

Introduction

When I started my academic career, I was drawn both to the idea of teaching at a liberal arts college and to the resources for research provided by a large Research I institution.

I hoped to be able to teach in my interdisciplinary fields of immigration history, immigration policy and Asian American studies, but recognized that I would need to teach where needed. I was committed to undergraduate education, but also interested in working with graduate students. I had chosen to focus on teaching and research at the university level, but wanted to continue aspects of my previous work in outreach and museums.

Reflecting on my fifteen-year career at James Madison College (JMC) and Michigan State University (MSU), I am profoundly grateful that I have not had to make choices between my varied interests. With the support of my colleagues, the college, and the university, I have been able to pursue all these avenues. I have been recognized for excellence in scholarship and teaching, receiving a national book prize from the Immigration and Ethnic History Society (IEHS), a teacher-scholar award from MSU, and an international teaching fellowship from the Organization of American Historians (OAH) and the Japanese Association for American Studies (JAAS). I have worked teaching, advising and mentoring undergraduate students in James Madison College and Asian Pacific American (APA) Studies, as well as graduate students from the Colleges of Arts and Letters, Social Science, and Communication. In fall 2017, I will bring together my interests in undergraduate and graduate education, working with ██████████ ██████████ while taking on the directorship of the Interdisciplinary Inquiry and Teaching (IIT) graduate fellowship program. I have been able to share my skills and experience in museums, serving as a consultant on several exhibitions and as the Smithsonian Institution/Michigan Humanities Council state scholar (2013-2104). I have expanded my outreach, working with teachers, school districts, and the Michigan Department of Education to strengthen the teaching of Asian American studies in Michigan schools. And, in addition to substantial college and national service, I have been centrally involved in the founding and leadership of MSU's APA Studies Program, serving as director from 2013-2017. Together, these experiences have been personally enriching, helping me continue to grow as a scholar and teacher. And they have allowed me to make important contributions to the college, the university and the broader community.

Teaching

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. I have also provided syllabi and selected assignments for my courses, which outline their content focus and suggest how I develop this content. In this statement, however, 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 Thomas Nast's 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 [REDACTED] [REDACTED] 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.

Research

Throughout my career, my research has been focused on the ways that US state actors seek to regulate immigration and citizenship, as well as the ways that individuals seeking immigration and citizenship benefits have resisted this regulation. I have explored these concerns at the interdisciplinary intersections of history, ethnic studies, and visual cultural studies. Since promotion to Associate Professor in 2008, my book manuscript titled *In Sight of America: Photography and the Development of US Immigration Policy* has been published, widely and positively reviewed, and awarded the IEHS's 2009 [REDACTED] [REDACTED] prize "for the book judged best on any aspect of the immigration history of the United States." I have also written my second book (currently under review by the University of North Carolina Press), have published two peer-reviewed articles drawn from this book and an invited state-of-the-field essay in the

Journal of American Ethnic History. These publications are detailed below. I have also published shorter works, including an exhibition catalog essay, two encyclopedia entries, and three book reviews. I have conducted much of the research for and drafted sections of three new projects: an article about Japanese American resistance to World War II curfews in the western United States, an article about territorial conceptions of Asian American citizenship, and a new book project tentatively titled “From Aliens to Allies: Representing Chinese Americans in World War II Photography.”

Each of these projects has built on my central interests and pushed me in new directions. My scholarship initially focused on Chinese, Mexican and European immigration during the period from the 1880s to the 1920s; however, in more recent research projects, I have expanded this focus to consider Chinese, Japanese, South Asian and Filipino American communities and I have extended my historical focus further into the 20th century. In particular, I have developed new research interests in the internment, incarceration and resistance of Japanese immigrants and Japanese Americans during World War II.

My second book manuscript, *From East to East: Asian Americans and the Hidden History of Ellis Island*, asks: What changes in our understanding of Asian exclusion when we view it through Ellis Island? And what changes in our understanding of Ellis Island when we see it through the prism of Asian migration? Most histories of Asian immigration have focused on Angel Island and most histories of Japanese American wartime confinement have focused on the western United States. At the same time, histories of Ellis Island typically conclude in the 1920s, with the end of large-scale European immigration. However, my book takes a different approach, exploring the administration of Asian exclusion and the wartime internment of Japanese nationals at Ellis Island.

From East to East focuses attention on new aspects of immigration policy (including the Immigration Bureau’s extensive role in regulating Asian sailors, smugglers, and stowaways), and expands the history of Ellis Island beyond the 1920s (when Ellis Island’s primary role changed from an immigration station to a detention and deportation center). In addition to retelling the history of Ellis Island, *From East to East* contributes to a reconsideration of Asian exclusion. By shifting attention from the west coast, where exclusion was enforced most harshly, to the eastern seaboard, it is possible to see some of the ways that Asian immigrants were able to negotiate and challenge their exclusion. Although there were fewer Asians than other immigrants at Ellis Island, there were more than is suggested by the silence surrounding their stories. And these stories give us new perspectives on the intersections of immigration policy, Asian exclusion, and Japanese American wartime confinement.

“New York has a Concentration Camp of its Own:’ Japanese Confinement on Ellis Island during World War II.” *Journal of Asian American studies* 20, no. 3 (October 2017).

Drawn from the fifth chapter of my book, this article explores the intersections of immigration and internment policy. Although it has been overlooked in histories of both Ellis Island and Japanese American wartime confinement, Ellis Island was not only an immigration station but also a World War II “enemy alien” internment camp. The use of Ellis Island as confinement site shows the ways in which immigration officials were well trained in the work of alien detention, immigration stations were used extensively as detention centers, and wartime actions against Japanese nationals were part of a broad history of Asian exclusion. As this article explores, Japanese New Yorkers varied in their responses to detention at Ellis Island, but they shared experiences of being separated from their families, confined in close quarters, and questioned about their loyalty. These experiences created complex conflicts of identity and loyalty for many detainees, with some insisting upon their Americanness and others seeking repatriation to Japan. While conducting this research at the National Archives, I discovered important documents that form the basis of my new article in progress about Japanese American resistance to World War II curfew restrictions.

“Debating the Racial Turn in US Ethnic and Immigration History.” *Journal of American Ethnic History* 36, no. 2 (winter 2017): 40-52.

I was invited by the *Journal of American Ethnic History* editor to submit a historiographical article for a special issue on “The Racial Turn in Immigration and Ethnic History.” Selected as the lead essay for this section of the journal, my article explores the conflicts between immigration historians who emphasize ethnic adaptation/inclusion and ethnic studies scholars who focus on racial exclusion. I argue that immigration historians and ethnic studies scholars have frequently misread each other, but there is increasing synthesis between these traditions. Using my own research into exclusion at Ellis Island, I suggest that historians do not need to turn away from Ellis Island to overturn the Ellis Island model of immigrant inclusion. It was gratifying to be recognized as an expert on these issues, especially as the other contributors are scholars whose work I very much admire: [REDACTED]

“Shanghaied in Hoboken: Chinese Exclusion and Maritime Regulation at Ellis Island.” *Journal for Maritime Research* 16, No. 2 (November 2014): 229–245.

Based on the fourth chapter of my book, this article explores the connections between maritime and immigration histories. “Shanghaied in Hoboken” argues that the regulation of sailors has been linked to Chinese exclusion and immigration restriction since these laws were first introduced in the United States in the late nineteenth century. Restrictionists in Congress, immigration officials, and maritime union representatives were especially interested in controlling Chinese and other Asian seamen, who were becoming a larger part of the maritime workforce during the same period that exclusion was being expanded. Immigration officials were

concerned that customary freedoms such as shore leave allowed sailors to enter the United States illegally. Unions were concerned about maritime labor competition and saw Chinese exclusion as a means to limit such competition. Although Chinese seamen did not have a different status under maritime laws, they were barred from US residence by Chinese exclusion laws and were therefore treated more harshly than Europeans working on the same ships. As Chinese exclusion was extended to include almost all Asians during the early twentieth century, Japanese, Indian, and other Asian sailors were subjected to these strict rules. Asian seamen contested these controls through their union representatives, through challenges to officers, and by jumping ship. Their resistance was routinely described as mutiny. Although historians of Chinese exclusion have focused mostly on immigration and therefore on the western United States, New York was the busiest US shipping port during the late nineteenth and early twentieth centuries and it was the center of these conflicts. The experiences of Chinese and other Asian sailors demonstrate the interconnections between racialized immigration and maritime labor regimes at the beginning of the twentieth century.

Service

As a scholar of immigration and citizenship policy focusing on Asian American communities, my research and teaching has always been closely linked to service and outreach. Since earning tenure, I have developed a very strong record of service and outreach across national, state, university and college levels. I have taken a national leadership role in two scholarly organizations closely related to my research: the Association for Asian American Studies (AAAS) and the Immigration and Ethnic History Society (IEHS). I am the secretary and co-organizer of the AAAS History Section and serve on the AAAS Annual Meeting Program Committee, as well as chairing the IEHS Book Prize Committee (2015-2018) after having served on the IEHS Executive Board and chairing the nominations committee (2010-2012). I have served as director of MSU's APA Studies Program for four years (2013-2017) and have supported Asian American studies and immigration history across Michigan as a member of the APIAVote/Michigan Social Studies Curriculum Advisory Committee (2016-2017), as the Smithsonian Institution and Michigan Humanities Council State Scholar (2013-2014), and as co-facilitator of a CIC Ethnic Studies Mid-Career Faculty Seminar (2010-2011). I have undertaken substantial committee responsibilities in support of James Madison College, including co-chairing the college's Racial Climate Committee (2015-2016), serving on and co-chairing the Faculty Affairs Committee (2011-2013), chairing the Social Relations and Policy field (2010-2012), and representing the college on numerous university committees including the Faculty Senate, University Council, University Curriculum Committee, University Committee on Faculty Affairs, and Women's Advisory Committee to the Provost.

These commitments have allowed me to work in three interconnected areas that bring together my teaching, research, service and outreach: building APA Studies and supporting Asian American students at JMC and MSU; strengthening ethnic studies approaches in Michigan K-12

classrooms; and expanding understandings of migration and ethnic communities through museum exhibitions and related programming across Michigan and nationally. I am confident that my teaching, research and service demonstrate significant impact in the fields of Asian American studies, immigration policy and immigration history. Supported and recognized by my college and my colleagues at MSU, nationally and internationally, I plan to expand my work in the next fifteen years and I hope to do so as a full professor.