings, by the professor, in the assignments, in the classroom space, and in the residential college.

I have taught broadly at James Madison College and MSU and summarize this teaching here. In this statement, I focus mostly on how these key ideas about learning are translated into my teaching. I have taught three courses in the first-year sequence (MC201, MC202, and MC112), including chairing MC202 and leading two post-term study abroad sections of MC112. I have taught almost every year in the required Social Relations and Policy (SRP) sophomore course, Immigrants, Minorities and American Pluralism (MC281) and have regularly offered a senior seminar in immigration policy (MC498). I have also developed new courses in Asian American History (MC319) and Global Issues in Citizenship (MC369), and have offered my own sections of Comparative Race and Ethnic Relations (MC385).

Although my teaching responsibilities are centrally in SRP, I have taught elective courses that count for all the JMC fields. In addition, I have regularly co-taught an introductory course in APA Studies (SSC293) and had the opportunity to co-lead a Freshman Seminar Abroad to Salvador, Brazil, with [REDACTED] [REDACTED] (UGS102). I have also worked with students on more advanced, research-based projects, including advising two JMC honors theses, three McNair/SROP students, four APA Studies researchers, and 13 undergraduate independent studies. Each year, I have worked formally or informally with one or more JMC undergraduates assisting me with my research, undertaking a wide variety of tasks such as directed research in digital archives and the National Archives, translation, and statistical analysis (with CSTAT). I have also served on the Ph.D. committees of three graduate students, including chairing one student's committee; worked with two different History graduate students on independent studies; and, mentored students from varied departments at MSU and at other institutions.

In terms of my undergraduate courses, my first goal is creating community in the classroom. My realization about the importance of community to student learning has come at different moments: when I taught two sections of MC281 and the collegial class was a great success while the section in which students didn't get along was one of my worst classes; when I sensed the vital importance of shared space for APA students in my Asian American History class and how this space could be inclusive and energizing for all students; and, when the connections that my MC112 students have already developed throughout the spring semester allow them to make the most of two crowded weeks in London.

My courses focus on difficult historical and contemporary topics such as race, immigration, citizenship, class, gender, and sexuality. I make clear to my students that in order to engage critically with these difficult topics, we need to challenge ourselves and one another. Through careful structuring of readings and in-class assignments, I work to build trust and understanding among students. I frequently include short shared texts that the class reviews together, such as [REDACTED] [REDACTED] 1869 cartoon *Uncle Sam's Thanksgiving Dinner* (when we explore the intersections between immigration, African American and Native American politics immediately after the Civil War), [REDACTED] [REDACTED] 1963 photograph of William Gadsden in Birmingham (when we study infrapolitics in the Civil Rights Movement) or Ice Cube's *Black Korea* (when we address Black-Korean conflict during the 1992 LA riots). Such texts not only allow students to apply our readings to new materials, but also provide a focal point for our common work.

I am also attentive to the fact that many students from a wide variety of backgrounds do not always feel at home in the classroom or in college. As I tell my students, I am not the first person in my family to go to college but I am only the second to complete a degree: my father attended but did not complete college, while my mother earned a bachelors' degree through the British government's Open University. I found many aspects of college difficult and I emphasize my openness to discussing student concerns both in and beyond the classroom. I think carefully about my course design and assignments, but I have found that attending to community is fundamental to a successful course and effective student learning. I strive to make my classrooms both challenging and supportive, demanding and accessible. Although these are often seen as opposites, I view them as integrally connected.

Second, integrating new knowledge. In my classes, we work to develop nuanced understandings of history and its relation to the world in which we live today, to trace the changes and continuities between past and present. I hope that, through my classes, students will not only become more thoughtful readers of historical events, but that they will also become more aware of the ways that their contemporary understandings are shaped by these events. One of my teaching goals is for students to effectively engage with new knowledge to transform their existing understanding of US history, immigration, race, and citizenship.

In my required sophomore course on racial and ethnic history (MC281), I typically start with [REDACTED] [REDACTED] *Ties That Bind*, a truly remarkable book about Cherokee slaveholding in the early nineteenth century. This history allows us to explore central themes that continue throughout the class: the thorny formations of racial, gender and class identity (as Cherokee and African people shifted from kinship to racial understandings); the complex operations of racial and national power (in conflicts between the Cherokee nation and the United States); the ways that histories of different US groups are always interconnected; and, how we tell this interconnected history when our sources do not represent these varied voices. I also link this early history to current debates in Indian Country about Black Cherokee citizenship and tribal disenrollment. The newness of these topics not only pushes students to develop more complex understandings of slavery, race and history, but also reduces the resistance that many students—especially white students—experience and subtly express in classroom discussions around race.

I have also developed a series of historical case studies which encourage students to apply knowledge that they have acquired in class to an unfamiliar historical situation (see teaching materials). One barrier to effective learning in history classes is that students may think their role is simply to recall a series of past events. Case studies can help students step into a moment in the past and try to work out what they would have done in a similar situation. In their particularity, such case studies may also surprise students with the way that history doesn't always turn out exactly as expected.

Third, authentic work. As a historian, I don't believe that students can truly understand the past or the process of historical analysis unless they work with primary sources such as newspaper articles, immigration documents, and legal cases. As an interdisciplinary teacher, I don't believe that they can do this work unless they engage in varied sources beyond written texts, including photographs, editorial cartoons, and films. And as an ethnic studies scholar, it is critical to me that they consider the perspectives of individuals who are not always represented in traditional narratives of the American past, by recording, using and discussing the complex issues associated with oral histories.

In all my classes I work with students to engage in their own historical inquiry using varied primary sources. In earlier classes, this process is more structured. For example, in MC112 (Rethinking World War II) I provide each student with a newspaper article about the 1943 Detroit riots. In small groups, I ask them to identify the causes, key events, and impacts of the riots. However, when they report back, they have very different narratives because—unknown to them—each group has articles from a different source: the *Pittsburgh Courier*, *New York Times*, *Detroit News* and *Detroit Chronicle* (a local African American newspaper). This facilitates a lively discussion: What are the differences between national and local sources? Between mainstream and African American coverage? Are some explanations of the riots more likely to be true? Why do we believe and how could we confirm this? Is it possible or desirable to flatten different approaches into an overarching narrative? Or could we write a history that considers varied perspectives? In classroom and outside assignments, I use simple exercises to explore complex questions about understanding and representing the past.

Earlier in my career, I typically assessed student learning and strengthened their communication skills by assigning papers. Bolstered by the security of tenure and teaching experience, I have experimented more with my assignments. I still assign plenty of writing, from short ungraded papers to gauge students' understanding of immigration policy to detailed analyses of a visual image in historical context (after we visit the Appel Collection of Ethnic and Immigrant Caricature in MC281) to carefully scaffolded research papers from the first year to the senior seminar. However, in Asian American History (MC319) in particular, I have worked to develop assignments that build on the activist tradition of Asian American studies, strengthen Asian American visibility, and enable students to contribute their learning to the larger community.

After a hiatus, I was able to teach this course in 2014 and 2016. In both years, students have conducted, recorded and transcribed an Asian American oral history, writing a paper that uses the oral history as a central source. When relevant to MSU and Michigan, these transcripts are placed in the MSU Archives, expanding the histories of Asian Americans in the Midwest. In 2014, students worked collaboratively in small groups to create an [online walking tour](#) about Asian Americans at MSU. This assignment developed students' skills in teamwork, original research (conducting oral histories, interviews with community groups, picture and textual research at the MSU archives), new forms of writing, and presentation. When we toured campus on a chilly December day, shouting so the whole group (and passers by) could hear about the first Asian international students at MSU, the 1920s Cosmopolitan Club, Japanese Americans on campus after World War II, Asian American activism, Hmong American students, and so on, the students' pride in their work was palpable. In 2016, students created two primary source lesson plans around Asian American Civil Rights as part of a Michigan Department of Education (MDE) initiative to expand the Civil Rights curriculum in Michigan schools. Knowing how little they learned about Asian American history in their high school classrooms, students were enthusiastic and diligent in their research and writing. But, as they worked to align their lesson plans to MDE standards and benchmarks, this assignment also helped them understand why they had learned so little about Asian Americans.

As I have become more confident developing these types of assignments and as I realize their benefit to students, I plan to explore ways to integrate similar approaches into classes outside of APA studies. And, as I have the opportunity to think more intentionally about teaching while working with IIT fellows in the coming year, I expect to fold this understanding back into my teaching and also to write more about teaching.

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

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	1		3	3	25		2
During career	1	2		4	3	37		4

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

During the reporting period: 6 During career: 9

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).

Invited papers

2017 “A Long History of Unauthorized Immigration: Legal Negotiations and Negotiations of Citizenship.” Eisenberg Institute for Historical Studies, University of Michigan, Ann Arbor. Invited paper.

2015 “Asians at Ellis Island. Seen and Unseen.” Visual Culture Workshop, University of Michigan, Ann Arbor. Invited paper.

2011 “Chinese Exclusion and the Photographic Arts of Contact and Evasion.” “Revisiting the Contact Zone” Lecture Series, Boston University. Invited paper.

2010 “Coming Into Focus: Picturing Chinese American Workers During World War II.” “Re-siting Asian American Studies” Conference, Rutgers University. Invited paper.

2009 “Representing and Regulating Chinese Americans During World War II.” Institute for the Humanities, Kyoto University, Japan. Invited seminar paper.

2009 "Nativism and Indigenismo: Mexican Immigrants and Mexican Arts in the U.S., 1929-1940." Department of Intercultural Studies, Nagoya City University, Japan. Invited workshop presentation.

2009 "Seeing Immigrants Through Ellis Island" Department of Intercultural Studies, Nagoya City University, Japan. Invited paper.

2009 "From Imaginary Line to Dividing Line: Chinese and Mexican Immigrants on the U.S.-Mexico Border." Asia in Latin America Conference, University of Texas at Austin. Invited paper.

2008 "Nativism and Indigenismo: Mexican Immigrants and Mexican Arts in the U.S., 1929-1940" Program in American and Canadian Studies, University of Nottingham, England. Invited paper.

2008 "Representing and Regulating Chinese Americans During World War II." Institute for the Study of the Americas, School of Advanced Study, University of London. Invited paper.

2008 "In Sight of America: Photography and U.S. Immigration Policy." Institute for the Study of the Americas, School of Advanced Study, University of London. Invited paper.

Peer-reviewed conference presentations

2016 "Chinese Sailors in US Ports: Freedoms, Unions and World War II." Association for Asian American Studies Annual Meeting, Miami, Florida.

2015 "'America's Chief Deportation Depot': Chinese New Yorkers at Ellis Island." Association for Asian American Studies Annual Meeting, Evanston, Illinois.

2014 "The Dangerous Journeys of 'Human Freight': Chinese Sailors, Smugglers, and Stowaways in New York." Association for Asian American Studies Annual Meeting, San Francisco.

2014 "Citizen Aliens: Chinese Migrants and the Challenge to U.S. Territorial Citizenship." Place, (Dis)Place, and Citizenship Conference, Detroit, Michigan.

2013 "'New York has a Concentration Camp of its Own': Ellis Island and Japanese Internment." American Studies Association Annual Meeting, Washington, D.C.

2013 "Shanghaied in Hoboken: Asian Sailors as Workers and Immigrants." North American Labor History Conference, Detroit, Michigan.

2012 "Citizen Aliens: Chinese Migrants and the Challenge to U.S. Territorial Citizenship." American Studies Association Annual Meeting, San Juan, P.R.

2012 "Angel Island of the East: Enforcing Exclusion at Ellis Island." Association for Asian American Studies Annual Meeting, Washington, D.C.

2011 "Asians at Ellis Island: Rethinking the Immigration Station as a Detention Center." Co-organizer, American Historical Association Annual Meeting, Boston, Mass.

2010 "Asian Americans, Pacific Islanders, Citizenship, and Military Service." Co-organizer. Organization of American Historians Annual Meeting, Washington, D.C.

2009 “Representing and Regulating Chinese American Servicemen During World War II.” American Studies Association Annual Meeting, Washington, D.C.

2008 “Identity crisis? Documentation and Registration in Chinese, Mexican, and European Immigrant Communities, 1905-1930.” IEHS-sponsored panel. American Historical Association Annual Meeting, Washington, D.C.

MSU presentations

2017 “A World on the Move: Refugees, Migrants and Immigrants.” Sharper Focus/Wider Lens, Honors College.

2015 “The Injustice in Internment: The Legal, Historical, and Social Implications of Korematsu v. United States.” College of Law.

2014 “Bloodlines Inside/Out: Racializing Nutrition, Fitness and Body Image.” Department of History.

2014 “Shanghaied in Hoboken: Asian Sailors as Workers and Immigrants.” Our Daily Work/Our Daily Lives Program.

2014 “Immigration Policy.” MSU Model United Nations.

2012 “Japanese Americans in World War II: Enemy Aliens, Draft Resisters and Why this History Matters Today.” Asian Pacific American Studies Program. March 2012.

2011 “Ellis Island: From Immigration Station to Detention Center.” Committee on Institutional Cooperation (CIC) Mid-Career Faculty Seminar, MSU. June 2011.

2010 “Chinese Exclusion and the Origins of Immigration Enforcement.” The Constitution and American Society, MSU College of Law.

2010 “Coming Into Focus: Picturing Chinese American Workers During World War II.” Our Daily Work/Our Daily Lives Program.

Comments at learned professional organizations and societies

2016 “Work, Kinship & Remittances.” Comment. MSU Migration Without Boundaries: Interdisciplinary Graduate Student Conference.

2013 “French Migration.” Comment. MSU Migration Without Boundaries: Interdisciplinary Graduate Student Conference.

2013 “Gender, Race, and Power in Asian Diasporic Narratives.” Comment. Midwest Conference on Asian Affairs, MSU.

2013 “Journey Stories: Exhibiting Migration Experiences in Michigan.” Organizer and Comment. Great Lakes History Conference, Grand Rapids, Michigan.

1) Books

1. **In Sight of America: Photography and the Development of U.S. Immigration Policy*. ██████████: University of California Press, 2009.
Winner Immigration and Ethnic History Society Theodore Saloutos Book Prize.

2) Book chapters

1. “Documenting Belonging, Immigrants and Identity.” *From There to Here* exhibition catalog edited by ██████████ ██████████ Paul Robeson Galleries at Rutgers—Newark. September 2014.

3) Bulletins or monographs

4) Articles

1. *“‘New York has a Concentration Camp of its Own:’ Japanese Confinement on Ellis Island during World War II.” *Journal of Asian American Studies*.
2. “Debating the Racial Turn in U.S. Ethnic and Immigration History.” *Journal of American Ethnic History* 36, no. 2 (winter 2017): 40-52.
3. *“Shanghaied in Hoboken: Chinese Exclusion and Maritime Regulation at Ellis Island.” *Journal for Maritime Research* 16, No. 2 (November 2014): 229–245.

5) Reviews

1. Review of *Making Photographs Matter: A Viewer’s History from the Civil War to the Great Depression* by Cara Finnegan (Urbana: University of Illinois Press, 2015), *Journal of American History* 103, no. 2 (September 2016), 477-478.
2. Review of *Picturing Modern Citizens: Civility in Asian American Culture* by Thy Phu (Philadelphia: Temple University Press, 2012), *MELUS* 39, no. 2 (summer 2014).
3. Review of *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization* edited by ██████████ ██████████ (Duke University Press, 2011), *Journal of American Studies*. 47, no. 1 (February 2013).

6) Papers and presentations for learned professional organizations and societies

1. “A Long History of Unauthorized Immigration: Legal Negotiations and Negotiations of Citizenship.” Eisenberg Institute for Historical Studies, University of Michigan, Ann Arbor. October 2017.

2. "Making Asian Pacific Islander American History Matter: New K-12 Classroom Initiatives." Association for Asian American Studies, Portland, Oregon. April 2017.
3. "Chinese Sailors in US Ports: Freedoms, Unions and World War II." Association for Asian American Studies, Miami, Florida. April 2016.
4. "'America's Chief Deportation Depot:' Chinese New Yorkers at Ellis Island." Association for Asian American Studies, Evanston, Illinois. April 2015.
5. "Asians at Ellis Island. Seen and Unseen." American Culture Program, University of Michigan, Ann Arbor. November 2015.
6. "The Dangerous Journeys of 'Human Freight:' Chinese Sailors, Smugglers, and Stowaways in New York." Association for Asian American Studies, San Francisco. April 2014.
7. "Citizen Aliens: Chinese Migrants and the Challenge to U.S. Territorial Citizenship." Place, (Dis)Place, and Citizenship Conference, Detroit, Michigan. March 2014.
8. "'New York has a Concentration Camp of its Own:' Ellis Island and Japanese Internment." American Studies Association Annual Meeting, Washington, D.C. November 2013.
9. "Shanghaied in Hoboken: Asian Sailors as Workers and Immigrants." North American Labor History Conference, Detroit, Michigan. October 2013.
10. "Citizen Aliens: Chinese Migrants and the Challenge to U.S. Territorial Citizenship." American Studies Association Annual Meeting, San Juan, P.R. November 2012.
11. "Angel Island of the East: Enforcing Exclusion at Ellis Island." Association for Asian American Studies Annual Meeting, Washington, D.C. April 2012.
12. "Asians at Ellis Island: Rethinking the Immigration Station as a Detention Center." American Historical Association Annual Meeting, Boston, Mass. January 2011.
13. "Chinese Exclusion and the Photographic Arts of Contact and Evasion" "Revisiting the Contact Zone" Lecture Series, Boston University. 2011.
14. "Coming Into Focus: Picturing Chinese American Workers During World War II" "Re-siting Asian American Studies" Conference, Rutgers University. 2010.
15. "Asian Americans, Pacific Islanders, Citizenship, and Military Service." Organization of American Historians Annual Meeting, Washington, D.C. April 2010.
16. "Creating a New Interdisciplinary Major at Michigan State University." Midwest Regional Comparative and International Education Society Conference, Eastern Michigan University, Michigan.
17. "Representing and Regulating Chinese American Servicemen During World War II." American Studies Association Annual Meeting, Washington, D.C. November 2009.

18. "From Imaginary Line to Dividing Line: Chinese and Mexican Immigrants on the U.S.-Mexico Border" Asia in Latin America Conference, University of Texas at Austin. 2009.
19. "Representing and Regulating Chinese Americans During World War II" Institute for the Humanities, Kyoto University, Japan. 2009.
20. "Nativism and *Indigenismo*: Mexican Immigrants and Mexican Arts in the U.S., 1929-1940" Department of Intercultural Studies, Nagoya City University, Japan. 2009.
21. "Seeing Immigrants Through Ellis Island" Department of Intercultural Studies, Nagoya City University, Japan. 2009.
22. "Nativism and *Indigenismo*: Mexican Immigrants and Mexican Arts in the U.S., 1929-1940" Program in American and Canadian Studies, University of Nottingham, England. 2008.
23. "Representing and Regulating Chinese Americans During World War II" Institute for the Study of the Americas, School of Advanced Study, University of London. 2008.
24. "In Sight of America: Photography and U.S. Immigration Policy" Institute for the Study of the Americas, School of Advanced Study, University of London. 2008.
25. "Identity crisis? Documentation and Registration in Chinese, Mexican, and European Immigrant Communities, 1905-1930." IEHS-sponsored panel. American Historical Association Annual Meeting, Washington, D.C. January 2008.

7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)

8) Reports or studies

1. "Bachelor Society." *Asian American History and Culture: An Encyclopedia*, edited by [REDACTED] New York: Sharpe, Inc., 2010.
2. "Frank Sargent." *Asian American History and Culture: An Encyclopedia*, edited by [REDACTED]. New York: Sharpe, Inc., 2010.

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).

Program Committee, Association for Asian American Studies Annual Meeting, San Francisco. 2017-2018.

Founding Secretary and Co-organizer, History Section, Association for Asian American Studies. 2016-present.

Chair, Immigration and Ethnic History Society Theodore Saloutos Book Prize Committee. 2015-2018.

Immigration and Ethnic History Society Executive Board. 2010-2012.

Chair, Immigration and Ethnic History Society Nominating Committee. 2011-2012.

Co-facilitator, Committee on Institutional Cooperation (CIC) Ethnic Studies Mid-Career Faculty Seminar. 2011.

Immigration and Ethnic History Society Nominating Committee. 2010-2011.

American Studies Association Gene Wise-Warren Susman Prize Committee. 2007-2009.

Committee on Institutional Cooperation (CIC) Asian American Studies Consortium Advisory Board. 2006-2010.

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).

Director, Interdisciplinary Inquiry and Teaching Fellowship Program. 2017-2019.

University Council. 2016-2018.

Faculty Senate. 2016-2018.

Director, Asian Pacific American Studies Program. 2013-2017.

James Madison College (JMC) Curriculum Committee. 2016-2017.

Co-chair, JMC Racial Climate Committee. 2015-2016.

University Curriculum Committee. 2014.

Organizer, "Politics, Activism and Social Media" Symposium, Asian Pacific American Studies Program. 2015-2016.

Organizer, "The Asian Invasion Myth" Symposium, Asian Pacific American Studies Program. 2013.



Asian Pacific American Studies Advisory Board. 2004-2013.

Co-chair, JMC Faculty Affairs Committee. 2012-2013.

JMC Faculty Affairs Committee. 2011-2013.

Co-facilitator, Faculty Learning Community (FLC), "Bringing Ethnic Studies from the Margins to the Mainstream." 2011-2012.

University Committee on Honors Programs. 2010-2012.

Honors College Advancing Inclusion through Research Award Committee. 2010, 2012.

Co-Coordinator, "Rethinking Hmong American Culture" Program, APA Studies Program. 2011.

MSU Fulbright Campus Evaluation Committee. 2011.

Chair, JMC Social Relations and Policy Field. 2010-2012.

Chair, JMC Associate Dean Search Committee. 2011.

Honors College Study Abroad Scholarship Selection Committee. 2010.

University Curriculum Committee. 2010.

Acting Director, Asian Pacific American Studies Program. 2010.

Chair, JMC Curriculum Committee. 2009-2010.

Women's Advisory Committee to the Provost Infant Care Task Force. 2008-2009.

Women's Advisory Committee to the Provost. 2007-2008.

University Appeals Board. 2007-2009.

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.

APIAVote Michigan Asian American Pacific Islander American (AAPIA) Social Studies Curriculum Advisory Committee. 2016-2017.

Kehillat Israel Klvunim School Board Chair. 2014-2017.

Michigan History Day, Owosso Middle School. 2015.

Exhibit Script and Artifact Consultant, "Chinese American: Exclusion/Inclusion," New-York Historical Society. 2014.

State Scholar, "Journey Stories," Smithsonian Institution Museum on Main Street and Michigan Humanities Council. 2013-2014.

"Immigration Trends." Charlevoix Public Library, Charlevoix, Michigan. 2014.

"The Mackinac Bridge, Michigan and Migration." Erickson Center for the Arts, Curtis, Michigan. 2013.

"Journey Stories in Dundee, Michigan, and the United States." Old Mill Museum, Dundee, Michigan. 2013.

"Journey Stories: Immigrants and Sailors in the Great Lakes." Great Lakes Maritime Heritage Center, Alpena, Michigan. 2013.

"Journey Stories Across Michigan and the United States." Michigan Humanities Council, Lansing, Michigan. 2013.

Consultant, "Great Michigan Read Readers' Guide: Annie's Ghosts," Michigan Humanities Council. 2013.

Exhibit Script Consultant, "Attachments: Faces and Stories from America's Gates," National Archives, Washington, D.C. 2011.

Coordinator, "Teaching About Asian Pacific Americans: a Workshop for Classroom Teachers." APA Studies Program, MSU, 2009-2010.

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.

3. **Other Awards/Evidence:**

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.)

Immigration and Ethnic History Society Theodore Saloutos Book Prize. 2009.

Organization of American Historians/Japanese Association for American Studies Residency, Nagoya City University, Japan. 2009.

Visiting Research Fellow, Institute for the Study of the Americas, School of Advanced Study, University of London. 2008.

MSU Teacher-Scholar Award. 2008.

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		
I. Instruction								
	Grantor: Office of Inclusion and Intercultural Initiatives, MSU	2010	24,926	<input type="checkbox"/>	24,926	<input type="checkbox"/>		
	Focus: Creating Inclusive Excellence Grant for "Rethinking Hmong American Culture"							
	Grantor: Office of Inclusion and Intercultural Initiatives, MSU	2009	15,000	<input type="checkbox"/>	15,000	<input type="checkbox"/>		
	Focus: Creating Inclusive Excellence Grant for "Teaching About Asian Pacific Americans: a Workshop for Classroom Teachers"							
II. Research/Creative Activity								
	Grantor: James Madison College, MSU	2017	1,400	<input type="checkbox"/>	1,400	<input type="checkbox"/>		
	Focus: Undergraduate Research Support: "Japanese American Curfew Resistance" new article project							
	Grantor: James Madison College, MSU	2015	3,397	<input type="checkbox"/>	3,397	<input type="checkbox"/>		
	Focus: Faculty Development Initiative Award: "Asians and the Hidden History of Ellis Island" book project research trip and subvention support							
	Grantor: Michigan State University	2011-2013	24,880	<input type="checkbox"/>	24,880	<input type="checkbox"/>		
	Focus: HARP Award: "Asians and the Hidden History of Ellis Island" semester research leave and research trips							
	Grantor: James Madison College, MSU	2012	1,710	<input type="checkbox"/>	1,710	<input type="checkbox"/>		
	Focus: Faculty Development Initiative Award: "Asians and the Hidden History of Ellis Island" research trips							
III. a. Service – Academic Community								

*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:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
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.