Asian Mode

Official Newsletter of the ASA Asia and Asian America Section

FROM THE SECTION CHAIR

XIAOLING SHU

Dear AAA Members,

I am honored and excited to start my term as the AAA section Chair. I am grateful to our outgoing chair Angie Chung for her dedicated service to our section. I appreciate contributions by outgoing council members Paul Yunsik Chang and Karen D. Pyke and student representative Carolyn Choi. I congratulate and welcome Emily Hannum (Penn) as Chair-Elect, Ali Chaudhary (Rutgers) and Van C. Tran (CUNY) as incoming council members, and Fangqi Wen (Oxford) as student representative.

I thank our excellent communication team for their outstanding job: newsletter editor Kevin Escudero (Brown), associate editor Carolyn Choi (USC), listserv coordinator Fangqi Wen (Oxford), and public liaison Yuan Qian (UBC).

I am grateful to members who have volunteered to organize section paper sessions, serve on awards committees, and take on new initiatives to expand AAA programing. I thank the following members for their leadership and contributions to our section:

AAA Section Session Organizers: Van C. Tran and Wei Zhao
Award Committees:
  Book Award-Asia/Transnational: Kiyoteru Tsutsui (Chair), Sharmila Rudrappa, and Junmin Wang
  Book Award-Asian America: Emily Walton (Chair), Sebastian Cherng, Helene K. Lee
  Research Paper Award: Yingyi Ma (Chair), Ali Chaudhary, and Long Yan
  Graduate Student Research Paper Award: Sampson Lee Blair (Chair), Victoria Reyes and Emma Zang
  Contribution to the Field Award Committee: Zai Liang (co-chair) and Dina Okamoto (co-chair)

Membership Drive

As of September 30, our section has grown by 10% with 388 members—only 12 shy of reaching 400, which would afford us a third section session at the annual conference. We will redouble our effort in recruiting section members to achieve that goal for the Chicago conference in 2021.

1. **Renew your ASA and section** membership https://www.asanet.org/membership.

2. **Faculty sponsors** of AAA section student members @ $5 per member:

   If you are willing to sponsor students to become AAA section members, please sign up HERE. We will match you with students who are seeking sponsors.

   If you already know who you are sponsoring, you may go to https://www.asanet.org/membership, click on MY ASA MEMBER PORTAL. Then click on Purchase a Gift Section Membership under Contribute/Give, select ASIA AND ASIAN AMERICAN SECTION, and the number of the person you are sponsoring.

3. **Students seeking sponsorship** to join the AAA section, please sign up HERE.

We encourage colleagues who have connections with other organizations to advertise our faculty sponsorship opportunities for graduate students to become section members through newsletters and listservs of these associations.

Member Communication

We communicate with our members via multiple media with various frequencies, including the section newsletter (twice a year with fall and spring issues), email via listserv of announcements and opportunities (monthly), and our section Facebook page (as frequently as needed). We have in place an effective team of newsletter editors, listserv coordinator, Facebook administrator, and public engagement liaison. To submit news to the section newsletter Asian Mode, please contact Kevin Escudero (kevin_escudero@brown.edu) or Carolyn Choi (carolysc@usc.edu). To submit entries to monthly listserv announcements, please send email Fangqi Wen (fangqi.wen@nuffield.ox.ac.uk). We continue to build up our Facebook presence and links/likes.
        Link to the AAA web page is HERE.
        Link to all the newsletters is HERE.
        Link to the AAA Facebook is HERE.

Mentorship

We will continue AAA mentorship matchup program to provide opportunities for graduate students and early career faculty to network with senior scholars. This effort will be year-round, culminating into a mentorship reception at the annual conference where mentorship teams meet in person.

Annual Conference in San Francisco 2020

We are putting efforts into the programming at the 2020 annual meeting, which will include two section paper sessions, a roundtable session, a section reception, a mentorship reception, a business meeting, as well as a council meeting.

       We have issued the Calls for Section Session Submission (Link).

       We have also released Calls for AAA Section Award Nominations (Link).

Last but not the least, I am grateful for our members' support. It takes great efforts from all of us to build a vibrant AAA community. I look forward to your participation, suggestions, volunteering, and contributions. Warmest Wishes for a Very Happy Holiday Season!

Xiaoling Shu
Section Chair, Asia and Asian America
Professor of Sociology, University of California Davis

GET TO KNOW YOUR SECTION OFFICERS

Section Chair

Xiaoling Shu is a professor of sociology at the University of California, Davis. Her research focuses on the impacts of two of the most profound processes of our times, market transition and globalization, on gender inequalities, subjective sense of well-being, and gender, family, marriage, and sexual behaviors and attitudes. She uses data science models on national and international data to carry out research on China and the United States as well as cross-national analyses. Her publications have appeared in Social Forces, Social Science Research, Sociology of Education, Research in Social Stratification and Mobility, Journal of Family Issues, and Social Science Quarterly. Her book, Knowledge Discovery in the Social Sciences: A Data Mining Approach (University of California Press) is forthcoming in Feb. 2020. She is working on another book, Chinese Marriage and Family in Transition: Confucianism, Socialism, and Modernization (under contract with Rutgers University Press).

Chair Elect

Emily Hannum is a professor of sociology and education at the University of Pennsylvania, where she is currently serving as associate dean for social sciences. Her research interests are poverty and child welfare, gender and ethnic stratification, and sociology of education. Current projects focus on childhood poverty in China, the impact of large-scale school consolidations on educational attainment in China, and family separation and children's education in China and in comparative perspective.

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Past Chair

Angie Y. Chung is an Associate Professor of Sociology at the University at Albany. She has served as Visiting Professor at Yonsei and Korea University and the 2016 Dr. Thomas Tam Visiting Scholar at CUNY Graduate Center and Asian American/ Asian Research Institute (AAARI). She is author of *Saving Face: The Emotional Costs of the Asian Immigrant Family Myth* (Rutgers University Press, 2016) and *Legacies of Struggle: Conflict and Cooperation in Korean American Politics* (Stanford University Press, 2007). She is currently preparing a book with co-PIs Sookhee Oh and Jan Lin for a National Science Foundation-funded project on immigrant redevelopment politics in Koreatown and Monterey Park.

Section Secretary/Treasurer

Jennifer Jihye Chun is Associate Professor in the Asian American Studies Department and the International Institute at UCLA. Her research explores the interconnected worlds of gender, race, ethnicity, migration and labor through a comparative and critical ethnographic lens. She is the author of the award-winning book, *Organizing at the Margins: The Symbolic Politics of Labor in South Korea and the United States* (Cornell University Press, 2009) as well as numerous journal articles and book chapters on informal and precarious worker organizing; Asian immigrant women and community organizing; gender, migration, and care work; and global labor movements. Currently, she is writing a book monograph on protest cultures in South Korea with Ju Hui Judy Han.

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Student Representative

Fangqi Wen is a Postdoctoral Prize Research Fellow in Sociology at the Nuffield College in the University of Oxford, and an Associate Member in the Department of Sociology. I received a PhD in Sociology from New York University in 2019. In my PhD dissertation and related research projects, I study inequality and intergenerational mobility from both objective and subjective perspectives.
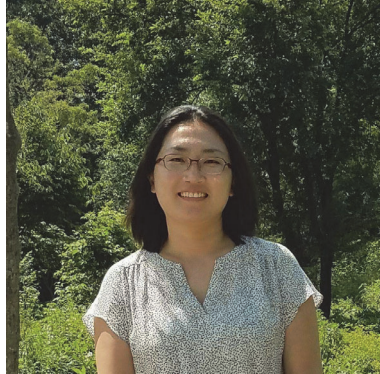
Councilmember

Victoria Reyes studies culture, borders and empire. Her first book, *Global Borderlands: Fantasy, Violence, and Empire in Subic Bay, Philippines* was recently published (2019) by Stanford University Press. Her work has also been published in *Social Forces, Ethnography, Theory and Society, City & Community*, and *International Journal of Comparative Sociology,* among others, and she's received awards, fellowships, or grants from the American Association of University Women, National Science Foundation, American Sociological Association, Institute of International Education, Law and Society Association, National Women's Studies Association, and National Center for Institutional Diversity at the University of Michigan, among others. In 2019-2020 she is on leave as an American Association of University Women (AAUW) Postdoctoral American Fellow for her second book project on cultural wealth and empire.

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<u>Councilmember</u>

Minjeong Kim is associate professor of Sociology at San Diego State University. Her research areas include international migration, immigrant communities, and the media. She is the author of *Elusive Belonging: Marriage Immigrants and "Multiculturalism" in Rural South Korea* (2018, University of Hawai'i Press) and published several articles and chapters on international marriage immigrants in South Korea and media representations of Asian/Americans. Currently she is working on an edited volume with Hyeyoung Woo (Portland State University) tentatively titled *Redefining Multicultural Families in South Korea: Reflections and Future Directions*, and an NSF-funded project on Korean immigrant communities in the U.S.-Mexico border region.

<u>Councilmember</u>

Ali Chaudhary is an assistant professor in sociology at Rutgers University in New Brunswick, NJ. His research interests lie at the intersection of race, immigration, and culture. He has written about Pakistani immigrants and their nonprofit sectors in London, Toronto, and NYC and immigrants' homeland-oriented transnational activities. His latest research interrogates the Asian immigrant "civic paradox" by exploring how transnational contexts inform divergent rates of civic participation among Asian immigrants in the U.S.

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<u>Councilmember</u>

Kelly H. Chong specializes in the areas of race and ethnicity, gender, East Asian studies, Asian American studies, religion. Her first book focused on the politics of gender and conversion in contemporary South Korean evangelicalism. Her book *Deliverance and Submission: Evangelical Women and the Negotiation of Patriarchy in South Korea* (Harvard University Press in 2008) and related articles have been recipients of a number of national awards. Her current research focuses on the politics of intermarriage among U.S.- born Asian-Americans as a lens through which to investigate the process of immigrant incorporation and the gendered production/construction of ethnic identity/culture in the Asian American contexts; she is also interested in the transformation and global circulation of religion and cultural change in contemporary South Korea. Her publications have appeared in *Gender and Society, Sociology of Religion, Sociological Perspectives, Journal of Scientific Study of Religion, Journal of Women's History, Qualitative Sociology, Journal of Asian American Studies,* and a number of collected volumes. She also received numerous fellowships and grants, including the Fulbright Fellowship, the Korea Foundation Advanced Research Fellowship and the Franklin Research Grant (American Philosophical Society). She was a former Research Associate/Visiting Lecturer at the Women's Studies in Religion Program of the Harvard Divinity School.

<u>Councilmember</u>

Jerry Z. Park is an Associate Professor of Sociology at Baylor University. His research interests include Asian-American religiosity, pan-ethnic/ racial identity meanings, generational transmission, civic volunteering, stereotype effects, racialized religion in American surveys, religion and workplace attitudes and, religious attitudes of academic scientists. In addition to serving the Asia/Asian America Section council, he serves as associate editor for the Journal for the Scientific Study of Religion and is an editorial board member for Social Psychology Quarterly.

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Councilmember

Van Tran is Associate Professor of Sociology at The Graduate Center, CUNY. His primary research focuses on the integration of post-1965 immigrants and their children, ethnic and racial categories, intergroup relations, neighborhood gentrification, urban poverty and social inequality. Specifically, he specializes in the experiences of second-generation Hispanics and Asians in the United States, racial attitudes towards affirmative action policy and immigration policy, as well as neighborhood demographic changes in New York City.

PHOTOS FROM THE
2019 ANNUAL MEETING

FEATURE ARTICLE

**Q & A with Professor Nadia Y. Kim (Loyola Marymount University)
regarding her recent OpEd in The Chronicle of Higher Education on the case
Students for Fair Admissions, Inc. (SFFA) v. Harvard**

1. What implications do you see the Students for Fair Admissions, Inc. (SFFA) v. Harvard case having for Asian and Asian American communities today?

First, as Federal District Court Judge Burroughs ruled, race-based affirmative action admissions policies (at least at our nation's most elite university, Harvard) showed no evidence of harming Asian American applicants. The Judge therefore wholly contradicts SFFA's (and conservative activist Edward Blum's) claim—one that exploits the model minority mythology—that Asian Americans are affirmative action's so-called victims. In her ruling, Burroughs concluded not only that race-conscious diversity is crucial, but that Harvard (and, by extension, the academy) should continue to diversify their student populations with Asian Americans. As this lawsuit travels upward, likely to the Supreme Court,, we must ask: Which narrative of race will win out?: Will it be Blum's and SFFA's narrative that Asian Americans are already studious and successful like Whites and thus harmed by policies supposedly biased toward Black/Latinx applicants?; Or will it be the narrative of most Asian Americans who support affirmative action, that Asian ethnics in the US are still a non-White minority and need the policies due to being one of the most internally unequal and disparate racial groups in the U.S.?

More broadly, we can use this opportunity to counter even the social scientific discourse on Asian Americans as a group that is fully assimilating or, in other words, whitening. An effective strategy would be to center the racism and humiliation we endure, not just at the hands of the Blums who mute and use us as "politically impotent model minorities," but at the hands of a White America who foreignizes us as a yellow/brown peril who is "too good at what we do." This nativist racism means that we will never be seen as "Americans," no matter how model a minority we are and *precisely because we are too model a minority*. While, to be sure, we concede that most East Asian ethnics are faring well along certain socioeconomic indicators, we need to spotlight Asian Americans' relative lack of political and cultural power and our experiences at the intersections of the matrix of domination, to borrow from Patricia Hill Collins: as women, impoverished, queer, Muslim (or mistaken thus), refugees, of less familiar ethnicities, English-language-learners, and as men who are deemed undateable, unmarriageable, and not NBA contract material. Research-based or not, let's not hesitate to speak for ourselves and from our lives about race, its intersections, and affirmative action.

2. How does your previous and ongoing research speak to the topic?

My research has long focused on race and citizenship, particularly on Whites' relational racialization of Asian and Black Americans in (neo)imperialist and US-specific fashion and on nativist racism against Asian and Latinx ethnics. We are now seeing the anti-Latinx case at its apotheosis and Asian ethnics suffering nativism in more covert fashion (e.g., the deportation of Southeast Asian Americans who only know the US as home, the subjugation of Muslim Asian ethnics)). With respect to SFFA's lawsuit, not only has my research shown that the Latinx along with Asian and Black Americans are positioned vis-à-vis each other across multiple, overlapping hierarchies, but that these social locations produce myriad outcomes. For instance, White America affirms Asian ethnics' "model minority" location over Black and Latinx communities, deeming "model minorities" as passive and de-racializing Asian ethnics (a la the Harvard case) in a way that they cannot do for Black Americans, who have long been the most politically visible and resourced non-White group.

In relation to (neo)imperialism I also research the impact of global racism/global culture and neoliberalism on discourse, identity, and movements. I believe the fact that recently-arrived Chinese Americans are the most opposed to affirmative action and have organized intensely against it is a partial product of global racism – specifically, Whites' anti-Black discourse and the sense of inferiority Asians feel to White Americans/Europeans (China's ascendancy notwithstanding) – as well as ruthlessly competitive education systems in China and neoliberal K-12 neglect in the US.

Finally, I have also always examined the relationality of gender and class with race. Owing to America's favored discourse of race to achieve its hegemonic ends, we think only of people of color when we hear the words "affirmative action;" what most don't realize is that White women have long been the biggest beneficiaries of the policy (namely, in education and the job market)…Most people don't know that affirmative action also paved the way for consideration of other types of disadvantages, such as those based on class and geographic region. Taken together, and in the name of alternative visioning, we should be fighting for more social resources and to become a society that does not require private school or a college degree for people to achieve socioeconomic stability. Until that happens, we should fight for more seats at every college, for free or affordable college, and for expanding – not ending –
our redistributive policies like the affirmative action we have in place in education, the labor market, contracting, and housing.

3. Why do you believe it is important for academics to weigh in on public facing issues? What role do you see academics as able to play in the discussion?

Academia, especially its social scientists, likes to believe that it's free of ideology and subjective bias, but I'm sorry, that notion is as antiquated, inaccurate, and unproductive as saying the sun orbits the earth. Throughout our lives, all of us have been profoundly shaped by our subject positions, whether based in race, gender, class, sexual orientation, religion, nation, or citizenship status. As someone who grew up in different countries and has spent a lot of time in South Korea, I can immediately discern how varying cultural and academic systems fundamentally shape our research assumptions, questions, and conclusions. Let's move towards being plain and transparent about our subject positions, ideologies, and potential blind spots, and use that troubling as a springboard to do research and to teach. Just as I am not afraid to say that I'm anti-capitalist and anti-imperialist, and that that informs everything I research and write, I'm not afraid to say that I ardently support affirmative action and other redistributive policies like reparations for African Americans. I have finally become someone who is not afraid to publicly state that, owing to the exoticization of Asian female sexuality, I am a victim of sexual assaults by non-Asians in my family and in academia. Inspired by the sharing done by many scholars in the #metoo era, I have finally been able to address my experience publicly after 20-24 years of silence. If these public intellectuals could help me heal, then I could pay it forward—the personal is always political, after all.

In effect, these are all issues that fundamentally affect the life chances—and life and death outcomes—of the people we study. Therefore, I believe that professors play the role not just of ivory tower researchers but of thought leaders in society, as those who have a stake in what Foucault calls, a battle over power-knowledge, and in shaping how people behave. Those of us academics who have activist experience or who aspire thus, can, for instance, conduct Community-Based Participatory Research to generate collaborative research projects with the communities who need certain questions answered because their lives depend on it. In this age of social media where online discourse has virtually replaced newspapers and TV journalism, scholars have really taken up the public intellectual mantle in myriad ways—for those who have yet do so, why not take it to the next level (beyond what some call "slacktivism" or "clicktivism," fair or not) and make your next project about working on the ground with the very people you've been typing about for years now? Why not take your classes to them? Why not have students work for these communities in some way?

On race-based affirmative action, we academics should remember that no matter what the Supreme Court decides, we need to ensure that what wins out is the racial narrative that decades of our research support and that ultimately bends towards justice (a la Dr King). More broadly and urgently, when both Latinx children and Black Americans are dying in prison cages, when Kurdish children are being slaughtered in Syria, when the world is dramatically shifting to the right under nativist racist and fascist "strong men," and when the world, is well, melting, the need for us to keep our ideologies on point is ever more dire.

4. What was the experience writing a piece in the Chronicle of Higher Education like for you? What did you enjoy about the process? What did you learn?

It exercised another part of my brain that I don't use as much as I would like, which is ironic, since I always thought I'd grow up to write novels. My library books were my childhood escape, I wrote my own "books" (actually, rip-offs of classics), and I majored in English in college. But then I became a double major in sociology and have since mostly written academic research. Although writing for the *Chronicle*, and for any news outlet, still relies on research, you have more freedom to tell a story as a story. I don't have to worry about conventions of sociological article- or book-writing. I could just relay an idea as unapologetic personal opinion (albeit research-based opinion); I could write with more enlivened and poetic prose, and without citing every piece of scholarship that exists to support every single claim. I also knew it would probably be read by many more people than have laid eyes on my academic articles.

Not only did I enjoy all of these departures from academic writing, but my experience writing for (and failing with) the Op-Ed world has taught me that the editor has to support your original argument in the first place. If they don't, they will make you rewrite the screed to death to prove them wrong, but it is utterly impossible to disprove a journalist's original viewpoint. Editor Eugene McCormack, with whom I luckily worked at the *Chronicle*, supported my argument from the start; he was thus the one checking in, following up, and encouraging me as the process went along—such a refreshing change from past experiences! I've also learned that Op-Eds have little patience and space for detail, chains of logic, related arguments, or caveats, which is how I like to think and write. I really detest this about OpEds but I also appreciate how much it has forced me to distill my thinking– to get to the heart of the story. "Write for the person rushing to work at the rainy bus stop," they tell me, "They don't have the time or patience to scroll down their phone forever."

The hardest lesson I had to learn, though? —that Russian bots and the White racist nationalist movement have found every liberal nook and cranny of the internet—even the *Chronicle of Higher Education*—to spread their reactionary, racist, and cancel-culture vitriol. They found my piece and eviscerated it! But, I must have done something good to make their reactions so bad.

5. Now that the U.S. District Court has issued its ruling in the case, what do you see at the next steps for parties involved and for members of the Asian and Asian American community?

In addition to suing Harvard, Blum and SFFA have sued the University of Texas at Austin (yes, again, in what looks like an identical case to Blum's 2016 filing) as well as the University of North Carolina at Chapel Hill, both for giving "significant racial preferences" to underrepresented minority applicants. Immediately after he lost the Harvard case on behalf of "Asian Americans" this past October, Blum filed an appeal to the 1st District Court of Appeal. After that three-judge panel rules, the case will likely land on the dais of the Supreme Court. In this context, the brave and sacrificing Asian American case representatives on the Harvard suit need to keep doing what they're doing, especially since Blum is flattened by the lack of even a single Asian American testifying on his side (which doesn't sound like much of an Asian American-led lawsuit, if one considers the fact).

Even Michael Wang, the original Asian American rejected by Harvard who worked with Blum/SFFA to launch the case and build up support for it, admitted to *Slate* writer, Aaron Mak, that "Asian Americans are being used as a pawn," also by the Department of Justice's investigation into Harvard's potential discrimination against Whites. Yet, Wang still thinks "some good can come out of these challenges if they motivate colleges to reconsider how they look at Asians in the application process." He added, "I don't believe affirmative action would be shut down that easily." We can make sure Wang is right by rejecting every attempt by Blum or like-minded entities to use Asian Americans to sustain the White status quo, by leading the mainstream discourse, and continuing to organize public and campus teach-ins and protests.

Oiyan Poon, one of the leading public intellectuals and activist scholars on this issue, advised that we should also be teaching about affirmative action, being sure to update our mostly 1990s readings; see this public syllabus for guidance. She also advised that those interested in organizing campus events should offer workshops to demonstrate how race-conscious holistic review actually works. She found that once people on the fence recognized and understood how race conscious holistic admissions in the post-Abigail Fisher (from the UT Austin cases) era works today, people tend to support race-conscious policies. Please see the activity materials at the back of her chapter (essay #16) in *Getting Real About Race*. Finally, Poon recommends that Asian Americans who care about racial equity and justice, particularly social scientists, sign onto an amicus brief that will be co-authored by her, Janelle Wong, and others in early 2020. Filed on behalf of social scientists who support race-conscious policies for educational benefits that depend on (and cannot be produced without) racial diversity, be on the lookout for it as one of your first good deeds of the new year!

FEATURE ARTICLE

"Making Sociology Public: Teaching Allyship to Children"
Carolyn Choi, PhD Candidate in Sociology at the University of Southern California
Chelsea Johnson, PhD, User Experience Researcher at Linkedin; and
LaToya Council, PhD Candidate in Sociology at the University of Southern California

We weren't even halfway through our book when almost all of the third graders in the classroom at Science Center Elementary in South Los Angeles chimed in to read aloud with us: "Friends can be allies, no matter how small!" This was the inaugural reading of our new children's book, *IntersectionAllies: We Make Room for All* (Dottir Press, 2019)*,* with a group of elementary school students, our target audience.

IntersectionAllies is a kid-friendly introduction to intersectionality, a feminist concept that illuminates how institutions, ideologies, and social categories like race, gender, class, ability, culture and citizenship intersect and give meaning to one another. Through the stories of eight girls and one non-binary child, *IntersectionAllies* teaches readers the important lesson that people's experiences, needs, and access to resources are shaped by their position within these intersecting social systems. The characters in the book show through their actions how to "make room" for one another, demonstrating valuable lessons about empathy, allyship, and solidarity. For instance, Heejung, a 1.5 generation immigrant, uses her language translation skills as a form of allyship with her mother. Yuri, a character escaping violence from overseas, narrates how Heejung's family has welcomed her into her new home country. Dakota, a Native American child, and Nia, a Black girl from Flint, unite over a shared concern about water safety.

The three of us were inspired to pen *IntersectionAllies* in 2017, when intersectionality became a popular term among those seeking diversity and representation within movements for gender equality. While protesting among hundreds of thousands of feminists through the streets of Downtown Los Angeles, we noticed how women with power and privilege continued to dominate conversations on feminist issues like equal pay, reproductive rights, and #MeToo. Your voice was heard if you were a celebrity like Rose McGowan or Gwyneth Paltrow, but the experiences of poor women, women of color, transfolk, and immigrant communities were continuously overlooked.

Reflecting on our own social justice organizing experience and research expertise in race, class, gender, and immigration, we decided to mobilize as scholar activists to help make feminist theory more accessible, relatable, and useful to folks beyond the 'Ivory Tower.' We threw ourselves into an uncharted terrain—the world of children's books—and partnered with feminist artist Ashley Seil Smith and feminist publisher Dottir Press to bring *IntersectionAllies* to life.

IntersectionAllies: We Make Room for All brings to life empirical sociological research on the intersections of age, class, race, gender, immigration status and culture through rhyme, storytelling, and colorful illustrations. The book's character narratives feature scholarship including Hyeyoung Kwon's work on language brokering from her article in *Social Problems* "Intersectionality in Interaction: Immigrant youth doing American from an outsider -within position*,"* and Emir Estrada's concept of American generational resources from her new book *Kids at Work* (NYU Press, 2019). The book also features stories that are often left out in children's literature, created with input from members of LGBTQ, immigrant, Black, indigenous communities. This communal writing and revision process helped us refine everything from framing and word choice to each characters' attire.

We chose to center children's storylines and write using the first-person perspective to validate children's feelings, dilemmas, and lived experiences growing up in today's complicated times. *IntersectionAllies* highlights the fight for gender neutral bathrooms, Black Lives Matter, and the Dakota Pipeline protests to highlight the fact that children are central to these national and global movements, and that fights for equality and justice should start early. Through the book's repeated refrain, "Where there's room for some we make room for all," *IntersectionAllies* encourages readers to see themselves as agents for inclusion and social justice in any and every space.

Even though we crafted *IntersectionAllies* with attention, intention and care, as the only children's book of its kind, we didn't know what to expect. During an academic conference one month prior to our first book reading at Science Center Elementary, one academic skeptically asked us, "how do you expect children to understand this difficult material?" As sociologists who are used to teaching undergraduate-level students, we understood where this individual was coming from. It's not an easy task to break down theoretical concepts for adults, let alone for kids. But there's one thing we knew for sure: kids are more aware of the world that we give them credit for. And as upcoming generations become more diverse and global, there is an urgency in instilling their commitment to each other's rights to life, freedom, and safety.

Our hopes were validated when we stepped foot in the classroom. "People are from different cultures, but it doesn't mean that they should be treated unfairly," explained 10-year-old Christina*, who was eager to share her thoughts with us and the rest of the class during a short pause between pages. Christina went on to describe the bad treatment of immigrants at the border, and that it isn't about where we were born, whether we have papers, or the color of our skin, but that everyone should be treated equally as human beings. Her critique captured the rawness of the time, and put us all on the verge of tears.

This and other interactions with students in the class assured us that intersectionality is not a "grown-up" and sophisticated concept that should be taught to children later down the line.

Rather, as young kids growing up in South Los Angeles, these third graders grapple with constrained access to resources every day. Like most K-12 curricula, these students often learn with materials that center the experiences of white middle-class students. Instead, *IntersectionAllies* offered a rare moment for these students to share the lessons they learn within their communities about how the world operates, or what Delgado Bernal (2002) calls "pedagogies of the home." These 3rd graders' reactions showed that they are already developing a critical understanding about how the world operates for people of varying race, class, immigration, and cultural backgrounds. By explaining that "Barriers and beliefs are often to blame; we strive to be equal, but not all the same," *IntersectionAllies* was finally giving them the words to articulate their stories and craft a vision for a better future.

What's more, the boys in the room were excited to engage with feminism; they did not need to see masculinity reflected in the characters to feel connected to the book's lessons. Children of all genders identified with a character who translates for her parents, and were eager to read about families that welcome new friends like Yuri into their homes. These responses to the book illustrate and confirm the core lessons of intersectionality: that we can notice aspects of similarity to one another, that we can reach across difference in solidarity and allyship, and that we should think beyond individual identities to discuss and transform the social structures in which "room" needs to be made.

Teaching intersectionality and allyship to kids is not only possible; it's transformative. As Black feminist scholar bell hooks has pointed out, "Children's literature is one of the most crucial sites for feminist education precisely because beliefs and identities are still being formed." Learning about social justice and feminism needs to start early, in the same way we prioritize learning how to count or brush our teeth. When we teach kids how to "see" through an intersectional lens, we not only help them understand themselves, but we also give them the tools to improve the social worlds they live in. As academics, it is our responsibility to reach back.

IntersectionAllies: We Make Room for All was released in July 2019 by Dottir Press. It is available for purchase through the publisher and most places books are sold. Written by three women of color sociologists, *IntersectionAllies: We Make Room for All* also features a foreword by Dr. Kimberlé Crenshaw, who has written extensively on 'intersectionality,' and a "Letter to Grown-Ups" by Dr. Ange-Marie Hancock Alfaro, author of *Intersectionality: An Intellectual History*.

*This is a pseudonym to protect the confidentiality of the student.

NEW ARTICLES

Blair, Sampson L. Madigan, Timothy J. 2019. "Dating, Marriage, and Parental Approval: An Examination of Young Adults in China." *Social Science Quarterly* 100(6): 2351-2368.

Chang, Andy Scott. 2018. "Producing the Self-Regulating Subject: Liberal Protection in Indonesian's Migration Infrastructure." *Pacific Affairs* 91(14): 695-716.

Chen, Carolyn and Jerry Z. Park. 2019. "Pathways of Religious Assimilation: Second-Generation Asian Americans' Religious Retention and Religiosity." *Journal for the Scientific Study of Religion* 58(3): 666-688.

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AWARDS, GRANTS, AND PROMOTIONS

Andy Scott Chang received the American Sociological Association's Global and Transnational Sociology Section Best Graduate Paper Award in 2019 and also received an Honorable Mention for the American Sociological Association's International Migration Section Aristide Zolberg Distinguished Student Scholar Award in the same year.

Paul Chang was appointed the Joy Foundation Fellow at the Radcliffe Institute for Advanced Study for 2019-2020.

Kelly H. Chong (University of Kansas) has been promoted to full professor in fall 2019 and has been appointed the Chairperson of the Sociology department.

Angie Chung is serving as humanities advisor for a documentary film RISE ON UP L.A.! commemorating the 30-year anniversary of the LA Riots (Project Director: David Dae-Hoon Kim).

Anne Isabel Fukushima received the Global Learning Across Difference (GLAD) Grant of $10,000 to implement a co-facilitated project "Race and Ethnicity in Global Contexts II: Ethnic Studies 'Global Learning without a Passport" (2019 - 2020). The GLAD Grant is awarded by University of Utah's Office of Global Engagement.

Pyong Gap Min received a grant of $50,000 from the One Asian Foundation for teaching a course, Asian Countries: From Conflicts to Reconciliation.

Bhoomi Thakore recently transitioned to the University of Central Florida as Assistant professor in the Department of sociology.

Wendy Ng was appointed the Dean of the College of Letters, Arts, and Social Sciences at California State University East Bay in Hayward, California in August 2019. Previously served as Associate Dean of Undergraduate Studies at San Jose State University.

Yung-Yi Diana Pan was promoted to Tenured Associate Professor at Brooklyn College.

Jane H. Yamashiro took a position as Research Justice at the Intersections Fellow at Mills College

ASA 2020 in SAN FRANCISCO!
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