

11/16/2015



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**Proposal to the Senate Educational Policy Committee**

**PROPOSAL TITLE:**

Establish an Undergraduate Major- BALAS in Asian American Studies in the Department of Asian American Studies, College of Liberal Arts and Sciences

**SPONSOR:**

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**BRIEF DESCRIPTION:**

The proposed undergraduate major in Asian American Studies provides knowledge about the field of Asian American studies, the methodological and theoretical tools associated with this interdisciplinary field, as well as insights into ways of applying such knowledge. Students are required to take 33 hours of coursework within the major, including at least 12 hours at the 300 or 400 level, in order to complete a major degree. Approved courses are selected from a list regularly reviewed and approved by the core faculty members of the Asian American Studies Department. Courses are selected by students in consultation and with the guidance of the Associate Head of Asian American Studies.

**JUSTIFICATION:**

Since the establishment of Asian American Studies at the University of Illinois at Urbana-Champaign in 2000, the interest and demand for an Asian American Studies major has grown steadily. Currently, the Department of Asian American Studies offers an undergraduate minor and is the site for significant scholarly research, community, pedagogy, and outreach. The first Individual Plan of Study (IPS) major in Asian American Studies was awarded in May

2007. Another IPS major was awarded in 2010 and a third degree was awarded in Spring 2011. The number of minors has grown steadily over the years since it was first offered in 2002 with a peak of 14 graduating minors in 2010 and 2011 (see Appendix A). Since May 2002, 71 students have graduated with an interdisciplinary minor in Asian American Studies. Currently, we have 7 declared minors. There is strong student interest in the major from our present minors and other prospective students. (See Appendix B for student letters of support.) Students interested in pursuing double majors or degrees on our campus would find the proposed program in AAS an appropriate second major.

A major in Asian American Studies will advance the university's mission for excellence in undergraduate education by offering students an interdisciplinary training in liberal arts. Students will gain a fundamental grounding in theory, issues, and methods in Asian American Studies through its four required courses. These courses provide students with an interdisciplinary humanities and social science approach to the study of race, gender, sexuality, diversity, citizenship, and globalization. The additional and elective required coursework in the major, chosen in guidance with their advisor, will further advance students' study of the field in a coherent plan of study. The interdisciplinary nature of the Asian American Studies major makes it appropriate as a primary major for students interested in graduate study or in any career in which an understanding of diversity in terms of race, ethnicity, gender, and sexuality is essential. The knowledge and training gained from an Asian American Studies major will be valued in any career field and workplace environment. The major will provide students with a complimentary secondary major to fields such as anthropology, English, history, psychology, and sociology, but also offer students in other fields such as biology, business, engineering, and math an additional interdisciplinary study pursued in a department with a smaller student-teacher ratio (as noted by our present minor letters in Appendix B).

The 4.42 FTE in the Department of Asian American Studies does not adequately reflect the number of courses offered by our Department and faculty. Rather, with 11 core faculty members (some who hold 0% FTE but have teaching MOUs) and 6 affiliate faculty members in our Department, we believe that the size and varied research and teaching strengths of our faculty can more than adequately sustain an interdisciplinary undergraduate major program. Our current faculty teaching arrangements allow for a minimum of 21 course offerings per year, not including courses taught by postdoctoral fellows and newly hired faculty members to start fall 2016. (See Appendix C for a list of faculty FTEs and teaching loads and Appendix D for a sample 4-year course rotation that more than adequately covers required courses for the proposed major). In fact, our Department has offered, on average, 16 courses per semester since its inception in 2002. The Department already offers the substantive core, additional, and elective courses required for the completion of the major (See Appendix E).

The number of students served by the Asian American Studies Department over the last several years has increased dramatically (See Appendix F). In the past six years, the Department has averaged 2,500 IUs to students per year on Department owned courses. This number would be even higher if it counted courses taught by AAS faculty that are controlled by their jointly appointed units. AAS offers 18 courses that meet one or more general education requirements (all currently fulfill the US Minority Cultures requirement). We anticipate student demand in our courses to increase with the proposed change to the general education requirement that would

require undergraduate students to take a US Minority Cultures course in addition to a course in Non-Western Cultures. (See Appendix G for a letter of support from the Chancellor's and Provost's Committee on Race and Diversity.) We also anticipate additional interest in the AAS major as more students are exposed to our classes and faculty.

Nationally, the majority of Asian American Studies programs offering undergraduate degrees in Asian American Studies are in California. These include peer research institutions such as UC Berkeley, UC Davis, UC Irvine, UCLA, UC Santa Barbara, UC Santa Cruz, UC Riverside, Stanford, and the University of Southern California. When compared to other peer institutions outside of California, there is no other university that offers as extensive or coherent a curriculum as ours. The University of Texas at Austin, the University of Washington, and Columbia University offer B.A. degrees in Asian American Studies. Other universities, such as Brown University and the University of Michigan, for instance, offer majors in such areas as American Civilization and American Cultures, respectively, that allow for emphases in Asian American Studies. Yet when compared to other peer institutions that offer an equivalent number of courses per term to our Department, *only UIUC does not offer a major degree* (in Asian American Studies and/or Ethnic Studies). These schools include: Arizona State University, SUNY Binghamton; UC Berkeley; UC Irvine; UCLA; UC Santa Barbara; University of Texas, Austin; University of Washington; and Washington State University. Other schools that offer a major degree offer fewer courses per term (Columbia University, Stanford, UC Davis, UC Riverside, UC San Diego, and University of Michigan). An AAS major will align UIUC with its peer research institutions and enhance an already strong and renowned AAS Department, as well as provide undergraduates with an intellectually challenging and rigorous program of study.

## **BUDGETARY AND STAFF IMPLICATIONS:**

### 1) Resources

- a. How does the unit intend to financially support this proposal?

The Department will use existing allocated funds; no additional funding is required to support the proposed major.

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

No additional capacity or surplus is required to appropriately resource this program. The Associate Head will perform academic advising for majors. Presently the Associate Head acts as the advisor of the Asian American Studies minor. Faculty support for the major is in place and student support is strong. Many potential majors are already taking up seats in AAS courses.

Based on the number of undergraduate minors, we anticipate that 6-10 students per year will elect the proposed major in Asian American Studies as a primary or secondary major, with a steady state enrollment of 20-40 students. AAS and the College of LAS will monitor enrollments, and if the total number of majors does not

exceed 10 students over a two-year period, the program will be evaluated to determine whether it should be modified or discontinued.

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No campus or external resources will be sought.

- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

## 2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

No impact on faculty resources is expected.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. (*A letter of acknowledgement from units impacted should be included.*)

No impact on course enrollment in other units is expected. Please see letters of support from cross listing units (Appendix H).

- c. Please address the impact on the University Library (*A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.*)

We do not foresee any additional impact on the University Library. We believe that the current holdings of the library are adequate to sustain the undergraduate major in Asian American Studies.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

No additional resources are anticipated.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.

A major in AAS aligns with the Mission of the Illinois Strategic Plan and the mandate “to enhance the lives of citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development.” Illinois is a culturally and racially diverse state and its public university has a stated goal to educate students of all races, ethnicities, and backgrounds. A major in AAS addresses a demographic interest and vital curricular need. Asian Americans make up 5.1% of the population in Illinois and 16% of the total undergraduate student body at UIUC. We educate a significant number of undergraduate and graduate students all over campus, including those who seek to study and understand their own cultural identity as Asian Americans, Asian American issues, and diverse social populations in Illinois and the U.S. Furthermore, the increasing population of international undergraduate students, approximately 89% of the campus’s international undergraduates in 2014 were from Asia, have shown increasing interest in our courses. In this manner, the proposal aligns with the University’s mission of being a premier public university with a land grant mission with a global impact.

AAS also fulfills the university’s educational mission to provide an excellent undergraduate education. A large number of courses offered by our Department meets one or more of the undergraduate general education requirements. Currently our Department offers 18 courses that meet general education requirements of social sciences, US minority cultures, literature and the arts, history and philosophy perspective. Of note, all of these courses fulfill the US minority cultures requirement, which will serve the university with the proposed general education requirement change that would require all undergraduate students to take a US minority cultures course in addition to a course in non-Western cultures. The AAS major will facilitate course development and offerings that could meet this demand. In this manner, the AAS major will enhance the university’s commitment to diversity and excellence. (Please see Appendix G for letter of support from the Chancellor’s and Provost’s Committee on Race and Ethnicity.)

Lastly, a major in AAS is vital to the sustainability and advancement of the University’s excellence in research. The faculty in the Department are nationally and internationally renowned scholars in the field of Asian American Studies. They have won over 15 national and international book awards since 2002, in addition to major research grants from the Spencer Foundation and other entities, and consistently have been awarded prestigious fellowships and awards on campus and off, from the Andrew W. Mellon Foundation, the Illinois Program for Research in the Humanities, and the Conrad Humanities Professorial Scholar Awards in the College of Liberal Arts and Sciences.

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?

Academic training provided by a BA in AAS will prepare students to think critically, to speak and write clearly, and to solve problems that are applicable to any career field. Specifically, they will be trained in research skills that may lead to graduate study in the humanities or social sciences, or career fields including health and medicine, education, law, business, social work, digital and media industries, policy advocacy, politics, academic

administration, and other fields that address Asian American issues. An AAS major would only further enhance such practical and critical knowledge toward training for graduate education and making career decisions based on commitments to Asian American communities and issues of broad concern.

A BA degree in AAS, as a stand-alone degree or double major, will importantly train students with an understanding of diversity in all its aspects: racial, social, cultural, gender, sexuality, religion, and nationality. This diversity training is of crucial importance for all students as they enter into the workforce. They will be equipped with greater social and cultural knowledge of diversity and difference and its applications in their respective career choices.

- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

Not applicable.

**DESIRED EFFECTIVE DATE:** Fall 2016

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

Asian American Studies

For the Degree of Bachelor of Arts in Liberal Arts and Sciences

Major in the Sciences and Letters Curriculum

The LAS major in Asian American Studies explores Asian Americans across disciplines and cultures. The program provides both a broad and a deep approach to theory, research, and multidisciplinary study. Students will complete a minimum of 33 hours, with 12 of those being at the advanced level selected from an approved course list. The major will prepare students with the research skills that may lead to graduate study in the humanities or social sciences, or career fields including health and medicine, education, law, business, social work, digital and media industries, policy advocacy, politics, academic administration, and other fields that address Asian American issues.

E-mail: [aas@illinois.edu](mailto:aas@illinois.edu)

Web address: <http://www.asianam.illinois.edu/>

Degree title: Bachelor of Arts in Liberal Arts and Sciences

Minimum required courses: 33 hours.

General Education: Students must complete the Campus General Education requirements.

Minimum hours required for graduation: 120 hours

Requirements:

	Hours
<b>Required Courses</b>	3
AAS 100: Introduction to Asian American Studies	3
AAS 200: U.S. Race and Empire	3
AAS 215: U.S. Citizenship Comparatively	3
AAS 300: Theories of Race, Gender, and Sexuality	
<b>Additional Coursework</b>	15
Complete at least 15 additional hours of substantive coursework offered by Department of Asian American Studies listed on the Approved Additional Coursework List.	
<b>Electives</b>	6
Choose 6 hours from the Approved Elective Course List.	
<i>Approved Additional Coursework List and Approved Elective List are maintained in the department office and with the AAS advisor.</i>	
<b>Total Hours</b>	33

12 hours of 300- or 400-level courses in your major must be taken on this campus.

Advising: The Department of Asian American Studies provides advising for students. Students must officially declare their major by registering with the Associate Head of Asian American Studies. Students will work with their advisor to choose appropriate courses from the Additional Coursework List and the Approved Elective List to help plan a coherent program of study. A Major Plan of Study Form must be completed and submitted to the LAS Student Affairs Office before the end of the fifth semester (60-75 hours). Please see your advisor.

**CLEARANCES:** (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:



9/17/15

\_\_\_\_\_  
Unit Representative:

\_\_\_\_\_  
Date:



10-16-15

\_\_\_\_\_  
College Representative:

\_\_\_\_\_  
Date:



**APPENDIX A:**  
Asian American Studies Graduated Minors

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Year	Number of Minors Graduated
2004-2005	2
2005-2006	3
2006-2007	5
2007-2008	7
2008-2009	9
2009-2010	14
2010-2011	14
2011-2012	6
2012-2013	2
2013-2014	2
2014-2015	7
<b>Total</b>	<b>71</b>

**Appendix B:**  
Student and Alumni Letters of Support

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To whom it may concern,

I write to you as a senior at the University of Illinois in Mechanical Engineering and a minor in Asian American Studies. I remember when I first learned about the often ignored past known as Asian American history. During my freshman year, I found a link to a documentary titled *Vincent Who?*. The documentary tackled the lack of awareness of the Vincent Chin case. People did not recognize the name Vincent Chin, let alone know the details surrounding his murder. By the end of the documentary, I was shaking with anger and disbelief. How could something like that happen without my knowledge of it? Where was Vincent Chin in my high school history textbook? What else did I not know about Asian America? I felt so vulnerable.

My encounter with Vincent Chin's story illustrates a broader theme surrounding Asian American history: it is an often untold history. Before became an Asian American Studies minor, I had no idea why I rarely met Asian Americans who were not first or second generation or why I myself am a second generation Taiwanese American. I had no basis for placing myself and people who looked like me into U.S. history. According to my high school education, Asians constantly appeared and disappeared. A section on the Gold Rush here, a little bit about the Philippines there, all topped with a few paragraphs of the Japanese American internment. No one explained to me that the reason why most of my friends were second generation Asian American was because of the Chinese Exclusion Act. No one explained to me that the Model Minority stereotype originated as a counterpoint to the Civil Rights Movement. No one explained to me that I was second generation Taiwanese American because the Immigration Act of 1965 opened up a path for my father to emigrate from Taiwan and study Computer Science in America.

Asian American Studies classes explained all of that and more to me. The Asian American Studies faculty mentored and guided me as I tried to reclaim a history that the public K-12 education system denied me. I had a reason to think of myself as an Asian American and connect with these roots I never knew I possessed. What's more, the fact that the faculty themselves were Asian American was a huge benefit in and of itself. In Asian American Studies classes, I feel comfortable having discussions about race with my professors, and I feel like they genuinely want to help me learn about Asian American topics. In my major department of Mechanical Engineering, there are very few Asian

American faculty members, and I would not feel comfortable at all talking to them about being Asian American.

Even though I learned so much through being an Asian American Studies minor, I still do not feel like I know enough. If the option was available when I declared my minor, I would have declared a double major instead. That is because to me, Asian American Studies is not just a purely intellectual endeavor. It is an opportunity to reclaim 21 years' worth of education in the span of four years. A major would have given me a much deeper understanding, and I wish that that option was open to me several years ago when I first clicked on that link to the *Vincent Who?* documentary.

Therefore, I strongly support the establishment of an Asian American Studies major. My minor in Asian American Studies provided me with a basis for understanding myself as an Asian American. I just wish I could have had the option to take more classes, and learn more about the Asian American experience before I graduate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Timothy Chen".

Timothy Chen

Mechanical Engineering, Minor in Asian American Studies

8/10/15



161 N. Clark Street, Suite 4200, Chicago, IL, 60601 • 312.819.1900

July 29, 2015

Paula S. Kim  
(312) 873-3614  
pkim@polsinelli.com

**Via Electronic Mail Delivery to UIUC Department of Asian American Studies**

University of Illinois, Urbana-Champaign  
Senate Committee on Educational Policy  
228 English Building, MC-461  
608 South Wright Street  
Urbana, IL 61801

**Re: Letter in Support of Approval of Asian American Studies Major Degree**

To Whom It May Concern:

My name is Paula Kim and I graduated from the University of Illinois, Urbana-Champaign in 2001 with a Bachelor of Arts in History and Political Science. Today, I am an attorney and shareholder at Polsinelli PC, an AmLaw 100 firm. I am currently a member of the Illinois Supreme Court's Rule's Committee, a Board Member of Asian Americans Advancing Justice, and the Secretary of Korean American Community Services. Additionally, I am one of the founders and former president of the University of Illinois Asian American Alumni Network, which is an affiliate of the University of Illinois Alumni Association. In 2014, with a group of UIUC Asian American alumni, I was a founding donor toward an endowment fund with the University of Illinois Foundation titled the Asian Pacific American Alumni Leadership Internship Fund, which supports student internships at the Asian American Cultural Center at UIUC.

I am writing to share my unequivocal support of the University and the establishment of an Asian American Studies (AAS) major at UIUC. I cherish my time at UIUC because, among other things, it was critical to the formation of my identity and development as a leader, lawyer and human being. Among the multiple student leadership positions I held during the course of my undergraduate experience, I was the Undergraduate Representative to the Asian American Studies Executive Committee and was involved with the early development of that program. I took most of the AAS classes available at that time, including Asian American Families (Professor Balgopal); Asian American in Politics (Professor Tam); Asian American History (Professor Espiritu); and Asian Americans in Literature (Professor Cho), just to name a few. These classes transformed me and opened my eyes to a different perspective of looking at the

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world. I carry many of the lessons I learned with me today. I have no doubt that continuing generations of students will benefit from and be transformed by such studies.

U of I's stated mission is to "transform lives and serve society by educating, creating knowledge and putting knowledge to work on a large scale and with excellence," and its vision is to "create a brilliant future" of teaching, scholarship, and service. (Source, [www.uillinois.edu/about/mission](http://www.uillinois.edu/about/mission).) The establishment of a major in AAS clearly serves the mission and vision of the University. By approving an AAS major degree, the University would continue to be an academic leader in the area of AAS and ethnic studies. There is no peer institution outside of California which offers as coherent and extensive of an AAS curriculum as UIUC, and offering a major degree would solidify UIUC as a leader in the academic field of AAS. Also, approving an AAS major degree would be in line with the existing major degrees in ethnic studies programs such as African American Studies and Latina/Latino Studies.

Furthermore, a brilliant future for our society includes educating ourselves on all perspectives of the American experience, which fosters understanding and peace, ameliorates and eliminates discrimination based on being "different", and heightens society's appreciation and enjoyment of the vibrancy which diversity creates. We are at an incredible point in history in the United States where the walls of institutional prejudice have largely crumbled, but there is no doubt that discrimination and bias continues to exist to cut off possibility and opportunity for all people. Where influential leaders, business and institutions all recognize the power and possibility of diversity to transform society, the University is and should continue to be on the cutting edge of the dialogue and work that creates. Approving an AAS major degree is a clear and resounding commitment to not only be a part of that dialogue of diversity, but to the academic and transformative excellence to which the University aspires by being a thought leader in this field and creating future generations of thought leaders.

If an AAS major had existed at the time I attended UIUC, I would have selected that major, and I hope that future generations of students have the gift to make a choice that was unavailable to me.

Sincerely,



Paula S. Kim

June 29, 2015

To whom it may concern:

As a student at the University of Illinois, and an Asian American Studies minor, I am excited that an AAS major is being considered. So far, the AAS program has been nothing but eye opening and enlightening for me. I've learned to examine shared cultural experiences with empathy because I'm able to consider and weigh the history that leads to those experiences. In particular I've gained the skills to articulate these concepts, how to help others articulate their experiences as well, and how to act this out in real time when faced with new experiences or situations.

These skills are absolutely valuable in today's world, for two reasons. I think that the ability to articulate concepts about race, diversity, and their role in our society is a significant issue with respect to the events of the past few years. I also think that the way our world is networked globally requires these skills. The former, it feels like, is lacking in other fields, while the latter is much more prominent. In AAS, I've learned how to consider, articulate, and understand both from a personal and academic level.

It's also different than studying, for me, Molecular and Cellular Biology. Learning about my identity as a Filipino American and its history it is a much more intimate experience. Then, applying these histories to contemporary issues is almost like self expression. Not to say that MCB isn't thrilling and exciting for me, but rather, I'm disappointed that I could have done both. I certainly wish that I could have taken a double major, but I will not have time to finish an AAS major before I graduate. If I had known earlier, I could have planned my classes out as early as freshman year and completed the double major.

One desire of mine is to bring together my science and humanities studies, and I think that a double major would have helped me see what that looks like. There's many more areas in AAS that I want to cover, and I want to continue to think about what AAS in the sciences looks like. I also don't believe that a minor is enough time to get to know the AAS professors, all of whom have been nothing short of helpful and amazing and have their fields of expertise.

The minor has made me more aware of myself and the world around me, and has given me the chance to work with amazing professors. I hope that for students of the future, a full major will give them even more opportunities.

Thanks,

Angelo Blancaflor, Class of 2016

July 23, 2015

To whom it may concern,

I am writing this letter in support of the proposal for a BA major in Asian American Studies at the University of Illinois at Urbana-Champaign. As an undergraduate who went through the Asian American Studies minor program, I experienced firsthand the positive impact of learning about Asian American history, film, and societal issues that are relevant to today's racial climate. These classes not only challenged me with critical and creative thinking, but also provided a space to connect to my own racial experience and family history. This was especially important in attending a large, predominantly white institution where it is often easy to feel lost or "different"; Asian American Studies made me feel more comfortable in Urbana-Champaign as well as helped me find a home and identity among the student population.

The coursework also provided an alternative perspective to my other majors of Economics and Political Science at the time. While I had positive experiences in these classrooms as well, Asian American Studies truly clicked for me as an interesting and exciting field. In my Asian American Studies classes, I was able to discuss important topics of race, gender, and diversity fully in cooperative learning environments. It is no doubt that if offered, I would have loved to become an Asian American Studies major. The Department of Asian American Studies also gave me the passion and knowledge to continue my education, as I now continue my studies in the MA Program of Asian American Studies in UCLA. I hope to one day pursue a PhD in Ethnic Studies and fulfill the role of an Asian American Studies educator and researcher, and owe much of this to my experiences in the minor program as an undergraduate.

I had the pleasure of taking classes with Prof. Soo Ah Kwon, who both fostered a welcoming yet invigorating class environment in her classes "Asian American Youth" and "Asian American Youths through Media." Her classes introduced me to a wide number of topics, from independent media, cultural analysis, and ethnographic research methods. To this day, I still refer back to lessons or readings taught in my own current coursework in an Asian American Studies graduate program. What was even more beneficial from the department was the wide number of course offerings and the amazing faculty covering a variety of fields. While taking Prof. Kwon's classes, I was also able to take courses focusing on history and popular culture.

It is no doubt that with such prestigious faculty in the department, with scholars like Prof. Mimi Nguyen, Prof. Lisa Cacho, and Prof. Kwon, a major should be offered. Even as I attend one of the elite programs at UCLA which does offer a BA in Asian American Studies, I strongly believe that the department at UIUC is just as prestigious with a quality group of core faculty. As I talk to other fellow MA students who attended Ethnic Studies programs in California, I'm reminded that UIUC's department of Asian American Studies is not only the biggest department outside of California, but is on par with many of the programs on the west coast as well.

Overall, offering a BA in Asian American Studies would be another step to making Asian American students and students of color more comfortable at the University of Illinois, both socially and academically. Especially as racial issues and diversity initiatives continue to emerge, Asian American Studies provides an important and invigorating space to have these complex discussions to create a thoughtful student body. Therefore, Asian American Studies can also benefit all students as well. Finally, considering the number of quality faculty who all have prestigious works, publications, and teaching experience, it is no doubt that students should have the opportunity to earn a BA in Asian American Studies.

Sincerely,

Kenneth Chan

UIUC '13

UCLA '16

M.A Candidate in Asian American Studies



August 2, 2015

To whom it may concern,

We, the Asian Pacific American Coalition at the University of Illinois, write to you to express our support for an Asian American Studies major. Asian American student groups have historically fought for the creation and the continued growth of the Asian American Studies department. We are no different. Today, 23 Registered Student Organizations comprise our coalition, and we urge the committee to institute an Asian American Studies undergraduate major for reasons below:

First, Asian American Studies provides the largest site for education of Asian American issues on our campus. Educational programs by RSOs often do not reach as wide of an audience as Asian American Studies classes where they engage hundreds of students every semester. The variety of these students is unparalleled. The Asian American Studies department has cross-listed courses in departments like Political Science, Media and Cinema Studies, Education, Social Work, and other ethnic studies departments like African American Studies. Despite this course diversity, our Asian American Studies department is the only one among its peers throughout the nation that does not have a major. Asian American Studies forms a backbone for our efforts as a community, and a major would show commitment from the University that the department can continue to do so.

Furthermore, the Asian American student community needs students enrolled in the major to become leaders of our organizations. Many of APAC's past executive officers were Asian American Studies minors. It is no surprise then, that this year there are two

Asian American Studies minors on the current APAC executive board. However, student leaders do not necessarily start an Asian American Studies minor during their freshman year. This leads to a situation where some students in executive positions in RSOs have only completed three to four classes in Asian American Studies when they begin their terms. The superficiality of student leader knowledge directly impedes their efforts. How can we effectively raise awareness for mental health initiatives for Asian American students when we do not fully grasp the structures that cause issues in the first place? An undergraduate enrolled in a major program would have an advantage over a minor student in this case, since their education would be more complete with greater depth.

Lastly, our community needs an Asian American Studies major because the lack of a major represents the overarching attitude the University has historically held toward Asian students: we are overrepresented, therefore we do not require services. Asian International and Asian American students make up the largest racial minority group on campus. However, the Asian American Cultural Center, a crucial space for APAC and many of our affiliate organizations, did not exist until 2005, despite student proposals for a center dating as far back as 1990. In comparison, the University established the Bruce Nesbitt African American Cultural Center in 1969 as a result of student demands for a center that same year. La Casa Cultural Latina followed suit in 1974. Even the order in which ethnic studies programs were established followed this trend. African American Studies was established in 1970, and the program offered a major starting in 2008.

Latino/Latina Studies began in 1996, and it now has a major as of 2010. Asian American Studies started in 1996, but it still has no major. APAC urges the committee to create a major to help end the invisibility of Asian Americans on this campus.

We, the undersigned organizations, support an Asian American Studies undergraduate major as proposed by the Asian American Studies department:

Asian Pacific American Coalition

Asian American Association

Asian American Student Housing Organization

alpha Kappa Delta Phi Sorority, Inc. Upsilon Chapter

Beta Chi Theta Fraternity, Inc. Phi Chapter

Chi Sigma Tau Fraternity, Inc. Gamma Chapter

Chinese Students and Scholars Association

Delta Kappa Delta Sorority, Inc. Epsilon Chapter

Indian Students Association

Japan Intercultural Network

Kappa Phi Lambda Sorority, Inc. Psi Chapter

Korean American Student Association

Korean Student Association

Lambda Phi Epsilon Fraternity, Inc. Chi Chapter

Liberty in North Korea

Pakistani Student Association

Philippine Student Association

Singapore Student Association

Sigma Beta Rho: University of Illinois Colony

Sigma Psi Zeta Sorority, Inc. Alpha Epsilon Chapter

Society of Asian Scientists and Engineers

Taiwanese American Students Club

Taiwanese Intercultural Association

Thai Student Association

**APPENDIX C**  
**Asian American Studies Faculty and Teaching**

The Department currently has 4.42 FTE. Additionally, through MOU agreements, Asian American Studies also benefits from having faculty placed in disciplinary units those who teach and provide service for AAS.

Core Faculty

Nancy Abelmann (Anthropology)  
 Lisa Cacho (.75 Latina/o Studies/.25 AAS)  
 Augusto Espiritu (.75 History/.25 AAS)  
 Maryam Kashani (.75 Gender and Women’s Studies/.25 AAS) Begin date fall 2016  
 Susan Koshy (.75 English/.25 AAS)  
 Soo Ah Kwon (.50 AAS/.50 Human and Community Development)  
 Martin Manalansan (.50 Anthropology/.50 AAS)  
 Fiona Ngô (.50 AAS/.50 Gender and Women’s Studies),  
 Mimi Nguyen (.75 Gender and Women’s Studies/.25 AAS)  
 Junaid Rana (1.0 AAS)  
 Naomi Paik (1.0 AAS)  
 Yoon Pak (Educational Policy Studies)

Affiliate Faculty

J. B. Capino (Associate Professor; English, Gender and Women’s Studies, Media and Cinema Studies and Center for East Asian and Pacific Studies)  
 David Coyoca (Lecturer; Latina/Latino Studies)  
 Vincente Diaz (Associate Professor; Anthropology, American Indian Studies and History)  
 Poshek Fu (Professor; AAS, History, Center for East Asian and Pacific Studies, and Center for Global Studies)  
 Adrienne Lo (Associate Professor; Anthropology)  
 Cara Wong (Associate Professor; LAS Global Studies, Political Science, Latin American and Caribbean Studies, Center for Global Studies and Title VI Centers Faculty Survey)

Chancellor’s Postdoctoral Fellows (2015-16)

Yumi Lee  
 Thea Tagle

**Faculty Teaching Loads**

<b>Faculty</b>	<b>Percentage</b>	<b>Courses per year</b>
A. N.Paik	100%	4
J. Rana	100%	4
S. Kwon	50%	2
M.Manalansan	50%	2
F. Ngô	50%	2
Y. Pak	0%	2
L. Cacho	25%	1
A. Espiritu	25%	1
M. Kashani	25%	1
S. Koshy	25%	1

M. Nguyen	25%	1
N. Abelman	0%	0
<b>Total</b>	<b>525%</b>	<b>21</b>

**NOTES:**

Kashani to start Fall 2016

AAS is currently holding a search for a 100% appointment to start 2016

AAS has had 2 Chancellor's Postdoctoral Fellows per year. They are responsible for teaching 1 course each per year.

**Appendix D:**  
Asian American Studies 4-Year Sample Course Offerings

<b>Fall 2016</b>		<b>Spring 2017</b>		<b>Fall 2017</b>		<b>Spring 2018</b>	
Faculty	Course	Faculty	Course	Faculty	Course	Faculty	Course
J. Rana	100	F. Ngô	100	J. Rana	100	A. N. Paik	100
L. Cacho	215	A. N. Paik	200	L. Cacho	215	A. N. Paik	200
F. Ngô	300	Manalansan	287	F. Ngô	300	Manalansan	287
A. N. Paik	501	S. Kwon	346	J. Rana	561	F. Ngô	120
M. Nguyen	211	A. Espiritu	283	M. Manalansan	484	S. Kwon	590
M. Manalansan	184	A. N. Paik	400-Law	S. Kwon	246	A. Espiritu	472
S. Kwon	246	J. Rana	258	M. Nguyen	315	J. Rana	258
A. N. Paik	400-Prisons	J. Rana	400-CES	A. N. Paik	400-Prisons	J. Rana	400-CES
J. Rana	490	Y. Pak	402	A. N. Paik	400-Law	Y. Pak	402
Y. Pak	402	M. Kashani	365	Y. Pak	402	M. Kashani	365
		S. Koshy	286			S. Koshy	280
<b>Fall 2018</b>		<b>Spring 2019</b>		<b>Fall 2019</b>		<b>Spring 2020</b>	
Faculty	Course	Faculty	Course	Faculty	Course	Faculty	Course
J. Rana	100	S. Kwon	100	J. Rana	100	Manalansan	100
L. Cacho	215	A. N. Paik	200	L. Cacho	215	A. N. Paik	200
F. Ngô	300	A. N. Paik	400-Law	F. Ngô	300	A. N. Paik	400-Law
A. N. Paik	501	Manalansan	590	J. Rana	561	S. Kwon	346
S. Kwon	246	A. Espiritu	283	S. Kwon	246	A. Espiritu	472
M. Manalansan	184	F. Ngô	315	M. Manalansa	287	F. Ngô	120
M. Nguyen	211	J. Rana	258	M. Nguyen	315	J. Rana	258
A. N. Paik	400-Prisons	J. Rana	400-CES	A. N. Paik	400-Prisons	J. Rana	400-CES
J. Rana	490	Y. Pak	402	A. N. Paik	390	Y. Pak	402
Y. Pak	402	M. Kashani	365	Y. Pak	402	M. Kashani	365
		S. Koshy	286			S. Koshy	460

**APPENDIX E-1:  
Approved Additional Coursework List**

*\*\*Complete at least 15 additional hours of substantive coursework offered by Department of Asian American Studies.*

<b>Course</b>		<b>Gen ed</b>
AAS 120	Intro to As Am Popular culture	Social Sciences/US Minority Culture(s)
AAS 184 (ANTH 184/SOC 184)	Asian American Cultures	Social Sciences/US Minority Culture(s)
AAS 224 (SOC 224)	Asian American Historical Sociology	US Minority Culture(s)
AAS 211	Asian Americans and the Arts	Literature and the Arts/US Minority Cultures
AAS 246	Asian American Youth in Film	Social Sciences/US Minority Culture(s)
AAS 250	Asian American Ethnic Groups	
AAS 258	Muslims in America	Social Sciences/US Minority Culture(s)
AAS 283 (HIST 283)	Asian American History	
AAS 286 (ENGL 286)	Asian American Literature	Literature and the Arts/US Minority Cultures
AAS 287	Food and Asian American Studies	Social Sciences/US Minority Culture(s)
AAS 299	Begin Topics Asian Am Studies	
AAS 315 (GWS 315)	War, Memory, Cinema	
AAS 346 (HDFS 341)	Asian American Youth	
AAS 365 (MACS 365)	Asian American Media and Film	
AAS 402 (EPS 402)	Asian American Education	Advanced Composition/US Minority Culture(s)
AAS 465 (AFRO 465/ GWS 465/LLS 465)	Race, Sex, and Deviance	
AAS 484 (ANTH 484)	Asian Diasporas	



**APPENDIX E-2:  
Approved Elective Course List**

*\*\* Choose 6 hours of from this approved list of elective courses to fulfill electives requirement for the major.*

<b>Course</b>		<b>Gen ed</b>
AAS 201 (PS 201/AFRO 201/LLS 201)	US Racial & Ethnic Politics	Social Sciences/US Minority Culture(s)
AAS 260 (THEA 280)	Intro Asian American Theatre	US Minority Culture(s)
AAS 265 (LLS 265)	Politics of Hip Hop	
AAS 281 (HIST 281/AFRO 281/LLS 281)	Constructing Race in America	Hist&Philosoph Perspect/US Minority Cultures
AAS 284 (ANTH 284)	Adv Topics in Asian America	Social Sciences/US Minority Culture(s)
AAS 297 (SOCW 297/HDFS 221)	Asian Families in America	Social Sciences/US Minority Culture(s)
AAS 310 (EPS 310/AFRO 310/LLS 310)	Race and Cultural Diversity	Advanced Composition/US Minority Culture(s)
AAS 317 (PS 317)	Asian American Politics	
AAS 328 (SOC 328)	Asian Americans & Inequalities	
AAS 355 (LLS 355/ SOC 355)	Race and Mixed Race	
AAS 397 (SOCW 397/HDFS 321)	Asian Families in America	Social Sciences/US Minority Culture(s)
AAS 435 ( LLS 435/AFRO 435/GWS 435/MACS 432)	Commodifying Difference	
AAS 465 (AFRO 465/ GWS 465/ LLS 465)	Race, Sex, and Deviance	
AAS 479 (ANTH 479/ LLS 479)	Race, Medicine, and Society	
AAS 485 (GWS 485)	The Politics of Fashion	

**APPENDIX E-3:  
AAS Undergraduate Courses Offered**

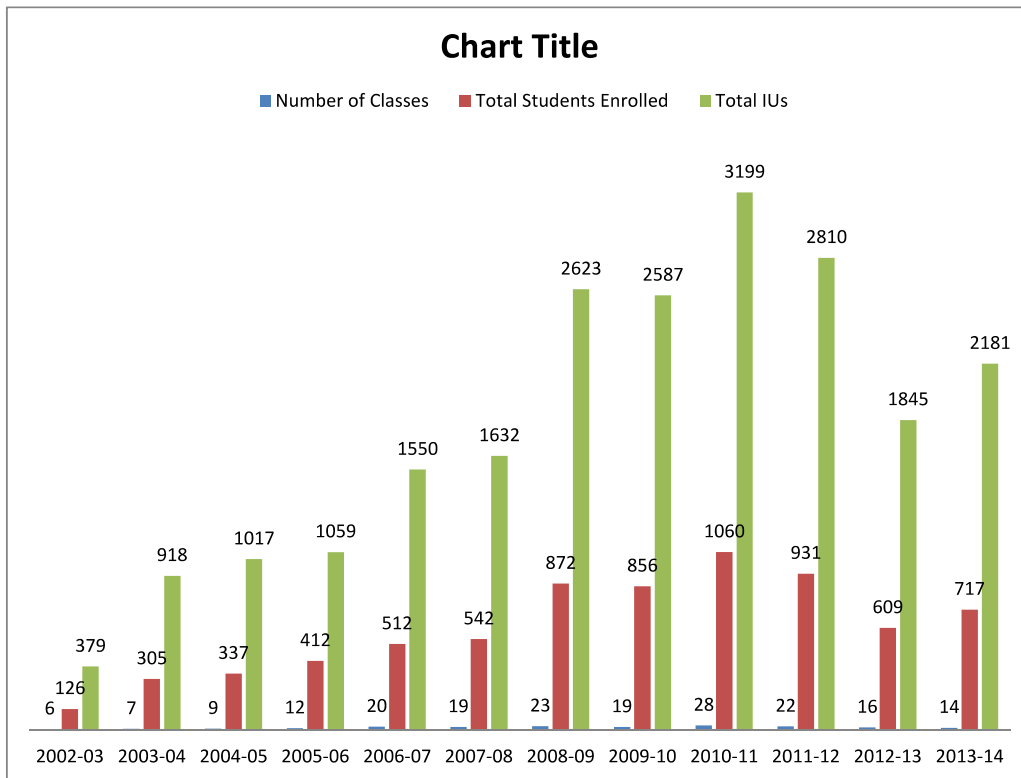
*Courses controlled by AAS are indicated in yellow highlight and bold.*

<b>Course</b>		<b>Gen ed</b>
<b>AAS 100</b>	<b>Intro to AAS</b>	Social Sciences/US Minority Culture(s)
<b>AAS 120</b>	<b>Intro to As Am Popular culture</b>	Social Sciences/US Minority Culture(s)
AAS 184 (ANTH 184/Soc 184)	Asian American Cultures	Social Sciences/US Minority Culture(s)
<b>AAS 199</b>	<b>Undergraduate open seminar</b>	
AAS 201 (PS 201/AFRO 201/LLS 201)	US Racial & Ethnic Politics	Social Sciences/US Minority Culture(s)
<b>AAS 211</b>	<b>Asian Americans and the Arts</b>	Literature and the Arts/US Minority Cultures
<b>AAS 215 (AFRO 215/ AIS 295/GWS 215/LLS215)</b>	<b>US Citizenship Comparatively</b>	Hist&Philosoph Perspect/US Minority Cultures
<b>AAS 224 (SOC 224)</b>	<b>Asian American Historical Sociology</b>	US Minority Culture(s)
<b>AAS 246</b>	<b>Asian American Youth in Film</b>	Social Sciences/US Minority Culture(s)
<b>AAS 250</b>	<b>Asian American Ethnic Groups</b>	
<b>AAS 258</b>	<b>Muslims in America</b>	Social Sciences/US Minority Culture(s)
AAS 260 (THEA 280)	Intro Asian American Theatre	US Minority Culture(s)
AAS 265 (LLS 265)	Politics of Hip Hop	
AAS 281 (HIST 281/AFRO 281/LLS 281)	Constructing Race in America	Hist&Philosoph Perspect/US Minority Cultures
AAS 283 (HIST 283)	Asian American History	
AAS 284 (ANTH 284)	Adv Topics in Asian America	Social Sciences/US Minority Culture(s)
AAS 286 (ENGL 286)	Asian American Literature	Literature and the Arts/US Minority Cultures
<b>AAS 287</b>	<b>Food and Asian American Studies</b>	Social Sciences/US Minority Culture(s)
<b>AAS 290</b>	<b>Individual Study</b>	
<b>AAS 291 (RLST 291)</b>	<b>Hinduism in the United States</b>	
AAS 297 (SOCW 297/HDFS 221)	Asian Families in America	Social Sciences/US Minority Culture(s)
AAS 299	Begin Topics Asian Am Studie	
AAS 310 (EPS 310/AFRO 310/LLS 310)	Race and Cultural Diversity	Advanced Composition/US Minority Culture(s)
<b>AAS 315 (GWS 315)</b>	<b>War, Memory, Cinema</b>	
AAS 317 (PS 317)	Asian American Politics	
AAS 328 (SOC 328)	Asian Americans & Inequalities	
<b>AAS 346 (HDFS 341)</b>	<b>Asian American Youth</b>	
AAS 355 (LLS 355/ SOC 355)	Race and Mixed Race	
<b>AAS 365 (MACS 365)</b>	<b>Asian American Media and Film</b>	
<b>AAS 390</b>	<b>Intermed Topics Asian Am St</b>	
<b>AAS 395</b>	<b>Adv Intermed UG Readings</b>	
AAS 397 (SOCW 397/HDFS 321)	Asian Families in America	Social Sciences/US Minority Culture(s)
AAS 402 (EPS 402)	Asian American Education	Advanced Composition/US Minority Culture(s)

AAS 435 ( LLS 435/AFRO 435/GWS 435/MACS 432)	Commodifying Difference	
AAS 465 (AFRO 465/ GWS 465/ LLS 465)	Race, Sex, and Deviance	
AAS 479 (ANTH 479/ LLS 479)	Race, Medicine, and Society	
AAS 484 (ANTH 484)	Asian Diasporas	
AAS 485 (GWS 485)	The Politics of Fashion	
<b>AAS 490</b>	<b>Adv Topics in Asian America</b>	

**APPENDIX F:  
Instructional Units, Number of Courses, and Student Enrollments**

Academic Year	Number of Classes	Total Students Enrolled	Total IUs
2002-03	6	126	379
2003-04	7	305	918
2004-05	9	337	1017
2005-06	12	412	1059
2006-07	20	512	1550
2007-08	19	542	1632
2008-09	23	872	2623
2009-10	19	856	2587
2010-11	28	1060	3199
2011-12	22	931	2810
2012-13	16	609	1845
2013-14	14	717	2181





ILLINOIS  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

August 5, 2015

Barbara J. Wilson, Harry E. Preble Dean  
Kathryn Lee Baynes Dallenbach Professor  
College of Liberal Arts & Sciences  
2090 Lincoln Hall, MC-448  
University of Illinois at Urbana-Champaign  
Urbana, IL 61801

Dear Dean Wilson:

As co-chairs of CORE—The Chancellor’s and Provost’s Committee on Race and Ethnicity—we are very pleased to write this letter in support of the proposal to create a Bachelor of Arts degree in the Department of Asian American Studies. As a supporter of CORE’s activities during this past academic year, you are well aware that AY 2014-2015 was a critical year for the campus-wide discussion of diversity, especially on issues related to curriculum diversity.

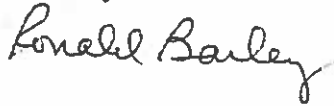
CORE’s major diversity initiative focused our recommendation that the Cultural Studies General Education requirement be changed so that, as a graduation requirement, all students have to take both a non-Western culture *and* a US minority culture course. We also encouraged that students take the US minority culture course during their first two years on campus, and that instructors be encouraged to incorporate active pedagogy into their courses. This recommendation was based on CORE’s findings that the vast majority undergraduates fulfill the second part of the Cultural Studies requirement by taking a non-Western culture course, and that few students take courses on the ethnic experience in the U.S. CORE stated: “Given the multicultural, multiracial nature of US society, as well as the racial climate on campus and society at large, the CORE curriculum subcommittee firmly believes that all undergraduate students at the university need to take a US minority culture course as a requirement for graduation.”

We are very pleased at both the quantity and quality of the discussion of this important issue among all campus constituencies over this past year. The proposal that CORE will submit to the Educational Policy Committee of the Faculty Senate includes letters from the leadership of ten colleges, sixteen departments, and from several student organizations including the Asian-Pacific American Coalition, the Native American and Indigenous Student Organization, and the African American Studies Scholars Cultural Committee. In addition, letters of support were received from Chancellor Wise, Provost Adesida, Vice Chancellor Romano, and members of the EDGE Committee (Enhancing Diversity, Guiding Excellence). Certainly this broad and vigorous discussion and support contributed to the approval of the General Education Committee which voted 13-1 to approve the CORE proposal and support it before the Faculty Senate and its Academic Policy Committee this coming fall.

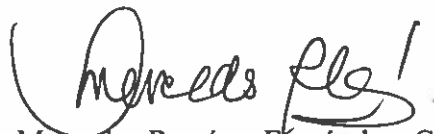
It is in this context that we think the proposal for a BA degree submitted by the Department of Asian American Studies is very timely. If it is approved, it will make a substantial contribution to achieving the goals of the CORE proposals and, indeed, advancing the strategic commitment of the College of Liberal Arts and Sciences and University of Illinois to strengthening the institution's work on issues of diversity and inclusion. Asian American students comprise a substantial proportion of the student body and thus their histories and concerns must be available as a context for all students interested in their history and culture, both as an ethnic group and as it represents the broader experiences in U.S. and world history regarding issues of race and ethnicity. Second, the Department is a recognized leader in the field of ethnic studies across the U.S., with national recognized faculty whose teaching, research, and service provide a strong foundation for the Department. The courses which are offered in the general education curriculum will certainly help meet what we envision as increasing demand for ethnic studies courses. As do other ethnic studies programs, Asian American Studies contributes to the diversity goals of the campus far exceeding the number of faculty in the unit. Adding a major in Asian American Studies is a much needed and long overdue addition that will provide a missing element to the outstanding work of the Department.

For these reasons, we applaud the intentions to seek approval of Bachelor of Arts degree in Asian American Studies, and we offer our support to this important initiative. We will invite members of the Department's faculty to share a summary of the proposal at the Diversity Summit on August 14, 2015, and we will place the proposal on CORE's agenda for discussion during the coming year. We also urge the College of Liberal Arts and Sciences to support this effort.

Sincerely,



Ronald W. Bailey, CORE Co-Chair  
Head  
Department of African American Studies



Mercedes Ramirez Fernández, CORE Co-Chair  
Interim Assistant Chancellor/Assistant Provost  
for Student Diversity

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UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Anthropology  
College of Liberal Arts and Sciences  
109 Davenport Hall, MC-148  
607 South Mathews Avenue  
Urbana, IL 61801



August 10, 2015

Professor Soo Ah Kwon, Head  
Department of Asian American Studies  
University of Illinois at Urbana-Champaign

Dear Soo Ah,

Thank you for contacting me to discuss the proposed major in Asian American Studies. I am writing this letter on behalf of the Department of Anthropology with two purposes in mind:

The first is to certify that we expect no significant negative impact to existing cross-listed courses with Anthropology. Quite the opposite: we hope the success of this major will generate increased student demand for these courses and provide new opportunities to develop additional points of connection between our curricula.

In addition, I hope this letter will also stand as an endorsement of the proposed major. Asian American Studies already makes important curricular contributions to our campus. Developing a major curriculum is an appropriate next step that would place our campus in a position of parity with peer programs around the nation. This seems particularly important in view of the strength of the AAS faculty on our campus.

If I can provide any additional information about our support for this proposal, please let me know.

All best,

Andrew Orta  
Professor and Head

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Gender & Women's Studies

College of Liberal Arts and Sciences  
1205 W. Nevada  
Urbana, IL 61801



July 20, 2015

To Whom It May Concern:

On behalf of the Gender and Women's Studies Department, I am writing in support of the proposed major in Asian American Studies. The two classes that are particularly at issue for GWS are AAS 215: US Citizenship Comparatively (also AFRO 215/ AIS 295/GWS 215/LLS215) and AAS 315: War, Memory and Cinema. We do not believe that the enrollments through AAS rather than GWS will have any impact on our program, given that we already share the classes.

I should also say that we fully support the establishment of an AAS major. We think it will strengthen our department by making it possible for undergraduates to deepen their interest in gender by taking interdisciplinary classes that are cross-listed between GWS and AAS while building a coherent major in a discipline.

Best,

A handwritten signature in blue ink, appearing to read 'Stephanie Foote'.

Stephanie Foote  
Professor of English and Gender and Women's Studies  
Chair of Gender and Women's Studies



UNIVERSITY OF ILLINOIS  
AT URBANA – CHAMPAIGN



**Department of Latina/Latino Studies**  
College of Liberal Arts and Sciences  
1207 W. Oregon Street, MC-136  
Urbana, IL 61801-3716

June 18, 2015

Barbara Wilson, Dean  
College of Liberal Arts and Sciences

Dear Dean Wilson,

I write in support of the Department of Asian American Studies' proposal for an LAS Interdisciplinary Undergraduate Major in Asian American Studies (AAS). As articulated in the "Visioning Future Excellence" report, Illinois has identified social equality and cultural understanding as one of the great societal challenges. The AAS major will undoubtedly make important contributions to enhancing the University's excellence in this area. Specifically, it will provide undergraduate students with transformative learning experiences by enabling them to focus their education on questions of race, ethnicity, and cultural difference. The result will be the production of students who can contribute to solving "21st century challenges of global and local significance." Overall, the major in Asian American Studies will be important to Illinois' efforts to advance its diversity mission.

I also write to address the impact of the proposed AAS major on cross-listed courses. Currently, Asian American Studies cross-lists AAS 215: US Citizenship Comparatively with Latina/o Studies. I do not anticipate that the proposed major will have a significant impact on existing enrollments in LLS.

If you have any questions about the Department of Latina/Latino Studies' support for the AAS major proposal, I would be happy to answer them.

Sincerely,

A handwritten signature in black ink that reads "jxinda".

Jonathan Xavier Inda  
Chair and Associate Professor  
Department of Latina/Latino Studies

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



Department of Sociology  
3120 Lincoln Hall  
702 S. Wright St. M/C 454  
Urbana, IL 61801-3621

To: Soo Ah Kwon

Head, Asian American Studies

From: Antoinette Burton

Interim Head, Sociology

Re: Support for Asian American Studies Major

July 2, 2015

This letter is in support of the proposed Asian American Studies major being forwarded for approval as a new option for undergraduates. In an absolute sense, this proposal has merit because of the research, teaching and community engagement traditions that are now well-established in the interdisciplinary field of Asian American Studies both at the University of Illinois and on the national scene as well. As a field, Asian American Studies contributes to a wide variety of research agendas on campus, Sociology prime among them. Our faculty cluster in two main areas, *Inequalities* and *Global and Transnational Sociology*. AAS engages each of these domains, not just by enhancing students' understanding of racial difference and its political, social, economic and cultural effects, but by locating Asian American experience at the heart of social science inquiry, whether in a regional, national, transnational or global frame.

We currently cross-list two courses (Soc 224 [Asian American Historical Sociology] and 328 [Asian Americans and Inequalities]) and we do not foresee any adverse impact in them in light of the proposed major. In fact we can imagine new synergies between our departments once the AAS major is underway.

In sum, we are delighted to see this major proposal moving forward and it has our full support. Please let me know if you require anything further.

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

College of Liberal Arts and Sciences  
Office of the Dean

2090 Lincoln Hall  
702 S. Wright Street, MC-448  
Urbana, IL 61801



November 9, 2015

Kathryn Martensen  
Associate Provost  
Office of the Provost and Vice Chancellor for Academic Affairs  
207 Swanlund Administration Building  
MC-304

Dear Kathy:

The Committee on Courses and Curricula and Executive Committee on behalf of the Faculty of the College of Liberal Arts and Sciences have voted to approve the following proposal:

**Establish an Undergraduate Major- BALAS in Asian American Studies**

The Department of Asian American Studies has evaluated their resources and affirmed that they are able to financially support this major without any additional funds. They have provided a 4 year sample course offering plan to illustrate how they will cover required and additional courses for the major. Please address all correspondence concerning this proposal to me. This proposal is now ready for review by the Senate Educational Policy Committee for proposed implementation in Fall 2016.

Sincerely,

Karen M. Carney  
Associate Dean

enclosure

C: Professor Soo Ah Kwon  
Professor Fiona Ngô