

Responding to Anti-AAPI Racism in Educator Preparation: Seizing the Moment

April 29th, 2021. 3:30 PM EST

Housekeeping

- For closed captioning, select “live caption” option on zoom.
- This webinar is being recorded and will be made available for free on AACTE’s website within 48 hours. You will receive an email with the link.
- Use CHAT function to ask questions as they come to you. The panel will address your questions during the Q&A at the end of the webinar.
- We all have an individual part to play in combatting racism in our schools and communities. Show up as your authentic self, ready to critically examine your role within the context of this conversation. What can you do to show up for yourself and others as an antiracist educator?

Agenda

1

Housekeeping & Introductions

2

Dr. Valerie Ooka Pang

3

Dr. Nicholas D. Hartlep

4

Dr. Shuhui Fan

5

Q&A with Panel

6

Closing

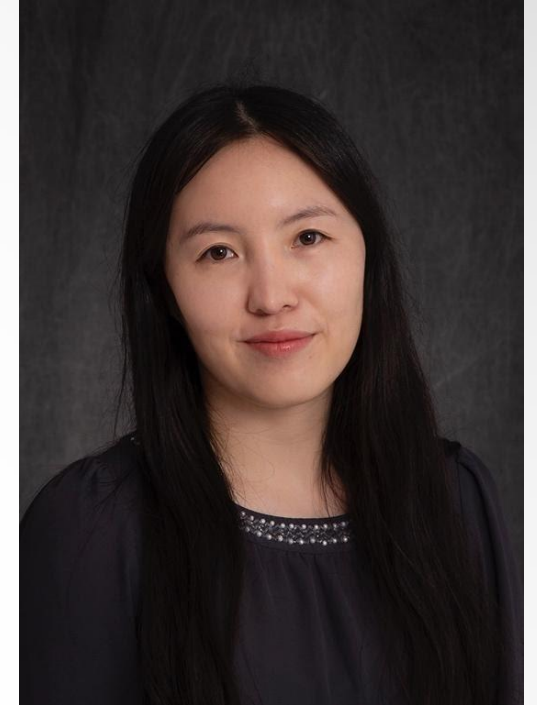
PANEL



Dr. Valerie Ooka Pang



Dr. Nicholas D. Hartlep

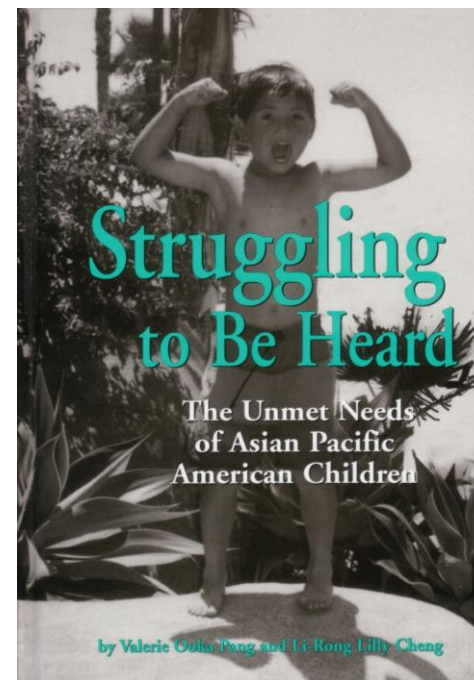


Dr. Shuhui Fan



Asians & PI: Proud Americans

by Valerie Ooka Pang



A World of Difference



- “The civil rights movement was such a wonderful movement for social justice **because** the heart of it was love—loving everyone.”



A photograph showing the hands of several people of different skin tones (white, light brown, dark brown) resting on a dark, textured surface. The hands are positioned in the top left corner of the slide, partially overlapping the title area.

What Can Teachers Do?

- Greet AAPI and other students daily
- Get to know your AAPI students and develop **trusting** relationships with AAPI student so they know that classroom/school are safe places
- Give substantial Feedback to AAPI students on their work, Respond to them!
- Talk with all students about how to deal with name calling and bullying
- Develop a strong respectful community in class
- Integrate Curriculum with AAPI examples

A photograph showing the hands of several people of different skin tones reaching towards the center, symbolizing unity and engagement.

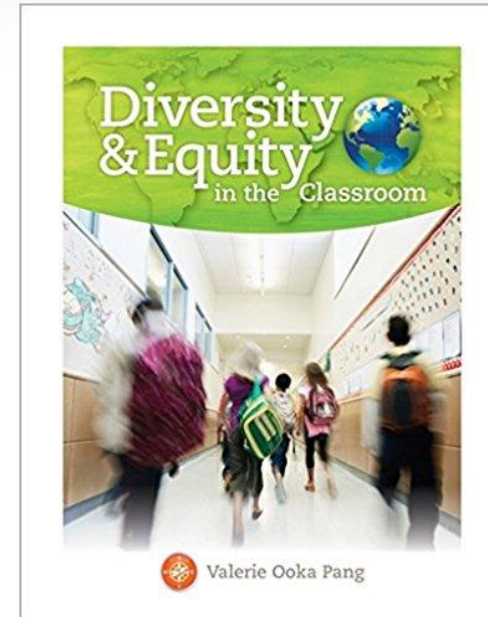
Engage Students

- Make Learning Local
 - **Meaningful**
 - **Involved**
 - **Relatable**
 - **On Going**
- Provide Mirrors-Self Reflection
- Provide Windows-for Others

Create Timelines:

Diversity and Equity in the Classroom, Pang, p. 144

TIMELINE	
ASIAN AMERICANS AND PACIFIC ISLANDERS IN THE UNITED STATES	
	Native Hawaiians lived on the Hawaiian Islands for thousands of years prior to European contact.
1763	Filipinos jumped ship in the Louisiana bayous. They become the first Asians to settle in what is now known as the United States.
1776	Captain James Cook landed on Kauai, an island in the Hawaiian chain. His crew brought deadly diseases.
1810	King Kamehameha I established the Hawaiian kingdom and unified the people.
1820	Protestant missionaries arrived in Hawaii.
1835	King Kamehameha III allowed a mainland firm to purchase a long-term lease to establish a sugar plantation.
1848	Property rights were given out to various Hawaiian families. Later these lands were bought by European and mainland businesses. Gold was found in California; many Chinese immigrants traveled to work in the gold fields.
1850	The Foreign Miner's Tax was passed forcing Chinese miners to pay higher taxes than others.
1859	Chinese children were barred from attending San Francisco public schools.
1865	Chinese immigrants were recruited to work on the Central Pacific Railroad Company's transcontinental railroad.
1867	Chinese Worker Strike involved over 2000 Chinese immigrants working on the railroad; they struck against dangerous working conditions and lower pay.
1868	The Burlingame Treaty signed by the United States and China established the right of the Chinese to travel and live in the United States. U.S. citizens were allowed the right to trade and travel to China.
1869	Anti-Chinese riot occurred in San Francisco.
1882	Chinese Exclusion Act, also known as the Geary Act, barred the immigration of Chinese workers into the United States for 10 years. First group identified by ethnic/racial membership from immigration.
1884	Mamie Tape, a Chinese American child, born in the United States was not allowed to attend school in San Francisco. The district created an "Oriental school" for her. The Supreme Court ruled in her favor.
1885	Japanese recruited to Hawaii as contract workers for expanding agriculture.
1886	Anti-Chinese riot occurred in Tacoma, Washington.
1892	Chinese Exclusion Act was extended another 10 years, limiting the rights of Chinese immigrants.
1893	Queen Liliuokalani was overthrown by a group of mainland business people. The Republic of Hawaii was established and Sanford B. Dole became its first president.
1896	In the Supreme Court decision of <i>U.S. v. Wong Kim Ark</i> , the Court ruled that a child born in the United States was a citizen and could not be barred from returning to the country because he was protected by the Fourteenth Amendment.
1898	During the Spanish American War, Hawaii was annexed and used by the United States as a military installation. The United States was given 1.8 million acres of land of the Hawaiian kingdom.
1900	Japanese workers in Hawaii began moving to the United States (mainland).
1902	Chinese exclusion extended for 10 additional years.
1903	Korean workers recruited to work in Hawaii to break strike of Japanese labor.
1904	Chinese Exclusion Act of 1904 was extended indefinitely.
1905	San Francisco Schools barred Japanese children from attending school.

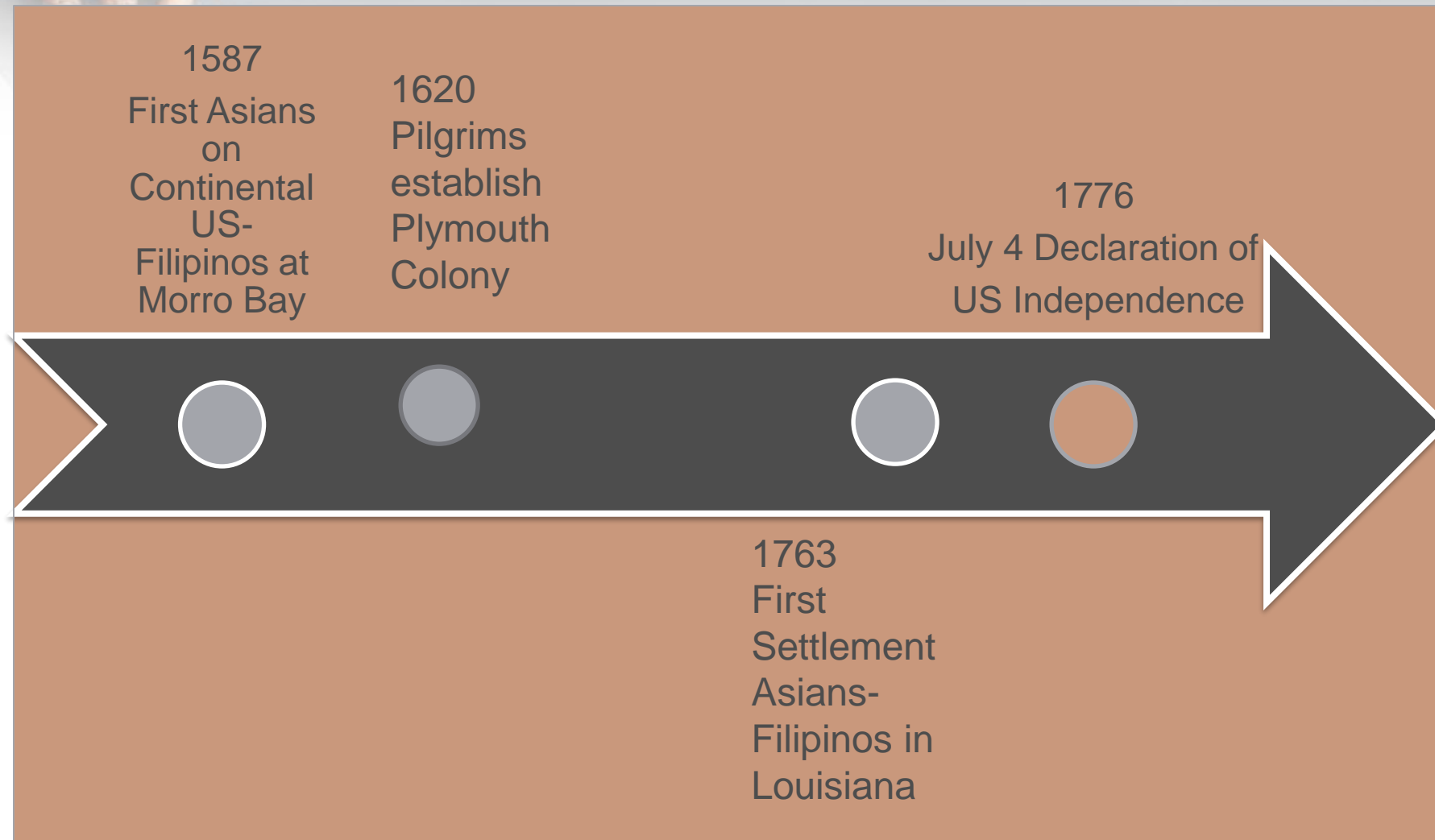


A photograph showing the hands of several people of different skin tones (light, medium, and dark brown) placed flat on a dark, textured surface. The hands are arranged in a loose cluster in the top-left corner of the slide.

Use Timelines In the Classroom

- Give Students Historical Context
- Organize Much Information in One Place
- Can provide Several Perspectives on an Issue

Timelines: An Important Instructional Strategy: US History



Who Am I?:

Visuals Shape Our Historical & National Image



Who Am I? I Am an American



U.S. v. Wong Kim Ark 1898



Local Context

- Has your citizenship or anyone in your family had their citizenship challenged?



June 20, 1952

Who Am I? I Am an American



Yuri Kochiyama: Civil Rights Activist



Who Am I?

I Am an American



Dalip Singh Saung



Member of the US House of
Representatives

1957-1963

Earned MA and Ph.D. from UC, Berkeley
CA 29th Congressional District

An American: Fought for Women's Rights



Patsy Takemoto Mink: Title IX

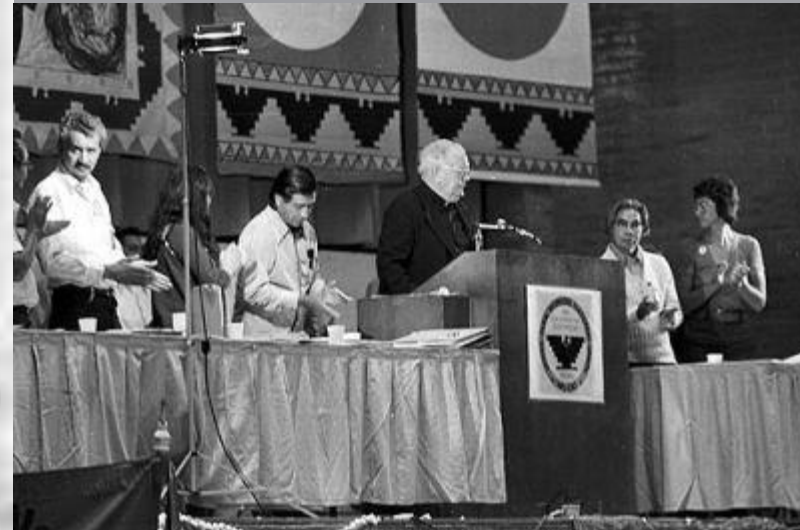
- First Asian American Woman in House of Representatives



Civil Rights Activist: I Am an American



Civil Rights Activist- Philip Vera Cruz National Farm Labor Union



Who Am I? I Am an American



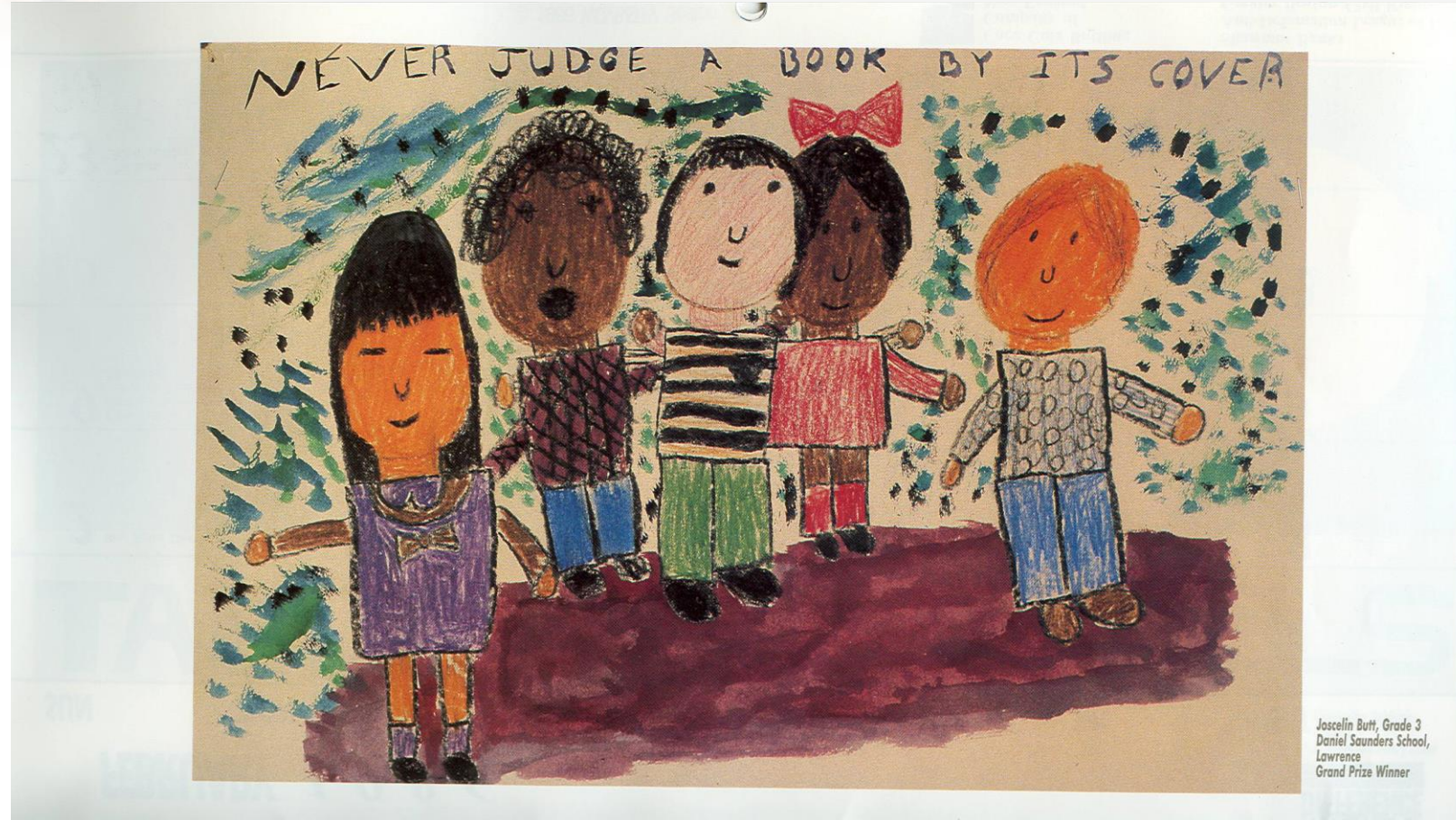
Senator Tammy Duckworth: Illinois



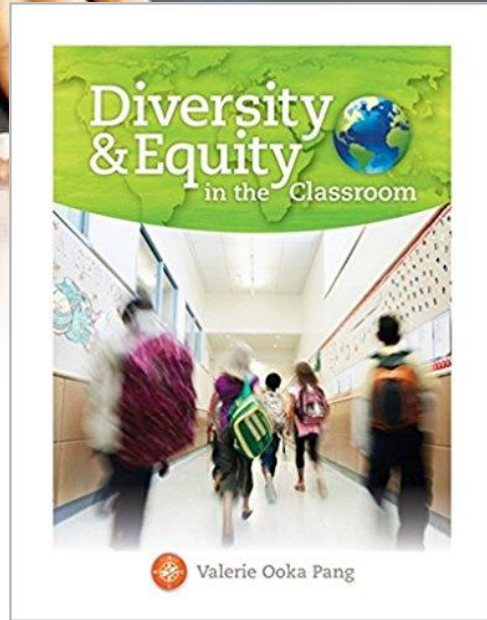
Poster: We Stand Strong: We Are Americans



A World of Difference: Standing Strong Together



Thank you!

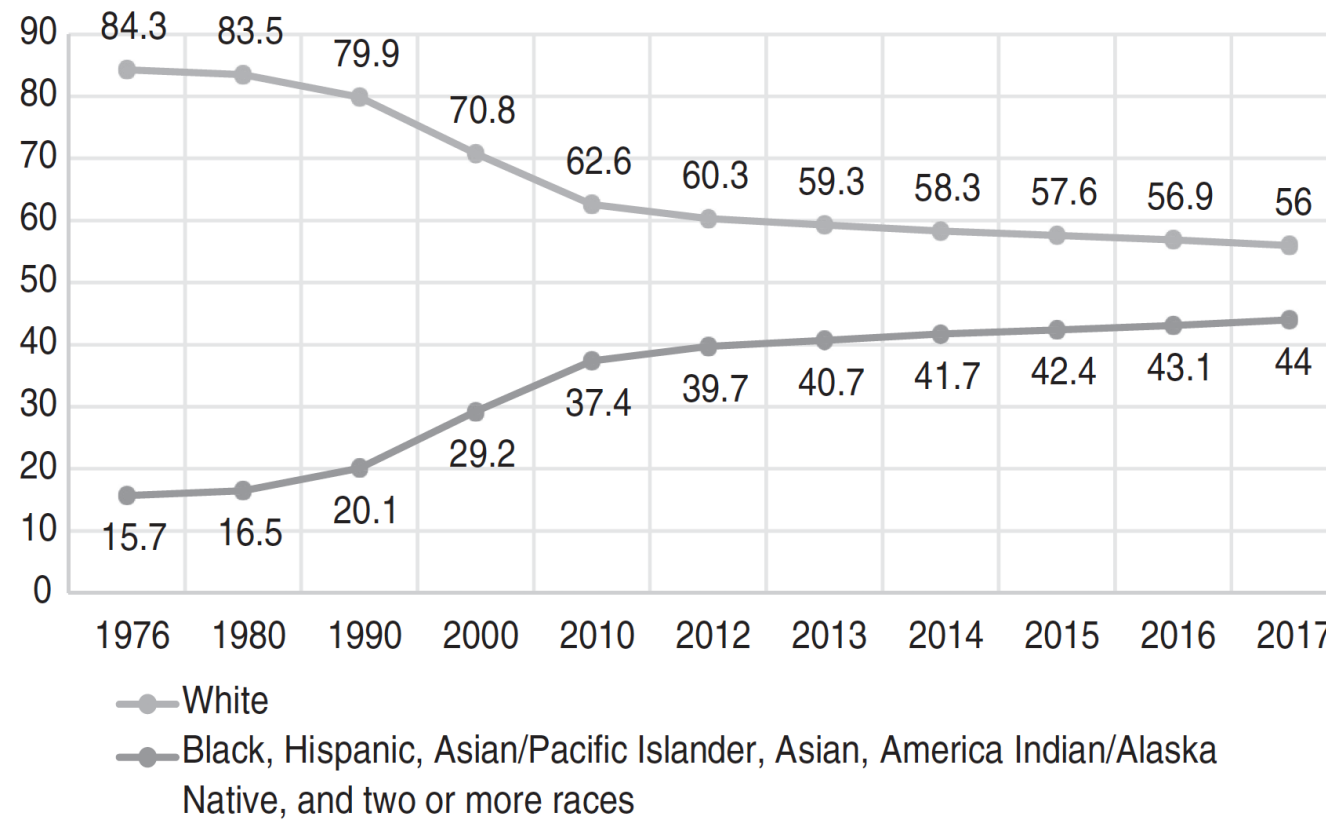


Valerie Ooka Pang



I believe in teachers.

Percentage distribution of university/college students by race,
1976–2017.



Source: NCES (n.d.).

Weighted descriptive summary of Asian American and Pacific Islander Teachers, 2013–2017 American Community Survey, Public Use Microdata Sample.

AAPI	% of AAPI	Women (%)	Age	Citizen (%)	US Born (%)	North East (%)	Mid West (%)	South (%)	West (%)
All AAPIs	100.0	74.3	38.8	76.2	38.3	19.3	10.4	24.0	46.3
Asian Indian	18.9	77.1	37.9	72.2	25.5	26.2	15.5	33.1	25.2
Bangladeshi	1.1	68.6	39.3	81.7	9.1	43.3	10.6	31.6	14.6
Burmese	0.2	61.6	36.8	87.7	1.1	19.1	15.1	41.6	24.2
Cambodian	0.9	78.1	32.3	82.5	41.4	26.5	6.2	12.0	55.2
Chinese	23.2	73.1	37.7	71.9	37.5	25.3	10.0	18.2	46.5
Taiwanese	1.7	73.7	37.8	78.8	33.0	18.2	9.1	13.7	59.0
Filipino	14.9	74.0	41.9	77.5	37.1	13.4	5.1	24.3	57.2
Hmong	1.0	73.1	31.5	92.1	49.4	0.7	42.4	6.8	50.0
Indonesian	0.5	74.2	38.4	44.9	15.5	12.4	8.4	21.4	57.8
Japanese	8.3	78.1	47.3	75.1	66.1	10.6	6.7	10.4	72.3
Korean	11.3	77.7	36.5	74.6	30.7	22.2	11.2	24.0	42.7
Laotian	0.6	76.5	34.8	89.9	43.9	9.7	6.1	37.0	47.3
Malaysian	0.1	59.2	31.5	15.9	15.9	30.4	14.2	34.0	21.4
Mongolian	0.1	46.7	45.6	43.7	21.5	14.4	7.8	14.8	63.0
Nepalese	0.4	44.7	33.7	43.0	8.5	7.3	24.9	43.0	24.9
Pakistani	3.0	77.1	38.1	81.9	22.4	21.2	14.0	46.8	18.0
Sri Lankan	0.6	85.2	48.5	69.1	10.0	14.7	6.4	32.1	46.7
Thai	0.8	86.2	38.3	76.6	38.1	14.7	12.6	24.8	47.9
Vietnamese	6.3	65.9	33.9	88.7	43.7	8.9	7.9	31.1	52.0
Hawaiian	1.3	64.3	42.7	100.0	97.1	3.0	8.2	9.8	79.0
Samoa	0.5	58.7	42.0	89.6	81.4	0.0	6.5	18.2	75.3
Tongan	0.1	52.5	35.3	60.0	52.9	5.4	0.0	10.7	83.9
Guam Chamorro	0.5	64.2	37.5	100.0	96.0	6.4	6.4	26.9	60.3
Other Pac Isl.	0.3	74.4	39.6	80.3	65.4	11.8	11.8	34.4	41.9

Note. Bhutanese, Marshallese, Fijian teachers were excluded as the sample in each was 5 or less. All estimates include individual sample and replicate weights.



Characteristics of AAPI Teachers

- Nearly 70% of AAPI teachers come from four subgroups: Chinese (23%), Asian Indian (19%), Filipino (15%), and Korean (11%). With the exception of Korean teachers, the pattern of AAPI teachers is consistent with their representation in the population. Nearly three quarters of AAPI teachers are women, similar to other racial and ethnic groups, yet some AAPI groups are closer to gender parity (Nepalese, Mongolian, Tongan, and Samoan). As a group, AAPI teachers are also younger (39 years old) than other racial groups (White = 44, Black = 44, Latinx = 40).

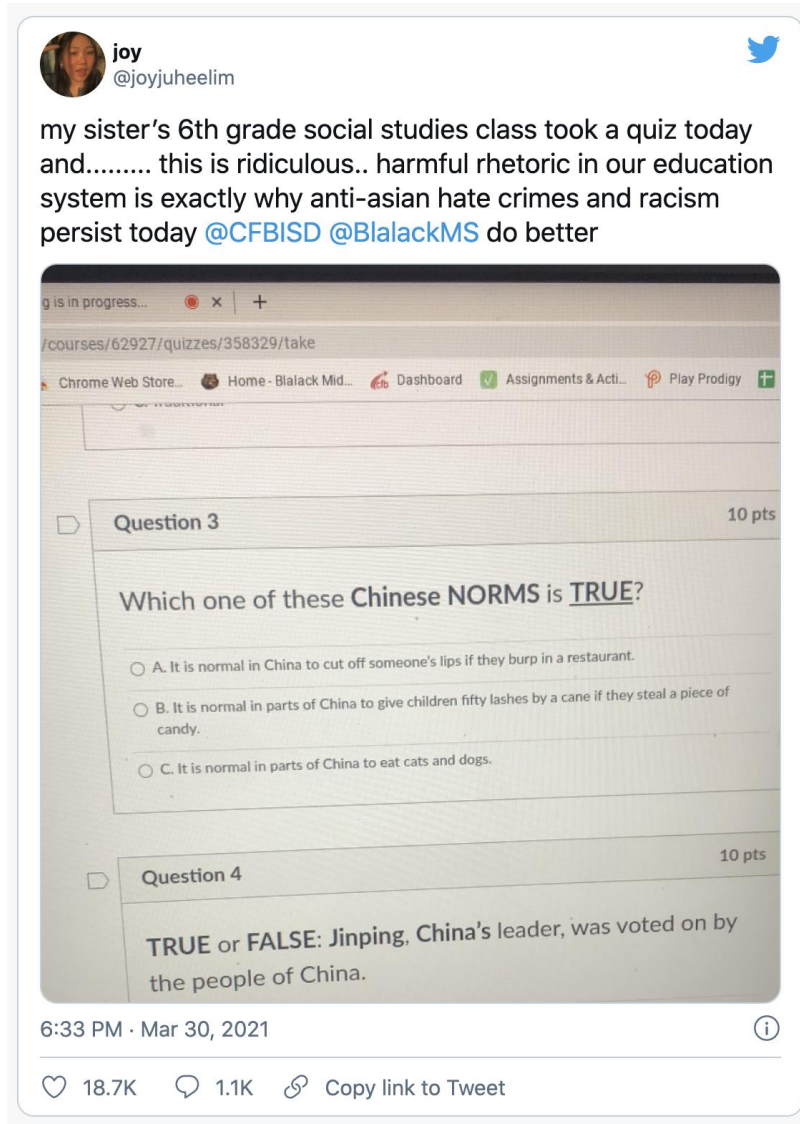
Source: Kim & Cooc (2020), pp. 2–3



Literature

- Cooc, N. (2019). Disparities in the enrollment and timing of special education for Asian American and Pacific Islander students. *The Journal of Special Education, 53*(3), 177–190.
- Hartlep, N. D., Ball, D., & Wells, K. (Eds.). (2021). *Asian/American scholars of education: 21st century pedagogies, perspectives, and experiences* (2nd ed.). New York: Peter Lang.
- Kim, G. M., & Cooc, N. (2020). Teaching for social justice: A research synthesis on Asian American and Pacific Islander teachers in U.S. schools. *Teaching and Teacher Education, 94*(103104), 1–12.

Anti-Asian Racism



Dr. Fan's Narrative

What we, as educators, can do to help students address racism in their field work?

1. Improve multicultural competence as faculty
2. Create a safe environment
3. Work with international student office
4. Communicate with site
5. Address self-advocacy skills with international students



QUESTIONS?



The next two webinars in our AACTE Combating Racism in Ed Prep will be in May and July.
One will focus on allyship and the other on supporting colleagues and candidates of color.

Check your email and follow AACTE for more info!
(subscribe to our Ed Prep Matter's Blog and follow us @AACTE on twitter)