

Korean America

Spring 2007

AAA 450/ANTH 499
@Davenport 113

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Assignments/Grading

There are no exams or long papers for this class. You will succeed if you do 3 things: (1) read the assigned materials for class – as you can see below 40 % of your grade draws on short responses to the reading; (2) participate in class – while I do understand that this is easier for some people than others (and I will not be counting the minutes that you speak) this is a small discussion-based class that will rely on YOU! (15%); and (3) engage in a research/thinking exercise in which you begin a research project on Korean America at the U of I – this will be a semester long project that is nested in a campus-wide project/on-line archive called EUI (The Ethnography of the University Initiative).

Short Reading Responses

Drawing each week on at least 2 (and hopefully more) readings (unless there is only one reading that week), please come to class with a typed 1-2 page response (no longer) in which you introduce:

1. Something (argumentative and/or empirical—argumentative is the more powerful) that surprised or deeply interested you (i.e., something that challenges a prior understanding you had, something that you would have previously found hard to believe etc.) (Your entry should also indicate why you are surprised). **SURPRISE**
2. Something that confirms something you already knew (i.e., something that doesn't surprise you at all) (your entry should indicate why you are not surprised). **CONFIRM**
3. Something you would like to know more about (you might in conjunction suggest one more cited sources (i.e., from the bibliographies) that intrigue you). **CURIOUS**
4. A term/phrase/idea (perhaps a theoretical construct) that you find helpful/inspiring (Your entry should include your understanding of the selection). **HELP**

5. Something that you don't understand: this could be a term, an idea, an argument, a passage (feel free to list page and paragraph #) etc. (If you do not have something for this entry that is fine –i.e., do not force yourself to be confused!) **CONFUSE**
6. Something that you would personally like to research (or at least are curious about) at the U of I that draws on one of the readings (as your *iLAB* (see below) progresses you will use this entry to instead enter: Something that relates to your *EUI* project) (note: this will help you fill in the “Reflect:Link” section of the *iLAB*). **RELATE**

Please use the bolded terms above to introduce each entry. We will (I think) often use your responses in class so it is critical that you have these prepared before class. I will always have them graded by the next class. I have never used this particular response format before – let's see how it works. I am, thus open to tweaking this in some way. Also, you can rework your first 4 responses for a new grade (I offer this so that you can get used to my grading, i.e., what I am rewarding).

You are required to do this for 10 of the 13 weeks (with readings) of the semester.

The Ethnography of the University Initiative (EUI, www.eotu.uiuc.edu)

You will be housing (and if you are willing, archiving) an ethnographic (field research and/or archive based) project that takes up some aspect of Korean America at the U of I. The culmination of your work will not be a long research report but instead a proposal in which you chart out a course of research based upon the preliminary work/exercises that you will have done for class.

EUI is a project that I co-direct that is now in its 5th year. EUI is committed to engaging students in the research process and to meaningfully interrogate the U of I. It is also committed to the creation of an on-line data base that allows students to draw on and contribute to other students' research. *iLABS* offers an on-line environment in which you can document (input/upload) your research process. My hunch is that most of you – being of the generation you are – will have no problem mastering the tricks of this environment – but in any case, do not fret (help is available, see below). Throughout the semester your work will be visible by the entire class (although I have the ability to comment on your work in such a way that you will be the only viewer); at the end of the semester you will have the option to archive your *iLAB* (either with your name or with a pseudonym) or to have your *iLAB* not archived.

In conducting field research you will need to observe IRB (Institutional Review Board) protocol that are designed to protect that rights of those who become the “human subjects” of your research; it is critical that we uphold these as well as your own ethical standards as we conduct research on campus. Dave McDonald, EUI Coordinator, will introduce you to these protocols; Dave is also available for assistance with *iLABS* (damcdona@, 244-7733). Your week-to-week (not every week) *iLAB* entries are indicated throughout the syllabus (note: they are “due” on the date they are listed). I will

NOT grade every entry; I will however give you interim *iLAB* grades at 2 points during the semester; the *iLAB* is, however, a cumulative project and it is possible that your final grade could go up or down (most likely, up) depending on the state of your *iLAB* at the end of the semester. This said, as you will see there is no way to “cram” an *iLAB* and there are frequent assignments “due” by particular class sessions. Throughout the semester I will be asking you to periodically speak from your *iLAB* (i.e., share with the class where you are at). I will also ask you to form “comment groups” of 3 – these are not research groups; rather the 3 of you will be responsible for periodically looking at and commenting on one another’s *iLABS* (at least 4 times over the course of the semester).

Class Participation

As I indicated above, this class relies on your both (1) coming to class having read (and responded in writing to the readings) and (2) keeping up on your *iLAB*. Class conversation will draw on both of these – for those of you who are more reticent to speak, I think these props will really help.

Extra Credit

Present orally (very briefly) on up to 3 optional readings and/or 2 class-related scheduled talks (listed on syllabus as “talks”). Participation in EUI Student Conference: each semester students from all EUI courses are invited to present their work – this is a great opportunity and lots of fun! (1 point (i.e., 1/100 added for each item; 2 for presenting at student conference!)

Grading

Short Reading Responses: 10 x 4 = 40%

iLABS: 40%

iLAB Comment Group Participation = 5%

Class Participation = 15%

Extra Credit

Schedule

January 16

Introduction

I. CONTEXTS

Modernity/Immigration

January 23

At 10:30 you will be introduced to *iLABS* by Dave McDonald in FLB G8; We will go and return as a group.

Yoon, In-Jin. 1997. The Social Origins of Korean Immigration to the United States, 1903 to the Present. In On My Own: Korean Businesses and Race Relations in America. Chicago: The University of Chicago Press. Pp. 48-99.

Kang, Younghill. Selections From The Grass Roof (1930) and From East Goes West: The Making of an Oriental Yankee (1937). In Heinz Insu Fenkl and Walter K. Lew, Eds. 2002. Kôri: The Beacon Anthology of Korean American Fiction. Boston: Beacon Press. Pp. 85-101.

Lowe, Lisa. 1996. Immigration, Citizenship, Racialization: Asian American Critique. In Immigrant Acts: On Asian American Cultural Politics. Durham: Duke University Press. Pp. 1-22 (Note: NOT entire selection).

Park, Jane. 2002. Falling. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 194-206.

January 25

Optional Meeting with Elaine Chun, U Texas, Linguistics, 11-12. Davenport 109A.

I really hope to see some of you there – she is doing fascinating linguistic research on Korean/American speech at a U.S. military base. She will informally introduce her project.

Race/Gender

January 30

Espiritu, Yen Le. 1997. Beyond Dualisms: Constructing an Imagined Community. In Asian American Women and Men. London: Sage Publications. Pp. 108-119.

Prashad, Vijay. 2000. Of Anti-Black Racism. In The Karma of Brown Folk. Minneapolis: University of Minnesota Press. Pp. 157-171 (Note: NOT entire selection).

Lipsitz, George. 1998. The Possessive Investment in Whiteness. In The Possessive Investment in Whiteness. Philadelphia: Temple University Press. Pp. 1-6, 18 (last paragraph)-23 (Note: NOT entire selection).

Kim, Junse. The Size of My Tardis. Cimarron Review. 26-45.

iLABS #1

A Korean American Document at the U of I

Enter under “Evoke” (Please call this entry “A Document”)

Please select an on- or off-line short text that has something to do with Korean America at the U of I (e.g., the mission statement of a club, university office etc., a sermon, a homepage). Please upload (provide the URL for) the text/site and offer a short analysis of it. In the analysis you should pay attention to its: (1) implicit assumptions (i.e., what do you have to believe/think/endorse in order to be able to follow/agree with this text); (2) its use of language (e.g., repeated phrases, rhetorical devices) -- how is the language working; and (3) its internal contradictions or changes of style. You should also indicate what intrigues/interests you about this text. Although not necessary, it might be good to find a text that is related to something about Korean America that already intrigues you – for some of you this assignment will inaugurate your ethnographic project (for others of you this will NOT be the case and that is no problem).

II. The Korean American Social Field

The Immigrant Generation – and Their Children

February 6

Park, Kyeyoung. 1997. Establishment and the Domestic Cycle. In The Korean American Dream: Immigrants and Small Business in New York City. Ithaca: Cornell University Press. Pp. 71-93.

Hurh, Won Moo. 1998. Psychological Adjustment AND Family Life. Pp. 141-157. In The Korean Americans. Westport, CN: Greenwood Press. Pp. 141-157, 83-103.

Lee, Chang-Rae. Selection from Native Speaker (1995). In Heinz Insu Fenkl and Walter K. Lew, Eds. 2002. Kôri: The Beacon Anthology of Korean American Fiction. Boston: Beacon Press. Pp. 43-56.

Lee, Tina Y. 2002. My Mom Across America. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 108-128.

Suh, Grace Elaine. 2002. How to Live. What to Do. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 209-222.

Method selection

Kang, Agnes M. and Adrienne Lo. 2004. Two Ways of Articulating Heterogeneity in Korean American Narratives of Ethnic Identity. Journal of Asian American Studies 7:2:93-116.

<https://netfiles.uiuc.edu/adrienlo/www/kangandlo2004.pdf?uniq=eo9mih> (not on e-reserves)

iLABS #2

An Early Question

Enter under “Explore:Question” (Please call this entry “An Early Question”)

In a short paragraph raise a question that you think you might in some way be able to explore locally. What would such an exploration teach us about Korean America and about the U of I? Feel free to draw here from your reading responses.

Race/Ethnicity

February 13

Pyke, Karen and Tran Dang. 2003. “FOB” and “Whitewashed”: Identity and Internalized Racism among Second Generation Asian Americans. Qualitative Sociology 26:2:147-172.

Lee, Stacey J. 1996. What’s in a Name? Asian American Identities at Academic High School. In Unraveling the “Model Minority” Stereotype: Listening to Asian American Youth. New York: Teachers College Press. 17-51.

Kibria, Nazli. 2000. Race, Ethnic Options, and Ethnic Bonds: Identity Negotiations of Second-Generation Chinese and Korean Americans. Sociological Perspectives 43:1:77-95.

Optional

Kim, Nadia. 2004. A View From Below: An Analysis of Korean Americans’ Racial Attitudes. Amerasia Journal 30:1: 1-24.

iLABS #3

An interview/observation

Enter under “Explore: Observe”

Write a 1-page report about a short interview or observation that you conducted that is in some way related (it can be loosely related) to the question you began to explore in your #2 *iLAB* entry. Please note that at any point you are welcome to go back and add to an earlier entry (*iLABS* will automatically date your new entry); some of you might at this point want to extend or refine the question you asked in *iLABS* #2.

III. Transnationalism I

Culture
February 20

Visit by Jung-Sun Park, California State University-Dominguez

Park, Jung Sun. 2004. Korean American Youth and Transnational Flows of Popular Culture across the Pacific. Amerasia Journal 30:1:147-169.

Woo, Susie. 2004. Online and Unplugged: Locating Korean American Teens in Cyberspace. Amerasia Journal 30:1:171-187.

Method selection

Jo, Hye-young. 2002. Negotiating Ethnic Identity in College Korean Language Classes. Identities: Global Studies in Culture and Power 9:1:87-115.

iLABS #4

An initial plan

Enter under “Explore: Plan” (Please call this entry “An Initial Plan”)

Write a short entry in which you begin to sketch out a possible project, including a few (2-3) preliminary investigations (i.e., during the course of this semester) that you might conduct to get ready to do such a project.

Talk

Jung-Sun Park will present “Korean American Youth and Trans-Pacific Cultural Flows” at Asian American Studies from 2:00-3:00 (Asian American Studies Conference Room). I encourage you to come.

iLAB Grade #1 (I will grade all of the *iLABS* based on these first 4 entries)

IV. Class/Education

February 27

Lew, Jamie. 2006. Asian Americans in Class: Charting the Achievement Gap Among Korean American Youth. NY: Teachers College Press.

Portes, Alejandro and Rubén G. Rumbaut. 2001. The New Americans: An Overview. In Legacies: The Story of Immigrant Second Generation. Berkeley: University of California Press. Pp. 17-43.

Hyunhee Kim (Ph.D. candidate, Anthropology, UIUC) will come to class and introduce her dissertation work on Korean American lawyers, their clients, and Korean American class/ cultural divides

Optional

Portes, Alejandro and Rubén G. Rumbaut. 2001. Not Everyone is Chosen: Segmented Assimilation and Its Determinants. In Legacies: The Story of Immigrant Second Generation. Berkeley: University of California Press. Pp. 44-69.

Zhou, Min and Susan S. Kim. 2006. Community Forces, Social Capital, and Educational Achievement: The Case of Supplementary Education in the Chinese and Korean Immigrant Communities. Harvard Educational Review 76.1: 1-23.

Zhou, Min. 2004. Coming of Age at the Turn of the Twenty-First Century: the Demographic Profile of Asian American Youth. In Jennifer Lee and Min Zhou, eds. Asian American Youth: Culture, Identity, Ethnicity. New York: Routledge. Pp. 33-50.

V. Transnationalism II

Adoption

March 6

Eleana Kim (UCLA, Post-doctoral Fellow) will be joining us to discuss her research on Korean adoption. She will show selections from a number of the short films discussed in her assigned reading,

Kim, Eleana. 2000. Korea Adoptee Autoethnography. Visual Anthropology Review 16:1: 43-70

Oh, Arissa. 2005. A New Kind of Missionary Work: Christians, Christian Americanists, and the Adoption of Korean GI Babies, 1955-1961. Women's Studies Quarterly. 33: 1: 161-189.

FILM: First Person Plural (on reserve at the library, please view before class)

Optional

Hubinette, Tobias. 2004. Adopted Koreans and the Development of Identity in the 'Third Space.' Adoption & Fostering 28:1:16-24.

Talk

Eleana Kim will be speaking at AAS from 2-3 p.m. (Asian American Studies Conference Room) on "Reckoning Kinship, Recasting Diaspora: Transnational Adoptees Of and In the Korean Nation." I hope to see many of you there.

VI. Representation/Media

March 13

Hye Seung Chung (Hamilton College) and David Scott Diffrient will join us to discuss their writings.

Chung, Hye Seung. 2006. Portrait of a Patriot's Son: Philip Ahn and Korean Diasporic Identities in Hollywood. In Hollywood Asian: Philip Ahn and the Politics of Cross-Ethnic Performance. Temple University Press. Pp. 3-32.

Diffrient, David Scott. TBA.

Chun, Elaine. 2004. Ideologies of legitimate mockery: Margaret Cho's Revoicings of mock Asian. Pragmatics 14:2/3: 263-289.

FILM. Cho, Margaret. 2001. I'm the One that I Want.

Book Signing

From 12-1 there will be a book signing by Hye Seung Chung at Asian American Studies.

iLABS #5

(1) An Observation or Interview
Enter under "Explore: Observe"

Likely you will try one of the exercises you indicated in your *iLAB #4* "Plan"

(2) Please add a new entry to "Explore: Question"

Has your question changed/been refined?

SPRING BREAK – Relax!

VII. Religion/Race/Sexuality/Identity/

The “Black-Korean Conflict”

March 27

Kim, Claire Jean. 2000. Bitter Fruit: The Politics of Black-Korean Conflict in New York City. New Haven: Yale University Press. Chapters 1, 2, 4, and 5.

Choi, Dominic. 2002. Friday the Day I Hate Being Korean. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 55-58.

Chang, Leonard. 1996. Selection from The Fruit ‘N Food. In Heinz Insu Fenkl and Walter K. Lew, Eds. 2002. Kôri: The Beacon Anthology of Korean American Fiction. Boston: Beacon Press. Pp. 57-67.

FILM. Wet Sand: Voices from L.A. Ten Years Later.

Religion

April 3

Kim, Rebecca Y. 2004. Second-Generation Korean American Evangelicals: Ethnic, Multiethnic or White Campus Ministeries? Sociology of Religion 65:1:19-34.

Chong, Kelly. 1998. What it Means to Be Christian: The Role of Religion in the Construction of Ethnic Identity and Boundary among Second-Generation Korean Americans. Sociology of Religion 59:3:259-286.

Suh, Sharon A. 2004. Being Buddhist in a Christian World. Being Buddhist in a Christian World: Gender and Community in a Korean American Temple. Seattle: University of Washington Press. 165-203.

Optional

Min, Pyong Gap and Dae Yong Kim. Intergenerational Transmission of Religion and Culture: Korean Protestants in the U.S. Sociology of Religion. 66:3:263-282.

iLABS #6

(1) An Observation or Interview

Enter under “Explore: Observe”

Likely you will try another one of the exercises you indicated in your *iLAB #4* “Plan” (feel free, however, to have it be something different).

(2) Please add a new entry under “Explore:Plan”

Has your plan changed at all by now?

April 10

Review *iLABS*

FILM: The Grace Lee Project.

iLABS #7

(1) Discuss

Enter under “Discuss”

In 1-2 pages please review your primary findings on the basis of your ethnographic/documentary/archival exercises so far.

(2) Link

Enter under “Reflect:Link”

Please link your findings with at least 4 of the readings from the course. How do your findings relate to (agree with, refute, extend, challenge) the findings/arguments of class reading selections. You may also feel free to link to readings that were not assigned (likely you will have completed this assignment already from the “relate” entries of your reading responses).

iLAB Grade #2 (I will grade all of the *iLABS* based on these 7 entries)

Gender

April 17

Kim, Derek Kirk. 2004-2005. Same Difference and Other Stories. [Read Same Difference, My Sistine Chapel, The Shaft, and The Sound]. Marietta, GA: Top Shelf Productions.

Pyke, Karen D. and Denise L. Johnson. 2003. Asian American Women and Racialized Femininities: “Doing” Gender across Cultural Worlds. Gender & Society 17:1:33-53.

iLABS #8

Future Plan

Enter under “Explore:Plan”

Your advice to a future student on where to take your inquiry: How might they refine or extend your question? How might they continue, deepen, or extend your ethnographic inquiry?

Sexuality
April 24

iLAB Presentations #1

(Every student will present their *iLAB* this week or the next week)

Eng, David L. and Alice Y. Hom. 1998. Introduction. In Eng and Hom, eds. Q & A: Queer in Asian America. Philadelphia: Temple University Press. Pp. 1-14.

Lee, JeeYeun. 1998. In Eng and Hom, eds. Q & A: Queer in Asian America. Philadelphia: Temple University Press. Pp. 203-204.

Min, Katherine. 1995. Courting a Monk. In Bill Henderson, ed. The Pushcart Book of Short Stories: The best Short Stories from a Quarter-Century of The Pushcart Prize. Wainscott, NY: Pushcart Press. Pp. 559-572.

iLABS #9

(1) A Research Proposal

Enter under “Explore:Discuss” (Please label this entry “Research Proposal”)

This is in many ways the culmination of your *iLAB*. Please write a 2-3 page proposal in which you propose a summer/semester of field research on a topic related to Korean America at the U of I. You should have a (1) question and (2) research plan that draw on your (3) preliminary findings (i.e., from the semester’s observations/interviews/documentary analysis). And you should link your question and proposed research to readings (at least 4) from the semester. The Proposal should include a bibliography.

(2) Recommendations to the University and/or others

Enter under “Reflect: Implications” (Please label this entry “Recommendations”)

Do you have recommendations to make on the basis of your research?

(3) About the Ethnographer

Please enter under “Evoke: About the Ethnographer” (Please label this entry “About the Ethnographer”)

Please enter what you would like people who come upon this site (whether or not you plan to archive it) to know about you.

May 1

iLAB Presentations #2

iLABS #10

Your reflections on the process/experience of research

Enter under “other” (Please label this entry “research reflections”)

What did you think about doing this *iLAB* project? Was this a new experience for you? What did you like/dislike? How could the course have better prepared/guided you in this project, etc. Any/all comments welcome.

E-Reserves

Based on feedback from previous years, we have made changes this year so that the list of items displays in MLA standard bibliographic format. This means that all items now are listed alphabetically by the author of that document. This should make e-reserves even easier for your students to use. We hope you enjoy the change.

We encourage students to access all reserve materials through the library online catalog reserve module at: <http://library.ilcso.illinois.edu/uiu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>

This way they will be aware of any other print or media materials that may be on reserve for their courses. However, the e-reserve portion of the reserve materials can also be accessed at:

<http://web.library.uiuc.edu/ereserves/querycourse.asp>

Further information on how to search Course Reserves is available at the following:

<http://www.library.uiuc.edu/ugl/mrc/reservestutorial.html>

Nancy Abelmann
AAS 450/ANTH 499
Korean America

E-RESERVE LIST

TURNING IN HARD COPY

Yoon, In-Jin. 1997. The Social Origins of Korean Immigration to the United States, 1903 to the Present. In On My Own: Korean Businesses and Race Relations in America. Chicago: The University of Chicago Press. Pp. 48-99.

Kang, Younghill. [selections] From The Grass Roof. (1930) and From East Goes West: The Making of an Oriental Yankee (1937). In Heinz Insu Fenkl and Walter K. Lew, Eds. 2002. Kôri: The Beacon Anthology of Korean American Fiction. Boston: Beacon Press. 85-101.

Lowe, Lisa. 1996. Immigration, Citizenship, Racialization: Asian American Critique. In Immigrant Acts: On Asian American Cultural Politics. Durham: Duke University Press. Pp. 1-33.

Park, Jane. 2002. Falling. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 194-206.

Palumbo-Liu, David. 1999. Pacific America: Projection, Introjection, and the Beginnings of Modern America. In Asian/America: Historical Crossings of a Racial Frontier. Stanford: Stanford University Press. Pp. 17-42.

Hing, Bill Ong. 1993. Two Contrasting Schemes: Understanding Immigration Policies Affecting Asians Before and After 1965. In Making and Remaking Asian America through Immigration Policy, 1859-1900. 17-42.

Espiritu, Yen Le. 1997. Beyond Dualisms: Constructing an Imagined Community. In Asian American Women and Men. London: Sage Publications. Pp. 108-119.

Prashad, Vijay. 2000. Of Anti-Black Racism. In The Karma of Brown Folk. Minneapolis: University of Minnesota Press. Pp. 157-183.

Kim, Junse. 2003. The Size of My Tardis. Cimarron Review. 26-45.

Lipsitz, George. 1998. The Possessive Investment in Whiteness. In The Possessive Investment in Whiteness. Philadelphia: Temple University Press. Pp. 1-23.

- Portes, Alejandro and Rubén G. Rumbaut. 2001. The New Americans: An Overview. In Legacies: The Story of Immigrant Second Generation. Berkeley: University of California Press. Pp. 17-43.
- Park, Kyeyoung. 1997. Establishment and the Domestic Cycle. In The Korean American Dream: Immigrants and Small Business in New York City. Ithaca: Cornell University Press. Pp. 71-93.
- Hurh, Won Moo. 1998. Psychological Adjustment AND Family Life. Pp. 141-157. In The Korean Americans. Westport, CN: Greenwood Press. Pp. 141-157, 83-103.
- Min, Katherine. DATE. Courting a Monk. In Bill Henderson, ed. The Pushcart Book of Short Stories: The best Short Stories from a Quarter-Century of The Pushcart Prize. Wainscott, NY: Pushcart Press. Pp. 559-572.
- Suh, Sharon A. 2004. Buddhism – An Anchor in an Uncertain World and a Source of Independence AND Finding Male Selves: Men’s Religious Practices. Being Buddhist in a Christian World: Gender and Community in a Korean American Temple. Seattle: University of Washington Press. 96-164.
- Suh, Sharon A. 2004. Being Buddhist in a Christian World. Being Buddhist in a Christian World: Gender and Community in a Korean American Temple. Seattle: University of Washington Press. 165-203.
- Lee, Chang-Rae. Selection. Native Speaker [1995]. In Heinz Insu Fenkl and Walter K. Lew, Eds. 2002. Kôri: The Beacon Anthology of Korean American Fiction. Boston: Beacon Press. Pp. 43-56.
- Choi, Dominic. 2002. Friday the Day I Hate Being Korean. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 55-58.
- Suh, Grace Elaine. 2002. How to Live. What to Do. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 209-222.
- Park, Jung Sun. 2004. Korean American Youth and Transnational Flows of Popular Culture across the Pacific. Amerasia Journal 30:1:147-169.
- Woo, Susie. 2004. Online and Unplugged: Locating Korean American Teens in Cyberspace. Amerasia Journal 30:1:171-187.
- Lee, Tina Y. 2002. My Mom across America. In Elaine H. Kim and Laura Hyun Yi Kang, eds., Echoes Upon Echoes: New Korean American Writing. Pp. 108-128.

Portes, Alejandro and Rubén G. Rumbaut. 2001. Not Everyone is Chosen: Segmented Assimilation and Its Determinants. In Legacies: The Story of Immigrant Second Generation. Berkeley: University of California Press. Pp. 44-69.

Zhou, Min. 2004. Coming of Age at the Turn of the Twenty-First Century: the Demographic Profile of Asian American Youth. In Jennifer Lee and Min Zhou, eds. Asian American Youth: Culture, Identity, Ethnicity. New York: Routledge. Pp. 33-50

Lee, Stacey J. 1996. What's in a Name? Asian American Identities at Academic High School. In Unraveling the "Model Minority" Stereotype: Listening to Asian American Youth. New York: Teachers College Press. 17-51.

Eng, David L. and Alice Y. Hom. 1998. Introduction. In Eng and Hom, eds. Q & A: Queer in Asian America. Philadelphia: Temple University Press. Pp. 1-14.

Lee, JeeYeun. 1998. In Eng and Hom, eds. Q & A: Queer in Asian America. Philadelphia: Temple University Press. Pp. 203-204.

Kim, Nadia. 2004. A View From Below: An Analysis of Korean Americans' Racial Attitudes. Amerasia Journal 30:1: 1-24.

AVAILABLE through ON-LINE RESOURCES

Zhou, Min and Susan S. Kim. 2006. Community Forces, Social Capital, and Educational Achievement: The Case of Supplementary Education in the Chinese and Korean Immigrant Communities. Harvard Educational Review 76.1: 1-23.

Kim, Eleana. 2000. Korea Adoptee Autoethnography. Visual Anthropology Review 16:1: 43-70.

Hubinette, Tobias. 2004. Adopted Koreans and the Development of Identity in the 'Third Space.' Adoption & Fostering 28:1:16-24.

Kim, Rebecca Y. 2004. Second-Generation Korean American Evangelicals: Ethnic, Multiethnic or White Campus Ministeries? Sociology of Religion 65:1:19-34.

Chong, Kelly. 1998. What it Means to Be Christian: The Role of Religion in the Construction of Ethnic Identity and Boundary among Second-Generation Korean Americans. Sociology of Religion 59:3:259-286.

Min, Pyong Gap and Dae Yong Kim. Intergenerational Transmission of Religion and Culture: Korean Protestants in the U.S. Sociology of Religion. 66:3:263-282.

Pyke, Karen and Tran Dang. 2003. "FOB" and "Whitewashed": Identity and Internalized Racism among Second Generation Asian Americans. Qualitative Sociology 26:2:147-172.

Kibria, Nazli. 2000. Race, Ethnic Options, and Ethnic Bonds: Identity Negotiations of Second-Generation Chinese and Korean Americans. Sociological Perspectives 43:1:77-95.

Pyke, Karen D. and Denise L. Johnson. 2003. Asian American Women and Racialized Femininities: "Doing" Gender across Cultural Worlds. Gender & Society 17:1:33-53.

Chun, Elaine. 2004. Ideologies of legitimate mockery: Margaret Cho's Revoicings of mock Asian. Pragmatics 14:2/3: 263-289.

Bang, Esther et al. 2005. Ethnicity, Acculturation, and Religiosity as Predictors of Female College Students' Role Expectations. Sex Roles: A Journal of Research. 53:3-4:231-

ALREADY ON E-reserves for another class

Chang, Robert. 2000. Critical Race Theory. In Jean Wu and Min Song eds Asian American Studies: A Reader. New Brunswick: Rutgers University Press. Pp. 363-378.