

NEH Application Cover sheet (ES-293771)

Institutes for K-12 Educators

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INSTITUTION

Gilder Lehrman Institute of American History
New York, NY 10036-4603

APPLICATION INFORMATION

Title: *Pacific Crossings: Asian American and Pacific Islander Histories, 1870s to the Present*

Grant period: From 2023-10-01 to 2024-12-31

Project field(s): U.S. History; History, Other

Description of project: This institute, designed especially for grade 6-12 teachers, will explore the intersection of the im/migrant and racialized experiences of Asian and Pacific Islander populations. The institute will feature leading scholars on the topic as well as representatives from these communities, thereby letting the Asian and Pacific Islanders who made and are making history share their own history. The institute will also recognize the resilience and honor the accomplishments of these groups. Framed most broadly, shifting the focus of American history to Asia and the Pacific world equips educators to put European and African histories centered around the Atlantic Ocean in conversation with the historical legacies of Asian and Pacific Islander experiences and migrations across the Pacific. This institute provides teachers with rigorous, research-based content knowledge and resources easily adaptable to their classrooms.

BUDGET

| | | | |
|--------------------------|------------|---------------------|------------|
| Outright request | 174,994.00 | Cost sharing | 0.00 |
| Matching request | 0.00 | Total budget | 174,994.00 |
| Total NEH request | 174,994.00 | | |

GRANT ADMINISTRATOR

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**The Gilder Lehrman Institute of American History:
“Pacific Crossings: Asian American and Pacific Islander Histories, 1870s to the Present”
2024 Summer Institute Narrative Description**

A. The Nature of the Request: The Gilder Lehrman Institute of American History (GLI) is requesting an Institutes for K-12 Educators grant for an innovative two-week summer institute on Asian American and Pacific Islander histories in the United States from the 1870s to the present day for 36 grade 6-12 school teachers. Tentatively scheduled for July 7-20, 2024, the institute will take place at Occidental College in Los Angeles. “Pacific Crossings: Asian American and Pacific Islander Histories” is designed to meet the needs of educators across the country who aim to strengthen students’ American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the U.S. through the lens of Asian and Pacific Islander populations. Founded in 1994, GLI is the leading nonprofit organization dedicated to K-12 history education with a goal to strengthen historical literacy and promote civic engagement through educational programs and resources.

B. Intellectual Rationale: GLI proposes a two-week summer institute on the intersection of the im/migrant and racialized experiences of Asian and Pacific Islander populations for 36 middle and high school teachers from across the United States. “Pacific Crossings: Asian American and Pacific Islander Histories, 1870s to the Present” addresses the needs of underserved grade 6-12 educators. Most have little to no training or coursework in the histories of Asian Americans and Pacific Islanders in the United States. This has left many educators ill equipped to meet the needs of increasingly diverse classrooms and school communities as well as to meet new social studies standards in states requiring K-12 educators to teach Asian American and Pacific Islander history. (As of January 2023, these states are CA, IL, NJ, CT, and RI.) This institute provides teachers with rigorous, research-based content knowledge and resources easily adaptable to their classrooms. In the summer of 2018, GLI and Project Director Jane Hong developed and led “The History of American Immigration through a California Lens” as a professional development program (funded by the Stuart Foundation) to address some of these needs for California educators. The proposed summer institute leverages and builds upon that program’s content but is national in scope.

This institute will feature leading scholars on Asian American and Pacific Islander histories and experiences as well as representatives from these communities, thereby letting the Asian and Pacific Islanders who made and are making history share their own history. The institute will also recognize the resilience and honor the accomplishments of these groups.

Framed most broadly, shifting the focus of American history to Asia and the Pacific world equips educators to put European and African histories centered on the Atlantic Ocean in conversation with the historical legacies of Asian and Pacific Islander experiences and migrations across the Pacific. The institute’s Pacific framing accomplishes several additional intellectual and pedagogical goals. First, it reveals the importance of U.S. expansion and empire in the Pacific and American militarism in shaping U.S. migration and ethnic/racial histories. The role of Asian American and Pacific Islander (AAPI) peoples in shaping the history of America’s emergence as an imperial global player from the Spanish-American War (1898) through the present has been largely overlooked. Second, it complicates traditional understandings of race in America through a Black-White racial binary, which have become increasingly ill-suited to the complex demographics of a multiracial—Asian, Pacific Islander, Latino/a, Indigenous, Black, and White—America. Diverse migrations stemming from U.S. Pacific expansion; Cold War conflicts including the Korean War and Vietnam War; and growing economic entanglement and globalization have completely transformed the U.S. electorate and society over the past half-century and more. The early United States might trace its roots to the Indigenous peoples, followed by Europe, Africa, and the Atlantic world, but after the Civil War, the United States grew its global empire in Asia and the Pacific world. This had indelible consequences for AAPI peoples throughout the region and the United States itself.

The institute will center on U.S. Pacific region expansion as a central theme within the study of Asian American and Pacific Islanders. The histories of AAPI people were inextricably entangled with each other and with the histories of Latino/a, Native American, Black, and White Americans across different periods of U.S. history. Topics are organized chronologically, beginning with the formal abolition of slavery and Reconstruction, continuing to U.S. expansion and the Spanish-American War and World Wars I and II, addressing Cold War topics including the Korean and Vietnam wars, and culminating with the post-9/11 War on Terror. By doing this, the institute will model

how educators might integrate AAPI history and experiences into their U.S. history curricula by changing the framework and orientation of familiar topics to look toward the Pacific. The institute will facilitate the teaching of AAPI topics as part of existing lesson plans and curricular frameworks, yet it will go beyond simply adding AAPI perspectives. Rather, incorporating Asian Americans and Pacific Islanders will prompt us to understand the Pacific's key role in the rise of the U.S. global empire and an increasingly multiracial America beginning in the nineteenth century.

At the same time, lectures and readings will interrogate the lumping of Asian American and Pacific Islander histories and experiences under the category of "AAPI." Taking a bird's-eye view, we will address how and why these two fields of academic study became connected. On the one hand, Asian Americans and Pacific Islanders have historically been racialized in overlapping and similar ways in the United States, and insofar as they share communities in Hawai'i, Guam, and other Pacific sites, their political struggles and fates have at times been entangled. On the other hand, there are fundamental differences. For one, most Pacific Islanders became part of the U.S. through annexation and/or colonization rather than through migration. Consequently, settler colonialism and Native American movements to reclaim land and political control shaped Pacific Islander (PI) histories in ways generally not true for Asian Americans. Before 1952, Asians were "aliens ineligible to citizenship," while Pacific Islanders (including residents of Hawai'i before statehood in 1959) were American nationals, a legal category created by the U.S. Supreme Court to encompass residents of U.S. territories and colonies. In this way, PI history has as much or more in common with Native American history as it does with Asian American history. Indeed, when understood through the lens of settler colonialism, Asian migrants can themselves be seen as settlers; while Asian migrants did not originate the projects that led to Native American dispossession and removal, they did participate in them. These differences complicate the internal coherence of the "AAPI" label.

Recognizing these overlaps and divergences, as well as the vast diversity within the two groups, the institute will illuminate the long history of resistance by Asian Americans and Pacific Islanders and their allies in struggles to realize a vision of the United States as a liberal, multiracial democracy across a wide geographical space. While the institute will take place in Los Angeles—an important site in Asian American and Pacific Islander histories and communities—lectures, discussions, and readings will highlight diverse experiences across the country and the Pacific Ocean. This expansive geographical lens recognizes that although Asian Americans and Pacific Islanders have been concentrated in the U.S. West and the Pacific, there are no parts of the U.S. where both groups have not settled. Importantly, the institute will introduce educators to Pacific Islander histories, which are unfamiliar to most Americans outside of Hawai'i. The expertise of presenters will reflect the institute's national and even transnational scope, featuring scholars specializing in histories that span the United States and the Asia-Pacific world.

C. Project Development: (Not Applicable)

D. Format and Program of Study: "Pacific Crossings" includes four main daily components: (1) lectures and discussions led by the institute director and guest scholars; (2) primary sources, secondary readings, and documentaries that inform each day's topic; (3) pedagogical workshops led by a grade 6-12 leader; and (4) museum- and place-based learning designed to deepen both historical and cultural knowledge at sites around Los Angeles. Each day will begin with a debriefing session on the prior day's activities and a preview of the day to come. Next, scholars will lead group discussions on the day's topic. Half the days will include a pedagogical session in the afternoon led by the institute's grade 6-12 leader in which participants work in groups to apply the content they learned during the morning session. For the rest of the afternoons, institute participants will, on some days, travel to sites in the Los Angeles area. Evenings will include optional activities, free time to explore, downtime for reflection upon what they are learning, and time to work on their lesson plans. On the final full day, teachers will present their lesson plans, which will incorporate primary sources, historical evidence, and GLI's pedagogical methods.

The institute incorporates rich content knowledge and highly applicable teaching strategies that participants need to become more effective American history educators. The pedagogical sessions with Karalee Nakatsuka, our grade 6-12 leader, use GLI's Teaching Literacy through History (TLTH) model. Developed by GLI, TLTH is a hands-on, multi-modal approach that effectively integrates primary sources and nonfiction historical texts in the classroom and enhances student literacy. Teachers implementing TLTH strengthen student skills in critical thinking, evidence-based writing, vocabulary development, and analysis of primary sources that include written documents,

graphic materials, songs, and poetry. This gives students a deeper comprehension of complex texts and images.

Day 1 (Sunday)—Orientation & Opening Pedagogical Discussion: Learning outcomes: (1) identify and assess some of the main themes in public-facing portrayals and histories of Asian Americans; (2) list current challenges facing history education in elementary and middle schools; and (3) introduce some of the limitations and challenges of the “AAPP” identity category.

During dinner (funded by GLI), teachers will introduce themselves and share their previous training (if any) in Asian American and Pacific Islander histories. The introductions will familiarize the teachers with one another as well as with the project director and grade 6-12 leader. They will then discuss the state of history education in middle and high schools, focusing on personal experiences to frame the challenges that they face. The group will be encouraged to think about these issues throughout the two weeks and to consider possible solutions to share on the institute’s final full day.

After dinner, Professor Jane Hong will screen a few short clips of PBS’s *Asian Americans*, a Peabody Award-winning docuseries. Hong will use the clips to introduce some of the main themes of the institute and to generate questions about the strengths and limitations of public-facing histories. Teachers will “read” the historical documentary, much like texts, to decipher overarching messages and consider why certain topics are included and others are omitted. This will prime teachers to consider how Asian American histories have been made legible and consumable for broad, majority-White audiences and what might have been lost in the process. The absence of Pacific Islander histories in these treatments will also be discussed. This will set up our first day of lectures and readings unpacking and assessing the strengths and weaknesses of the AAPI category.

Day 2 (Monday)—Unpacking and Introducing “AAPI” Histories: Learning outcomes: (1) understand the Pacific world context (and the themes of U.S. wars and militarism) that connects Asian American and Pacific Islander histories; (2) discern some of the major differences between Asian American and Pacific Islander histories that problematize the category of “AAPP”; (3) consider strategies for incorporating AAPI histories and topics into existing lesson plans; and (4) practice methods for TLTH.

The institute’s first full day will focus on introducing and mapping the Pacific world as an alternate geographical framework for understanding U.S. history. This context will frame all subsequent lessons. Professors Jane Hong and Alfred Peredo Flores, a historian of the U.S. involvement in Guam, will present a broad overview of the history of U.S. expansion in the Pacific beginning in the 1870s. They will outline the scholarly contours and major themes of Asian American and Pacific Islander histories and use broad timelines to highlight how these histories have converged and diverged over time. Teachers will discuss and annotate these timelines with events they regularly teach in the classroom. The goal is to facilitate the incorporation of AAPI histories by contextualizing them relative to topics teachers already teach.

In the institute’s first pedagogical workshop, the grade 6-12 leader will lead the group in an overview of TLTH strategies and practical applications of materials from the morning sessions. She will use GLI’s TLTH lesson plans, customized to correlate with this institute’s content, that integrate primary sources with fiction and secondary sources. Working in groups, participants will examine how the lessons help them guide their students in unlocking primary source documents through scaffolded shared-reading strategies. They will also engage in exercises designed to equip students to grasp complex primary sources through text-based questioning and integrate literature and multimedia into social studies content. Applying the morning’s historical content, participants will engage in pedagogical steps that enable students to examine and analyze photographs, poems, and documents about immigrant and racialized experiences.

We will then host a session with Kiki Rivera, who is a storyteller for Empowering Pacific Islander Communities (EPIC), an organization in Southern California. Rivera will share stories from Pacific Islander histories and overview the work of EPIC. At the core of this organization’s work is “the acknowledgment that, whether it’s exploring the ocean as master navigators or leaving their homes in the pursuit of opportunity, Pacific Islander communities have been making voyages across the seas since time immemorial. As a result, generations of Pacific Islanders have been living in the diaspora.” In light of this, the organization’s founders prioritized “building a strong and unified advocacy voice for Pacific Islanders.” Given how little is generally known about these communities, Rivera will then lead an open Q&A to give educators time to learn and converse. Paired with the morning’s sessions, the discussion will highlight how PI communities and their histories of political struggle in the

United States compare/contrast with those of Asian American communities, which are highly heterogeneous.

Day 3 (Tuesday)—The Problem of Labor in the Age of Abolition: Rise of Chinese Exclusion and U.S. Pacific Empire, 1870s-1880s: Learning outcomes: (1) connect rise of Chinese migrant labor in the U.S. mainland (esp. the American South and West) and U.S. economic expansion into the sovereign kingdom of Hawai‘i as rooted in the common problem of “labor” that emerged after the Civil War and abolition of slavery; (2) understand how the rise of Chinese exclusion in the United States fit within a global history of anti-Chinese movements; and (3) explain how Chinese exclusion helped transform the U.S. into a gatekeeping state & set the stage for general Asian exclusion.

In the morning session, Professor Jane Hong will connect Chinese migration and eventual exclusion to the upheavals of the American Civil War. After the formal emancipation of enslaved African Americans in the South, some white planters turned to Chinese as replacements for enslaved African Americans. The experiment was short-lived but significant; planters found Chinese workers less docile than they had hoped. Meanwhile, railroad companies in the U.S. West began relying heavily on low-wage Chinese labor to build the country’s infrastructure. Hong will chart the anti-Chinese movement in the United States and situate it alongside concurrent global movements to restrict Chinese migration in other white settler societies such as Canada, Australia, New Zealand, and South Africa. In the U.S. context, the 1882 Chinese Exclusion Act started the process of remaking the United States as a gatekeeping state with an increasingly developed immigration bureaucracy. The 1882 law and the amendments to it that followed set the stage for exclusion policies that would later bar all Asians from immigration and naturalization on racial grounds.

In the afternoon, teachers will visit the Chinese American Museum in Los Angeles’s Chinatown. This museum features exhibits that celebrate the growth and development of Chinese American enclaves across Los Angeles and greater California. Participants will learn about the corresponding anti-Chinese movement in California. They will then visit the site of the 1871 Chinese Massacre, which remains a little-known act of racial violence in U.S. history.

Day 4 (Wednesday)—Connecting Asian American and Pacific Islander Histories via U.S. Empire: Learning outcomes: (1) understand the Spanish-American War’s role in expanding the U.S. Pacific empire; (2) explain the importance of the Insular Cases in creating the category of “American national” as a legal status that included Filipinas/os and Pacific Islanders; (3) identify U.S. colonization and imperial expansion as the primary mechanisms whereby Filipinas/os and Pacific Islanders came to be part of the United States; and (4) consider how to incorporate Pacific Islanders into discussions of U.S. Pacific empire and the aftermath of the Spanish-American War.

Although discussions of the Spanish-American War (1898) often center on the colonization of the Philippines, the war and its aftermath also saw the U.S. expand into Guam, American Samoa, and Hawai‘i, among other sites. In the morning session, Professor JoAnna Poblete will overview the U.S. annexation of Hawai‘i and introduce some of the questions raised by the U.S. acquisition of territories inhabited by non-white peoples often perceived as lacking the capacity for self-government. Drawing from her work on the Hawaiian Islands, Poblete will discuss the impact on Pacific Islanders of becoming part of the United States through annexation and colonization rather than through migration, with particular attention to Native Hawaiians and the Indigenous community of Guam. The centrality of Indigenous movements in Pacific Islander histories, which contrasts with the importance of migration and struggles for U.S. citizenship in Asian American histories, raises questions about what themes knit Asian American and Pacific Islander histories together.

After lunch, Karalee Nakatsuka will lead her second pedagogical session drawn from GLI’s Pacific Islander and Asian American lesson plans. Applying the morning’s historical content, she will take participants through the pedagogical steps that will enable their students to explore political cartoons as primary sources on the Spanish-American War and the expansion of the U.S. Pacific empire into Hawai‘i and other Pacific islands. The pedagogy will help students closely analyze these sources and use visual and textual evidence to draw conclusions. Students will be able to demonstrate their knowledge by answering critical thinking questions, restating ideas in their own words, and participating in class discussions. The afternoon sessions will then close with small group discussions, divided by grade level, about how teachers might apply the content from the day in the classroom.

Given the busy start to the institute, the teachers will have significant time in the late afternoon to work on their lesson plans and consult with Nakatsuka.

Day 5 (Thursday)—World War I Revolutions and the Rise of “Asiatic” Exclusion: Learning outcomes: (1)

explain the different factors that contributed to the proliferation of Asiatic exclusion policies in the U.S.; (2) discuss the ambivalent place of Indians and South Asians in the category of “Asian American”; and (3) consider ways to connect Asian American and Pacific Islander experiences throughout the wider U.S. empire in histories of the World War I and interwar periods.

WWI is often described as the peak of nativism and the influence of eugenics on U.S. immigration policy. In the first morning session, Professor Seema Sohi will describe the creation of the “Asiatic Barred Zone” as part of the Immigration Act of 1917 against the backdrop of the Indian anti-colonial revolution and rising radicalism. By the World War I years, anti-Asian activists had turned their attention to Indian immigrants and the “tide of turbans” they warned was overrunning the United States and threatening America’s liberal democracy. Sohi will then chart the nativist movement’s pinnacle accomplishment: the 1924 Immigration or Johnson-Reed Act. The 1924 law created a national origins quota system instituting an Anglo-Saxon vision of the nation. In addition to privileging northern and western Europeans over southern and eastern Europeans, it excluded all Asians as “aliens ineligible to citizenship.” The law served to consolidate a racialized image of Asians as perpetually foreign and unable to assimilate into American society.

Following lunch, Karalee Nakatsuka will lead the teachers through primary source documents related to the 1917 and 1924 Immigration Acts. Teachers will consider the 1924 Immigration Act’s wide-ranging effects, ending Asian immigration and heavily restricting migrants from eastern/southern Europe and Africa. Teachers will have time in the late afternoon to work on their lesson plans and consult with Karalee Nakatsuka. In the evening, teachers will screen episode 2 of *Asian Americans* (2020), “A Question of Loyalty,” in preparation for a discussion and Q&A session about Japanese American incarceration with the documentary’s producer the following day.

Day 6 (Friday)—World War II in the Pacific: Learning outcomes: (1) contextualize the December 1941 Japanese attack on Pearl Harbor as part of a multi-pronged, coordinated campaign against U.S. imperial territories in the Pacific (including the Philippines and Guam); (2) consider how to teach the World War II incarceration of Japanese Americans using personal/family narratives and multimedia that cultivate historical empathy; and (3) discuss strategies for incorporating Pacific Islander histories in discussions of World War II.

In the first morning session, Professor Alfred Peredo Flores will situate the Japanese attack on Pearl Harbor as part of a multi-pronged, coordinated campaign by the Japanese Empire against U.S. imperial territories in the Pacific, including the Philippines and Guam. Unlike Hawai‘i, both the Philippines and Guam experienced Japanese occupation for the duration of the war. Including this information reminds us of America’s imperial past (and present), in which Pacific Islanders and U.S. colonial subjects featured centrally alongside Japanese and other Asian Americans in places like California as part of the broader history of AAPI communities. Using clips from the film *War for Guam*, Flores will expand teachers’ understanding of the war by introducing the experiences of Guamanians and native Chamorro communities as they experienced it in the Pacific.

For the second morning session on World War II, Professor and filmmaker Renee Tajima-Peña, an Academy Award-nominated documentary filmmaker, will share from her work as a producer on the PBS docuseries *Asian Americans* and from her own family stories of wartime incarceration. (Teachers will have watched episode 2 of the PBS docuseries *Asian Americans*, which uses the story of the Uno family to relate some of the dilemmas Japanese Americans faced during their World War II incarceration.) Professor Jane Hong, who appeared in the episode to discuss how non-Japanese Asian Americans experienced anti-Japanese propaganda and racism during World War II, will join Tajima-Peña in a panel discussion that will give teachers the opportunity to ask questions and learn more about the challenges of translating academic research into public-facing history. Tajima-Peña will stay through lunch, giving teachers an opportunity for an extended informal discussion.

After lunch, teachers will visit the Japanese American National Museum, where they will tour collections chronicling 130 years of Japanese American history, from the “early days of the Issei pioneers through the World War II incarceration to the present.” During the visit, Karalee Nakatsuka and museum staff will lead teachers in a 45-minute session on how to teach the history of Japanese American incarceration—with an emphasis on community resilience and resistance—through the use of primary source documents. Teachers will have the option to eat dinner in Little Tokyo and watch a show at the East West Players Theater before heading back to campus.

Day 7 (Saturday)—Optional Field Trip: On Saturday, teachers will have the option to join a field trip to the

Pacific Island Ethnic Art Museum in Long Beach, CA, with lunch in the city's Cambodian Town. The Pacific Island Museum is the only museum in the contiguous United States that serves to preserve and celebrate the heritage of the cultures of Oceania through permanent exhibits and collections.

Day 9 (Monday)—Winning “Hearts and Minds”: U.S. Cold War in the Pacific: Learning outcomes: (1) detail how the Korean War produced gendered migrations of women and children to the U.S.; (2) consider the role of Cold War culture and cultural productions in shaping Asian and Asian American experiences; and (3) discuss how debates over Hawaiian statehood exposed fundamental differences between Asian American and Pacific Islander histories, again illustrating some of the challenges of the “AAP” category.

Professor Jane Hong will open the institute's second week with a brief overview of the U.S. experience of the Cold War and then introduce Professor Susie Woo, who will describe how the Korean War led to waves of immigration to the United States in the form of GI brides and child adoptees. These post-Korean War migrations exemplified how U.S. militarism in Asia created mass displacement and migrations to the United States. A cultural historian, Professor Woo will lead a discussion of images of Korean women and children in popular American magazines such as *Time* and *Life* and productions such as the appearance of the Korean Children's Choir and the Kim Sisters, an all-female Korean singing group, on American TV during the 1950s and 1960s. In doing so, Woo will model how teachers can use various kinds of media and cultural productions to analyze race and gender in Cold War images of Asian Americans in their own classrooms.

In the afternoon, teachers will screen the 2011 documentary *Hawaii: A Voice for Sovereignty* and discuss conflicting visions of Hawaiian statehood using the work of Native Hawaiian activist Haunani-Kay Trask and 1950s speeches by several prominent Asian American supporters of statehood. These included Daniel Inouye, a highly decorated Japanese American World War II veteran who would later become one of the longest-serving senators in U.S. history, and Hiram Fong, the first Chinese American to serve in U.S. Congress. Professor Jane Hong will lead a discussion on how debates over Hawaiian statehood illustrate some of the key divergences between Asian American and Pacific Islander histories. Even as many Asian Americans hailed statehood as a victory for racial liberalism, it also signaled a betrayal of Native Hawaiian desires for sovereignty.

Day 10 (Tuesday)—1960s Movements and Revolutions: Learning outcomes: (1) detail how Asian Americans participated in Black freedom struggles and other 1960s civil rights movements; (2) discuss how the Asian American Movement gave rise to a transnational pan-Asian identity that expressed solidarity with other racialized peoples in the U.S. and Asia; (3) describe the model minority trope and its implications for Asian American solidarity with other communities of color; and (4) consider how Pacific Islander movements for sovereignty both connected with and diverged from Asian American movements on the U.S. mainland.

In the first morning session, Professor Ellen Wu will present material and lead the discussion on Asian American involvement in 1960s movements for Black freedom and civil rights, campaigns to end the war in Vietnam, and finally, the Asian American Movement of 1968. The author of a prize-winning book on the history of the 1960s model minority trope, Wu will explore how some Asian Americans rejected their racialization as model minorities, citing the racism their communities faced and expressing solidarity with Black and Brown Americans as part of Third World movements opposing racism and colonialism around the world. Wu will discuss present-day impacts of the pervasive model minority tropes, such as the claim that Asian Americans do not face significant racism in the United States, drawing on her current research on Asian Americans and affirmative action in the history of higher education admissions.

After lunch, Karalee Nakatsuka will lead a pedagogical session on 1960s Asian American and Pacific Islander movements, referencing the morning session's historical content and GLI's lesson plan on Asian Americans and the San Francisco State College protests of 1968-69. Nakatsuka will focus on primary sources that present the goals and platforms of participants in the 1968 Asian American student movement and in Native Hawaiian sovereignty movements in the 1960s and 1970s. The pedagogy will focus on having students read and analyze documents not only to comprehend the language of the text but also to infer the subtler meanings. This will enable students to use textual evidence to draw conclusions and present their own original arguments.

Following the pedagogical session, teachers will have the opportunity to meet by grade level to share progress on their lesson plans. Hong and Nakatsuka will provide feedback on the projects. The teachers will have personal time in the evening, with the option of joining an outing to a local exhibit showcasing activist literature from the

Asian American Movement.

Day 11 (Wednesday)—Post-1965 Asian Immigration & Post-Vietnam Refugee Migrations: Learning outcomes: (1) identify the historical events that made 1965 an important turning point in the history of Asian immigration; (2) distinguish refugee migration from traditional understandings of immigration as voluntary; (3) and detail the factors that led to the displacement of Southeast Asian migrants before, during, and after U.S. wars in Vietnam, Cambodia, and Laos.

In an introductory session, Professor Hong will overview post-1965 Asian immigrant and refugee migrations. Post-1965 Asian migrants came in two main streams: (1) skilled migrants and the family members of U.S. citizens and permanent residents who obtained visas under the 1965 Immigration and Nationality Act; and (2) Southeast Asian refugees and their family members displaced by U.S. wars in Vietnam, Cambodia, and Laos. In a brief warm-up session, Hong will overview how the new preferences-based system created by the 1965 Immigration and Nationality Act transformed the American immigrant stream from one that was 90% European before 1965 to one that was majority Latina/o and Asian by the 1970s. Hong will use her own family's immigration story to illustrate the unintended consequences of the 1965 law to exponentially grow Asian migration through family reunification.

In the main morning session, Professor Thuy Vo Dang will overview the history of post-Vietnam refugee migrations, drawing from her extensive work interviewing Vietnamese, Cambodian, Laotian, and Hmong refugees and their families through the Southeast Asian Archive at the University of California-Irvine. In the afternoon, teachers will visit this site, which "collects, preserves, and makes accessible primary and secondary source materials documenting the history of the Cambodian, Hmong, Laotian, and Vietnamese diaspora." Collection highlights include "Southeast Asian American experiences of resettlement and community formations since the Vietnam War, Cambodian Genocide, and geopolitical turmoil in the former French-occupied Indochina in the latter half of the 20th century." We will have a short pedagogical session and discussion on the UCI campus introducing teachers to the digital sources available in the Archive. Teachers will have dinner at the Little Saigon Night Market, located close by in Westminster, CA. The Night Market is a popular seasonal event that introduces visitors to local, authentic Vietnamese street food and live performances. Following the site visits, teachers can work on their lesson plans. Karalee Nakatsuka will be available to help teachers refine their ideas.

Day 12 (Thursday)—Racial Violence and Asian America: Chol Soo Lee, Vincent Chin, and 1992 Los Angeles: Learning outcomes: (1) explain Asian American resistance to anti-Asian racism and violence; (2) identify the causes/consequences of the 1992 Los Angeles uprising; and (3) consider how to teach difficult topics involving anti-Asian violence and racism appropriately for grade 6-12 classrooms.

The institute will foreground Asian Americans' history of resistance and organizing in response to anti-Asian racism and violence. Episodes include the 1970s-1980s movement to free Chol Soo Lee, a young Korean American incarcerated for a murder he did not commit, and the national campaign to secure justice in response to the 1982 murder of Vincent Chin, a Chinese American murdered by auto workers angry at Japanese car manufacturers. The latter was the first time in U.S. history that a prosecutor treated a crime against an Asian American as a hate crime under civil rights law. Discussions led by Professor Jane Hong will also introduce the 1992 Los Angeles uprising, a multiracial conflict ignited by charges of police brutality, which also featured the targeting of Korean merchants in South Los Angeles and Koreatown as a result of long-standing tensions between Black and Korean Americans in the city. Topics include the enduring legacies of Asian Americans' racialization as perpetual foreigners, as well as the formation of pan-Asian and multiracial alliances with Black, Latina/o, and white Americans, among others, to combat anti-Asian racism and violence.

Following lunch, we will screen *K-TOWN '92* (2017), a documentary about the 1992 Los Angeles uprising showcasing multiple perspectives of the event. Its filmmaker, Grace Lee, a second-generation Korean American and longtime Los Angeles resident, will join us for a demonstration of the interactive website accompanying the film and a Q&A session. This will give teachers an extended opportunity to engage with what happened in 1992 as well as provide insight into how documentary films can augment other sources to deepen understanding and engage discussions about difficult historical events. The teachers have the evening free to contemplate what they have learned, complete their lesson plans and consult with Karalee Nakatsuka as needed before their final presentations.

Day 13 (Friday)—The War on Terror: Post-9/11 Crises: Learning outcomes: (1) detail how September 11th led

to a rise in racial violence and Islamophobia targeting South Asian Americans and (2) explain how U.S. government crackdowns on undocumented migrants and migrants with criminal records have led to a deportation crisis affecting Asian Americans and Pacific Islanders.

For its final unit, the institute will focus on the impact of the September 11, 2001, attacks on Asian American and Pacific Islander communities. Jane Hong and Asad Dandia, a Pakistani American activist in New York, will discuss how the post-9/11 War on Terror disproportionately impacted South Asians and Pacific Islanders, as these communities suffered the impact of growing Islamophobia and deportation crackdowns in line with a broad reframing of im/migration to the United States as a national security issue. Following the discussion, Sharma will lead another session dedicated to strategies for teaching post-9/11 Asian American and Pacific Islander histories in tandem. The session will help teachers to navigate the challenges and complexities of grouping the communities together and will review some sample lesson plans that model a productive integration.

Teachers will spend the afternoon discussing their lesson plans which incorporate primary sources, historical evidence, and pedagogical methods from the institute. They will first meet in grade-level groups, and each teacher will receive valuable feedback from peers as well as Professor Hong and Karalee Nakatsuka. The lessons will then be posted on GLI's learning management system to share within the institute.

As a closing activity, teachers will revisit the challenges facing history education in middle and high schools raised on the institute's first day. They will reflect on the most useful content, resources, and pedagogical approaches from the institute that they can share with colleagues and administrators in their home schools and districts.

Day 14 (Saturday)—Checkout: Participants will check out of the Occidental College dorms.

E. Project Team: Jane Hong, Project Director, is an associate professor of history at Occidental College who teaches and writes on U.S. immigration and engagement with the world, with a focus on Asia after World War II. A former high school teacher, she has led previous workshops and PD sessions for GLI. In June 2018, she worked with 33 California public school teachers as lead instructor for a GLI professional development program titled "U.S. Immigration through a California Lens." The workshop featured three scholars, and each focused on a specific immigrant group or historical theme. Feedback highlighted the program's impact: the number of participants who felt confident/very confident in teaching about U.S. immigration, compared to numbers prior to the program, increased by 80%. She has also led GLI's *How Did We Get Here?* teacher professional development program on aspects of Asian American history, focusing on the period from 1875 to the present. Professor Hong has also contributed to our teaching resources with the essay "The History of U.S. Immigration Laws: What Students Should Know," published in *History Now*, the Gilder Lehrman Institute's online journal.

The grade 6-12 Leader, **Karalee Wong Nakatsuka**, is an 8th-grade history teacher at First Avenue Middle School in the Arcadia Unified School District in California. GLI named her the 2019 California History Teacher of the Year. She was also featured in *Time* magazine's "From Teachers to Custodians, Meet the Educators Who Saved a Pandemic School Year," following the changes she made to her curriculum during a period of continuing hate crimes against Asian Americans. As a GLI Master Teacher, she has led pedagogy instruction for K-12 teachers. Throughout the institute, Nakatsuka will be on location to lead sessions on the TLTH pedagogical framework and assist with planning and activities.

Alfred Peredo Flores, Assistant Professor of Asian American Studies, Harvey Mudd College, will be a guest scholar and serve as a replacement director. A leading scholar on U.S. empire and settler colonialism in the Pacific Islands, Flores will present an overview of U.S. expansion and empire-building in the Pacific beginning in the 1870s and the role that empire-building played in the Pearl Harbor attack. **Grace Lee**, a filmmaker, will discuss her documentary on the 1992 Los Angeles uprising, showcasing multiple perspectives of the event, as well as explore how documentary films can augment other sources to deepen understanding and engage discussions about difficult historical events. **JoAnna Poblete**, Professor of History, Claremont Graduate School, an expert on studies of colonialism and empire, migration and labor, and Asian American and Pacific Islander studies, will discuss questions raised by the U.S. acquisition of territories inhabited by non-white peoples often perceived as lacking the capacity for self-government. **Kiki Rivera** of Empowering Pacific Islander Communities is an internationally produced, award-winning theater artist, educator, and arts activist who will discuss current challenges facing local PI communities. **Asad Dandia**, a Pakistani American activist who is a co-founder/vice president of Muslims Giving Back, an organization serving needy New Yorkers, will discuss how the post-9/11 War on Terror disproportionately

impacted South Asians. **Seema Sohi**, Associate Professor of Ethnic Studies, University of Colorado, an expert on anti-colonial politics of South Asian intellectuals and migrant workers in the U.S. during the early twentieth century, will discuss the Immigration Act of 1917 against the backdrop of the Indian anti-colonial revolution and rising radicalism. **Renee Tajima-Peña**, Professor of Asian American Studies, UCLA and filmmaker, teaches social documentary production and the history of Asian American cinema. She will discuss the dilemmas Japanese Americans faced during their World War II incarceration. **Thuy Vo Dang**, Assistant Professor of Information Studies, UCLA, specializes in archival studies. She will discuss the creation and stewardship of historical records for minoritized communities in the context of post-Vietnam refugee migrations. **Susie Woo**, Professor of American Studies, CSU-Fullerton, is a historian who focuses on the Cold War, US-Korea relations, and migration. She will lead a discussion of how the Korean War led to waves of immigration to the United States, and how Koreans were portrayed in American media in the 1950s. **Ellen D. Wu**, Associate Professor of History, Indiana University, a specialist in twentieth-century U.S. history who focuses on Asian Americans, race, and immigration, will lead discussions on Asian American involvement in 1960s movements and present-day impacts of the pervasive model minority tropes.

Key administrative/technical support staff: Jamie Marcus, Senior Program Manager (125 hours) will serve as Project Manager and will oversee all other GLI staff assigned to this grant. Having joined GLI in 2016, she manages the National History Teacher of the Year award and is a program manager for the Hamilton Education Program Online. Leah Baer, GLI Program Coordinator, will serve as Project Coordinator (250.25 hours). Having been with GLI since 2022, she is currently serving as the Project Coordinator for the 2023 GLI summer institute funded by the NEH and coordinates multiple other GLI professional development programs. Project webpage development will be overseen by Carrette Perkins, Manager of Technical Services (15 hours), who has almost a decade of experience managing organizations' web presence. Tim Bailey (23 hours), who served as the 2021 and 2023 summer institute's Institutional Grant Administrator, will serve in that role again.

F) Institutional Resources: Founded in 1994, GLI is dedicated to K-12 history education while also serving the general public. At its core is the Gilder Lehrman Collection, one of the nation's great archives in American history. GLI offers classroom resources and professional development to 82,000 teachers and enhances the education of 10.7 million students per year in schools across 50 states, 4 U.S. territories, and 39 countries. The "Pacific Crossings" summer institute incorporates our more than 25 years of experience offering K-12 PD opportunities. GLI's annual Teacher Seminars for K-12 educators, which we have offered for 28 years, enable more than 1,000 teachers per year nationwide to step into the past with renowned historians, learn how to integrate historical documents into their classrooms, and apply the seminars' historical content and pedagogy to the development of lesson plans. In addition, we offer our Gilder Lehrman Teacher Symposium at Gettysburg College, in which 300 teachers come together from across the United States to learn, network, and grow together as they work closely with renowned scholars in various fields of American history.

GLI's experience also includes conducting a weeklong PD workshop on immigration for 31 educators in 2018 at Occidental College. Modeled on Teacher Seminars, the workshop examined U.S. immigration history through the lens of California and its immigration experience. GLI partnered again in October 2019 with Professor Hong to provide training for 60+ Idaho K-12 public educators on U.S. immigration during World War I. Finally, Hong led one session of our 2022 How Did We Get Here? teacher professional development program on aspects of Asian American history, focusing on 1875 to the present. Professor Hong has also contributed to our collection of teaching resources with the essay "The History of U.S. Immigration Laws: What Students Should Know," published in GLI's online journal *History Now*.

GLI applied its expertise and lessons learned from the above programs to present its tremendously successful 2021 Level I "Making of America" NEH summer institute. Participants' evaluations indicated that, even in a virtual format, the program fostered a close-knit learning community and was a transformational learning experience. In the summer of 2023, we will be presenting a two-week NEH-funded Level II residential version of this institute.

Occidental College will host the 2024 summer institute. The college successfully hosted our immigration PD program in 2018. The college will be contracted to provide housing (with wi-fi), linen service, and dining (breakfast, lunch, and dinner) services. This will enable participants to stay near classrooms where institute lectures will occur. Additionally, the college will provide classroom space with a full spectrum of audiovisual equipment. Museum- and

place-based learning will occur through site visits around Los Angeles.

G) Cultivating Participant Group/Project Dissemination: GLI will recruit 36 diverse grade 6-12 teachers from across the country who represent urban, suburban, and rural communities and have a broad range of experience. Twenty percent of participants will have five or fewer years of teaching experience. We will leverage our 2022 summer institute strategy that incorporated multiple tools for the successful recruitment of participants. This strategy resulted in 228 applications for the 30 participant slots, and we are duplicating that strategy for our 2023 summer institute. As of January 31, 2023, 81% of the 153 applicants to our 2023 summer institute have never participated in a previous NEH institute, demonstrating our ability to reach new audiences. Our tools include a unique recruitment webpage and the program listing with our suite of summer professional development opportunities for teachers. GLI's recruitment success is also illustrated by its success in recruiting more than 1,000 K-12 educators each year for its Teacher Seminar program. GLI has a network of 33,000 schools nationwide in its Affiliate School Program, from which we will recruit participants. GLI will also publicize the opportunity through social media, email blasts, our professional development website pages, at the National Council for the Social Studies (NCSS) conference, and through school district contacts.

The program's webpage will inform visitors about the opportunity and feature institute resources. These include 1) the program's primary sources; 2) articles by GLI historians that apply to the institute's content; 3) GLI's institute-related lesson plans 4) links to our topical GLI online courses, including our American Immigration History course; and 5) links to locations participants will be visiting. This webpage will be open to all teachers, including the 82,000 teachers nationwide represented by our Affiliate Schools. The selection committee will consist of Jane Hong, Project Director; Tim Bailey, GLI Director of Curriculum Development and Instructional Design; Karalee Nakatsuka, grade 6-12 Leader; and John McNamara, a GLI Project Consultant with 26 years' experience designing and leading teacher PD sessions on U.S. history and effective pedagogical strategies. They will seek applicants who demonstrate a strong interest in American history, a need for PD, a plan showing that what they gain will have a direct impact on their students, a commitment to professional growth, and a desire to translate new knowledge into effective classroom practice. Applicants' schools will be added to GLI's Affiliate School network and will receive free classroom resources monthly. Applicants not accepted will be notified about GLI's Teacher Seminars and other PD programs. GLI will communicate logistical information to participants via email, on the dedicated website, and by phone prior to the program's start. On location, Jane Hong, the Teaching Assistant, and Karalee Nakatsuka will be available by phone, email, and in person. A contact sheet will also be provided with project team and campus phone numbers.

Dissemination: We are committed to supporting the American history content and pedagogy needs of the institute participants as well as teachers nationwide. Given this, we will conduct the following dissemination activities.

1) Project Director Jane Hong will conduct a follow-up online PD session open to participants as well as all grade 6-12 teachers in our Affiliate School Program (33,000 schools). Taking place at the beginning of the 2024-2025 school year, the program will build upon the larger historical content and pedagogy themes of the institute.

2) Our grade 6-12 Leader will conduct an online workshop on how to use two *Spotlight on Primary Sources* websites GLI will create that will highlight significant primary sources from the program. This will be available for institute participants as well as teachers in all states, including those that now have an AAPI requirement. Each Spotlight provides explanatory text, a transcript, and an image of the featured document, combined with questions for teachers to use to launch classroom discussions.

3) GLI will repeat its 2021 summer institute strategy to ensure that resources from this institute reach teachers beyond the program's participants. We will make the program's lesson plans, primary sources from our Collection, and other online resources available on the program's webpage. It will be open to participants and non-participants. GLI already disseminates its pedagogy and American history resources on its website, which welcomed three million unique visitors in 2022. The site offers a wide range of resources, including access to the Gilder Lehrman Collection's catalog of more than 85,000 primary sources, as well as historians' lectures, videos, timelines, lesson plans, online exhibitions, lesson plans, student activity sheets, and PD courses.

4) We will make our lesson plans covering the seminar topic available for free to our entire Affiliate School network of 33,000 schools.

ATTACHMENT 2: ACADEMIC SCHEDULE

PACIFIC CROSSINGS: ASIAN AMERICANS AND PACIFIC ISLANDER HISTORIES, 1870S TO THE PRESENT

JULY 7-20, 2024

OCCIDENTAL COLLEGE, LOS ANGELES, CA

DIRECTOR

Jane Hong, *Associate Professor of History, Occidental College*

6-12 LEADER/COORDINATOR

Karalee Wong Nakatsuka, *First Avenue School, Arcadia Public Schools, CA*

GUEST SCHOLARS

Alfred Peredo Flores, *Assistant Professor of Asian American Studies, Harvey Mudd College*

Seema Sohi, *Associate Professor of Ethnic Studies, University of Colorado*

Renee Tajima-Pena, *Professor of Asian American Studies, UCLA*

JoAnna Poblete, *Professor of History, Claremont Graduate School*

Thuy Vo Dang, *Assistant Professor of Information Studies, UCLA*

Susie Woo, *Professor of American Studies, CSU-Fullerton*

Ellen D. Wu, *Associate Professor of History, Indiana University*

COMMUNITY ACTIVISTS/LEADERS

Asad Dandia, *New York City-based activist*

Grace Lee, *Filmmaker*

Kiki Rivera, *Empowering Pacific Islander Communities (EPIC)*

ADMINISTRATIVE ASSISTANT

Thea Wilson, *History Student, Occidental College*

INTRODUCTION

This institute will focus on the histories and experiences of Asian Americans and Pacific Islanders in the United States between the 1870s and the present. It shifts the focus of American history to Asia and the Pacific World and equips educators to put European and African migrations and histories centered around the Atlantic Ocean in conversation with the historical legacies of Asian and Pacific Islander experiences and migrations across the Pacific. This Pacific reframing reveals the importance of U.S. expansion and empire in the Pacific and American militarism in shaping U.S. migration and ethnic/racial histories. It also complicates traditional understandings of race in America through a Black-white racial binary, which have become increasingly ill-suited to the complex demographics of a multiracial—Asian, Pacific Islander, Latinx, indigenous, and Black—America. While the seminar focuses on the experiences of AAPI throughout the country, it will use Southern California as an extension of the classroom, with special outings to museums, archives, and historic sites to supplement in-class lessons and discussions. In the process, seminar participants will analyze the past – and representations of the

past – in ways that give meaning to the present. The goal throughout will be to provide teachers with a wealth of knowledge and resources to integrate creatively and organically in the middle and high school classroom.

REQUIRED READINGS

Books and articles to be read in advance (additional primary documents posted on the GLI Learning Management System)

- Catherine Ceniza Choy, *Asian American Histories of the United States* (New York: Beacon Press, 2022).
- Gilder-Lehrman Institute of American History Lesson Plans (New York, 2023).
- JoAnna Poblete, “Bridging Indigenous and Immigrant Struggles: A Case Study of American Sāmoa,” *American Quarterly* 62, no. 3 (2010): 501–22.
- Christen Tsuyuko Sasaki, “Threads of Empire: Militourism and the Aloha Wear Industry in Hawai’i,” *American Quarterly* 68, no. 3 (2016): 643–67.
- Paul Spickard, *Pacific Diaspora: Island Peoples in the United States and Across the Pacific* (Honolulu, HI: University of Hawaii Press, 2002), Introduction.

SCHEDULE

Sunday, July 7: Orientation and Opening Pedagogical Discussion

Learning Outcomes:

- Identify and assess some of the main themes in public-facing portrayals and histories of Asian Americans.
- List current challenges facing history education in elementary and middle schools.
- Introduce some of the limitations and challenges of the “AAPI” category.

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| 1:00 – 5:30 P.M. | Check-in and Registration, Occidental College |
| 6:00 – 7:30 P.M. | Dinner Introductions and Opening Discussion: The State of History Education in Elementary and Middle Schools |
| 7:30 – 9:30 P.M. | Screening and Discussion: <i>Asian Americans</i> (PBS), clips |

Monday, July 8: Unpacking and Introducing “AAPI” Histories

Learning Outcomes:

- Understand the Pacific World context and the major themes that connect Asian American and Pacific Islander histories.
- Discern some of the major differences between Asian American and Pacific Islander histories that problematize the category of “AAPI.”

- Consider strategies for incorporating AAPI histories and topics into existing lesson plans.
- Practice methods for Teaching Literacy through History (TLTH).

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| 9:00 – 9:30 A.M. | Warm-Up Discussion: Goals & Themes for the Institute |
| 9:30 – 11:00 A.M. | Lecture and Discussion: “Peoples across the Pacific” (Jane Hong and Alfred Peredo Flores) |
| 11:15 A.M. – 12:15 P.M. | Overview of Lesson Plan Project (Karalee Wong Nakatsuka) |
| 12:30 – 1:30 P.M. | Lunch |
| 1:45 – 3:00 P.M. | Pedagogy Session: Overview of Teaching Literacy through History (TLTH); Lesson Plans for Asian American and Pacific Islander Histories (Karalee Wong Nakatsuka) |
| 3:30 – 4:45 P.M. | Presentation, Discussion and Q&A: “Who are Pacific Islander Communities?” (Kiki Rivera of Empowering Pacific Islander Communities) |
| Evening | Dinner and Optional Work/Library Time |

Tuesday, July 9: The Rise of Chinese Exclusion and U.S. Pacific Empire, 1870s-1880s

Learning Outcomes:

- Connect the rise of Chinese migrant labor in the U.S. mainland and U.S. economic expansion into the sovereign kingdom of Hawai’i as rooted in the post-Civil War problem of “labor”
- Understand how the rise of Chinese exclusion in the United States fit within a global history of anti-Chinese movements.
- Explain how the rise of Chinese exclusion helped transform the US into a gatekeeping state and set the stage for general Asian exclusion.

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| 9:00 – 9:30 A.M. | Warm-Up Discussion |
| 9:30 – 11:00 A.M. | Lecture and Discussion: “Chinese Labor and Exclusion in the Age of Abolition” (Jane Hong) |
| 11:15 – 11:45 A.M. | Classroom Application and Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka) |
| 12:00 – 1:00 P.M. | Lunch |
| 1:15 – 1:45 P.M. | Travel to the Chinese American Museum (425 N Los Angeles St.) |

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| 2:00 – 4:30 P.M. | Visit to the Chinese American Museum |
| Evening | Dinner and Optional Work/Library Time and Lesson Plan Consultations with Karalee Wong Nakatsuka |
| 7:30 – 8:30 P.M. | Screening of <i>An Act of War</i> (1993) |

Wednesday, July 10: Connecting Asian American and Pacific Islander Histories via U.S. Empire

Learning Outcomes:

- Understand the Spanish-American War's role in expanding the United States' Pacific Empire.
- Explain the importance of the Insular Cases in creating the category of "American national" as a legal status that included Filipinos and Pacific Islanders.
- Identify US colonization and imperial expansion as the primary mechanisms whereby Filipinos and Pacific Islanders came to be part of the U.S. empire.
- Consider how to incorporate Pacific Islanders into discussions of U.S. Pacific empire and the aftermath of the Spanish-American War.

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| 9:00 – 9:30 A.M. | Warm-Up Discussion |
| 9:30– 10:45 A.M. | "U.S. Empire in the Pacific: The Case of Hawai'i" (JoAnna Poblete) |
| 11:00 A.M. – 12:00 P.M. | Classroom Application and Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka) |
| 12:15 – 1:15 P.M. | Lunch |
| 1:30 – 3:00 P.M. | Pedagogy Session: Lesson Plans for the Annexation of Hawai'i and the Spanish-American War (Karalee Wong Nakatsuka) |
| 3:15 – 3:45 P.M. | Classroom Application and Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka) |
| 3:45 – 4:45 P.M. | Work/Library Time and Optional Lesson Plan Consultations (Karalee Wong Nakatsuka) |
| Evening | Dinner and Optional Work/Library Time |

Thursday, July 11: World War I Revolutions and the Rise of “Asiatic” Exclusion

Learning Outcomes:

- Explain the different factors that contributed to the expansion of Asiatic exclusion in the US.
- Discuss the ambivalent place of Indians and South Asians in the category of “Asian American.”
- Consider ways to connect Asian American experiences throughout the wider U.S. empire in histories of the World War I and interwar periods.

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| 9:00 – 9:30 A.M. | Warm-Up Discussion |
| 9:30 – 11:00 A.M. | Lecture and Discussion: “Echoes of Mutiny: Indians and the Rise of Asiatic Exclusion” (Seema Sohi) |
| 11:15 A.M. – 12:00 P.M. | Classroom Application and Small Group Discussion (Seema Sohi and Karalee Wong Nakatsuka) |
| 12:15 – 1:15 P.M. | Lunch |
| 1:30 – 3:00 P.M. | Pedagogy Session: Lesson Plans for World War I and the Rise of Asiatic Exclusion (Karalee Wong Nakatsuka) |
| 3:15 – 3:45 P.M. | Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka) |
| Evening | Optional Work/Library Time and Dinner |
| 7:30 – 8:30 P.M. | Screening of <i>Asian Americans</i> (PBS), “A Question of Loyalty” (2020) on Japanese American Incarceration during World War II |

Friday, July 12: World War II in the Pacific

Learning Outcomes:

- Contextualize the December 1941 Japanese attack on Pearl Harbor as part of a multi-pronged, coordinated campaign against U.S. imperial territories in the Pacific.
- Consider how to teach the World War II incarceration of Japanese Americans using personal/family narratives and multimedia that cultivate historical empathy.
- Discuss strategies for incorporating Pacific Islander histories in discussions of World War II.

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| 9:00 – 10:15 A.M. | Lecture and Discussion: “World War II in the Pacific” (Alfred |
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Peredo Flores)

- 10:30 – 11:30 A.M.** Panel Discussion and Q&A with Renee Tajima-Pena, showrunner of PBS’ *Asian Americans*, and Jane Hong, who appeared in episode 2 on Japanese American Incarceration
- 11:45 A.M. – 12:30 P.M.** Lunch
- 12:40 – 1:10 P.M.** Travel to Japanese American National Museum (JANM), Little Tokyo, Los Angeles
- 1:20-4:45 P.M.** Visit to Japanese American National Museum. The visit will include a 45-minute session on using primary sources in the classroom.
- Evening** Dinner in Little Tokyo and show at East West Players Theater (optional)

Saturday, July 13:

- 10:30 A.M. – 3:00 P.M.** Visit to Pacific Island Ethnic Art Museum, Long Beach, CA (optional); Lunch in Cambodian Town, Long Beach

Monday, July 15: Winning “Hearts and Minds”: The U.S. Cold War in the Pacific

Learning Outcomes:

- Detail how the Korean War produced gendered migrations of women and children to the US.
- Consider the role of Cold War culture and cultural productions in shaping Asian and Asian American experiences.
- Discuss how debates over Hawaiian statehood exposed fundamental differences between Asian American and Pacific Islander histories, illustrating some of the challenges of the “AAPI” category.

- 9:00 – 9:30 A.M.** Warm-Up Discussion
- 9:30 – 11:00 A.M.** “Framed by War: Korean War Brides and Adoptees” (Susie Woo)
- 11:15 – 11:45 A.M.** Strategies for Teaching about Cold/Korean War Migrations (Susie Woo and Karalee Wong Nakatsuka)
- 12:00 – 1:00 P.M.** Lunch
- 1:15 – 3:15 P.M.** Screening and Discussion: *Hawaii: A Voice for Sovereignty* (2011) (Jane Hong)

3:30 – 4:00 P.M. Classroom Application and Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka)

Evening Dinner and Optional Work/Library Time and Lesson Plan Consultations with Karalee Wong Nakatsuka

Tuesday, July 16: 1960s Movements and Revolutions

Learning Outcomes:

- Detail how Asian Americans participated in Black freedom struggles and other 1960s civil rights movements.
- Discuss how the Asian American Movement gave rise to a transnational pan-Asian identity in solidarity with racialized peoples in the US and Asia.
- Describe the model minority trope and its implications for Asian American solidarity with other communities of color.

9:00 – 9:30 A.M. Warm-Up Discussion

9:30 – 11:00 A.M. Lecture and Discussion: “Asian Americans in 1960s Movements for Freedom and Civil Rights” (Ellen Wu)

11:15 A.M. – 12:00 P.M. Strategies for Teaching about 1960s Asian American Movements and the Model Minority (Ellen Wu and Karalee Wong Nakatsuka)

12:15 – 1:15 P.M. Lunch

1:30 – 3:00 P.M. Pedagogy Session: Lesson Plans on Asian Americans and Civil Rights (Karalee Wong Nakatsuka)

3:15 – 4:30 P.M. Lesson Plan Workshop by Grade Level

Evening Dinner and Optional Work/Library Time

6:30 P.M. – 8:00 P.M. Visit to a local exhibit on the 1968 Asian American Movement (optional)

Wednesday, July 17: Post-1965 Asian Immigration & Post-Vietnam Refugee Migrations

Learning Outcomes:

- Identify the historical events that made 1965 an important turning point in the history of Asian immigration.
- Distinguish refugee migration from traditional understandings of immigration as voluntary.

- Detail the factors that led to displacement of Southeast Asian migrants before, during, and after U.S. wars in Vietnam, Cambodia, and Laos.

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| 9:00 – 10:00 A.M. | Warm-Up Discussion: Post-1965 Asian Migrations (Jane Hong) |
| 10:15 – 11:30 A.M. | Lecture and Discussion: “Stories from the Archives: Southeast Asian Refugees in Orange County, CA” (Thuy Vo Dang) |
| 11:45 – 12:15 P.M. | Classroom Application and Small Group Discussion (Thuy Vo Dang) |
| 12:30 – 1:45 P.M. | Lunch (brown bag to go) and Travel to the Southeast Asian Archive at UC-Irvine |
| 2:00 – 4:30 P.M. | Visit the Southeast Asian Archive at UC-Irvine (with Southeast Asian Archive specialists) |
| Evening | Dinner at the Little Saigon Night Market and Optional Work/Library Time and Lesson Plan Consultations with Karalee Wong Nakatsuka |

Thursday, July 18: Racial Violence and Asian America: Chol Soo Lee, Vincent Chin, and 1992 Los Angeles

Learning Outcomes:

- Explain Asian American resistance to anti-Asian racism and violence.
- Identify the causes and consequences of the 1992 Los Angeles uprising.
- Discuss how to teach difficult topics involving anti-Asian violence and racism in ways appropriate for grade 6-12 classrooms.

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| 9:00 – 9:30 A.M. | Warm-Up Discussion |
| 9:30 – 11:00 A.M. | Lecture and Discussion: “Asian Americans and Their Allies Combat Anti-Asian Racism and Violence” (Jane Hong) |
| 11:15 – 11:45 P.M. | Strategies for Teaching about Anti-Asian Racism and Violence (Jane Hong and Karalee Wong Nakatsuka) |
| 12:00 – 1:00 P.M. | Lunch |
| 1:15 – 2:45 P.M. | Screening and Meet the Director: <i>K-TOWN '92</i> (Grace Lee); Demonstration of Interactive Website https://www.ktown92.com/ |
| 3:00 – 4:00 P.M. | Classroom Application and Small Group Discussion (Jane Hong and Karalee Wong Nakatsuka) |

Evening Dinner and Optional Work/Library Time and Lesson Plan
Consultations with Karalee Wong Nakatsuka

Friday, July 19: The War on Terror: Post-9/11 Crises

Learning Outcomes:

- Detail how September 11th led to the rise of racial violence and Islamophobia targeting South Asian Americans.
- Explain how U.S. government crackdowns on undocumented migrants and migrants with criminal records have led to a deportation crisis affecting Asian Americans and Pacific Islanders.

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| 9:00 – 9:30 A.M. | Warm-Up Discussion |
| 9:30 – 11:00 A.M. | Presentation and Discussion: “AAPI Communities and the Post-9/11 U.S. War on Terror” (Asad Dandia) |
| 11:15 A.M. – 12:00 P.M. | Strategies for Teaching Post-9/11 Histories (Jane Hong) |
| 12:15 – 1:15 P.M. | Lunch |
| 1:30 – 4:00 P.M. | Lesson Plan Presentations (grade-level groups and share out) |
| 4:15 – 5:00 P.M. | Closing Discussion: The State of History Education in Elementary and Middle Schools Revisited |
| Evening | Dinner and Travel Preparations |

Saturday, July 20: Checkout

Gilder Lehrman Institute of American History
“Pacific Crossings: Asian American and Pacific Islander Histories, 1870s to the Present”
2024 Summer Institute
Work Plan

Introduction

This institute, designed especially for grade 6-12 teachers, will explore the intersection of the immigrant/migrant and racialized experiences of Asian and Pacific Islander populations. The institute will feature leading scholars on the topic as well as representatives from these communities, thereby letting the Asian and Pacific Islanders who made and are making history share their own history. The institute will also recognize the resilience and honor the accomplishments of these groups.

Framed most broadly, shifting the focus of American history to Asia and the Pacific world equips educators to put European and African histories centered around the Atlantic Ocean in conversation with the historical legacies of Asian and Pacific Islander experiences and migrations across the Pacific. The institute’s Pacific framing accomplishes several additional intellectual and pedagogical goals. First, it reveals the importance of U.S. expansion and empire in the Pacific and American militarism in shaping U.S. migration and ethnic/racial histories. The role of Asian and Pacific Islander peoples in shaping the history of America’s emergence as an imperial global player from the Spanish-American War (1898) through the present has been largely overlooked. Second, it complicates traditional understandings of race in America through a Black-White racial binary, which has become increasingly ill-suited to the complex demographics of a multiracial—Asian, Pacific Islander, Latino/a, Indigenous, Black, and White—America. Diverse migrations stemming from U.S. Pacific expansion; Cold War conflicts including the Korean War and Vietnam War; and growing economic entanglement and globalization have completely transformed the U.S. electorate and society over the past half-century and more. The early United States might trace its roots to the Indigenous peoples, followed by Europe, Africa, and the Atlantic world, but after the Civil War, the United States grew its global empire in Asia and the Pacific world. This had indelible consequences for Asian and Pacific Islander peoples throughout the region and the United States itself.

2023

October-November

- Project Director, Program Manager, and Grant Administrator attend NEH Kick-Off Meeting
- Develop program announcement language and recruitment outreach materials

December

- December 1: Program announcement web page goes live
- The application link on the webpage goes live
- Gilder Lehrman working with Wizehive (technology consultant) on sign-in for the website portal

2024

January

- Wizehive application management process activated
- Update institute schedule as needed
- Program staff coordinate with scholars to guide them in content/production needs
- Begin Incorporating replacement director into selected program planning meetings
- Assess registration and develop marketing/outreach strategy as needed

January-April

- Finalization of institute content

February

- Online project team meeting with NEH

March

- March 1: Application deadline. All applications submitted via program webpage
- Selection committee reviews applications

April

- April 1: Notification of accepted, not selected, and waitlisted teachers by email
- April 15: Successful applicants must accept or decline their offer
- Learning Management System for program goes live
- Information is shared with successful applicants regarding travel arrangements and institute schedule

May

- May 1: Information is shared with participants regarding readings, and syllabus; list of other participants; description of resources, community information
- Shipment of hard course materials
- Stipends mailed out

June

- By June 1: Submit “Education Participant Selection Report” in eGMS reach ● Any online course readings made available

July

- July 7-20, 2024: Summer Institute launches
 - Jane Hong, the Teaching Assistant, and Karalee Nakatsuka will be available by phone, email, and in person for any questions/guidance participants need
 - Over the course of the two weeks, each participant will prepare a Teaching Literacy through History (TLTH) lesson plan that incorporates primary sources, historical evidence, and the institute’s pedagogical methods. Teachers will present their lessons on the final day of the institute. Time will be set aside to meet with the K-8 Leader regarding lesson plan projects.
- Certificates mailed to participants the week after the Institute

- Evaluation tool distributed to participants in the week following the Institute

September-October

- Project Leader Jane Hong conducts a follow-up online PD session open to all teachers that builds upon the larger historic content and pedagogy themes of the institute.
- Our grade 6-12 Leader will conduct an online workshop on how to use two online *Spotlights on Primary Sources* GLI will create that will highlight significant primary sources from the program. This will be available for institute participants as well as teachers in all states that now have an AAPI requirement. Each Spotlight provides explanatory text, a transcript, and an image of the featured document, combined with questions for teachers to use to launch classroom discussions.
- Learning management system used to engage participants in conversations about classroom use of institute content
- Make the program's lesson plans available to our 33,000 Affiliate Schools
- Adding to and updating the GLI webpage on the program topic with primary sources from our Collection, lesson plans and other online resources.

November-December

- Track use of the program webpage as well as seek feedback from teachers on their ability to use the resources and any additional resource needs we can address
- Conclude longer-term post-program evaluation of summer institute impact

2025

January

- 12/31: Complete/Submit Annual Performance Project Report and Financial Report

JANE H HONG
1600 Campus Road, Los Angeles, CA 90041
(b) (6) / janehong@oxy.edu

EMPLOYMENT

- 9/2020- Associate Professor, Department of History, **Occidental College**, Los Angeles, CA
- 9/2014-9/2020 Assistant Professor, Department of History, **Occidental College**, Los Angeles, CA
- 9/2013-9/2014 Assistant Professor, Department of History, **Seton Hall University**, South Orange, NJ

EDUCATION

Ph.D., History, Harvard University, Cambridge, MA, 2013

A.M., History, Brown University, Providence, RI

B.A., History, Yale University, New Haven, CT

- *Magna cum laude*, Distinction in the Major

PUBLICATIONS

Books

- (b) (4)
- *Opening the Gates to Asia: A Transpacific History of How America Repealed Asian Exclusion* (University of North Carolina Press, 2019)

Peer-Reviewed Journal Articles

- “The Asian American Movement and the Church,” *Journal of Asian American Studies* 25:1 (February 2022): 63-95.
- “In Search of a History of Asian American Evangelicals,” *Religion Compass* (Dec. 2019): 1-9.
- “‘A Cross-Fire between Minorities’: Black-Japanese Relations and the ‘Empire Quota’ in the Postwar Movement to Repeal Asian Exclusion,” *Pacific Historical Review* 87:4 (Fall 2018): 667–701.
- “Manila Prepares for Independence: Filipina/o Campaigns for U.S. Citizenship and the Reorienting of American Ethnic Histories,” *Journal of American Ethnic History* 38:1 (Fall 2018): 5-33. *Winner of the 2017-2018 Qualey Memorial Award for best article published in 2017 and 2018 from the Immigration and Ethnic History Society*

Special Journal Issues

Co-editor, “Conservatisms and Fascisms in Asian America,” *Amerasia Journal* (Winter 2023).

Peer-Reviewed Reference Publications

- “The Origins and Construction of Korean America: Immigration before 1965,” in *Brill Companion to Korean American Studies*, eds. Shelley Lee and Rachael Joo (Leiden, Netherlands: Brill Press, 2018), 3-20.
- “The Repeal of Asian Exclusion,” in *Oxford Research Encyclopedia in American History*, ed. Jon Butler (New York: Oxford University Press, 2015).
- “The 1952 McCarran-Walter Act” and “Asian American Views of Incarceration,” in *Densho Encyclopedia of Japanese American Incarceration* (electronic), Japanese American Legacy Project, Seattle, Washington, Fall 2012.

Textbooks

- “Korean Americans,” *UCLA Asian American Pacific Islander Media Textbook* (forthcoming).
- “The Movement to Repeal Asian Exclusion,” *Major Problems in Asian American History*, 2nd edition (Boston: Cengage, 2015), 295-299.

Public Scholarship

- “The L.A. Uprising Sparked an Evangelical Racial Reckoning” (“Made by History” column), *Washington Post*, April 29, 2022.
- “What the Election of Asian American GOP Women Means for the Party,” *Washington Post*, March 8, 2021.
- “The Law That Made America Diverse” (op-ed marking the 50th anniversary of the 1965 Immigration Act), *Los Angeles Times*, October 2, 2015.

Publications on Teaching

- “The History of U.S. Immigration Laws,” *History Now* (New York: The Gilder-Lehrman Institute of American History), October 2018.

FELLOWSHIPS & PROFESSIONAL SERVICE

2021-present Editorial Board, *Journal of American History*

2021-present Public Fellow, Religion and Renewing Democracy Initiative, PRRI

2021-2022 Visiting Scholar Fellowship, Institute of American Cultures, UCLA

2021-2022 Sabbatical Grant for Researchers, Louisville Institute

2020-present Scholarly Advisory Board, Gilder-Lehrman Institute of American History

2020-present Executive Board Member, Immigration and Ethnic History Society

RECENT MEDIA ENGAGEMENT

- Consultant, *Finding Your Roots with Henry Louis Gates, Jr.*, David Chang, PBS, 2021.
- On-Air Interviewee, *Far East Deep South*, PBS (World) documentary, 2021.
- Interviewee, *Asian Americans*, PBS docuseries, 2020.
- KPCC Take Two, “The Roots of Anti-Asian Violence are in California,” April 14, 2021.
- Featured Guest, “Quick to Listen” podcast, “What Unites Asian American Christians,” *Christianity Today*, March 24, 2021.
- KPCC Airtalk, “What will the Covid-19 pandemic’s impact be on the generations that emerge from it?” December 30, 2020.

Alfred P. Flores

Intercollegiate Department of Asian American Studies
Harvey Mudd College

301 Platt Blvd., Claremont, CA 91711

Email: alflores@hmc.edu | (b) (6)

EDUCATION

Ph.D. History – University of California, Los Angeles, 2015

Graduate Certificate in Asian American Studies – University of California, Los Angeles, 2011

M.A. History – University of California, Los Angeles, 2010

M.A. Public History – University of California, Riverside, 2006

B.A. History and Minor in Political Science – University of California, Riverside, 2004

A.A. Liberal Arts – College of the Desert, 2001

PROFESSIONAL APPOINTMENTS

Assistant Professor Harvey Mudd College – Intercollegiate Department of Asian American Studies (Fall 2018 – Present).

Assistant Professor Riverside City College – Department of History, Philosophy, Humanities, & Ethnic Studies (Spring 2017 – Summer 2018).

Visiting Assistant Professor Pitzer College – Critical Global Studies (Spring 2016).

PUBLICATIONS

Books

Tip of the Spear: Land, Labor, and U.S. Settler Militarism in Guåhan (Ithaca: Cornell University Press, 2023) [Release Date September 2023].

Peer Reviewed Articles

Juliann Anesi, Alfred P. Flores, Brandon Reilly, Christen Sasaki, Kēhaulani Vaughn, and Pualani Warren, “(Re)centering Pacific Islanders in Trans-Pacific Studies: Transdisciplinary Dialogue, Critique, and Reflections from the Diaspora,” in *Critical Ethnic Studies Journal* 7, no. 2 (Fall 2022).

“U.S. Colonial Education in Guam, 1899 – 1950,” in *Oxford Research Encyclopedia of American History*. Oxford University Press (March 2019).

“‘No Walk in the Park’: U.S. Empire and the Racialization of Civilian Military Labor in Guam, 1944-1962” in *American Quarterly* 67, no. 3 (2015): 813-835.

Book Chapters & Essays

“Mapping Chamoru Communities in Southern California,” in *Detours Guåhan*, eds. Ken Gofigan Kuper, Kisha Borja-Quichocho-Calvo, and Tiara Na’puti (forthcoming with Duke University Press).

Juliann Anesi, Alfred P. Flores, Brandon J. Reilly, and Kēhaulani Vaughn, "Oceanic Activism: A Talanoa on Land, Love, and Resistance," in *Okinawan Journal of Island Studies* 4 (Forthcoming March 2023).

"Alfred & Minu: A Cold War Family Story," in *Amerasia Journal* 47, no. 2 (2021): 245-248.

"Pathways, Pedagogy, and Pacific Islander Studies," in *Amplified Voices, Intersecting Identities: First-Gen PhDs Navigating Institutional Power in Early Academic Careers*, Volume 2, eds. Jaye Sablan and Jane Van Galen (Leiden: Brill | Sense, 2020).

AWARDS/HONORS, FELLOWSHIPS, AND RESEARCH GRANTS

Fellowships

Andrew W. Mellon Postdoctoral Fellowship: Oberlin College – Comparative American Studies, 2016-2017 (Declined).

Chancellor's Postdoctoral Fellowship: University of Illinois at Urbana-Champaign – Department of Asian American Studies, 2016-2017 (Declined).

Awards/Honors/Scholarships

Emerging Diversity Scholar: University of Michigan, National Center for Institutional Diversity, 2016-2017.

CONFERENCE ACTIVITY/COMMUNITY ENGAGEMENT

Papers Presented

"Mapping CHamoru Communities in Southern California." Presenter. Organization of American Historians, March 30, 2023. Los Angeles, CA (accepted).

Panel/Roundtable

"State of the Field: The Making of the Transpacific West." Roundtable Participant. Western History Association, October 2023. Los Angeles, CA (under review).

"Reckoning with the "US West" from Asia and Oceania." Organizer and Panelist. Western History Association, October 2023. Los Angeles, CA (under review).

"New Books in TransPacific History." Panelist. Association for Asian American Studies, April 2022. Long Beach, CA (under review).

"Resonance in the Cold War Archive." Panelist. "Thinking Its Presence Conference at Pomona College, April 1, 2023. Pomona, CA (accepted).

"Archipelago of Resettlement: Vietnamese Refugee Settlers and Decolonization across Guam and Israel-Palestine." Panelist. Association for Asian American Studies, April 16, 2022. Denver, CO.

Karalee Wong Nakatsuka

(b) (6)

EDUCATION AND CERTIFICATION

- Teacher, U.S. History and World History, First Avenue Middle School, Arcadia, CA, 1990 - Present
- Clear Crosscultural, Language and Academic Development Certificate, 2005
- Single-Subject Credential—Clear—Social Studies, University of California, Los Angeles, 1990
- M.Ed., University of California, Los Angeles, 1990
- B.A., American Studies, Occidental College, Los Angeles, CA 1989

PROFESSIONAL DEVELOPMENT

- American Immigration: History and Life, Gilder Lehrman Teacher Symposium: 2022
- The History of American Immigration Through a California Lens, Gilder-Lehrman Institute of American History workshop: 2018
- Ford's Theatre: The Seat of War and Peace, 2017
- Monticello Teacher Institute: The Barringer Research Fellowship for Teachers of American History, 2014
- Abolition and the Underground Railroad, Gilder Lehrman Summer Seminar, 2008
- We the People: The Citizen and the Constitution National Summer Institute, 2005
- American History for 21st Century Citizens: A Southern California Consortium, 2003 - 2004
- National Endowment for the Humanities Constitutional Politics Summer Teachers' Institute, 1993
- National Endowment for the Humanities Institute on the Bill of Rights, 1991

PUBLICATIONS/PRESENTATIONS

- Nakatsuka, Karalee Wong. "Anna May Wong on a Shiny US Quarter." Pasadena Star-News, Pasadena Star-News, 19 Nov. 2022, pasadenastarnew.com. Accessed 19 Nov. 2022.
- Nakatsuka, Karalee Wong, and Laurel Aguilar-Kirchhoff, *Bring History and Civics to Life: "Lessons and Strategies to Cultivate Informed, Empathetic Citizens,"* International Society for Technology in Education, 2022
- Presenter, Gilder Lehrman Teacher Symposium: American Immigration: History and Life: "Representation Matters" Gettysburg, PA, July 2022.
- Poster Session, ISTE Live, International Society for Technology in Education: "Bring History & Civics to Life: Lessons & Strategies to Cultivate Informed, Empathetic Citizens.
- Presenter, California Council for the Social Studies: "Using Technology to Bring History to Life!" Orange County, CA, March 2022
- Nakatsuka, Karalee. "Making History Come to Life: ThingLink Virtual Museums."
- *Social Studies Review, Journal of the California Council for the Social Studies: Technology in History-Social Studies Education*, California Council for the Social Studies, 2019, CCSS.org.
- Presenter, San Gabriel Valley CUE Conference: "Historical Sites: Ten Essential Websites for the History Classroom," La Puente, CA, October 2018.
- Presenter, California Council for the Social Studies Annual Conference: "Making History Come to Life: ThingLink Virtual Museums," San Diego, CA March 2018.
- Nakatsuka, Karalee. "History Comes to Life with ThingLink 360/VR Immigrant Museum." *ThingLink Education Blog*, 27 Oct. 2017,

- thinglinkblog.com/2017/10/27/history-comes-to-life-with-thinglink-360vr-immigrant-museum/.
- Presenter, California Council for the Social Studies Annual Conference: “Slavery: The Dehumanization of African Americans in the Antebellum South,” Burlingame, CA, March 2005.
- Nakatsuka, Karalee and Naomi Hood, “Slavery From the Gold Coast to the Black Belt: The Dehumanization of African Americans and its Effect on the Antebellum South,” a standards-based instructional unit. *American History for 21st Century Citizens: A Southern California Consortium*, April 2004.

HIGHLIGHTS AND SELECTED ACHIEVEMENTS

- Bracken, Kassie, et al. “What’s Actually Being Taught About U.S. History.” *The New York Times*, 22 Aug. 2022, pp. A10–A11. (Print and Multimedia piece)
- Aguilera, Jasmine, et al. “The People Who Saved a School Year.” *Time Magazine*, 2 Sept. 2021, pp. 73–90.
- Gilder Lehrman California History Teacher of the Year, 2019
- First Avenue PTSA Honorary Service Outstanding Teacher Award, 2017
- First Avenue Arcadia Rotary Teacher of the Year, Arcadia Unified School District, 1999, 2012 ● Profiles in Excellence, Arcadia Unified School District, 2001
- Magna Cum Laude, Occidental College, 1989
- Phi Beta Kappa, 1989

PROFESSIONAL SERVICE

- Arcadia Teachers’ Association Diversity, Equity, Inclusion Group, 2022
- Gilder Lehrman, Master Teacher, 2021-Present
- America250 History Education Advisory Council, 2021-Present
- Gilder Lehrman Teacher Advisory Council
- Monticello Teacher Advisory Group, 2021-Present
- iCivics Educator Network, 2020-Present
- Arcadia Unified Common Core Collaboration Group Facilitator, 2017-Present
- Ronald Reagan Student Leadership Program Curriculum Advisory Board, 2013
- History Department Coordinator, 2003-Present
- History/Social Studies Curriculum Committee, Arcadia Unified School District, 2005 - 2006; 2000 - 2001
- Eighth Grade Team Leader, 1992-2006

COMMUNITY SERVICE

- Alhambra True Light Presbyterian Church Adult Education Facilitator, 2006-Present
- First Avenue PTSA Scholarship Committee, 2017, 2019
- Girl Scout Troop #16575 Troop Cookie Chair & parent volunteer, 2014-Present
- Playa del Rey Elementary School Booster Club Parent Liaison & Secretary, 2006 - 2016
- Vacation Bible School Teacher, Alhambra True Light Presbyterian Church, August 2003 - 2020
- First Avenue Middle School Sunshine Committee Chair, 1995 - present

JoAnna Poblete, Ph.D.

ACADEMIC POSITIONS

John D. and Lillian Maguire Distinguished Professor in the Humanities, Claremont Graduate University, *July 2022 to the present*

Chair, Department of History, Claremont Graduate University, *July 2022 to the present*

Professor, Department of History, Claremont Graduate University, *July 2021 to the present*

Associate Professor, Department of History, Claremont Graduate University, *July 2015 – June 2021*

Assistant Professor, Department of History, University of Wyoming, *August 2009 – 2015*

Affiliate Assistant Professor, Global and Area Studies Program, University of Wyoming, *October 2010 – June 2015*

Visiting Lecturer, Asian American Studies, University of California Los Angeles, *Fall 2008*

Carolina Postdoctoral Scholar, Department of History, University of North Carolina Chapel Hill, *2006 – 2008*

EDUCATION

Doctorate of Philosophy, *September 2006*, University of California at Los Angeles, Department of History, United States Field, *Dissertation Title: “Intra-Colonial Lives: Puerto Rican and Filipino sugar plantation recruits to Hawai‘i, 1900 to 1940”*

Master of Arts, *December 2002*, University of California at Los Angeles, Department of History, United States Field

Bachelor of Arts, *June 1997*, University of California at Davis: History major, Asian American Studies minor, *Undergraduate Honors Thesis: Legacies of Nativism and Colonialism: A Study of the 1935 Repatriation Act of Pilipinos in the United States*

AWARDS AND HONORS

Fletcher Jones Foundation Research Award, *2020-2021*

Claremont Colleges Diversity and Inclusion Teaching Award, *2019*

Inaugural Best Book in History Award, Filipino Studies Caucus, Association for Asian American Studies, *2018*

International Travel Grant, University of Wyoming, *2014-2015*

Individual Research Fellowship, Wyoming Institute for the Humanities, *2014-2015*

Basic Research Grant, College of Arts and Sciences, University of Wyoming, *2014-2015*

Manuscript Subvention, University of Wyoming Office of Research and University of Wyoming Department of History, *2013*

NEH Summer Seminar, Rethinking Immigration, UCLA, *2011*

EOC/AAAS Junior Faculty Development Workshop, Penn State, *2011*

Teaching and Research Grant, American Heritage Center, University of Wyoming, *2010*

Travel Grant for Humanities Matter! conference, Wyoming Humanities Council, *2009*

Postdoctoral Award for Research Excellence, University of North Carolina at Chapel Hill, *2007-2008*

PUBLICATIONS

Books

Balancing the Tides: Marine Practices in American Sāmoa, University of Hawai‘i Press, *March 2020*
Open Access version sponsored by the Mellon Foundation Sustainable History Monograph Pilot, *December 2019*

Islanders in the Empire: Filipino and Puerto Rican Laborers in Hawai‘i, University of Illinois Press, The Asian American Experience Series, *2014*

Academic Articles

“Liminal Services: Third Spaces of Being within the United States” *Filipinx American Studies: Reckoning, Reclamation, and Transformation*, Fordham University Press, *2022*

JoAnna Poblete, Ph.D.

“American Island Empire,” *Cambridge History of America and the World*, Volume II, 2021
Women Community Warriors of St. Croix, “The Unexpected Caribbean” special issue of the *Women, Gender and Families of Color*, Volume 9, Issue 1, Spring 2021

Historical Migration revealed through a Case of Autosomal Dominant Alzheimer’s Disease, co-authored with John Ringman, M.D., *The Puerto Rico Health Sciences Journal*, September 2019

The S.S. Mongolia Incident: Medical Politics and Filipino Colonial Migration in Hawai’i, *Pacific Historical Review*, Volume 82, Issue 2, May 2013

Tenuous Colonial Leadership: Filipino and Puerto Rican local community ethnic mediators in Hawai’i, 1900-1940, *Transnational Crossroads: Remapping the Americas and the Pacific*, edited by Camilla Fojas and Rudy Gueverra, Jr., Borderlands and Transcultural Studies series, University of Nebraska Press, 2012

Bridging Indigenous and Immigrant Struggles: A Case Study of American Sāmoa, *American Quarterly*, September 2010

RECENT TALKS AND PRESENTATIONS

“Island and Ocean Flows: Oceania and Caribbean Connections and Multiplicity,” Invited Speaker for Center for the Humanities Spring Series on ““Islands as Metaphor and Method,” Wesleyan University, March 2022

“The Meanings and Managements of Fishing in the American Sāmoa Bioregion: From Fa’a Sāmoa to Washington, DC.,” paper presentation with Robert Franco and Craig Severance for the Food Sovereignty in the Pacific series, Association for Social Anthropology in Oceania, January 2022

“Comparative Racisms in Military Service: Filipino, Black, and American Indian Veterans of U.S. wars,” Anti-Asian Racism event, UC Davis History Club, May 2021

“Litigating Environmental and Health Issues of Unincorporated Territorial Status on St. Croix, U.S. Virgin Islands,” Organization of American Historians annual meeting, Chicago, April 2021

“Open Access Books: Re-Thinking the Academic Publication Process and Approached to Community Projects,” School of Arts and Humanities Forum, Claremont Graduate University, October 2020

Featured author for New Books in History Podcast, New Books Network, July 2020

“UC Davis Asian American Studies: From Past Accomplishments to A Bright Future,” featured speaker for the 50th anniversary of UC Davis Asian American Studies, November 2019

“The U.S. Empire in the Pacific and Caribbean,” Invited Speaker for the Sovereignty in the Caribbean speaker series, Penn State, April 2019

“Art, Migration, and Political Activism: Caribbean and Pacific Islander Migrants in the Pacific,” Roundtable panelist, Center for Latin@ and Latin American Studies Symposium on Justice, University of Oregon, March 2018

Pacific Wage War: Divergent Labor Standards and Minimum Wage issues in American Sāmoa, Labor and Working-Class History Association conference, June 2017

COMMUNITY ACTIVITIES & AFFILIATIONS

- Workshop leader for Orange Country/Inland Empire Filipino American National Historical Society’s Oral History Training, February 2021
- Archival Working group member, Orange Country/Inland Empire Filipino American National Historical Society, 2021 to present
- Conference Planner, Panel Mediator, and Breakout Room Leader, “Illuminating Barriers & Breaking Boundaries: Pilipinx Research for Community Transformation,” Spring 2021
- Founding member of the Orange County/Inland Empire Filipino American National History Society, 2020
- Black Scholars Award committee, 2020 to present
- Affirmative Action and Diversity Committee, chair, 2019-2020, sabbatical replacement member, Spring 2021

Seema Sohi

Associate Professor

Department of Ethnic Studies

University of Colorado, Boulder

seema.sohi@colorado.edu

PROFESSIONAL APPOINTMENTS

- **Faculty**, Department of Ethnic Studies, University of Colorado Boulder, Fall 2007-Present
- **Inaugural Associate Chair of Graduate Studies**, Department of Ethnic Studies, University of Colorado, Boulder, Fall 2015-Summer 2019

EDUCATION

Ph.D., History, University of Washington, 2008

Dissertation: *Echoes of Mutiny: Indian Anticolonialism in North America*

B.A., English & History, University of California, Santa Cruz, 1997

PUBLICATIONS (selected)

Books

Seema Sohi, *Echoes of Mutiny: Race, Surveillance, and Indian Anticolonialism in North America* (New York: Oxford University Press, 2014). India Edition published in 2014.

Peer-Reviewed Journal Articles

Seema Sohi, "Barred Zones, Rising Tides, and Radical Struggles: The Antiradical and Anti-Asian Dimensions of the 1917 Immigration Act," *Journal of American History*, September 2022.

Seema Sohi, "Surveillance and Security Regimes across the British and American Empires," *Journal of Modern European History* 16:3, August 2018.

Seema Sohi, "Sites of 'Sedition,' Sites of Liberation: Gurdwaras, the Ghadar Party, and Anticolonial Mobilization," *Sikh Formations* 10, April, 2014: 5-22.

Seema Sohi, "Race, Surveillance, and Indian Anticolonialism in the Transnational Western U.S.-Canadian Borderlands," *Journal of American History* 98, September 2011: 420-436.

Peer-Reviewed Book Chapters

Seema Sohi, "South Asian American Anticolonial Writings: Critical Reflections on Race, Empire and Migration in the United States," Josephine Lee and Julia Lee eds., *Asian American Literature in Transition* (Cambridge University Press, 2021), 54-69.

Seema Sohi, "Repressing the 'Hindu Menace': Race, Anarchy, and Indian Anticolonialism," Vivek Bald, Miabi Chatterji, Sujani Reddy, and Manu Vimalassery, eds., *The Sun Never Sets: South Asian Migrants in the Age of U.S. Power* (New York: New York Univ. Press, 2013), 50-74.

Newspapers, Online Journals, and Magazine Publications

Seema Sohi, "The Sikh American Tradition of Resilience," *Washington Post*, April 26, 2021.

Seema Sohi, "Kamala Harris and the Urgency of Now," *Women and Social Movements in the United States, 1600-2000*, volume 25, no. 1; Invited contribution on a roundtable on the election of Kamala Harris as Vice-President (March 2021), pgs. 12-15.

Seema Sohi, "From 1917 to 2017: Immigration, Exclusion, and 'National Security,'" *Tides*, May 2017.

Seema Sohi, "Anti-Immigrant Sentiments One Hundred Years Ago and Now," *Khabar*, August 2017.

Public Scholarship

Seema Sohi, *Our Stories: An Introduction to South Asian America* (Philadelphia: South Asian American Digital Archive, 2021).

**This is a book comprised of 11 chapters that detail the history of South Asians in the*

United States and is intended for high school and early college-age readers. I served as the editor of the book's first chapter titled, "Early South Asian American History: Pre-1923" (comprised on 9 short essays) and drafted the following three essays for the book:
 Seema Sohi, "Introduction to Chapter One," "The Ghadar Party," "The Komagata Maru"

WORKS IN PROGRESS

Book Manuscript

Seema Sohi, *Race Ambassadors: Civil Rights and Immigration Reform during the Cold War, 1946-1968*

Peer-Reviewed Journal Article

Seema Sohi, "From Bandung to Little Rock: Dalip Singh Saund and the Limits of Racial Liberalism," *Amerasia Journal* (forthcoming 2023).

FELLOWSHIPS, AWARDS, AND HONORS (selected)

| | |
|--|------------------------------|
| Faculty Fellowship, Center for the Arts and Humanities, University of Colorado Boulder | AY 2021-2022 |
| Winner of the University of Colorado Boulder Internal Competition for the NEH Summer Stipend | August 2020 & September 2015 |
| Leadership Education for Advancement and Promotion (LEAP), Individual Faculty Grant, University of Colorado Boulder | April 2020 |
| Distinguished Service Award <i>Ethnic Studies Department, University of Colorado</i> | May 2018 |
| Implementation of Multicultural Perspectives and Approaches in Research and Training (IMPART) Award <i>Office of Diversity, Equity & Community Engagement, Univ. of Colorado</i> | April 2014 & May 2010 |

RESEARCH AND PROFESSIONAL PRESENTATIONS (Selected)

INVITED RESEARCH PRESENTATIONS AT THE INTERNATIONAL LEVEL

"South Asian Migration in Global History," University of Victoria, BC, October 2017
 "'Hindu Conspiracies from Lahore to San Francisco: Tracing the Inter-Imperial Relations of the British and U.S. Empires,'" University of Marburg, Marburg, Germany, March 2016
 "Exclusion, Resistance, and Repression across the British and American Empires: The *Komagata Maru* in Transnational Contexts," Punjabi University, Patiala, India, December 2014
 "The *Komagata Maru* and 'The Fate of 330 Million Indians': Anticolonialism and State Repression across the British and American Empires," University of Victoria, BC, May 2014

INVITED PRESENTATIONS AT THE NATIONAL LEVEL

"The Color of Surveillance," Georgetown Law Center, Washington, D.C., June 2017
 "Forms of Sikh Anticolonial Activism and Thinking Decolonially," Sikh Studies Symposium, Religious Studies Department, UC Riverside, Riverside, California, May 2017
 "Radical Migrations: Indian Anticolonialism in North America and Across the Pacific," Indiana University, Bloomington, February 2016
 "Indian Anticolonialism in the Transnational U.S.-Canadian Borderlands," University of Washington, Seattle, May 2011

MEDIA

Featured in "Big Things You May Have Missed while Studying U.S. History," *ABC News*, May 27, 2022
 Featured in the Podcast *Sikh Archive*, "Echoes of Mutiny with Professor Seema Sohi," Jan. 17, 2021
 Interviewed on KUOW (Seattle NPR station), "Eerie Parallels between 1907 Bellingham Riots and Anti-Sikh hate in 2017," March 7, 2017

Renee Tajima-Peña
Professor of Asian American Studies, UCLA
www.reneetajimapena.com

Renee Tajima-Peña is an Academy Award-nominated filmmaker whose work focuses on Asian Americans, communities of color, immigration, gender, and social justice. Her previous films include *Who Killed Vincent Chin?*, *My America...or Honk if You Love Buddha*, *The Best Hotel on Skid Row*, *Labor Women*, *Skate Manzanar*, *The New Americans*, *Calavera Highway*, and *No Más Bebés*. She is in development with (b) (4). Her films have screened at the Cannes Film Festival, New York Film Festival, SXSW, Sundance Film Festival and the Whitney Biennial. She has been awarded the Guggenheim Fellowship, career awards from the USA Broad Fellowship, Alpert Award in the Arts for Film/Video, the Tenement Museum, Visual Communications Past/Forward Award, University Film and Video Association George Stoney Award for Outstanding Documentary Work, National Conference on Race & Ethnicity in Higher Education Suzan Shown Harjo Activist for Systemic Social Justice Award, two Peabody's, and a Dupont-Columbia Award.

Her latest production in 2021, the May 19 Project, is a social media campaign that she co-founded and coexecutive produced with the author and cultural strategist Jeff Chang. The fourteen short videos and social media assets celebrate the legacy of Asian American Pacific Islanders with other communities of color. In 2020 the multipart project *Asian Americans*, for which she is series producer, was broadcast on PBS. The first-ever television history of its kind, the 5-hour docuseries *Asian Americans* encompasses a national engagement initiative, curriculum and website, in addition to the television broadcast. She is founding producer of the creative collective Nikkei Democracy Project, and her multi-media curriculum project, *Building History 3.0*, produced with support of the National Parks Service and California Civil Liberties Education Program, is an interactive exploration of Japanese American World War II incarceration using the Minecraft online construction game.

Tajima-Peña has been deeply involved in the Asian American and independent film community as an activist, writer and filmmaker. She was the director and first paid staff-person of the New York-based media arts center, Asian Cine-Vision, and she was instrumental in the founding of the Center for Asian American Media (formerly National Asian American Telecommunications Association), the Independent Television Service, and A-Doc/Asian American Documentary Network, and served as the first Filmmaker-in-Residence at the International Documentary Association. As a writer, she was a film critic for *The Village Voice*, a cultural commentator for National Public Radio and editor of *Bridge: Asian American Perspectives*. Renee is a member of the Academy of Motion Picture Arts and Sciences Documentary Branch.

In 2005 Tajima-Peña launched the Graduate Program in Social Documentation at the University of California at Santa Cruz. She currently teaches social documentary at UCLA, where she is a professor of Asian American Studies, the director of the Center for EthnoCommunications and holds the Alumni and Friends of Japanese American Ancestry Endowed Chair.

Selected Filmography:

2021: Co-Founder/Co-Executive Producer, "May 19 Project," a social media campaign of fourteen short videos and social media assets that amplify the legacy of Asian American Pacific Islander solidarity with other communities. The campaign was launched on May 19, 2021 the shared birthday of Yuri Kohima and Malcolm X and rolled out for fourteen days during Asian Pacific Islander Heritage Month.

www.seeusunite.org

2020: Series Producer & Showrunner, "Asian Americans," 5-part docuseries and public media initiative about the Asian experience in the U.S. produced in association with the Center for Asian American Media, WETA, the Independent Television Service and Flash Cuts. Broadcast on PBS May 2020.

2019: Project Director, "Building History 3.0," multi-media curriculum and interactive exploration of the World War II experience of Japanese American incarceration using Minecraft, supported by the National Parks Service and California Civil Liberties Education Program. www.buildinghistoryproject.com

2016-19 "Nikkei Democracy Project" collective of artists and activists using video, art, and social media to capture the power of the Japanese American imprisonment story and expose current threats to the Constitutional rights of targeted Americans.

2016: Director/Producer, "No Más Bebés?" feature documentary about the coercive sterilization of Mexican American women at Los Angeles county hospital, and the campaign for justice that resulted. Broadcast on PBS "Independent Lens" in 2016

2010: Co-Producer, "God Willing," HD video, 73 min. feature version, 60 min. broadcast version. Documentary directed and produced by Evangeline Griego about families in search of children who have disappeared into a Bible-based cult. Broadcast on PBS NETA.

2009: Executive Producer, "Whatever It Takes," HD video, 93 min. feature version, 60 min. broadcast version. Documentary directed and produced by Christopher Wong about the first year of an innovative new public high school in the Bronx. Broadcast nationally on PBS "Independent Lens"

2008: Director/Producer, "Calavera Highway," "P.O.V." 83:00, 2008, two brothers carry their mother's ashes back to the Texas borderlands and uncover their family secrets.

2004: Co-executive producer and episode director, "Journey Home," video essays on identity from Asian American, African American and Mexican American diasporic perspectives

2004: Director, "Mexico Story" follows the migration of a meat-packing family from Guanajuato Mexico to Kansas for the seven-hour The New Americans series, produced by Steve James and Gordon Quinn, Kartemquin Films.

2002: Producer/Director/Co-Videographer, "Labor Women," 35:00, on a new generation of Asian American women union activists. Premiered at Pacific Film Archives and Outfest.

2001: Director/Videographer, "Skate Manzanar." Collaboration with Martin Wong and Michael Louie of Giant Robot on a skateboarding journey through the Manzanar World War II internment camp site, 6:00, Bellevue Art Museum.

1998: Producer/Director/Writer, "The Last Beat Movie," Sundance Channel, 60:00, road documentary search for the last Beat poets. Premiere at the Los Angeles County Museum of Art.

1997: Producer/Director/Writer, "My America ...or Honk if You Love Buddha," PBS, 60:00, follows the filmmaker's cross-country search for Asian American identity. Premiered at Sundance Film Festival.

1993: Senior Producer/Segment Director, "Declarations: All Men Are Created Equal?," 60:00, video essays on democracy in the U.S., PBS

Thuy Vo Dang, Ph.D.
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University of California, Los Angeles Los Angeles, CA 90095
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website: thuyvodang.com

Curriculum Vitae

Education

Ph.D. Ethnic Studies, University of California, San Diego, La Jolla, California, 2008
M.A. Ethnic Studies, University of California, San Diego, La Jolla, California, 2003
B.A. Asian American Studies and English, Scripps College, Claremont, California, 2001

Professional Experience

2013-2022 Curator for the Southeast Asian Archive, University of California Irvine Libraries
2011-2013 Project Director, Vietnamese American Oral History Project, University of California Irvine
2008-2011 Adjunct Professor: University of California, San Diego Ethnic Studies Department; University of California, Los Angeles Asian American Studies Department; Loyola Marymount University American Cultures Program; University of California, Irvine Asian American Studies Department

Select Publications

Elaine Lewinnek, Gustavo Arellano, and Thuy Vo Dang (2022) *A People's Guide to Orange County*. Berkeley: University of California Press.

Thuy Vo Dang, Linda Trinh Vo, and Tram Le (2015) *Vietnamese in Orange County*, Charleston, South Carolina: Arcadia Publishing.

Julia Huỳnh, Phuc Duy Nhu To, Cevadne Lee, Thuy Vo Dang, Judy Tzu-Chun Wu, and Sora Park Tanjasiri (2022) "Care during COVID-19: A Virtual Asian American and Pacific Islander Photovoice Project." *AAPI Nexus: Policy, Practice and Community*: Vol. 19, No. 1 & 2.
http://www.aapinexus.org/wp-content/uploads/2022/04/Nexus_19_1_2_Huynh_etal.pdf

Phuc DN To, Julia Huynh, Judy Tzu-Chun Wu, Thuy Vo Dang, Cevadne Lee, Sora Park Tanjasiri (2022). "Through Our Eyes, Hear Our Stories: A Virtual Photovoice Project to Document and Archive Asian American and Pacific Islander Community Experiences During COVID-19." *Health Promotion Practice*. 23(2):289-295. doi:10.1177/15248399211060777

Thúy Võ Đặng, Thảo Hà & Tú-Uyên Nguyễn (2021) "Conflict and Care: Vietnamese American Women and the Dynamics of Social Justice Work," *Amerasia Journal*, 47:1, 120-133, DOI: 10.1080/00447471.2021.1976025

Thuy Vo Dang (2005) "The Cultural Work of Anticommunism in the San Diego Vietnamese American Community," *Amerasia Journal*, 31:2, 64-86, DOI: 10.17953/amer.31.2.t80283284556j378

Thuy Vo Dang, "The Will to be Free: The Declaration of Independence of the Democratic Republic of Vietnam." *History Now: The Journal*. New York: The Gilder Lehrman Institute of American History, Fall 2021.

Eagle Yun, A., Tribbett, K., Vo Dang, T., & Zavala, J. (2021). "Fostering Transformation: Ethnic Studies as Critical Intervention for Primary Source Pedagogy.," In *Ethnic Studies in Academic and Research Libraries*. Eds. Ray Pun, Melissa Cardenas-Dow, and Kenya S. Flash. ACRL; <https://doi.org/10.7280/D1HX1N>

Eagle Yun, A., Zavala, J., Tribbett, K., & Vo Dang, T. (2020). *Transforming Knowledge, Transforming Libraries - Researching the Intersections of Ethnic Studies and Community Archives: Final Report*. UC Irvine: Libraries. <https://escholarship.org/uc/item/47c2h0dd>

Thuy Vo Dang, "Mediating Diasporic Identities: Vietnamese/American Women in the Musical Landscape of Paris by Night." *Le Vietnam Au Feminin*, Eds. Gisele Bousquet and Nora Taylor. Paris, France: Les Indes Savantes, 2005, pp. 337-351.

Select Grants & Fellowships

- Andrew K. Mellon Foundation Public Knowledge Grant, 2022
- University of California, Irvine Office of Inclusive Excellence Confronting Extremism Grant, 2022
- University of California, Irvine Anteater Grant Initiative, 2022
- California Humanities, Humanities for All Project Grant, 2020
- University of California, Irvine Office of Inclusive Excellence Confronting Extremism Grant, 2020
- Institute of Museum and Library Services Laura Bush 21st Century Librarian Grant, 2017-2020
- Librarians Association of the University of California Grant, 2018
- Librarians Association of the University of California Grant, 2016
- Librarians Association of the University of California Grant, 2015
- Karl Lo Grant, Pacific Rim Digital Library Alliance, 2014
- University of California, Irvine Postdoctoral Fellowship, Vietnamese American Oral History Project, 2011-2013
- UCLA Institute of American Cultures/Asian American Studies Center Postdoctoral Fellowship, 2009-2010
- University of California Presidents Dissertation Year Fellowship, University of California, San Diego, 2006-2007
- California Cultures in Comparative Perspective Research Fellowship, University of California, San Diego, 2004
- Foreign Language and Area Studies Fellowship, University of Wisconsin, Madison, 2003
- San Diego Fellowship, University of California, San Diego, 2001-2003

Select Honors & Awards

- 2022 Anteater Awards Advisor of the Year, University of California, Irvine
- 2018 Excellence in Community Engagement Award, UC Engage, University of California, Irvine
- 2015 Public Image Award, Asian Americans Advancing Justice, Los Angeles & Orange County, Calif.
- 2013 Community Heroes Award, Orange County Asian Pacific Islander Community Alliance & Senator Lou Correa
- 2013 OC Weekly Orange County People Award, "Studs Terkel of Little Saigon"

SUSIE WOO

Associate Professor, Department of
American Studies California State
University, Fullerton
Phone: 657.278.3345 Email:
suwoo@fullerton.edu

EDUCATIONAL BACKGROUND

| | |
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| Yale University, New Haven, CT | |
| Ph.D. with Distinction, American Studies | December 2009 |
| Graduate Qualification, Women's, Gender, and Sexuality Studies | May 2008 |
| University of California, Los Angeles | |
| M.A., Asian American Studies | June 2002 |
| University of California, Irvine | |
| B.A. with Honors, Art History | June 1995 |

PROFESSIONAL EXPERIENCE

| | |
|--|--------------|
| Associate Professor of American Studies, California State University Fullerton | 2019-present |
| Assistant Professor of American Studies, California State University Fullerton | 2013-2019 |
| American Council of Learned Societies New Faculty Fellow, University of Southern California | 2011-2013 |
| Primary Academic Advisor for Undeclared Freshmen, Loyola Marymount University | 2010-2011 |
| Instructor, American Cultures Studies & Asian and Pacific Studies, Loyola Marymount University | 2010-2011 |
| Instructor, Asian American Studies, University of California at Los Angeles | 2010 |
| Instructor, Ethnicity, Race, and Migration, Yale University | 2005 |

TEACHING

Courses taught at California State University, Fullerton: AMST 131: Migrant Lives Explore Core; AMST 201: Introduction to American Studies; AMST 324: American Immigrant Cultures; AMST 395: California Cultures; AMST 401T: Race in American Studies; AMST 445: Cold War and American Cultures; AMST 449: American West in Symbol and Myth; AMST 488: Race, Sex, and American Urban Culture; AMST 499: Interracial Intimacies; AMST 499: Asian American Immigration, Labor, and Identity; AMST 499: Crossroads in the Pacific: Contested Citizenship and Identity in American Samoa; AMST 502T: Theorizing Race in American Studies; AMST 596: Teaching Tutorial; AMST 598: Graduate Thesis; AMST 599: Historiography of Asexuality

SCHOLARLY PUBLICATIONS AND PRESENTATIONS

Book

[*Framed by War*](#): *Korean Children and Women at the Crossroads of US Empire* (New York: New York University Press, 2019).

Peer-Reviewed Articles

"Transpacific Adoption: The Korean War, U.S. Missionaries, and Cold War Liberalism." In *Pacific America: Histories of Transoceanic Crossings*, edited by Lon Kurashige, 161-177. Honolulu: University of Hawaii Press, 2017.

"When Blood Won't Tell: Integrated Transfusions and Shifting Foundations of Race in 1950s America." *American Studies* 55, no. 4 (2017): 5-28. (Winner of the Mid-America American Studies Association Stone-Suderman Prize for the journal's best essay of the year).

"Imagining Kin: Cold War Sentimentalism and the Korean Children's Choir," *American Quarterly* 67,

no. 1 (March 2015): 25-53.

“Online and Unplugged: Locating Korean American Teens in Cyberspace,” *Amerasia Journal* 30, no. 1 (2004): 171-187.

Encyclopedia Essay

“Korean American and the Early Cold War,” reference essay in *Oxford Research Encyclopedia of American History* (forthcoming, 2023)

Encyclopedia Entry

“Korean Americans in the Cold War,” in *Asian American Encyclopedia Project*, ABC-CLIO, 2014.

Select Presentations

- Discussant for Dr. Benjamin Han’s Beyond the Black and White TV: Asian and Latin American September 2022
- Spectacle in Cold War America, Center for Hallyu Studies, Seoul National University, Korea (virtual) Lecture, “Cold War Asian Immigration,” Highrock Church Video Lecture Series, Occidental College May 2022 “Cold War Citizenry: Managing Race, Family, and Nation through the Korean Child,” Childhood October 2021
- and Youth Studies Caucus Sponsored Panel, American Studies Association Annual Meeting (virtual) “Korean Kinship, Adoption, and Diaspora,” Institute for Korean Studies, George Washington April 2021
- University, Washington D.C. (virtual)
- “Recent Books in Korean Studies,” Center for Critical Korean Studies, UC Irvine (virtual) October 2020 “Institutionalizing Race: Sociology and the Study of Japanese Brides at the University of Hawai’i,” American Studies Association, Annual Conference, Honolulu, HI November 2019
- “Race and Immigration: A Cultural History,” Sociology Week, CSUF March 2019 “Making Bodies Whole: Korean Citizen Subjects in America’s Cold War Pacific,” Militarism and April 2017
- Migration Conference, UC San Diego
- “Cold War K-Pop: Korean Singers and Cultural Border Crossings in 1950s America,” H&SS Lecture May 2017 Series “Interdisciplinary Conversations on Crossing Borders,” CSUF
- “Korean Americans, Past and Present,” Korean Studies Institute Web Lecture Series, USC January 2014 <https://www.youtube.com/watch?v=8yuOdGXl3Bc> (163,000 views)

SELECT GRANTS, AWARDS, AND RECOGNITION

Exceptional Levels of Service Award, Humanities and Social Sciences, CSUF Fall 2021, Fall 2020, Spring 2019

Outstanding Untenured Faculty Award, Humanities and Social Sciences, CSUF 2019

Faculty Advisor of Distinction, Academic Advising Professional Development Program, CSUF 2019

Recognition for Scholarly and Creative Activities, Humanities and Social Sciences, CSUF 2018 & 2016

Recognition for University Service, Humanities and Social Sciences, CSUF 2017

Tuffy Award for Best Program of the Year, faculty advisor, ASSA Symposium, CSUF 2017

Nancy Weiss Malkiel Scholarship, Woodrow Wilson National Foundation 2017–2018

Summer Writing Stipend, Humanities and Social Sciences, CSUF Summer 2016

Faculty Enhancement and Instructional Development Award, CSUF Summer 2019 & Summer 2015

Junior Intramural Research Grant, Humanities and Social Sciences, CSUF Fall 2014 American

Council of Learned Societies New Faculty Fellow, American Studies and Ethnicity, USC 2011-2013

ELLEN D. WU

Curriculum Vitae (Abbreviated)

Department of History, Indiana University Bloomington / wue@indiana.edu

EDUCATION

2006 University of Chicago, Ph.D., History

1998 University of California, Los Angeles, M.A., Asian American Studies

1996 Indiana University, Bloomington, B.S., Biology, and B.A., History with departmental honors

CURRENT PROFESSIONAL APPOINTMENT

2014- Indiana University Bloomington, Associate Professor, History

WORK IN PROGRESS

Overrepresented: The Surprising History of Asian Americans and Racial Justice, forthcoming Princeton University Press

(b) (4)

SELECTED PUBLICATIONS

Refereed Book, Journal Articles, Chapters

2020 "Overrepresentation: Asian Americans and the Conundrums of Statistical Mirroring," invited essay, in *Difference Without Domination*, eds. Danielle Allen and Rohini Somanathan (University of Chicago Press), 189-226.

2019 "It's Time To Center War in U.S. Immigration History," invited "Soapbox" feature essay, *Modern American History* 2, no. 2 (July 2019): 215-235.

2015 "Deghettoizing Chinatown: Race and Space in Postwar America," invited chapter, in *Race and Retail: Consumption Across the Color Line*, eds. Mia Bay and Ann Fabian (Rutgers University Press, 2015).

2014 *The Color of Success: Asian Americans and the Origins of the Model Minority*, Princeton University Press (winner Association for Asian American Studies History Book Award 2016; Immigration and Ethnic History Society First Book Award 2015; Honorable Mention, Immigration and Ethnic History Society Theodore Saloutos Memorial Book Award 2015)

Op-Eds and Features

2022 "Asian Americans Helped Build Affirmative Action. What Happened?" *Slate*, November 2.

2019 "Bloomington 2019: The Year of the Farmers' Market Controversy," *Limestone Post Magazine* (Bloomington IN), December 30.

2018 "Democracy, Voting Rights at Risk for Hoosiers," *Indianapolis Star*, September 14 (co-authored on behalf of the US Civil Rights Commission Indiana Advisory Committee)

2016 "Diver's Ambassador Life Showed Bigotry Is Never Far from the Surface," *NPR Code Switch*, December 7

2015 "Hawaii as 'Racial Paradise'? Bid for Obama Library Invokes a Complex Past," *NPR Code Switch*, January 15

2014 "Asian Americans and the 'Model Minority' Myth," *Los Angeles Times*, January 23

SELECTED FELLOWSHIPS, GRANTS, AND AWARDS

2022 Society of American Historians, elected member
 2021-2022 New America National Fellowship
 2020-2021 Ford Foundation Senior Fellowship
 2017 Indiana Minority Business Magazine “Champion of Diversity” Award
 2015-2016 National Endowment for the Humanities Fellowship
 2010-2011 Ford Foundation Postdoctoral Fellowship
 2010-2011 The University of Texas at Austin Institute for Historical Studies Residential Fellowship

SELECTED PRESENTATIONS

2022 Dartmouth College Robert F. Allabough 1934 Memorial Lecture, “Overrepresented: The Surprising History of Asian Americans + Racial Justice”
 2022 Texas Tech Department of History Charles L. Wood Lecture, “Overrepresented: The Surprising History of Asian Americans + Racial Justice”
 2021 John Hopkins University School of Medicine Journeys in Healing Structural Racism Lecture Series, “Asian Americans + Pacific Islanders: A Strange Convergence of Race, War, + Data”
 2021 North Jersey Vineyard Church (NJ), “How Did We Get Here... and Where Do We Go Now? A Conversation About AAPI History, Culture, and Identity with Dr. Ellen Wu”
 2020 University of California Berkeley Boalt Law/Asian American Law Journal, Neil Gotanda Lecture in Asian American Jurisprudence, “Overrepresented: Asian Americans and the Conundrums of ‘Minority’ Status”

SELECTED MEDIA APPEARANCES/ENGAGEMENT

2022 *Here's Where It Gets Interesting with Sharon McMahon* (podcast) “Resilience: Asian Immigration and the American West Coast”
 2021 *Marie Claire*, “Solidarity & Solutions: Asian American Women on Where to Go From Here”
 2020 *Mother Jones*, “A California Proposition Could Reinstate Affirmative Action. Why Are Some Asian Americans Against It?”
 2020 *WNYC* (New York), “How Asian American Communities are Confronting their Complicated History with Black Americans”
 2020 *goop*, “The Complex History—and Ongoing Realities—of the ‘Model Minority’ Stereotype,”
 2020 *Asian Americans* (PBS documentary series), consultant/expert, “Good Americans” episode
 2019 *Adam Ruins Everything* (TruTV comedy show), guest expert, “Adam Ruins Sitcoms” episode
 2016 *Washington Post*, “The Real Reasons the US Became Less Racist Towards Asian Americans”

SELECTED COURSES TAUGHT

Undergraduate: America’s Pacific; Asian American History; Busting the Melting Pot Myth; Migration in American Life (Intensive Writing Seminar); The United States and China: Crises and Opportunities
Graduate: Twentieth Century US History; Migration, Nation, Empire

SELECTED PROFESSIONAL/PUBLIC SERVICE ACTIVITIES

2022- ACLU of Indiana board member
 2020- National Asian Pacific American Women’s Forum, Indiana chapter, founding member
 2020- People’s Market/People’s Open Pantry, volunteer
 2018-2021 Immigration and Ethnic History Society, Executive Board / Programming Committee
 2015 Conference of Ford Fellows, Co-chair, Planning Committee
 2014- United States Commission on Civil Rights, Indiana State Advisory Committee, member

ASAD DANDIA

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<https://www.linkedin.com/in/asaddandia/>

EDUCATION

CUNY School of Labor and Urban Studies – M.A. | Urban Studies | September 2021—May 2023 |
Columbia University – M.A. | Islamic Studies | February 2021 |
New York University – B.S. | Social Work | May 2016 |

PROFESSIONAL EXPERIENCE

Museum of the City of New York, New York, NY *February 2022—Present Museum Guide*

I lead freelance tours of the many galleries at the Museum, including (but not limited to) *New York at Its Core*; *Activist New York*; *Analog City*; *Food in New York*; and our soon to be released *City of Faith*. I am most proud of this last one, because I was on the advisory committee for it, and the gallery will feature some of my activism.

Council on American-Islamic Relations, New York, NY *November 2021—September 2022 Community Programs Coordinator (CPC)*

In this one-year grant-funded role, I was primarily responsible for expanding outreach efforts through delivering workshops, offering trainings, evaluating community needs, and building community capacity in the areas of civic engagement and grassroots mobilization. As a result, I come into contact with dozens of community stakeholders and activists on a regular basis. My culminating project was a [report on Islamophobia](#) that I co-authored based on data analysis of a survey that I administered to hundreds of Muslims in NYC.

Islamic Learning Center of NYC, New York, NY *September 2021—Present*

In this role, I am responsible for teaching Islamic studies, history, and social studies to middle school students every Sunday afternoon. We have a rigorous curriculum that draws heavily from a holistic vision of what it means to be an empowered young citizen. Our guest lecturers have included Human Rights Watch who spoke on the refugee crisis, a local tour guide who took us through the history of Lower Manhattan, and the Manhattan Borough President who spoke on political activism.

Brooklyn Institute for Social Research, New York, NY *February 2022*

At the Brooklyn Institute for Social Research, I was recruited to co-teach an advanced public course with Suzanne Schneider, entitled, “Modern Jihad: Ideology, Technology, and Violence.”

NYC Civic Engagement Commission, New York, NY *2022*

Member, Language Assistance Advisory Committee (LAAC)

As a member of the NYC Civic Engagement Commission’s LAAC, I serve on a charter-mandated body of civic leaders working to expand language access and justice to NYC’s communities. My focus is on Urdu- speaking communities, for whom I serve as LAAC’s (and by extension, CEC’s) liaison.

Freelance Writer, Remote *2019—Present*

My writing has been featured in the *Washington Post*, *Al-Jazeera English*, *Marginalia*, *Jewish*

Currents, the *National Catholic Reporter*, and the *Los Angeles Review of Books*.

CBS Religion & Culture and Sacred Writes, Remote *Spring 2019 Media Partner*

I advised the producers of *CBS Religion and Culture* on a segment on religion and identity in young America focusing on Islam and Muslims.

New Books Network, Remote *May 2019—On Hiatus*

Co-host (New Books in Middle East Studies and New Books in Islamic Studies)

I invited scholars working in the fields of Middle East Studies and Islamic Studies to interview them about their books on the *New Books Network* podcast, a consortium of author-interview podcast channels dedicated to raising the level of public discourse by introducing serious scholars to a wide public via new media. The interviews take place after the scholars send me their books to read and review. This work requires mediating between—and building relationships with—multiple parties: the university press, the publisher, the scholar, the podcast production team, and the wider public, all before I disseminate the final product in the form of a podcast interview. I have thus gained exposure to both the internal process of collecting, organizing, and editing material for publication, as well as the external process of marketing that material to the public.

New York University, New York, NY *September 2018—May 2020 Teaching Assistant*

I was TA for three courses: (1) *'What Really Matters? Leadership without Regrets'* co-taught by Imam Khalid Latif and Yael Shy; (2) *'Ethical and Legal Approaches to Islam'* and (3) *'Islamic Spirituality'* both co-taught by Shaykh Suhaib Webb and Shaykh Faiyaz Jaffer at the NYU Wagner School of Public Service, in which capacity I graded student reflection papers, managed attendance, contributed to class discussions, assisted students in crafting their final project ideas, and took the place of instructors when they were logistically unable to teach the class.

Muslims Giving Back, New York, NY *July 2012—Present Cofounder*

I cofounded this nonprofit as an undergraduate, with the intention of delivering basic groceries to families in need. Once we expanded, we dealt with surveillance of our work, which led to a historic lawsuit against the NYPD, bringing about a just policy resolution not just for Muslims, but for all minorities in the tristate area. Today, we operate out of a mosque and community center in Sunset Park (Brooklyn) where we host weekly food pantries, local youth initiatives, adult programs, and operate a “Hunger Truck” throughout the city. We have collaborated with and developed relations with several organizations, community centers, local businesses, and soup kitchens. You can learn more at: <https://new.muslimsgivingback.org/>.

Grace Lee
FILMMAKER
grace@gracelee.net

(b) (6)

www.gracelee.net

(b) (6)

Selected Projects - Producer/Director

And She Could Be Next

And She Could Be Next, LLC - Docuseries in post production 2020

Doc series about women of color — as candidates and organizers — transforming American politics from the ground up. June 2020 Broadcast on PBS/ POV

Asian Americans (2020)

PBS/ WETA/ Center for Asian American Media 2020

Five-part documentary series about American history through an Asian American lens

May 2020 Broadcast on PBS

We are the Radical Monarchs (2019)

Executive Producer, Feature documentary about an Oakland- based social justice youth group for young girls of color

2020 broadcast on PBS/POV

K-Town'92 (2017)

PBS/ Center for Asian American Media/ Latino Public Broadcasting

Interactive web-based documentary about overlooked perspectives from the 1992 Los Angeles civil unrest

www.ktown92.com

K-Town'92 Reporters (2017)

PBS/World Channel

Short film about three LA Times journalists of color who were street reporters during the 1992 LA Riots. Companion piece to K-Town'92 interactive documentary

Off the Menu: Asian America - (2015)

Center for Asian American Media, KQED, CPB

One-hour documentary road trip that explores evolving Asian American communities as seen through food

American Revolutionary: The Evolution of Grace Lee Boggs (2014)

LeeLee Films, PBS/ POV

Documentary about a Chinese American woman in Detroit activist who devoted her life to social justice and the African American movement

Winner: 2014 Peabody Award Audience Awards at LA Film Festival, Woodstock FF, Wisconsin FF, CAAMFest, San Diego Asian FF, San Diego Asian FF. Woodstock FF

MAKERS: Women in Politics (2013)

PBS/Kunhardt-Mcgee/Moxie Firecracker Films 2014

Historical documentary about the fight for equality and representation for women in Congress

Nominated for Emmy (Historical Long Form Doc)

Janeane from Des Moines (2012)

LeeLee Films 2014

Feature film, World Premiere Toronto International Film Festival, CPH: Doc, Digital distribution via Cinedigm

American Zombie (2008)

LeeLee Films

Feature Film, LeeLee Films/IHQ – I Love Cinema (S. Korea)

Festivals: Slamdance, SXSW, Sitges Fantastic Film Festival, Pucho Fantastic Film Festival, and others

Honors, Awards, Grants (Selected)

Rockwood Just Films Fellowship (2019)

Good Pitch USA (2019)

National Endowment for the Arts Research and Development Grant (2019)

Selected for Sundance Catalyst Forum (2018)

SundanceNewFrontiers Residency @ USC World Building Institute (2017)

Chicken&EggPicturesBreakthroughAward (2017)

WomenatSundance Fellow (2016)

Opening Keynote Speaker, International Documentary Association Getting Real (2016) 2018-2019

International Documentary Association Enterprise Fund, Sundance Documentary Fund, Sundance Luminate

CAAM Stories of Change, Latino Public Broadcasting, Women in Film Finishing Fund, ITVS Special Projects

2016-2017: For K-Town'92 / K'Town-92 Reporters: CAAMMediaFund, California Humanities Grant, Ford Foundation, Black Public Media, Latino Public Broadcasting, POV Hackathon Participants Prize

2012-2015 For American Revolutionary: The Evolution of Grace Lee Boggs: Ford Foundation Just Films, Chicken and Egg Pictures, CAAM Media Fund, Women in Film Finishing Fund

Teaching/Workshops (Selected)

“Expert” Berlinale Talents, Berlin Film Festival (2018)

Directing Adviser, Sundance Story and Edit Lab, Beijing China (2017)

Lecturer, UC-Irvine, Studio Arts Department (2010)

Visiting Assistant Professor, UCLA, School of Theater, Film and Digital Media (2009)

Guest lectures (selected): UCLA, USC, University of Michigan, Swarthmore College, UC-Berkeley, UC-Santa

Barbara, NYU, UPenn, CalArts, Scribe Video Center, CNEX (Taiwan)

Education

MFA Directing/Production

UCLA School of Theater, Film and Television

BA History

University of Missouri

Affiliations

Co-founder, Asian American Documentary Network (A-Doc); Member, Documentary Branch, Academy of Motion Picture Arts and Sciences; Directors Guild of America; International Documentary Association

Kiana Rivera

Educator, Theatre Artist

Experience & Expertise

Storyteller

Empowering Pacific Island Communities (EPIC),
2021-Present

Residencies

Resident Playwright and Panelist at Breaking Ground: Indigenous Playwright's Festival in Wellington, NZ — June 2019

Pasifika Transmissions at Pacific Island Ethnic Art Museum (PIEAM), Long Beach, CA — Sept. 2020

Lecturer

Fall 2016-Present

Lecturer, Dept. of Theatre Arts, THEA 418: Theatre of Community Engagement, California State University Long Beach, Fall 2022

Center of Pacific Island Studies Dept., PACS 303: Thinking through Pacific Art, Ritual, and Performance, the University of Hawai'i at Mānoa, Spring 2019

Filling the Void: Creating Playing Space for Today's Pacific Islander Brown Bag Biography Series, University of Hawaii at Mānoa Center for Biographical Research, Apr. 19, 2018

Lecture/Guest Artist/Director University of Hawai'i at Hilo-Dept. Of English, Oct. 21-27, 2016

Teaching Artist

January 2008-Present

Tead Productions

Honolulu Theatre for Youth

Workshop Facilitator

2016-Present

Writing for the Pacific Theatre. Words@Mānoa/Hawai'i Review Writing Conference, Oct. 19, 2019

Moving Through Words: Finding the Story in Our Body, Words@Manoa/Hawai'i Review Writing Conference, Nov. 18, 2017

Plays

2016-Present

Puzzy (one-act)

F.C.C. Workshop, Auckland, NZ. — Nov. 26, 2015

F.C.C. Staged Reading, Auckland, NZ.— Nov. 28, 2015

*Production, Basement Theatre, Auckland, NZ — Feb. 9-13, 2016

Staged Reading, University of Hawai'i at Hilo— Oct. 25, 2016

*Production, Kumu Kahua Theatre, Honolulu, HI— March 30-April 30, 2017

*Production, Bishop Arts Theatre, Dallas, TX— March 21-April 7, 2019

Fa'alavelave The Interruption (Full-length)

Staged Reading/Workshop, Pa'i Arts Gallery, Honolulu, HI — May 3, 2017

*Production, Kennedy Theatre, Honolulu, HI—Nov. 29-Dec. 3, 2017

*Production, Kumu Kahua Theatre, Honolulu, HI— Nov. 7-Dec.8, 2019

Plantation Plays (Commissioned short-play)

*Production, Leeward Theatre, Pearl City, HI— Feb. 18-26, 2017

Re-mount *Production, Leeward Theatre, Pearl City, HI— Nov. 4-19, 2017

Kumu Kukui (Commissioned short-play)

Climate Change Theatre Action 2019 Play Readings

Douglas College, New Westminster, Canada— Sept.24

Greenfield, MA— Oct. 13, 14, 19, Dec. 7

Edge Hill University, Ormskirk, UK— Oct. 14

Carnegie Mellon University, Pittsburgh, PA— Nov. 4, 8

Artworks Theatre, Waiheke Island, NZ— Nov.15

National School of Drama, Tripura, India— Nov. 17

Phil Tarro Theatre, Mt. Vernon, WA.— Nov. 22, 23

Eco-Design Charrette, Toronto, Canada—Dec. 2

Live On Air WPVM FM 103.7, Asheville, NC— Dec.12

To Our Black & Brown Babies of Ocean and Islands (Short scene)

Reset Theatre Coalition (Online)— July 10, 2020

Girl's Dance (Short story)

Reset Theatre Coalition (Online)— July 31, 2020



OCCIDENTAL COLLEGE
1600 CAMPUS ROAD
LOS ANGELES, CA 90041-3314

January 27, 2023

Tim Bailey
Director of Curriculum and Instructional Design
Gilder Lehrman Institute of American History
49 West 45th Street
New York, NY 10036

Dear Tim,

It is a great honor to commit to the role of project director for the NEH institute, "Pacific Crossings: Asian American and Pacific Islander Histories, 1870s to the Present," to be held at Occidental College on July 7-20, 2024. "Pacific Crossings" has enormous potential to assist educators by exploring the history, range, and diversity of im/migrant and racialized experiences in the U.S. through the lens of Asian and Pacific Islander populations, guiding visits to leading museums and historical sites in the Los Angeles area, and providing a forum for educators to collaborate with one another and institute faculty in a university setting.

I look forward to the possibility of working closely with you and directing this institute, from early planning and teacher selection to facilitating daily learning activities. In particular, I welcome the opportunity to coordinate each day of the institute with the Grade 6-12 Leader Karalee Wong Nakatsuka and teaching assistant Thea Wilson as we host several leading Asian American and Pacific Islander history scholars as well as community leaders.

With this team, the institute promises to offer the richest possible exploration of the institute's leading themes and topics. Thank you for the opportunity to lead this important effort.

Sincerely,

Jane Hong
Associate Professor, History
Occidental College

January 12, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver lectures for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It will offer an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of other groups across the Atlantic.

Please note that I will also serve as the replacement director if you, as director, are unable to fulfill your role.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Alfred Flores", with a stylized flourish at the end.

Alfred Peredo Flores
Assistant Professor of Asian American Studies
Harvey Mudd College

January 20, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to be the Grade 6-12 Leader for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of other groups across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, reading "Karalee Wong Nakatsuka". The signature is fluid and cursive, with the first name "Karalee" and last name "Nakatsuka" clearly legible.

Karalee Wong Nakatsuka

January 12, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of other groups across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,



JoAnna Poblete
Professor of History
John D. and Lillian Maguire Distinguished Professor in the Humanities
Chair, History Department
Claremont Graduate University

January 3, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in dark ink, appearing to read "Seema Sohi", followed by a colon.

Seema Sohi
Associate Professor of Ethnic Studies
Faculty Affiliate of History
University of Colorado Boulder



CENTER FOR ETHNOCOMMUNICATIONS
3230 CAMPBELL HALL
405 HILGARD AVENUE
LOS ANGELES, CA 90095-1546
PHONE: (310) 825-2974
FAX: (310) 206-9844
<http://www.aasc.ucla.edu>

January 3, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

Renee Tajima-Peña



SCHOOL OF EDUCATION & INFORMATION STUDIES
MOORE HALL, BOX 951521
LOS ANGELES, CALIFORNIA 90095-1521

January 4, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of immigrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Thuy Vo Dang".

Thuy Vo Dang, Ph.D. {she/her}
Assistant Professor of Information Studies
UCLA School of Education & Information Studies
BOX 951520, Moore Hall
Los Angeles, CA 90095-1520
thuyvodang@ucla.edu

January 3, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of immigrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Susie Woo", with a stylized, flowing script.

Susie Woo
Associate Professor of American Studies
California State University, Fullerton



DEPARTMENT OF HISTORY

INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

January 5, 2023

Dr. Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

Ellen D. Wu, Ph.D.
Associate Professor, History

January 16, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of other groups across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

Asad Dandia

January 3, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of Europeans across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Jane Hong", written in a cursive style.

January 16, 2023

Jane Hong
Associate Professor, History
Occidental College
1600 Campus Road
Los Angeles, California 90041

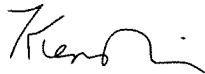
Dear Jane,

I wish to confirm that I will be available to deliver a lecture for the 2024 NEH Summer Institute "Pacific Crossings: Asian Americans and Pacific Islanders (AAPI) in U.S. History."

This two-week summer institute is designed to meet the needs of grade 6-12 educators across the country who aim to strengthen students' American history and civics knowledge. It offers an exploration of the history, range, and diversity of im/migrant and racialized experiences in the United States through the lens of Asian and Pacific Islander populations. Shifting the focus of American history to Asia and the Pacific world equips educators to put the histories and migrations of Asians and Pacific Islanders across the Pacific in conversation with the histories and migrations of other groups across the Atlantic.

I look forward to working with you and your team next summer.

Sincerely,

A handwritten signature in black ink, appearing to read "Ken" followed by a stylized flourish.



January 15, 2023

To Whom It May Concern:

I am writing as chair of the Occidental College Department of History in support of the Gilder Lehrman Institute of American History's application for an NEH Summer Institute Grant for "Pacific Crossings: Asian Americans and Pacific Islanders in U.S. History." The Institute, to be directed by Dr. Jane Hong, is designed for grade 6-12 teachers. In addition to lectures, discussions, and Master Teaching sessions, the Institute incorporates the diverse and unique range of museums and historic site of the Los Angeles area to enrich participants' experience. Occidental College would serve as host and in that capacity would provide classroom space as well as housing for all participants. The Occidental History Department is happy to provide any administrative support needed to ensure the success of the Institute.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Gasper".

Michael Gasper
Chair, History Dept
Occidental College
1600 Campus Rd
Los Angeles CA 90041
(323) 259-2751

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

UEI: (b) (4)

Enter name of Organization: Gilder Lehrman Institute of American History

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 10/01/2023 End Date: 12/31/2024

A. Senior/Key Person

| Prefix | First | Middle | Last | Suffix | Base Salary (\$) | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---|----------|--------|---------|--------|------------------|--------|-------|------|-----------------------|----------------------|----------------------|
| | | | | | | Cal. | Acad. | Sum. | | | |
| Dr. | Jane | | Hong | | 0.00 | | | | 0.00 | 0.00 | 0.00 |
| Project Role: PD/PI | | | | | | | | | | | |
| | Jamie | | Marcus | | (b) (6) | 0.72 | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: Project Manager | | | | | | | | | | | |
| | Leah | | Baer | | (b) (6) | 1.44 | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: Program Coordinator | | | | | | | | | | | |
| | Carrette | | Perkins | | (b) (6) | 0.09 | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: Manager of Technical Services | | | | | | | | | | | |
| | Tim | | Bailey | | (b) (6) | 0.13 | | | (b) (6) | (b) (6) | (b) (6) |
| Project Role: Institutional Grant Administrator | | | | | | | | | | | |

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person

17,011.00

B. Other Personnel

| Number of Personnel | Project Role | Months | | | Requested Salary (\$) | Fringe Benefits (\$) | Funds Requested (\$) |
|---|------------------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|----------------------|
| | | Cal. | Acad. | Sum. | | | |
| <input type="text"/> | Post Doctoral Associates | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Graduate Students | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Undergraduate Students | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Secretarial/Clerical | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | Total Number Other Personnel | | | | | Total Other Personnel | <input type="text"/> |
| Total Salary, Wages and Fringe Benefits (A+B) | | | | | | | 17,011.00 |

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

| Equipment item | Funds Requested (\$) |
|---|--|
| <input type="text"/> | <input type="text"/> |
| Additional Equipment: <input type="text"/> | <input type="text"/> |
| <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| <input type="button" value="View Attachment"/> | |
| Total funds requested for all equipment listed in the attached file | <input type="text"/> |
| Total Equipment | <input type="text"/> |

D. Travel

| | Funds Requested (\$) |
|---|---------------------------------------|
| 1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions) | <input type="text" value="5,031.00"/> |
| 2. Foreign Travel Costs | <input type="text"/> |
| Total Travel Cost | <input type="text" value="5,031.00"/> |

E. Participant/Trainee Support Costs

| | Funds Requested (\$) |
|---|--|
| 1. Tuition/Fees/Health Insurance | <input type="text"/> |
| 2. Stipends | <input type="text" value="79,200.00"/> |
| 3. Travel | <input type="text"/> |
| 4. Subsistence | <input type="text"/> |
| 5. Other <input type="text" value="Site Visit Admissions: \$1,116.00; Transport to Historic Sites (1 bus@ \$1,250)"/> | <input type="text" value="2,366.00"/> |
| <input type="text"/> Number of Participants/Trainees | Total Participant/Trainee Support Costs <input type="text" value="81,566.00"/> |

| F. Other Direct Costs | | Funds Requested (\$) |
|---|--|----------------------|
| 1. Materials and Supplies | | 1,926.00 |
| 2. Publication Costs | | |
| 3. Consultant Services | | 46,716.00 |
| 4. ADP/Computer Services | | 2,500.00 |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | | 5,970.00 |
| 7. Alterations and Renovations | | |
| 8. Postage (mailing of two books) @ \$10.00 x 36 | | 360.00 |
| 9. Design and creation of digital flyers (\$350) | | 350.00 |
| 10. Social media advertising | | 445.00 |
| 11. Design of ads | | 250.00 |
| 12. EdWeek Advertisement | | 250.00 |
| 13. Dissemination- Livestreamed post-institute programs and distribution of lesson plans and materials used in the course | | 3,510.00 |
| 14. Online PD Session Marketing | | 400.00 |
| 15. | | |
| 16. | | |
| 17. | | |
| Total Other Direct Costs | | 62,677.00 |

| G. Direct Costs | Funds Requested (\$) |
|-------------------------------|----------------------|
| Total Direct Costs (A thru F) | 166,285.00 |

| H. Indirect Costs | | | | Funds Requested (\$) |
|------------------------|------------------------|-------------------------|--|----------------------|
| Indirect Cost Type | Indirect Cost Rate (%) | Indirect Cost Base (\$) | | |
| de minimis rate of 10% | 10.00 | 87,085.00 | | 8,709.00 |
| Total Indirect Costs | | | | 8,709.00 |

Cognizant Federal Agency
 (Agency Name, POC Name, and POC Phone Number)

| I. Total Direct and Indirect Costs | Funds Requested (\$) |
|---|----------------------|
| Total Direct and Indirect Institutional Costs (G + H) | 174,994.00 |

| J. Fee | Funds Requested (\$) |
|--------|----------------------|
| | 0.00 |

| K. Total Costs and Fee | Funds Requested (\$) |
|-----------------------------|----------------------|
| Total Costs and Fee (I + J) | 174,994.00 |

| L. Budget Justification | | | |
|-------------------------|---|--|--|
| (Only attach one file.) | <input type="text" value="1234-justification.pdf"/> | <input type="button" value="Add Attachment"/> | <input type="button" value="Delete Attachment"/> |
| | | <input type="button" value="View Attachment"/> | |

RESEARCH & RELATED BUDGET - Cumulative Budget

| | | Totals (\$) |
|--|-----------|-------------|
| Section A, Senior/Key Person | | 17,011.00 |
| Section B, Other Personnel | | |
| Total Number Other Personnel | | |
| Total Salary, Wages and Fringe Benefits (A+B) | | 17,011.00 |
| Section C, Equipment | | |
| Section D, Travel | | 5,031.00 |
| 1. Domestic | 5,031.00 | |
| 2. Foreign | | |
| Section E, Participant/Trainee Support Costs | | 81,566.00 |
| 1. Tuition/Fees/Health Insurance | | |
| 2. Stipends | 79,200.00 | |
| 3. Travel | | |
| 4. Subsistence | | |
| 5. Other | 2,366.00 | |
| 6. Number of Participants/Trainees | | |
| Section F, Other Direct Costs | | 62,677.00 |
| 1. Materials and Supplies | 1,926.00 | |
| 2. Publication Costs | | |
| 3. Consultant Services | 46,716.00 | |
| 4. ADP/Computer Services | 2,500.00 | |
| 5. Subawards/Consortium/Contractual Costs | | |
| 6. Equipment or Facility Rental/User Fees | 5,970.00 | |
| 7. Alterations and Renovations | | |
| 8. Other 1 | 360.00 | |
| 9. Other 2 | 350.00 | |
| 10. Other 3 | 445.00 | |
| 11. Other 4 | 250.00 | |
| 12. Other 5 | 250.00 | |
| 13. Other 6 | 3,510.00 | |
| 14. Other 7 | 400.00 | |
| 15. Other 8 | | |
| 16. Other 9 | | |
| 17. Other 10 | | |

| | |
|---|------------|
| Section G, Direct Costs (A thru F) | 166,285.00 |
| Section H, Indirect Costs | 8,709.00 |
| Section I, Total Direct and Indirect Costs (G + H) | 174,994.00 |
| Section J, Fee | 0.00 |
| Section K, Total Costs and Fee (I + J) | 174,994.00 |

Gilder Lehrman Institute of American History
"Pacific Crossings" Summer Institute
Budget Justification

Section A. Senior/Key People

| | Budget |
|---|---------------------|
| Jamie Marcus, Project Manager: Marcus, GLI Senior Program Manager, will be responsible for all project oversight including: Working with the Project Coordinator, Grade 6-12 Leader, and scholars to ensure program execution; addressing feedback about the project, and assisting the Project Director in coordination of the project team and to ensure frequent and consistent communication. Marcus will attend NEH meeting in Washington D.C. (125 hrs/.06 FTE): Base annual salary: (b) (6); Requested base amount: (b) (6); Requested fringe amount: (b) (6) | (b) (6) |
| Leah Baer, Project Coordinator: As GLI's Education Program Coordinator, she will implement participant recruitment and registration, and assist the Project Manager and Project Director in overall program implementation. (250.25 hrs/.11 FTE): Base annual salary: (b) (6); Requested base amount: (b) (6); Requested fringe amount: (b) (6) | (b) (6) |
| Carrette Perkins, Manager of Technical Services: Ms. Perkins will recreate the institute webpage (including the program registration page), and post program material and updates. (15 hrs/.015 FTE): Base annual salary: (b) (6); Requested base amount: (b) (6); Requested fringe amount: (b) (6) | (b) (6) |
| Tim Bailey, Institutional Grant Administrator: Mr. Bailey, GLI Director of Curriculum Development and Instructional Design, will act on GLI's behalf in matters related to the administration of the NEH grant award, provide guidance with the program's lesson plans, and attend the Washington D.C. grantee meeting. (23 hours/.011 FTE): Base annual salary: (b) (6); Requested base amount: (b) (6); Requested fringe amount: (b) (6) | (b) (6) |
| Jane Hong, Project Director (Jane Hong is a Consultant, so her fee and travel expenses are listed under Consultant Services) | 0.00 |
| TOTAL, SENIOR/KEY PEOPLE | \$ 17,011.00 |

Section B. Other Personnel

| | | |
|---|-----------|------------------|
| TOTAL, OTHER PERSONNEL | \$ | - |
| Section C. Equipment Description | | |
| | | |
| TOTAL, EQUIPMENT DESCRIPTION | \$ | - |
| Section D. Travel | | |
| Travel, for Jamie Marcus, Project Manager, to attend NEH grantee meeting: Train from NYC (1 GLI staff @ \$340 r/t) and Taxis (6 trips @ \$15); Lodging (3 nights @ \$257) fed rate)- federal rate; Meals (2 days x \$76 per day, 2 days x \$57 per day)-federal rate) | | 1,467.00 |
| Travel for Tim Bailey, Institutional Grant Administrator, to attend NEH grantee meeting: Flight from Salt Lake City (1 GLI staff @ \$700 r/t) and Taxis (6 trips @ \$15); Lodging (3 nights @ \$257)- federal rate; Meals (2 days x \$76 per day, 2 days x \$57 per day)-federal rate | | 1,827.00 |
| Travel for Jamie Marcus, Project Manager, for program oversight: Flight (NYC to LAX @\$600 r/t) and Taxis (6*\$25); Lodging (4 nights @ \$182) federal rate; Meals (2 x \$74 per day; 2 days x \$55.50 per day) federal rate | | 1,737.00 |
| TOTAL, TRAVEL | \$ | 5,031.00 |
| Section E. Participant Support Costs | | |
| Tuition/Fees/Health Insurance - N/A | | N/A |
| Stipends (36 stipends @ \$2,200) | | 79,200.00 |
| Travel - N/A | | N/A |
| Other (participant support costs) | | |
| Site Visit Admissions: Chinese American Historical Society: \$15/person; Japanese American National Museum (\$16/person) | | 1,116.00 |
| Transport to Historic Sites 1 bus @ \$1,250/each) | | 1,250.00 |
| TOTAL, PARTICIPANT SUPPORT COSTS | \$ | 81,566.00 |
| Section F. Other Direct Costs | | |
| 1. Material and Supplies | | |

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| 36 sets of participant books: \$23.49/ea.- Catherine Ceniza Choy, Asian American Histories of the United States (New York: Beacon Press, 2022). \$30.00 ea.- Gilder Lehrman Institute of American History Lesson Plan Sets (New York, 2023). | \$ 1,926.00 |
| Subtotal, Material and Supplies | \$ 1,926.00 |
| 2 . Publication Costs | |
| Subtotal, Publication Costs | \$ - |
| 3. Consultant Services | |
| Project Director (Jane Hong) Fee: Length of service- 15 months | 20,000.00 |
| Project Director museum- and place-based learning site admission fees | 31.00 |
| Project Director Meal and Incidentals (fed. rate)- 12 days @\$79/day + first/last days @ \$59.25/day | 999.00 |
| Travel for Project Director for NEH meeting, including airfare (\$700); taxi (6*\$15), lodging (3*\$257-federal rate); meals (\$79/day for meals and \$59.25/day for first & last day meals-federal rate | 1,837.50 |
| Teaching Assistant (Thea Wilson) Fee: Length of service: 2 weeks (\$2,000/week) | 4,000.00 |
| Teaching Assistant Meal and Incidentals (fed. rate)- \$74/day for meals and \$55.50/day for first & last day meal | 999.00 |
| Teaching Assistant Metro cards or parking expenses (\$25/day over 14 days) | 350.00 |
| Grade 6-12 Leader (Karalee Wong Nakatsuka) Fee (2 weeks @ \$2,000/week) | 4,000.00 |
| Grade 6-12 Leader (Karalee Wong Nakatsuka) Meal and Incidentals (fed. rate) | 999.00 |
| Grade 6-12 Leader (Karalee Wong Nakatsuka) admissions fees | 31.00 |

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| Designated Replacement Director Preparation (Alfred Peredo Flores) | 1,000.00 |
| Alfred Peredo Flores Scholar Fee (2 days) | 1,300.00 |
| Alfred Peredo Flores Taxis (4 trips @ \$60/trip) | 240.00 |
| Alfred Peredo Flores Meal and Incidentals (fed. rate) | 111.00 |
| Thuy Vo Dang Scholar Fee | 800.00 |
| Thuy Vo Dang Taxis (2 trips @ \$60/trip) | 120.00 |
| Thuy Vo Dang Meal and Incidentals (fed. rate) | 55.50 |
| JoAnna Poblete Scholar Fee | 800.00 |
| JoAnna Poblete Taxis (2 trips @ \$60/trip) | 120.00 |
| JoAnna Poblete Meal and Incidentals (fed. rate) | 55.50 |
| Renee Tajima-Pena Scholar Fee | 800.00 |
| Renee Tajima-Pena Taxis (2 trips @ \$60/trip) | 120.00 |
| Renee Tajima-Pena Meal and Incidentals (fed. rate) | 55.50 |
| Susie Woo Scholar Fee | 800.00 |
| Susie Woo Taxis (2 trips @ \$100/trip) | 200.00 |
| Susie Woo Meals and Incidentals (fed. rate) | 55.50 |
| Ellen D. Wu Scholar Fee | 800.00 |
| Ellen D. Wu, (\$500 r/t) and Taxis (6 trips @ \$60/trip) | 860.00 |
| Ellen D. Wu, hotel (3 night@ \$182 per fed. rate) | 546.00 |
| Ellen D. Wu,, Meal and Incidentals (fed. rate) | 185.00 |
| Scholar Fee: Kiki Rivera, Empowering Pacific Islander Communities | 800.00 |
| Kiki Rivera Taxis (2 trips@\$60) | 120.00 |
| Scholar Fee: Grace Lee, Filmmaker | 800.00 |
| Grace Lee Taxis (2 trips@\$60) | 120.00 |

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| Grace Lee Meals and Incidentals (fed. rate) | 55.50 |
| Scholar Fee: Asad Dandia | 800.00 |
| Application reviewers (Three at \$250) - John McNamara, K-8 Leader, Tim Bailey | 750.00 |
| Dissemination-Jane Hong Post-Institute Online PD Session Fee | 500.00 |
| Dissemination- Karalee Wong Nakatsuka Post-Institute Online PD Session Fee | 500.00 |
| Subtotal, Consultant Services | \$46,716.00 |
| 4. ADP/Computer Services | |
| WizeHive competition management software for website application page development and application processing | 2,500.00 |
| Subtotal, ADP/Computer Services | \$ 2,500.00 |
| 5. Subawards/Consortium/Contractual Costs | |
| Subtotal, Subawards/Consortium/Contractual Costs | \$0.00 |
| 6. Equipment or Facility Rental/User Fees | |
| Staff Housing (Project Director and Master Teacher) | 4,170.00 |
| Classroom Fee | 1,500.00 |
| Tech Fee | 300.00 |
| Subtotal, Equipment or Facility Rental/User Fees | \$ 5,970.00 |
| 7. Alterations and Renovations | |
| Subtotal, Alterations and Renovations | \$0.00 |
| 8. Other | |
| Postage (mailing of two books) @ \$10.00 x 36 | 360.00 |
| Design and creation of digital flyers (\$350) | 350.00 |
| Social media advertising | 445.00 |
| Design of ads | 250.00 |
| EdWeek advertisement | 250.00 |

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| Dissemination- Livestreamed post-institute programs and distribution of lesson plans and materials used in the course to participants and non-participants | | 3,510.00 |
| Online PD Session Marketing | | 400.00 |
| Subtotal, Other | \$ | 5,565.00 |
| Section G. Total Direct Costs | | |
| TOTAL, DIRECT COSTS | \$ | 166,285.00 |
| Section H. Indirect Costs | | |
| 10% de minimis of Total Direct Costs amount (excluding participant stipends) | | 8,709.00 |
| TOTAL, INDIRECT COSTS | \$ | 8,709.00 |
| Section J. Total Direct and Indirect Costs | | |
| TOTAL, DIRECT AND INDIRECT COSTS | \$ | 174,994.00 |
| Section K. Fee | | |
| TOTAL, FEE | | \$0.00 |
| Section J. Total Costs and Fee (Proposal Request Amount) | | |
| TOTAL COSTS AND FEE | \$ | 174,994.00 |
| TOTAL NEH REQUEST AMOUNT | | |
| TOTAL NEH REQUEST AMOUNT | \$ | 174,994.00 |
| Gilder Lehrman Institute of American History Cost Share | | |
| Day 1 dinner for participants, Program Director and Grade 6-12 Leader | \$ | 1,200.00 |
| TOTAL PROJECT BUDGET | | |
| | \$ | 176,194.00 |