



JOUR 499: Asian American History and Journalism
4 Units

Fall 2021 – Wednesdays – 12-3:20 p.m.

Section: 21449R

Location: ANN 406

Instructor: May Lee

Office Hours: By appointment

Contact Info: mayhlee@usc.edu, mobile 310-357-9500

Course Description

This course will examine how journalism has covered the Asian Pacific Islander Desi American (APIDA) experience throughout history and, often, how it has missed the mark. Stereotypes, lack of cultural understanding, lack of diversity in newsrooms, and false narratives have all contributed in skewed reporting. That, inevitably, has had an impact on the public perception of APIDAs.

The course will go through major historical events including Chinese immigrant workers in the 19th century, 1882 Chinese Exclusion Act, Japanese Internment, Murder of Vincent Chin, Koreatown riots, 9/11, COVID-19 and analyze how these stories were treated by various media. Was it balanced? Were the stories accurate? How did the coverage impact the incident? How were public perceptions influenced? How would you have approached the story?

Students will be expected to research historic articles, publications, documentaries and other journalistic materials relevant to the theme of the course. They will be responsible for fulfilling assignments both created by the instructor and pitched by the individual student. Text, video, audio and digital elements will all be used.

On occasion, the class will take relevant “field trips” if health protocols are followed and approval is granted. Trips may include:

- Japanese American National Museum in LA
- Chinese American Museum and location where the Chinatown Massacre of 1871 took place
- Huntington Library...home to extensive archives of 19th century publications of Chinese immigrant experience
- Koreatown LA

Guest speakers will be invited to provide insight on the topic of APIDA History and Journalism.

The Asian American History and Journalism course has several very important objectives. At this critical time when Anti-Asian hate has been plaguing the U.S. and other parts of the world, it’s even more crucial to provide guidance on how to be more responsible, accurate and culturally aware storytellers. Students taking this course will gain more awareness of pivotal APIDA events up to present day, which will broaden and deepen the student’s understanding and will, in turn, help them more comfortably approach what once was an unknown and largely ignored community with more knowledge, empathy and compassion. It will provide a space for students to have free and open dialogue in the class about these difficult issues on race, invisibility, inclusion and solidarity.

Overall Learning Objectives and Assessment

- Identify key events in APIDA history in the U.S.
- Analyze mainstream news coverage in print, video and digital form of the APIDA community and describe its impact.

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- Develop strategies for responsible, accurate and culturally aware reporting on specific communities .
- Develop ability to recognize and combat Asian stereotypes e.g. Model Minority Myth.
- Be able to clearly identify APIDA population and learn important and relevant facts about each community including major differences.
- Create multi-platform journalism about course topics of publishable standards.

Description of Assignments

Assignments will include required reading of articles and publications, guest speakers, viewing of local museums, historic landmarks and other relevant exhibits.

There will be a combination of required assignments created by the instructor and original stories by each student as approved by the instructor. These assignments will be in text, video, audio and digital form. You're encouraged to pitch your work for the "From the Classroom" section of Annenberg Media, and submit ideas that could be used on a new vertical within the newsroom. All stories, regardless of platform, must meet Annenberg Media's publishing and ethics guidelines found at <http://resources.uscannenbergmedia.com/>.

Students will also research and prepare questions for guest speakers and write about their visits.

Course Notes and Policies

This is a course about raising cultural awareness and understanding through history. There will be times when the subject matter will be challenging and difficult, but we want to create an environment of openness and support in order.

This class will encourage engagement. We can all learn from each other.

The instructor can be reached using the contact info at the top of this syllabus.

Required Readings, hardware/software, laptops and supplementary materials

Required readings will be posted to Blackboard.

All USC students have access to the AP stylebook via the USC library.
(https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc_edu/.)

Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on BB:
 NLGJA Stylebook on LGBTQ Terminology
<https://najanewsroom.com/reporting-guides/>
<https://www.nabj.org/page/styleguide>
<https://aaja.org/2020/11/30/covering-asia-and-asian-americans/>
 The Diversity Style Guide: The NAHJ Cultural Competence Handbook:
 Transjournalist Style Guide: <https://transjournalists.org/style-guide/>
 SPJ Diversity Toolbox: <https://www.spj.org/diversity.asp>

Annenberg also has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: <http://bit.ly/annenbergediting>

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In addition, Annenberg Media's Guide for Equitable Reporting Strategies and Newsroom Style (<https://bit.ly/AnnMediaEquitableReportingGuide>) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot (mentioned above).

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC's Secure Wireless network, please visit USC's Information Technology Services website.

Annenberg is committed to every student's success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities, and other scholarships and awards.

News Consumption and Knowledge of Current Events

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A.Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal, NextShark, NBC Asian American and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You're encouraged to sign up for Nieman Lab's newsletter, which publishes brief, readable articles on important issues in the media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

Grading

a. Breakdown of Grade

| Assignment | % of Grade |
|------------------------|-------------|
| In-class Participation | 15% |
| Homework | 40% |
| Pitching | 15% |
| Final Project | 30% |
| TOTAL | 100% |

b. Grading Scale

| | | |
|----------------|----------------|----------------|
| 95% to 100%: A | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 94%: A- | 77% to 79%: C+ | 64% to 66%: D |

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| 87% to 89%: B+ | 74% to 76%: C | 60% to 63%: D- |
| 84% to 86%: B | 70% to 73%: C- | 0% to 59%: F |

c. Grading Standards

Grading will be based on the criteria outlined below. An important component of this course is the willingness to broaden one's mind on the subject of Asian American History and Journalism. It is an ongoing exercise in creating cultural understanding in an area previously unexamined by a course at Annenberg. Therefore, journalism skills are not the only criteria for grading. Students will also be expected to, and evaluated on, efforts to promote diversity, inclusion and better understanding.

However, all work produced during this course will be evaluated according to ethical journalism standards which prohibit fabrication and/or plagiarizing (copying others' work without attribution). These actions will result in an "F" in the course and possible expulsion from the School of Journalism and USC. Be aware that stories will be randomly checked to verify sourcing and attribution.

If you are concerned about your grade during this course, please contact an instructor to schedule a discussion. Keep in mind that achieving high grades should not be your only goal.

1. "A" stories are accurate, clear, comprehensive stories that are well written and require only minor copy editing. They are also written, shot and/or edited creatively, are well paced. "A" grades reflect students' excellent insights into and understanding of key issues and themes in the course, as demonstrated through their work and contributions to the classroom, including consistently attentive and respectful discussion, constructive exchange of ideas and creative thinking.
2. "B" stories require more than minor editing, and have a few style or spelling errors or one significant error of omission. Video, audio and/or digital assignments need minor fixes/improvements. "B" grades reflect good insights into and understanding of key issues and themes in the course, as demonstrated through students' work and contributions to the classroom. Some elements of engagement as listed above are lacking or inconsistent.
3. "C" stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques are mediocre or unimaginative, but passable. A "C" grade corresponds to basic understanding of key issues and themes of the course as demonstrated through student work and contributions to the classroom. Several elements of engagement are lacking or inconsistent.
4. "D" stories require excessive rewriting and have numerous errors, and should not have been submitted. Video, audio, digital work is unsatisfactory or fails to show important elements and creativity. A "D" grade reflects little understanding of key issues in the course and low levels of contributions to class.
5. "F" stories have failed to meet the major criteria of the assignment, have numerous errors, or both. A story that has a factual error that is material to the story merits an "F."

Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)

Link: <https://classes.usc.edu/term-20213/calendar/>

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

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Friday, October 8: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 12: Last day to drop a class with a mark of "W" for Session 001

Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.

| | Topics/Daily Activities | Readings and Homework for following week | Deliverable/Due Dates |
|------------------------|--|---|---|
| Week 1 8/25 | <p>Intro to course and each other. Syllabus review and what's expected. Why this course now? What are the issues/events that have led us to this point? Lecture on Asian and APIDA diversity. There are differences! John Oliver https://youtu.be/29lXsOYBaow <i>Annenberg Media student leader presentation on how to submit work for publication.</i></p> | <p>Read: Read: https://www.newyorker.com/culture/cultural-comment/the-muddled-history-of-anti-asian-violence https://www.nielsen.com/us/en/insights/article/2021/what-you-see-isnt-what-you-get-the-role-of-media-in-anti-asian-racism/ Link to publications on Chinese immigrants: https://www.loc.gov/rr/program/bib/ourdocs/chinese.html</p> | <p>Write a 500 word or less personal essay on what you know or don't know about APIDA History, why you think that is and what you hope to gain out of taking this course. Potential for publication. Due: 8/31 by 12 p.m.</p> |
| Week 2 9/1 | <p>Go over essays and have open discussion about issues raised. Lecture on the Chinese immigrant experience in mid-1800s pre-Chinese Exclusion Act. Watch portion of documentary "Asian Americans" or "Warrior"</p> | <p>Read: https://www.nytimes.com/2017/03/17/insider/chinese-exclusion-act-travel-ban.html https://time.com/5956943/aapi-history-milestones/</p> | <p>Find one publication on Chinese immigrants from 19th century. Prepare a written analysis of coverage to be shared in next class. Include suggestions on "How would I have covered this story differently?" Due: next class</p> |

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| Week 3 9/8 | Go over student analysis. Guest Speaker OR Field Trip to Chinese American Museum and site of 1871 Chinese Massacre OR Huntington Library | Watch: Part 1 of "Asian Americans" on PBS https://www.pbs.org/video/breaking-ground-ibdjq/ | Write journal type entry, 300 words, on field trip experience OR article on guest speaker experience. Due: 9/14 by 12 p.m. |
| Week 4 9/15 | Go over homework assignments. Lecture on Page Act and Chinese Exclusion Act and the ripple effects. Wong Kim Ark vs. US Watch part of "Asian Americans" | Read: TBD | Write up pitches for APIDA related story for potential publication/airing. Text, Video or Audio format. Due: next class |
| Week 5 9/22 | Go over/discuss pitches. Guest Speaker or Field Trip to Japanese American National Museum | Read: https://journalistsresource.org/race-and-gender/news-portray-asian-americans/ https://time.com/5859206/anti-asian-racism-america/ https://www.npr.org/specials/codeswitch/2013/08/19/209258986/the-japanese-american-internee-who-met-malcolm-x Link to Japanese internment articles: https://www.newspapers.com/topics/world-war2/internment-of-japanese-americans/ | Find one article on Japanese Americans/Internment published during that era and prepare written analysis to be shared in next class. Include suggestions on "How would I have covered this story differently?" Work on approved story and submit draft/outline/rough cut. Analysis due next class Approved story draft due 9/28 by 12 p.m. |
| Week 6 9/29 | Go over Japanese internment stories and analysis. Lecture on Model Minority Myth and how it created a wedge between POC. | Read: TBD | Work on approved story Find one print, TV, audio stories that perpetuated the Model Minority Myth OR coverage on Black/Asian issues and prepare written analysis. Include suggestions on "How would I have covered this differently?" |

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| | History of Black/Brown/Asian solidarity. Grace Lee Boggs, Yuri Kochiyama. | | Due: next class |
| Week 7 10/6 | Go over story analysis. Lecture on The Murder of Vincent Chin. Watch part of documentary "Who Killed Vincent Chin?" | Read: TBD | Work on projects |
| Week 8 10/13 | 9/11 and Indianapolis FedEx shooting. Muslim and Sikh bigotry and invisibility. | Read: https://thediplomat.com/2021/06/how-trump-fueled-anti-asian-violence-in-america/ https://www.businessinsider.com/anti-defamation-league-study-donald-trump-anti-asian-hate-speech-2021-3 https://www.oregister.com/2021/03/28/young-kim-and-michelle-steel-carve-out-different-paths-in-congress/ https://www.cnn.com/2021/03/21/politics/ba-dass-women-young-kim-michelle-steel-asian-american-women/index.html https://www.texastribune.org/2021/04/03/ser-y-kim-texas/ | [Fall Recess: Thursday, October 14, and Friday, October 15] Second draft/cut/version of project Due: 10/19 by 12 p.m. |
| Week 9 10/20 | Review story drafts in class. Rise of Donald Trump and extremism, nativism, isolationism. | Read: TBD | Find one news article, video, audio story on Donald Trump's stance on race or immigration or MAGA and prepare written analysis to share in class. Include |

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| | APIDA Political activity. Take a look at GOP congresswomen Michelle Steel and Young Kim. DEM congressmen Ted Lieu, Judy Chu. | | suggestions on how you would you have covered the story differently. Due: next class |
| Week 10 10/27 | Review homework. COVID-19 and rise of xenophobia against Asians. History repeats itself. | Read: https://time.com/5952819/history-anti-asian-racism-misogyny/ https://www.hollywoodreporter.com/features/asian-americans-in-media-you-cant-extricate-the-humanity-of-yourself-from-the-journalist | Work on revising final project per feedback from instructor and classmates. |
| Week 11 11/3 | COVID-19/Atlanta Shooting. How did domestic media treat the story vs. Korean media? The need for cultural sensitivity and understanding in newsrooms. | Read: https://www.freepress.net/our-response/expert-analysis/explainers/how-media-have-fueled-hate-targeting-asian-americans | Produce a personal story in text, video, audio form about your experience with COVID-19 and if xenophobia/racism impacted you and/or people you know in any way or not. Text: 400 words or less Video: 1:00 or less Audio: 1:00 or less Due: 11/9 by 12 p.m. |
| Week 12 11/10 | Review homework History of Media Stereotypes. Film, TV, publications. | Read: TBD | Reflect on past media images you've consumed that depicted Asian stereotypes e.g. films, TV shows, advertising, publications etc., and see how your programming allowed you to accept OR reject what you were exposed to. Are you now more aware? How? Be prepared to share the example in written form (can be journal entry style, outline, full text) in the next class. Due: next class |
| Week 13 11/17 | Review homework. Guest Speaker or Field Trip | Read: TBD | Write personal essay on how you and your overall perspective has changed on issues related to APIDA and other marginalized groups, diversity, inclusion etc. Share |

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| | | | where you were at the start of the semester and where you are now. 500 words or less. Due: 11/29 by 12 p.m. |
| Week 14 11/24 | NO CLASS | Read: TBD | [Thanksgiving Recess: Wednesday, November 24, to Sunday, November 28] |
| Week 15 12/1 | Review homework. Global Media Coverage of racial tensions in U.S. and worldwide. USC Course Evaluations | | Final project fixes. |
| FINAL EXAM PERIOD Fri., Dec. 10, from 11 a.m.-1 p.m. | Final Class We will meet and review final projects together and have an open dialogue on final thoughts. | Note: All classes must meet during their designated final exam date and time. Fri., Dec. 10, from 11 a.m.-1 p.m. | |

Internships

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must be unpaid and can only be applied to one journalism or public relations class.

Statement on Academic Conduct and Support Systems

a. Academic Conduct

Plagiarism

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

USC School of Journalism Policy on Academic Integrity

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or

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purchasing papers or other assignments faces sanctions ranging from an 'F' on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators."

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
uscса.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

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Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

About Your Instructor

MAY LEE is an award-winning broadcast journalist/host who has been both a US based and international anchor, host, correspondent and producer. Most recently, May partnered with NextShark, the leading Asian online news source, to launch "The May Lee Show", a podcast/video program focused on Asian and Asian American issues and stories. In July of 2021, she was an honoree of the Forbes "50 Over 50 Impact List", which spotlights women over the age of 50 who are leaving a positive and lasting impact on the world. Prior to her current show, May was the LA-based correspondent for international network CGTN-America. She covered news, politics, business and entertainment throughout Southern California and beyond. May is also the founder and CEO of Lotus Media House, a media company that she started in Singapore and produced original programs including "The May Lee Show", the first pan-Asia talk show for women. May's international experience as a broadcast journalist began in 1992 at Japan's NHK network. From 1995 to 1999, May was with CNN as the Tokyo Correspondent and then the main anchor for CNN International in Hong Kong. In 2000, May joined the dynamic new women's network, Oxygen Media, founded by Oprah Winfrey as one of its main talk show hosts. She headed back to Asia in 2004 to join CNBC Asia as the primary anchor. May is a graduate of Mills College in Oakland, CA where she attained her BA in communications. May is the author of "MAY LEE, LIVE AND IN PERSON. It all begins with Passion", published by John Wiley & Sons and Random House Korea.

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