

The State of Asian American Studies and
Latino Studies at Princeton
A Report by Princeton Latinos y Amigos and the
Princeton Asian American Students Association



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Table of Contents

I. Introduction	3
II. Executive Summary	3
III. Proposal	4
IV. The History of Latino Studies and Asian American Studies at Princeton	5
V. The Current Status of Asian American Studies and Latino Studies at Princeton	8
VI. Why and How the University Should Expand its Support for Asian American Studies and Latino Studies	10
VII. Letter of Support	14

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I. Introduction

This report aims to express student interest in and support for the development of ethnic studies at Princeton University. In commemoration of the 20th anniversary of the Ethnic Studies Sit-In of Nassau Hall conducted by seventeen undergraduate students in April 1995, the report provides a history of the University's investment in ethnic studies and updates on the current status of Latino studies and Asian American studies at the University. We seek to articulate the challenges currently confronted by Asian American studies and Latino studies, discuss the implications of the University's inconsistent support, and offer suggestions on what would be the best approach to improving these areas of study to benefit research, students, faculty, and the institution as a whole. The report promotes and contributes to continued conversation about Latino studies and Asian American studies, and calls upon the University to house both of these programs in the Program in American Studies and increase resources for the Program in American Studies to make Asian American and Latino studies at Princeton robust and more sustainable.

II. Executive Summary

Our report has four sections: our proposal; a chronicle of the development of Latino studies and Asian American studies at Princeton; an examination of the current Program in Latino Studies and the status of Asian American studies, which does not have a program; and an explanation of why we believe the growth of ethnic studies is vital to the university's status as a leading research institute. It is this history of ethnic studies at Princeton and the programs' current stagnation that drives us to suggest filling this gap in Princeton's curriculum.

In the history of Latino studies and Asian American studies at Princeton, we detail the student-led effort for these programs that stretches back four decades to the 1970s. Unfortunately this history is a story of constant stalling on the part of the University, with the most minimal steps taken forward whenever possible. Often times this stalling has frustrated students, and at no time was this frustration more apparent than during the 1995 sit-in of Nassau Hall, the twentieth anniversary of which this report marks. Despite this sit-in, the protestors outside Nassau Hall, and the hundreds of signatures in support of creating tenure-track faculty positions in Asian American studies and Latino studies, there was still no progress for Asian American Studies until 2000, when a professor was hired, and little sustained progress for Latino Studies until 2009 when the Program in Latino Studies was created. Since the 2000s, however, progress for both programs has slowed down.

As evidence of this, we ask you to consider the current status of Asian American studies and Latino studies. First, an Asian American studies program does not exist. This is despite continued urging by the Asian American Students Association and the Asian American Alumni Association of Princeton (A4P), as well as acknowledgement by leading administrators that Asian American studies is a program that ought grow on campus. As for Latino studies, while ostensibly a program exists, it needs more faculty and more courses. Currently, the Program in Latino studies is short on resources, requiring it to cross-list a large number of its courses with the Program in Latin American studies and preventing the Program in Latino studies from offering courses that focus on Latino-specific topics. This is troubling considering the philosophical distinctions between Latin American studies, a field of *regional* studies, and Latino studies, a field of *ethnic* studies.

The disappointing status of these two fields of study is a major blemish on Princeton's record as a leading research and liberal arts institution. Without robust programs in both of these fields, the University is falling behind its peer institutions, such as Stanford, Columbia, and Penn, who have had such programs for over two decades. Asian American studies and Latino studies provide rich opportunities for research, for graduate study, and for academic careers. By not ensuring the development of these two fields of study Princeton is missing out on an opportunity to produce some of the nation's top research and scholars who will provide invaluable insight into our society as the United States becomes an increasingly diverse and globalized nation. In many ways this increased diversity also hits back home, and ties into Princeton's current focus on increasing diversity on our own campus. Ethnic studies programs bring the opportunity to hire diverse faculty who bring a range of diverse perspectives to campus. This diversity of perspective is key if Princeton hopes to create an inclusive atmosphere not only outside the classroom, but within it too.

But institutionally, strengthening these fields of study has run into many problems. As such we propose that Latino studies and Asian American studies be based in the Program in American Studies, as many of the university's peer institutions have applied this model. Critically, this will ensure that faculty hiring, the key means by which the University can improve its communities in Asian American studies and Latino studies, will be controlled by the academic program that wants to build a strong forum that will give voice to diverse perspectives about America. The details of this recommendation we provide in the proposal below.

III. Proposal

We call on the Princeton University administration to implement the following steps:

1. Merge the Program in Latino Studies into the Program in American Studies.
 - a. Provide undergraduates who wish to study Latino studies or Asian American studies with courses primarily focused on Latino studies or Asian American studies listed within the Program in American Studies, and with the option to declare a track in these fields of study within the American Studies undergraduate certificate program.
 - b. List all Latino studies courses and Asian American studies courses under two distinct three-letter subject headings in the course catalog.
2. Provide the Program in American Studies the necessary space, administrative staff, and faculty hiring lines to sustain continued development of Latino studies and Asian American studies research capacity, graduate programs, and undergraduate programs.
 - a. Allow the Program in American Studies to have two faculty hiring lines and one additional administrative staff member by the end of the fall semester of AY 2015-2016.
 - b. Provide the Program in American Studies with additional funding as necessary to support these additional faculty and administrative hires and to fund an increase in University research, talks by outside faculty, and other related academic programming in Asian American studies and Latino studies.

IV. The History of Latino Studies and Asian American Studies at Princeton

From the beginning, the push for ethnic studies at the University had a dedicated and formidable student force behind it. Beginning in the 1970s, Asian American and Latino students initiated and, in some cases, led, seminars addressing issues of political identity—issues they felt had been ignored by the University’s traditional offerings. Examples of these seminars include one on the position of Asian American women in society and one on the history and politics of Puerto Rico, the histories of which are recorded by Helen Zia ’73 and Sonia Sotomayor ’76 in their books respectively.¹ For these classes, strong student involvement was vital to demonstrating undergraduate interest and ensuring the creation of academic spaces that fostered dialogue on the unique experiences of so-called “hyphenated Americans.”

Ethnic studies only continued to grow: 1978 marked the arrival of the first course in Asian American studies in the University’s history and by the 1980s, courses in both Asian American and Latino topics appeared on the University registrar.² Still, course offerings were inconsistent and lacked an academic home without an associated department or certificate program. In 1982, the Ad Hoc Committee on Chicano/Boricua Studies submitted a proposal to the American Studies Program for a permanent seminar series, followed by a request to President William Bowen ’58 for monies to “fund the establishment of courses and faculty to educate the University regarding the Latino experience in the U.S.” and periodically meet with Latino students on campus.³ The work of these students and the collaboration of the administration culminated in the creation of a Latino Task Force and three Latino Professorships between 1986 and 1991.⁴

Meanwhile, Students for Asian American Studies formed in 1988 and would lead the parallel student initiative for creation of a program in Asian American studies.⁵ They too created a task force that submitted a report calling upon the administration to develop Asian American studies that was released in 1993.⁶ The report was followed by an open letter to the Board of Trustees calling for the creation of a tenure-track position in Asian American studies in 1994.⁷

Throughout 1994 and the spring of 1995, students from the Asian American and Latino task forces independently met with various stakeholders in the administration including President Harold Shapiro ’64, various department heads, and the incoming director of the Program in American

¹ Helen Zia, *Asian American Dreams: The Emergence of an American People*, (New York, NY: Farrar, Straus and Giroux, 2000), 19; Sonia Sotomayor, *My Beloved World*, (New York, NY: Knopf, 2013), 150.

² Stanley Kwong, former director of the Princeton Third World Center, interview by Cailin Hong, December 18, 2013.

³ “Report to President Bowen on the status of Latinos,” May 2, 1985.

⁴ Association of Latino Princeton Alumni, “Latino/a Studies Program History,” accessed March 17, 2015, <http://www.princetonlatinos.com/dynamic.asp?id=LSPHistory>.

⁵ Darryl D. Chiang, “The Princeton University Asian American Students Association: A History and Analysis,” (Term Paper, Asian American Studies Seminar, Princeton University, 1990), 6.

⁶ Asian American Student Task Force, “Preliminary Proposals and Recommendations on Issues Related to the Princeton University Community,” March 26, 1993.

⁷ “An Open Letter to the Princeton University Board of Trustees from the Asian American Student Task Force,” April 16, 1994.

Studies about the development of a program in Asian American studies and Latin American studies, respectively.⁸

Despite the persistence of the student organizers, the initial accommodations offered by the University failed to bring into fruition actual certificate programs as requested. Of the three Latino professors hired as a result of the task force, only one, Jorge Klor de Alva, actually taught about Latino topics. He left Princeton in 1994.⁹ Professor James T.C. Liu, a historian of Song Dynasty China and not Asian America, taught the 1985 course "HIS 410: Asians in America," which would be the last course in Asian American history offered by a University professor until Professor Beth Lew-Williams' course this spring.¹⁰

In light of the minimal progress made by the University, on April 20, 1995, seventeen undergraduate protesters broke into President Shapiro's office at One Nassau Hall to call for the creation of programs in ethnic studies. The diverse group of Asian, Latino, African American, Caucasian, and mixed-race students were supported by twenty protesters who simultaneously gathered outside Nassau Hall and 548 students, faculty, and staff who signed a petition to create tenure-track faculty positions in Latino and Asian American studies.¹¹ In response, the following day Provost Stephen Goldfeld released a letter to the protestors articulating the University's goal to make "2 to 4 faculty appointments which will be directed to Latino and Asian American studies."¹²

The year after the sit-in, student enthusiasm remained strong. Over a hundred students attended a rally outside Nassau Hall to commemorate the events of the previous year and reassert their ongoing interest in ethnic studies.¹³ Faculty changes, however, were prolonged and incremental. Professor Patricia Fernandez-Kelly joined Princeton's sociology department as a lecturer in 1997, but her Asian American studies counterpart, Grace Hong, was not hired by the English Department until 2000. A lack of support would prompt Hong to leave within several years, and she now is based at UCLA, which boasts the largest program in Asian American studies in the country. Princeton's stunted growth during this period is highly disappointing, especially considering that both of these

⁸ Okiyoshi Takeda, "One Year After the Sit-In: Asian American Students' Identities and Their Support for Asian American Studies." *Journal of Asian American Studies* 4, no. 2 (2001): 150; Association of Latino Princeton Alumni, "Latino/a Studies Program History."

⁹ Ibid.

¹⁰ Students for Asian American Studies, "Key Events in the Struggle for Asian American Studies at Princeton," date unknown. <https://asamatprinceton.files.wordpress.com/2014/04/asian-american-studies-timeline-1985-1996.pdf>.

¹¹ See: Okiyoshi Takeda, "One Year After the Sit-In: Asian American Students' Identities and Their Support for Asian American Studies," 151; Eric Emmons, "Protesters Call for Creation of Courses in Ethnic Studies," *The Daily Princetonian*, April 21, 1995, 1; "Princeton University Petition for Asian American and Latino Studies," <https://asamatprinceton.files.wordpress.com/2014/04/1995-petition.pdf>.

¹² Stephen Goldfeld, letter to 1995 sit-in protesters, April 21, 1995, <https://asamatprinceton.files.wordpress.com/2014/04/promise-to-hire-asam-faculty.pdf>.

¹³ Christine Whelan, "Protesters Reunite for Ethnic Studies: Anniversary Draws 100," *The Daily Princetonian*, April 23, 1996, 1.

fields of study were by this point firmly established at such peer institutions as Stanford,¹⁴ Columbia,¹⁵ and the University of Pennsylvania.¹⁶

The failure of the University to hire a robust faculty contingency to support the creation of programs in Asian American studies or Latino studies sparked the growth of a movement in the mid-2000s. In 2007, several student groups—including Acción Latina, Ballet Folklórico de Princeton, CAUSA, Chicano Caucus and the Latino Graduate Students Association—joined under the title of the Latino Coalition of Princeton. Together they published a Report on the Status of Latino/as at Princeton University in September 2007 that highlighted the current status of the University with regards to Latino/as in representation, academics and campus life, and gave recommendations on how to improve this status.¹⁷ One main recommendation was to “begin immediate discussions between University administration, faculty, and students on a plan for the incorporation of a Latino Studies Program at Princeton University.” Then in 2008, alumni began calling upon administrators to stay true to their word and create the two programs in two separate petitions with signatures totaling over 700, echoing the requests students had made over the past three decades.¹⁸

This activism and the work of several faculty members at the University led to the creation of the Program in Latino Studies in 2009.¹⁹ It took an additional five years for any work to begin formally developing Asian American studies at Princeton. But the history of the relationship between Princeton University and these two fields of study reveals that for decades the University moved slowly to build Latino studies and Asian American studies. This delay was despite the constant urging of the Princeton University community and the movement of the academic community—Princeton peer institutions in particular—to accept these two fields as critical components of any liberal arts institution’s curriculum. Indeed, the 2000s in many ways could be seen as a period during which the University backtracked on progress it had made developing these fields as Professor Hong left Princeton and the growth of an academic community in Latino studies stagnated. It is this history that convinces us of the need to ensure consistent strong growth in these two fields so that Princeton does not backtrack once again, but rather becomes a leading institution for research in these two fields of study. To articulate our exact concerns with the current development of Latino and Asian American studies, we now turn to an analysis of the current status of these programs.

¹⁴ Asian American Studies, Stanford University, <http://aas.stanford.edu/>; Chicana/o-Latina/o Studies, Stanford University, <http://chs.stanford.edu/>.

¹⁵ About Us, Columbia University Center for the Study of Ethnicity and Race, <http://www.columbia.edu/cu/cser/about.html>.

¹⁶ Asian American Studies Program, University of Pennsylvania, <http://asam.sas.upenn.edu/>.

¹⁷ Latino Coalition of Princeton, “Report on the Status of Latino/as at Princeton University.” *Chicano Caucus, Princeton University*, September 2007. http://www.princeton.edu/%7Ecaucus/Coalition_Report.pdf.

¹⁸ Aldo Lauria Santiago et. al., letter “Latino Studies at Princeton” to Shirley Tilghman, May 27, 2008, <http://www.princetonlatinos.com/Sites/ALPA/Folders/images/pages/dear%20president%20tilghman-lsp2.pdf>; Princetonians for Asian American Studies, letter “Supporting a Sustainable Program in Asian American Studies at Princeton University” to Shirley Tilghman, December 22, 2008, <https://asamatprinceton.files.wordpress.com/2013/02/asian-american-studies-at-princeton-08-1222.pdf>.

¹⁹ Hyung Lee, “University to Launch New Latino Studies Program,” *The Daily Princetonian*, April 7, 2009, 1.

V. The Current Status of Asian American Studies and Latino Studies at Princeton

Latino Studies

LAO is directed by Professor Marta Tienda and has an executive committee of seven professors and lecturers. The increase in professors for the program has resulted in LAO courses growing larger in number and more varied in subject matter. Five LAO courses are being offered in the spring of 2015, including courses cross-listed with Spanish, Sociology, History, English, the Program in African American Studies, and/or the Program in Latin American Studies. While the variety of courses cross-listed with LAO is a signal of the program's improving health, the continued appearance of courses cross-listed with the Program in Latin American Studies (LAS) makes it difficult to determine how the Program in Latino Studies is different from the one in Latin American Studies. Latino Studies should cultivate a unique emphasis on the growing Latino population of the United States and this population's experiences with ethnicity and race in this country, but often in courses cross-listed with LAS the focus on Latino studies is less apparent. While LAO and LAS have overlap in some parts of their subject matter, a field of regional studies like LAS does not have the same focus on issues faced by Latinos once they are in the United States. In recent years, about half of all Latino Studies courses have been cross-listed with LAS. While the story of Latinos in America is of course heavily tied to migration, the close ties between the two programs risks conflating the differing goals and theoretical contributions of ethnic studies and regional studies. Ethnic studies courses are focused on the experiences of individuals with race, identity, and power in the context of a diverse and often harsh racial landscape. By contrast regional studies focuses on an understanding of a section of the world apart from the United States; regional studies examines the whole of a country and not necessarily the experiences of a few. An analogy here would be apt: no one would conflate the philosophical goals of the Program in African Studies and the Center for African American Studies. It is this kind of theoretical and philosophical distinction that should exist similarly between the Program in Latin American Studies and the Program in Latino Studies.

Yet this has sadly been far from the case at Princeton. While the number of courses offered in the Program in Latino Studies has increased over the past four years, over 41% of the courses (5 of 12 total courses) offered in the 2014-15 year were cross-listed with Latin American studies. Four of the five cross-listed courses placed LAS before LAO in their course numbers, indicating more emphasis is placed on LAS topics in the class. While having cross-listed courses in itself is not the problem, there needs to be an active effort to make sure the Latino studies angle is explored in these classes where it is cross-listed but not the main subject matter of the course. This way cross-listed courses will contribute substantially to a student's understanding of Latino cultures, history and current events.

Asian American Studies

The status of Asian American studies at the University is very easy to describe for a simple reason: Princeton has no program in Asian American studies. In 2013, the Asian American Students Association's Asian American Studies Committee submitted a report to administrators recounting and detailing the state of the field of Asian American studies in comparison to the offerings of the University. As in 1995, these students also met with administrators, including then-Provost Chris Eisgruber '83, to express their concerns. Following this revamped student initiative and the

continued activism of the Asian American Alumni Association of Princeton, 2014 saw renewed progress on Asian American Studies on a scale not before seen at Princeton. A University fundraising campaign raised over \$265,000 for a fund to support Asian American programming, which then inspired other individual funds like the Eric Pai '83 Fund for Asian American Student Research and the Jacquelyn Alexander '84 P14 Fund for Japanese American Studies. Most importantly, the History Department hired Beth Lew-Williams as an Assistant Professor specializing in Asian American history. This was the first hire specifically in Asian American studies that any program at the university had made since the hiring of Grace Hong in 2000 and brought the total number of faculty specializing in Asian American studies to two.²⁰ She is now teaching HIS270/AMS370 Asian American history.

But while this did amount to substantial progress for the program, these recent developments of the past couple of years amount to almost the entirety of the University's infrastructure for Asian American Studies. As mentioned above, there are still only two professors at the University with research interests related to Asian American studies: Beth Lew-Williams and Anne Cheng, Professor of English, American Studies, and African American Studies. There is also no program with associated graduate students that would help to build a larger academic community in Asian American studies. Course offerings are limited. Last semester in the Fall of 2014 there was one course in Asian American studies, MUS 255/EAS 255 Japanese Taiko in Trans-Pacific Perspective.²¹ This spring, there are three courses being taught that interact with the field, one taught each by Professors Cheng and Lew-Williams and one taught by Professor David Leheny, a specialist in Japanese politics who is not a core faculty member in Asian American studies. Though we appreciate that Professor Leheny is taking the time to teach this course, this demonstrates the lack of tenured faculty within the field at Princeton.²²

Summary

The current deficits that exist in both of these programs are readily apparent: Latino Studies as a program is not well differentiated from Latin American studies while Asian American studies still does not have a sufficient number of faculty on campus. By conflating the philosophical goals of ethnic and regional studies, the overlap of LAO and LAS is depriving the University of detailed study of the issue of race and power that should be considered in our understanding of Latinos in America. The absence of faculty in Asian American studies on campus has a wide range of implications, including deficient course offerings, a lack of graduate students, and the overall lack of an academic atmosphere that promotes this field of study. To ensure that there are sufficient courses

²⁰ While it is true that Franklin Odo has taught two courses related to Asian American history (in 1995 and 2013), he taught each as a visiting faculty member and so his courses are not part of the University's consistent offerings in Asian American studies.

²¹ In a previous version of this report, the authors stated that there were no courses offered in Asian American studies during the Fall of 2014. We apologize for this error.

²² In a previous version of this report, the authors stated that Professor Leheny had to be persuaded by the University to teach this course:

...one taught by Professor David Leheny, a specialist in Japanese politics who does not have research interests particularly focused on Asian America. Though we appreciate that Professor Leheny is teaching a course relating to Asian American studies, the fact that the University has had to persuade Professor Leheny to teach this course exposes the lack of professors at the University with interests relating to Asian American studies, particularly in the social sciences.

In fact, Professor Leheny had previously taught a version of this course in 2012 and had intended himself to incorporate Asian American studies content into the course. We apologize for this error.

in each of these fields of study, the University must currently resort to persuading professors to teach courses in these fields in which they do not specialize. This academic model is unsustainable.

As our section on the history of these two fields of study at Princeton shown, the University has a dynamic history related to Asian American studies and Latino studies that stretches back for decades. With recent developments, the University is poised to make tremendous progress and develop the permanent, well-supported programs in these fields that many of our peer institutions have had for twenty years or more. The University must continue to expand rapidly in these fields. Professor Hong's departure a little over a decade ago serves as a reminder that without support, faculty may feel inclined to leave for stronger programs elsewhere and our programs will regress. As such, we strongly urge Princeton to give the Program in American Studies support to develop these fields of study. We detail our reasons why in the section below.

VI. Why and How the University Should Expand its Support for Asian American Studies and Latino Studies

Universities across the country recognize the importance of having strong and well-supported Asian American and Latino studies programs. This is, in part, due to the variegated nature of ethnic studies. For instance, in the past few decades, Asian Americans and Latinos have been the two fastest growing ethnic groups in the United States.²³ This fact has had wide-ranging implications for fields of study that have a direct relationship to American domestic policy-making. Hence, political science departments, health policy programs, behavioral economics working groups, public policy schools, and psychology departments are fertile grounds for Asian Americanists or Latino studies scholars to pursue their research interests and shape conversations in Congressional and statehouse offices across the country. It would be difficult to argue that Princeton acts in the service of the entire nation if it does not provide substantial opportunities for its undergraduates to study Asian American or Latino studies, even in a domestic policy context. Indeed, the rapid growth of both the Latino and Asian American populations means that research of these minority groups will only become increasingly central to our understanding of the United States and the country within an interconnected, global context.

Needless to say, Asian Americanists and Latino studies scholars in a thriving liberal arts university are promising researchers in a wide range of departments and programs, even outside of the realm of policy.²⁴ Naturally, then, the creation of any meaningful Asian American studies or Latino studies program requires substantial and substantive support from university administrators, particularly in the hiring process. Without such collaborative efforts, a program effectively exists in name only, which is particularly hurtful to a liberal arts institution in a variety of ways:

²³ Anna Brow, "U.S. Hispanic and Asian Populations Growing, But for Different Reasons," *Pew Research Center*, June 26, 2014, <http://www.pewresearch.org/fact-tank/2014/06/26/u-s-hispanic-and-asian-populations-growing-but-for-different-reasons/>.

²⁴ See, for instance, "Princeton University and Asian American Studies," *Princeton Asian American Students Association*, pp. 14-5; or the latest issue of *Latino Studies*, published by Palgrave Macmillan: <http://www.palgrave-journals.com/lst/index.html>.

1. Undergraduate students, particularly those of color, who seek graduate study and hope to enter an academic career in Asian American studies or Latino studies are effectively denied the preparation needed to enter the “academic pipeline.” The lack of diversity among the graduate, postgraduate, and faculty ranks at this University has been acknowledged by the Board of Trustees and the University President, and the stagnation of ethnic studies programs squanders a long-term opportunity for early intervention at the undergraduate level.²⁵
2. The potential arises for other undergraduate students, particularly those of color, to become disaffected and question the institution’s commitment to the liberal arts.
3. Promising graduate students, postgraduate fellows, and professors in Asian American studies and Latino studies, particularly those of color, come to believe that they have no future in the institution. They then avoid the institution, and a poor reputation for the institution arises in relation to its ethnic studies programs. This, in turn, makes it more difficult for the ethnic studies program to maintain its current staff, resources, and grants. At Princeton, particularly, this has a direct effect on the abovementioned goals relating to diversity in the graduate, postgraduate, and faculty ranks.

In short, keeping ethnic studies departments suspended in the early stages of its development does not yield in stasis: it incurs harm on the home institution as a whole.

On the other hand, providing sufficient resources for healthy growth in an ethnic studies program creates the potential for “compound interest.” Undergraduate students, particularly students of color, are able to pursue graduate study in an academic field where their experiences provide natural intuition and guidance. Alumni of color see more clearly their university’s commitment to diversity and pursuit of the liberal arts. Those seeking an academic career in Asian American studies or Latino studies are attracted to the University’s resources. This turns the institution into a vibrant center for intellectual inquiry in these fields of study, as a strong program tends to attract more graduate students, postgraduate fellows, and professors.

It is also important to note that furthering support for Latino studies and Asian American studies at the University would be a particular boon in achieving Princeton’s aim to increase diversity among its graduate, postgraduate, faculty, and administrative ranks. This is particularly true if we remember that diversity is not important just for adding different faces to the University, but also for fostering a diversity of thought on campus. The goal of ethnic studies is to provide an outlet to and a focus on diverse points of view, and thus promoting Asian American studies and Latino studies at Princeton would further strengthen our University’s culture of inclusion. Strong programs would lead to these benefits not being restricted to one or two academic programs because of the interdisciplinary nature of ethnic studies. Students and faculty in these fields would be affiliated with at least one other primary department, thereby promoting diversity in a range of academic fields throughout the University.

Admittedly, increasing administrative support for faculty hiring raises a delicate concern. While an institution may believe Asian American and Latino studies to be a priority, it must also respect the autonomy of its academic departments in their faculty hiring decisions. Hence, it cannot force

²⁵ Princeton University Trustee Ad Hoc Committee on Diversity, “Report of the Ad Hoc Committee on Diversity,” *Princeton University*, pp. 2, 6. <http://www.princeton.edu/reports/2013/diversity/report/PU-report-on-diversity.pdf>; “Admission & Hiring,” *Princeton University*. <http://inclusion.princeton.edu/progress/admission>.

departments to hire or admit interdisciplinary ethnic studies faculty or graduate/postgraduate candidates who need a home department for their “primary” field of inquiry.

To resolve this issue, we believe that the most effective and sustainable way for this University to prioritize Asian American studies and Latino studies while maintaining the academic freedom of individual departments is to base these programs and the prerequisite resources in the Program in American Studies. In the model we propose, the Program in American Studies is empowered to have control and influence over faculty hires, reducing the burden on other academic departments in bolstering these fields of study. We know that the Program in American Studies believes that the development of Latino studies and Asian American studies should a priority for the University and has been receptive to assisting in the development of these two fields of study in the past. On a practical level, the Program in American Studies is one that would ensure this form of long-term sustainable growth that we believe is necessary.

This structuring of Asian American and Latino studies has a long intellectual and institutional history in universities across the United States. The University of Michigan’s Department of American Culture, the oldest formal academic program in American Studies in the United States,²⁶ contains its Latino Studies, Asian/Pacific Islander American Studies, and Native American Studies Programs, in addition to a program in Arab and Muslim American studies. The Department attributes the stability of its associated ethnic studies programs to its hiring structure for ethnic studies within the Department:

American Culture truly entered a new era at the turn of the twenty-first century, with changes in program status, and a hiring initiative in the three ethnic studies fields. American Culture began holding its own tenure lines, which gradually transformed its faculty base from an organizational model dependent upon the donated labor of a pool of generous faculty associates to a more stable model with core budgeted faculty.²⁷

In fact, the Department was able to use this model to rapidly expand its faculty in their ethnic studies programs. Native American Studies at Michigan, for instance, expanded twelve-fold from a single core faculty member to eight budgeted faculty members and four faculty associates, all within the span of a few years.²⁸

The University of California at Berkeley is another public university that has utilized this model of creating an umbrella program housing Latino studies and Asian American studies. Like Michigan, its Department of Ethnic Studies includes undergraduate programs in Asian American studies, Chicano/Latino studies, and Native American studies.²⁹ It also offers undergraduate and graduate programs in comparative ethnic studies. While this program structure arose directly from student protests in 1969, it has also mostly maintained its structure since then. As of March 2015, there are 6 professors each affiliated with the Asian American studies program and the Chicano/Latino studies program.³⁰

²⁶ “Department History,” *American Culture: The University of Michigan*.
<http://www.lsa.umich.edu/ac/aboutus/departmentshistory>.

²⁷ Ibid.

²⁸ Ibid.

²⁹ “Programs,” *Department of Ethnic Studies: University of California, Berkeley*.
<http://ethnicstudies.berkeley.edu/programs/index.php>.

³⁰ “Faculty,” *Department of Ethnic Studies: University of California, Berkeley*.
<http://ethnicstudies.berkeley.edu/faculty/>.

Peer institutions on the East Coast follow this model as well, and have seen similar institutional success from a faculty perspective. Columbia University's Center for the Study of Ethnicity and Race, for instance, formed after a 1996 student strike, initially offering majors in Asian American studies and Latino studies.³¹ The Center began with four faculty members, and over the following decade, grew its faculty ranks to include eleven core professors and over forty additional associated faculty, adjunct faculty, and fellows. The association of American studies to these ethnic studies field was natural enough for the University to recently transfer its master's program in American Studies into the Center:

This new institutional situation recognizes the fundamental importance of race and ethnicity as organizing categories for thinking about American life. It also means that students in the M.A. program will have access to the rich array of conferences, seminars, exhibits, and film screenings that take place at the CSER.

Indeed, this department transfer signifies the recognition on the part of the Columbia University administration that ethnic studies is pedagogically and intellectually crucial to a strong program in American studies.

Similar institutional arrangements are seen in a variety of other universities. New York University's Department of Social and Cultural Analysis offers undergraduate programs in American Studies, Asian/Pacific/American Studies,³² and a PhD program in American Studies.³³ UCLA's Institute of American Cultures is home to its Asian American Studies Center and Chicano Studies Research Center.³⁴ There is enough precedent for Princeton to adopt this sort of model, and particularly because it is the best institutional arrangement available for fostering strong and rigorous programs in Asian American studies and Latino studies while also respecting departmental autonomy, we strongly push the University administration to provide the Program in American Studies the space, staff, and faculty lines it needs to develop Asian American studies and Latino studies at Princeton.

³¹ "About Us," *Center for the Study of Ethnicity and Race: Columbia University*.

<http://www.columbia.edu/cu/cser/about.html>.

³² "Undergraduate Programs," *Department of Social and Cultural Analysis: NYU*.

<http://sca.as.nyu.edu/page/undergradprogram>.

³³ "Graduate Programs," *Department of Social and Cultural Analysis: NYU*.

<http://sca.as.nyu.edu/page/gradprograms>.

³⁴ "Home page," *UCLA Institute of American Cultures*. <http://www.iac.ucla.edu/>.

VII. Letter of Support

We, the undersigned, support the April 2015 Report on Latino and Asian American studies written by the Princeton Asian American Students Association and Princeton Latinos y Amigos. We hope the Princeton University administration will continue its efforts to support the growth of these two important fields of study at the University by allowing the Program in American Studies to:

1. Merge the Program in Latino Studies into the Program in American Studies.
 - a. Provide undergraduates who wish to study Latino studies or Asian American studies with courses primarily focused on Latino studies or Asian American studies cross-listed through the Program in American Studies, and with the option to declare a track within the American Studies undergraduate certificate program.
 - b. List all Latino studies courses and Asian American studies courses under two distinct three-letter subject headings in the course catalog.
2. Provide the Program in American Studies the necessary space, administrative staff, and faculty hiring lines to sustain continued development of Latino studies and Asian American studies research capacity, graduate programs, and undergraduate programs.
 - a. Allow the Program in American Studies to have two faculty hiring lines and one additional administrative staff member by the end of the fall semester of AY 2015-2016.
 - b. Provide the Program in American Studies with additional funding as necessary to support these additional faculty and administrative hires and to fund an increase in University research, talks by outside faculty, and other related academic programming in Asian American studies and Latino studies.

1. Kelsey McDonald	Undergraduate student or alum	2015
2. Jiemin Tina Wei	Undergraduate student or alum	2016
3. Bianca DiGiovanni	Undergraduate student or alum	2015
4. Luisa Goytia	Undergraduate student or alum	2018
5. Miranda Bolef	Undergraduate student or alum	2018
6. Jennifer Zhao	Undergraduate student or alum	2016
7. Richard Chu	Undergraduate student or alum	2018
8. Hajrah Hussain	Undergraduate student or alum	2017
9. Amina Simon	Undergraduate student or alum	2018
10. Christina Chica	Undergraduate student or alum	2015
11. Sarah Schwartz	Undergraduate student or alum	2015
12. Divya M. Farias	Undergraduate student or alum	2015
13. Rohan Patlolla	Undergraduate student or alum	2018
14. Leigh Anne Schriever	Undergraduate student or alum	2016
15. Carey A. Camel	Undergraduate student or alum	2017

16. Jennifer Au	Undergraduate student or alum	2017
17. Anchal Padukone	Undergraduate student or alum	2016
18. Emily I. Chen	Undergraduate student or alum	2017
19. Nicholas Sexton	Undergraduate student or alum	2017
20. Katherine Wojton	Undergraduate student or alum	2018
21. De Vann Sago	Undergraduate student or alum	2016
22. Audrey Berdahl-Baldwin	Undergraduate student or alum	2016
23. Olivia Chan	Undergraduate student or alum	2017
24. Anna L. Broome	Undergraduate student or alum	2018
25. Margaret Wang	Undergraduate student or alum	2017
26. James Chang	Undergraduate student or alum	2014
27. Kelsey Dyer	Undergraduate student or alum	2017
28. Shannon Osaka	Undergraduate student or alum	2017
29. Marissa Rosenberg-Carlson	Undergraduate student or alum	2018
30. Alice Xie	Undergraduate student or alum	2018
31. Christie Jiang	Undergraduate student or alum	2017
32. Edric Huang	Undergraduate student or alum	2018
33. Uriel Tayvah	Undergraduate student or alum	2017
34. Raeva Kumar	Undergraduate student or alum	2017
35. Katie Horvath	Undergraduate student or alum	2015
36. Lisa Gong	Undergraduate student or alum	2016
37. Jocelyn Chuang	Undergraduate student or alum	2013
38. Sarah Xiyi Chen	Undergraduate student or alum	2013
39. Diane Hu	Undergraduate student or alum	2015
40. Marisa Chow	Undergraduate student or alum	2017
41. Ben Falter	Undergraduate student or alum	2017
42. Jacob G. Hamel	Undergraduate student or alum	2018
43. Joyce Lee	Undergraduate student or alum	2017
44. Becca Keener	Undergraduate student or alum	2017
45. Stacey Huang	Undergraduate student or alum	2016
46. Nadia Diamond	Undergraduate student or alum	2017
47. Rebecca Zhang	Undergraduate student or alum	2015
48. Ross Donovan	Undergraduate student or alum	2016

49. Lakshmi Davey	Undergraduate student or alum	2015
50. Amanda Shi	Undergraduate student or alum	2018
51. Michael Yuan	Undergraduate student or alum	2015
52. Alexandria Robinson	Undergraduate student or alum	2017
53. April S. Liang	Undergraduate student or alum	2015
54. Caroline Glackin	Undergraduate student or alum	2017
55. Michael Lee	Undergraduate student or alum	2016
56. Kelly Lin-Kremer	Undergraduate student or alum	2015
57. Angela Zhou	Undergraduate student or alum	2016
58. Joana W. Li	Undergraduate student or alum	2017
59. Kelly McCabe	Undergraduate student or alum	2018
60. George S. Liu	Undergraduate student or alum	2015
61. Rebecca Fleiss	Undergraduate student or alum	2016
62. Elaine Chang	Undergraduate student or alum	2018
63. Ye Tao	Undergraduate student or alum	2016
64. Eric Yang	Undergraduate student or alum	2017
65. Sol Taubin	Undergraduate student or alum	2016
66. Alicia Lai	Undergraduate student or alum	2018
67. Stephanie Diu	Undergraduate student or alum	2016
68. Kaijia Tian	Undergraduate student or alum	2017
69. Anthony F Shu	Undergraduate student or alum	2016
70. Steven S. Lyubomirsky	Undergraduate student or alum	2016
71. Tiffany Cho	Undergraduate student or alum	2017
72. Danilo Joa	Undergraduate student or alum	1977
73. Jesus Cantu	Undergraduate student or alum	2017
74. Patricia Hoyos	Undergraduate student or alum	2018
75. Erin H. Lynch	Undergraduate student or alum	2018
76. Carlos D. Sotelo	Undergraduate student or alum	2017
77. Brian Bell	Undergraduate student or alum	2015
78. Leezet Marisol Matos	Undergraduate student or alum	2018
79. Daniel Li	Undergraduate student or alum	2017
80. Jessica Shi	Undergraduate student or alum	2018
81. Emily Chang	Undergraduate student or alum	2016

82. Isabella Grabski	Undergraduate student or alum	2018
83. Dayton R. Martindale	Undergraduate student or alum	2015
84. Nicholas Fernandez	Undergraduate student or alum	2018
85. Alissa Lopez Serfozo	Undergraduate student or alum	2018
86. Monica Magalhaes	Undergraduate student or alum	2017
87. Glenna Yu	Undergraduate student or alum	2016
88. Calvin Colson	Undergraduate student or alum	2016
89. Vivian Tang	Undergraduate student or alum	2016
90. Felix Xiao	Undergraduate student or alum	2016
91. Elly Czajkowski	Undergraduate student or alum	2015
92. Nabeel Sarwar	Undergraduate student or alum	2016
93. Maria Perales	Undergraduate student or alum	2018
94. Delaney Thull	Undergraduate student or alum	2018
95. Stephanie Jeong	Undergraduate student or alum	2017
96. Christopher D. Shin	Undergraduate student or alum	2017
97. Kelly Roache	Undergraduate student or alum, Graduate student or alum	2012 GS 2015
98. Daniel Rounds	Undergraduate student or alum	2017
99. Sharon Tan	Undergraduate student or alum	2015
100. Allyson Kim	Undergraduate student or alum	2017
101. Karen Ku	Undergraduate student or alum	2016
102. Zachary Liu	Undergraduate student or alum	2018
103. Shana Salomon	Undergraduate student or alum	2018
104. Cerena Chen	Undergraduate student or alum	2013
105. Daphnée A. Warren	Undergraduate student or alum	2015
106. Andres Castillo Quintana	Undergraduate student or alum	2018
107. Julie Chen	Undergraduate student or alum	2017
108. Molly Fisch-Friedman	Undergraduate student or alum	2016
109. Jeremy Zullo	Undergraduate student or alum	2017
110. Rebecca Basaldua	Undergraduate student or alum	2015
111. Julio Castillo	Undergraduate student or alum	2017
112. Briana Freeman	Undergraduate student or alum	2016
113. Shefali Jain	Undergraduate student or alum	2017

114. Emily Lever	Undergraduate student or alum	2015
115. Cody ONeil	Undergraduate student or alum	2015
116. Kovey A. Coles	Undergraduate student or alum	2015
117. Natasha Turkmani	Undergraduate student or alum	2017
118. Cosette Gonzales	Undergraduate student or alum	2015
119. Caleb Negash	Undergraduate student or alum	2015
120. David Liu	Undergraduate student or alum	2018
121. Arlene Gamio	Undergraduate student or alum	2018
122. John Michael Colon	Undergraduate student or alum	2016
123. Emmy Williams	Undergraduate student or alum	2015
124. Adlan Jackson	Undergraduate student or alum	2015
125. Miranda Alperstein	Undergraduate student or alum	2017
126. Eric Fung	Undergraduate student or alum	2018
127. Alice Frederick	Undergraduate student or alum	2017
128. Vincent Chu	Undergraduate student or alum	2015
129. Namkyu Oh	Undergraduate student or alum	2016
130. Megan Tung	Undergraduate student or alum	2017
131. Jonece Layne	Undergraduate student or alum	2016
132. Pei-Ting Sarah Chou	Graduate student or alum	2005
133. Sherry H Li	Undergraduate student or alum	2015
134. Juliana Lopez	Undergraduate student or alum	2017
135. Mo Chen	Undergraduate student or alum	1980
136. Lai Yin Natalie Lu	Undergraduate student or alum	2018
137. Lekha Kanchinadam	Undergraduate student or alum	2015
138. Henrietta Keazer	Undergraduate student or alum	2016
139. Jacob Simon	Undergraduate student or alum	2015
140. Regina Zeng	Undergraduate student or alum	2018
141. Vicky Quevedo	Undergraduate student or alum	2015
142. Rachel Parks	Undergraduate student or alum	2015
143. Chinenye Azoba	Undergraduate student or alum	2018
144. Marlyn Bruno	Undergraduate student or alum	2017
145. Terry O'Shea	Undergraduate student or alum	2016
146. Emily Hansen	Undergraduate student or alum	2016

147. Ana Maldonado	Undergraduate student or alum	2016
148. Alejandra Rincon	Undergraduate student or alum	2018
149. Olivia C. McShea	Undergraduate student or alum	2015
150. Samantha Newman	Undergraduate student or alum	2018
151. Lindy Zeng	Undergraduate student or alum	2018
152. Diego Negron-Reichard	Undergraduate student or alum	2018
153. Daniela Cosio	Undergraduate student or alum	2016
154. Anya Lewis-Meeks	Undergraduate student or alum	2015
155. Emily Knott	Undergraduate student or alum	2017
156. April Chou	Undergraduate student or alum	1996 S95
157. Clement Lee	Undergraduate student or alum	2017
158. Liting Chiang	Undergraduate student or alum	2016
159. Ashley Soo Jin Koo	Undergraduate student or alum	2018
160. Jennifer Shyue	Undergraduate student or alum	2017
161. Ana DeJesus	Undergraduate student or alum	2018
162. David Mazumder	Undergraduate student or alum	2017
163. Yessica Martinez	Undergraduate student or alum	2015
164. Dominique A. Ibekwe	Undergraduate student or alum	2016
165. Grace Jeon	Undergraduate student or alum	2017
166. Okiyoshi (Ok) Takeda	Graduate student or alum	2000
167. Kristy Huang	Undergraduate student or alum	2016
168. Marni Morse	Undergraduate student or alum	2017
169. William Aung	Undergraduate student or alum	2018
170. Kevin Liu	Undergraduate student or alum	2018
171. Nancy H. Lin	Undergraduate student or alum	1977
172. Melody Falter	Undergraduate student or alum	2016
173. Victoria Navarro	Undergraduate student or alum	2017
174. Helen Zia	Undergraduate student or alum	1973
175. Belinda Chen	Undergraduate student or alum	2017
176. Christin Y. Park	Undergraduate student or alum	2018
177. Stephanie Lytle	Undergraduate student or alum	2017
178. Lin King	Undergraduate student or alum	2016
179. Indira Kissoondyal	Undergraduate student or alum	2016

180. Jake Martin	Undergraduate student or alum	2018
181. Peppar Cyr	Undergraduate student or alum	2015
182. Mohamed Shalan	Undergraduate student or alum	2017
183. Alexander Berg	Graduate student or alum	GS2
184. Maya Wahrman	Undergraduate student or alum	2016
185. Tucker Jones	Undergraduate student or alum	2016
186. Roger Wu	Undergraduate student or alum	1986
187. Jenny Zhang	Undergraduate student or alum	2018
188. Kabbas Azhar	Undergraduate student or alum	2018
189. Adjoa Mante	Undergraduate student or alum	2017
190. Rachel A. Yee	Undergraduate student or alum	2018
191. Noam Altman-Kurosaki	Undergraduate student or alum	2016
192. Victoria Lepsant	Undergraduate student or alum	2017
193. Nusrat Ahmed	Undergraduate student or alum	2017
194. Lena Sun	Undergraduate student or alum	2016
195. Eric Xu	Undergraduate student or alum	2017
196. Elizabeth Lian	Undergraduate student or alum	2015
197. Tula Strong	Undergraduate student or alum	2015
198. Sudhir Lay Burggaard	Undergraduate student or alum	2002
199. Joseph Jung	Undergraduate student or alum	2011
200. Andrew Ruchames	Undergraduate student or alum	2017
201. Jin Lee	Undergraduate student or alum	1989
202. Elaine Chou	Undergraduate student or alum	2016
203. Allison Conwell	Undergraduate student or alum	2017
204. Sarah Lossing	Undergraduate student or alum	2017
205. Colleen O'Gorman	Undergraduate student or alum	2017
206. Amber S. Stewart	Undergraduate student or alum	2015
207. Sophia Alvarez	Undergraduate student or alum	2018
208. Margaret Hua	Undergraduate student or alum	2015
209. A.J. Ohiwerei	Undergraduate student or alum	2017
210. Jessica Ji	Undergraduate student or alum	2018
211. Ted Callon	Undergraduate student or alum	2017
212. Evangeline Lew	Undergraduate student or alum	2010

213. Youri Lee	Undergraduate student or alum	2018
214. Angela Wang	Undergraduate student or alum	2016
215. Aida Garrido	Undergraduate student or alum	2018
216. Prem Nair	Undergraduate student or alum	2018
217. Ella Cheng	Undergraduate student or alum	2016
218. Soraya Morales Nuñez	Undergraduate student or alum	2018
219. William Rivitz	Undergraduate student or alum	2018
220. Mariana Gonzalez Medrano	Undergraduate student or alum	2017
221. Alice Catanzaro	Undergraduate student or alum	2017
222. Katherine Zhao	Undergraduate student or alum	2017
223. Annie Lu	Undergraduate student or alum	2017
224. Austin T. Pruitt	Undergraduate student or alum	2017
225. Michelle Park	Undergraduate student or alum	2016
226. Nicholas Hoang	Undergraduate student or alum	2016
227. Chiamaka Onwuzulike	Undergraduate student or alum	2016
228. Galen Ogg	Undergraduate student or alum	2018
229. Leezet Marisol Matos	Undergraduate student or alum	2018
230. Katherine Gao	Undergraduate student or alum	2015
231. Martina Fouquet	Undergraduate student or alum	2016
232. Robin Palmer	Undergraduate student or alum	2015
233. Katie Little	Undergraduate student or alum	2016
234. Vivian Ramirez	Undergraduate student or alum	2017
235. Camila Novo-Viaño	Undergraduate student or alum	2018
236. Nora A. Niazian	Undergraduate student or alum	2017
237. Alice Mar-Abe	Undergraduate student or alum	2018
238. Oscar Li	Undergraduate student or alum	2015
239. Ozioma Obi-Onuoha	Undergraduate student or alum	2016
240. Daniel Krane	Undergraduate student or alum	2018
241. Adam Cellon	Undergraduate student or alum	2017
242. Di Qi	Undergraduate student or alum	2018
243. Sean Sarra	Undergraduate student or alum	2016
244. Monica Gonzalez	Undergraduate student or alum	2016
245. Alan Hatfield	Undergraduate student or alum	2016

246. Allison Chang	Undergraduate student or alum	2018
247. Emily Chen	Undergraduate student or alum	2018
248. Akshaya Uttamadoss	Undergraduate student or alum	2015
249. Tony Phan	Undergraduate student or alum	2018
250. Daniel Teehan	Undergraduate student or alum	2017
251. Zeena Mubarak	Undergraduate student or alum	2017
252. Brian Wong	Undergraduate student or alum	2016
253. Vivian M. Yao	Undergraduate student or alum	2017
254. Karen Ouyang	Undergraduate student or alum	2017
255. Cameron Bell	Undergraduate student or alum	2016
256. Taimur Ahmad	Undergraduate student or alum	2016
257. You-You Ma	Undergraduate student or alum	2016
258. Ronald Kim	Undergraduate student or alum	1996
259. Jaehwan Kim	Undergraduate student or alum	2018
260. Lillian Xu	Undergraduate student or alum	2016
261. Alec Lowman	Undergraduate student or alum	2016
262. Julie Kwong	Undergraduate student or alum	2016
263. Jonathan Lu	Undergraduate student or alum	2018
264. Travis Vandewarker	Undergraduate student or alum	2018
265. Vladimir Medenica	Graduate student or alum	Politics
266. Paarth Shah	Undergraduate student or alum	2016
267. Roman Papademetriou	Undergraduate student or alum	2018
268. Matthew Goldsmith	Undergraduate student or alum	2015
269. Grace Chang	Undergraduate student or alum	2017
270. Tejumade Adewole	Undergraduate student or alum	2016
271. Samantha Walter	Undergraduate student or alum	2017
272. Annie Li Yang	Undergraduate student or alum	2018
273. Melinda Renuart	Undergraduate student or alum	2018
274. Carly Pope	Undergraduate student or alum	2016
275. John L. Newby Parton	Undergraduate student or alum	2018
276. Leighton Chen	Undergraduate student or alum	1966
277. Edwin Loredo	Undergraduate student or alum	2015
278. Emily Kraeck	Undergraduate student or alum	2017

279. Tiffany Huang	Undergraduate student or alum	2017
280. Elon P Aekin	Undergraduate student or alum	2015
281. Vinicius Amaral	Undergraduate student or alum	2017
282. Jason Zhou	Undergraduate student or alum	2015
283. Hunter Dong	Undergraduate student or alum	2017
284. Oluwatobi Aladesuru	Undergraduate student or alum	2017
285. Daniel Jang	Undergraduate student or alum	2016
286. Andreas Dias	Undergraduate student or alum	2017
287. Lacey-Ann Wisdom	Undergraduate student or alum	2017
288. Sherry H Li	Undergraduate student or alum	2015
289. Joaquín García	Undergraduate student or alum	2017
290. Pablo Vasquez	Undergraduate student or alum	2017
291. Faith Konigbagbe	Undergraduate student or alum	2015
292. Melody Qiu	Undergraduate student or alum	2016
293. George Jian	Undergraduate student or alum	2016
294. Gabriella A. Ravida	Undergraduate student or alum	2015
295. Helen Lin	Undergraduate student or alum	2018
296. Alexa Pugh	Undergraduate student or alum	2016
297. Jean Nava	Graduate student or alum	N/A
298. Daniel Edelman	Graduate student or alum	2015
299. Diego Pacheco	Graduate student or alum	NEU
300. Natalie Gasparowicz	Undergraduate student or alum	2016
301. Emilce Santana	Graduate student or alum	sociology
302. Matthew Allen	Undergraduate student or alum	2018
303. Sebastian Ramirez Hernandez	Graduate student or alum	Anthropology
304. Lavinia Liang	Undergraduate student or alum	2018
305. Kitty Hsu Dana	Undergraduate student or alum	1977
306. Helen Yu	Undergraduate student or alum	2016
307. Aisha Oxley	Undergraduate student or alum	2016
308. Jasmine Wang	Undergraduate student or alum	2017
309. Daniel He	Undergraduate student or alum	2016
310. Chris Loh	Undergraduate student or alum	1986
311. Jason Cai	Undergraduate student or alum	2017

312. Debra Yu	Undergraduate student or alum	1986
313. Erica Choi	Undergraduate student or alum	2018
314. Hannelora Everett	Undergraduate student or alum	2017
315. Zach Weingarten	Undergraduate student or alum	2018
316. Isaac Lederman	Undergraduate student or alum	2015
317. Kevin Cheng	Undergraduate student or alum	2017
318. Justinas Mickus	Undergraduate student or alum	2018
319. Alex Reblando	Undergraduate student or alum	2018
320. Durva Trivedi	Undergraduate student or alum	2017
321. Jonathan Ma	Undergraduate student or alum	2015
322. Winny Myat	Undergraduate student or alum	2018
323. Angélica María Vielma	Undergraduate student or alum	2018
324. SuMin Park	Undergraduate student or alum	2018
325. Akash Levy	Undergraduate student or alum	2018
326. Jameil Brown	Undergraduate student or alum	2016
327. Adriana Rubertone	Undergraduate student or alum	2018
328. Grace Rehaut	Undergraduate student or alum	2018
329. Erin Kim	Undergraduate student or alum	2015
330. Bruno Schaffa	Undergraduate student or alum	2018
331. Catherine Chen	Undergraduate student or alum	2018
332. HJ Suh	Undergraduate student or alum	2018
333. Natalie Fahlberg	Undergraduate student or alum	2018
334. Jessica Deng	Undergraduate student or alum	2018
335. Amanda Blanco	Undergraduate student or alum	2018
336. Joshua Tam	Undergraduate student or alum	2018
337. Sri Nimmagadda	Undergraduate student or alum	2018
338. Samantha Ip	Undergraduate student or alum	2018
339. Jenny Mu	Undergraduate student or alum	2018
340. Leila Clark	Undergraduate student or alum	2018
341. Jeet Parekh	Undergraduate student or alum	2017
342. Victoria Wu Rosini	Undergraduate student or alum	1990
343. Vishan Nigam	Undergraduate student or alum	2018
344. Dominique Fahmy	Undergraduate student or alum	2017

345. Paul Yang	Undergraduate student or alum	2017
346. Rachel Lim	Undergraduate student or alum	2018
347. Evan J. Gedrich	Undergraduate student or alum	2018
348. David Kimmel	Undergraduate student or alum	2017
349. Edgar Preciado	Undergraduate student or alum	2018
350. Tammy Tseng	Undergraduate student or alum	2018
351. Nicholas Chow	Undergraduate student or alum	2018
352. Karis Cha	Undergraduate student or alum	2018
353. Steven Kwon	Undergraduate student or alum	2018
354. Adam Wang	Undergraduate student or alum	2018
355. Jiae Azad	Undergraduate student or alum	2015
356. Leah Worthington	Undergraduate student or alum	2015
357. Amelia Xu	Undergraduate student or alum	2017
358. Dana Fesjian	Undergraduate student or alum	2017
359. Susanna Yu	Undergraduate student or alum	2017
360. Xuewei Ouyang	Undergraduate student or alum	2017
361. Jessica Weng	Undergraduate student or alum	2015
362. E Hayes	Undergraduate student or alum	2018
363. Tiffany Chen	Undergraduate student or alum	2016
364. Alok Saxena	Undergraduate student or alum	2015
365. Saumya Swaroop	Undergraduate student or alum	2015
366. Aditya Agarwalla	Undergraduate student or alum	2016
367. Aspen Wang	Undergraduate student or alum	2018
368. Carolyn Liziewski	Undergraduate student or alum	2018
369. Roopa Ramanujam	Undergraduate student or alum	2018
370. Imani Williams	Undergraduate student or alum	2018
371. Theodore Waldron	Undergraduate student or alum	2018
372. Andrew Chung	Undergraduate student or alum	2018
373. Elaine Fang	Undergraduate student or alum	2018
374. Wesley Cao	Undergraduate student or alum	2015
375. Charlesa Redmond	Undergraduate student or alum	2017
376. Aryaman Jalota	Undergraduate student or alum	2018
377. Camille Lin	Undergraduate student or alum	2015

378. Jacob Cannon	Undergraduate student or alum	2017
379. Carly Rabner	Undergraduate student or alum	2015
380. Jack Rabner	Undergraduate student or alum	2016
381. Jesse Chou	Undergraduate student or alum	2018
382. Jennifer Au	Undergraduate student or alum	2017
383. Hannah Green	Undergraduate student or alum	2017
384. Lenore Look	Undergraduate student or alum	1984
385. Jae Sung Kim	Undergraduate student or alum	2018
386. Kelly Bojic	Undergraduate student or alum	2018
387. Zoe Toledo	Undergraduate student or alum	2018
388. Sejin Park	Undergraduate student or alum	2018
389. Jason Yu	Undergraduate student or alum	2016
390. Douglas Bastidas	Undergraduate student or alum	2017
391. McKenzie Clarke	Undergraduate student or alum	2017
392. Frank Nguyen	Undergraduate student or alum	2017
393. Lori Bin	Undergraduate student or alum	2017
394. Miranda Alperstein	Undergraduate student or alum	2017
395. Cordelia Xie	Undergraduate student or alum	2016
396. Caroline Suh	Undergraduate student or alum	2016
397. Lulu Chen	Undergraduate student or alum	2017
398. Carlos Molina	Undergraduate student or alum	2017
399. Dalia Katan	Undergraduate student or alum	2015
400. Mikhael Smits	Undergraduate student or alum	2018
401. Siyao Li	Undergraduate student or alum	2017
402. Grace Lynch	Undergraduate student or alum	2018
403. Tina Doan	Undergraduate student or alum	2016
404. Salmaan Kamal	Undergraduate student or alum	2013
405. Safa K. Syed	Undergraduate student or alum	2017
406. Jamie Ayón-Facundo	Undergraduate student or alum	2017
407. Pallavi Koppol	Undergraduate student or alum	2016
408. Vincent J. Montanaro	Undergraduate student or alum	2017
409. Carson Hughes	Undergraduate student or alum	2016
410. Juliansito J Perez	Undergraduate student or alum	2017

411. David Jacobowitz	Undergraduate student or alum	2016
412. Patricia Hernandez	Undergraduate student or alum	2018
413. Corinne Lowe	Undergraduate student or alum	2017
414. Nicholas Steidel	Undergraduate student or alum	2018
415. Nicholas Horvath	Undergraduate student or alum	2017
416. David Hoyos	Undergraduate student or alum	2016
417. Mya Abousy	Undergraduate student or alum	2018
418. Chang Che	Undergraduate student or alum	2017
419. Eunice Lee	Undergraduate student or alum	2016
420. Jacqueline Li	Undergraduate student or alum	2016
421. Melissa Curtis	Undergraduate student or alum	2018
422. David Kim	Undergraduate student or alum	2018
423. Christine Kyauk	Undergraduate student or alum	2016
424. Vishank Jain-Sharma	Undergraduate student or alum	2018
425. India Rogers-Shepp	Undergraduate student or alum	2018
426. Catherina Pan	Undergraduate student or alum	2018
427. Hans Hanley	Undergraduate student or alum	2018
428. Yasmine Eichbaum	Undergraduate student or alum	2018
429. Molly E. Reiner	Undergraduate student or alum	2017
430. Eric Sease	Undergraduate student or alum	2018
431. Janelle Tam	Undergraduate student or alum	2017
432. Scot Tasker	Undergraduate student or alum	2016
433. Brandon Sixto	Undergraduate student or alum	2017
434. Pritika Mehra	Undergraduate student or alum	2018
435. Stephen Morin	Undergraduate student or alum	2018
436. Kevin Andreola	Undergraduate student or alum	2018
437. Shobhit Kumar	Undergraduate student or alum	2018
438. Katherine Lim	Undergraduate student or alum	2018
439. Sara Diressova	Undergraduate student or alum	2018
440. Samantha Lee	Undergraduate student or alum	2018
441. Matthew Du	Undergraduate student or alum	2018
442. Savannah Du	Undergraduate student or alum	2018
443. Shannon Jiang	Undergraduate student or alum	2018

444. George A. Kevrekidis	Undergraduate student or alum	2018
445. Ify Ikpeazu	Undergraduate student or alum	2018
446. John Finlay	Undergraduate student or alum	2018
447. Alejandro de la Garza	Undergraduate student or alum	2018
448. Jonathan Feld	Undergraduate student or alum	2018
449. Michelle-Ann Tan	Undergraduate student or alum	2016
450. Charlotte McIntosh	Undergraduate student or alum	2018
451. Maxwell Grear	Undergraduate student or alum	2018
452. Carrie Xu	Undergraduate student or alum	2018
453. Hila Ghersin	Undergraduate student or alum	2018
454. Miki Somosot	Undergraduate student or alum	2018
455. Lindsay Temple	Undergraduate student or alum	2018
456. Deborah Daly	Undergraduate student or alum	2017
457. Mikaela Bankston	Undergraduate student or alum	2018
458. Chris Park	Undergraduate student or alum	2018
459. Monica Shi	Undergraduate student or alum	2018
460. Tlaloc Ayala	Undergraduate student or alum	2018
461. Sarah Reeves	Undergraduate student or alum	2017
462. Gabrielle Escalante	Undergraduate student or alum	2018
463. Michelle Orro	Undergraduate student or alum	2018
464. Laurel Easterling	Undergraduate student or alum	2017
465. Ariel Hsing	Undergraduate student or alum	2017
466. Nathan Agmon	Undergraduate student or alum	2017
467. Stephanie Schutz	Undergraduate student or alum	2017
468. Catherine Adams	Undergraduate student or alum	2017
469. Vittoria Comin	Undergraduate student or alum	2018
470. Gokul Mukunda	Undergraduate student or alum	2018
471. Allison Lee	Undergraduate student or alum	2018
472. Catherine Blume	Undergraduate student or alum	2018
473. Simran Mathews	Undergraduate student or alum	2018
474. Amandeep Saini	Undergraduate student or alum	2017
475. Ji-Sung Kim	Undergraduate student or alum	2018
476. Sam Butler	Undergraduate student or alum	2015

477. Jessica Vo	Undergraduate student or alum	2015
478. Jack Katzenstein	Undergraduate student or alum	2017
479. Catalina Trigo	Undergraduate student or alum	2017
480. Diana Li	Undergraduate student or alum	2016
481. Matt Smith	Undergraduate student or alum	2016
482. Hannah Yang	Undergraduate student or alum	2017
483. S Herrmann	Undergraduate student or alum	2017
484. Naimah Hakim	Undergraduate student or alum	2016
485. Christina Rice	Undergraduate student or alum	2017
486. Di Yun Sun	Undergraduate student or alum	2017
487. Sydney Hausman	Undergraduate student or alum	2017
488. Edwin Rosales	Undergraduate student or alum	2017
489. Andreea Magalie	Undergraduate student or alum	2018
490. Elizabeth S. Romanzi	Undergraduate student or alum	2018
491. Jennifer Yin	Undergraduate student or alum	2018
492. Noah Mayerson	Undergraduate student or alum	2018
493. Blair Wang	Undergraduate student or alum	2017
494. Vilma Jimenez	Undergraduate student or alum	2018
495. Rene Chalom	Undergraduate student or alum	2017
496. Michelle Nedashkovskaya	Undergraduate student or alum	2016
497. Mary-Grace Stone	Undergraduate student or alum	2016
498. Esther Maddox	Undergraduate student or alum	2017
499. Trent Kowalik	Undergraduate student or alum	2017
500. Karen Jin	Undergraduate student or alum	2016
501. Marcelo Bonassa	Undergraduate student or alum	2016
502. Heesu Hwang	Undergraduate student or alum	2018
503. Brandon McGhee	Undergraduate student or alum	2018
504. Kyle Chen	Undergraduate student or alum	2018
505. TJ Smith	Undergraduate student or alum	2018
506. Ashwin Prasanna	Undergraduate student or alum	2018
507. Nathan Leach	Undergraduate student or alum	2018
508. Jahdziah St. Julien	Undergraduate student or alum	2018
509. Kushal Dalal	Undergraduate student or alum	2017

510. Rachel Xu	Undergraduate student or alum	2017
511. Jessica Li	Undergraduate student or alum	2018
512. Timothy Tran	Undergraduate student or alum	2015
513. Stephanie Rigizadeh	Undergraduate student or alum	2015
514. Kaitlin Hanss	Undergraduate student or alum	2017
515. Josh Collins	Undergraduate student or alum	2017
516. Nicolas Trad	Undergraduate student or alum	2017
517. Jamila Pegues	Undergraduate student or alum	2016
518. Joseph Wood	Undergraduate student or alum	2018
519. Mohamed El-Dirany	Undergraduate student or alum	2018
520. Sukrit Puri	Undergraduate student or alum	2017
521. Raghav Gandotra	Undergraduate student or alum	2016
522. Sarah Cen	Undergraduate student or alum	2016