

## **Asian Studies and Asian-American Studies initiatives at Dartmouth**

### **Overview and outline**

January 25, 2001

This is broad. It is only so we coordinate. There is a false dichotomy perpetuated at this campus between Asian Studies and Asian-American studies. At a minimum these are related through the types of students that take the courses, and their student life that in many ways revolves around culture. The following proposals are all part of a larger and broader effort to integrate the academic disciplines and to provide greater student support for an ethnic group that has historically been overlooked by admissions/student counseling/academic departments.

### **Rationale**

#### 1. Academic rationale

Korean Studies is central to understanding Asian politics, culture, literature, and economics. Asian-American studies is fundamentally involved in diaspora studies, identity, American politics, and history.

#### 2. Student rationale

Asian-American students are under-represented at Dartmouth and over-represented at all our peer groups (see Appendix 1). This is a desirable demographic that we wish to recruit and retain, and piecemeal solutions are a second-best alternative.

### **Programs**

1. Korean Studies appointment in AMES
2. Korean language courses in AMEL
3. LSA in Seoul, Korea
4. Asian-American Studies minor
5. Centralized building that can house AMES, AMEL and serve as a focal point

**Cui Bono (Who benefits)?**

Everybody.

Departments: Music, religion, humanities, literature. Social sciences

Students: better retention and programmatic.

College reputation: centralized we can put forth a better image, as a symbol of Dartmouth's commitment to the Pacific.

**Tenure-track Faculty who endorse this general proposal**

David Kang, Government

Dennis Washburn, Chair, AMEL

Pam Crossley, Chair (AMES), and History

Vernon Takeshita, History

Josna Rege, English

Michael Mastanduno, Government

Linda Fowler, Government