

WORKSHOP OUTLINE

PART 1: NOREEN (20-25 min)

- Asian American representation broadly
- Overview of Asian American identity and stereotypes
- Resources
- Considerations for teaching about Asian American communities/cultures

PART 2: DIANA (20-25 min)

- APIDA Centered Lens
- Unpacking the MMM with JLC
- Reading with JLC and Reading against JLC (Classroom Activities, Ideas, Resources)

Conversation and Q&A (20-25 minutes)



NOREEN NASEEM RODRIGUEZ

Assistant Professor of Elementary Education and Educational Justice & Core Faculty in Asian Pacific American Studies Michigan State University

ELA/ ENL NYC DOE Public School Teacher PhD Student in English Edu @ TC





WHO IS ASIAN AMERICAN?





North Asia

East Asia

Southeast Asia

South Asia

West Asia

Central Asia



In the 2000 U.S. Census, the Federal Government defined "Asian American" to include persons having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.

East Asians: Chinese, Japanese, Korean, Okinawan, Taiwanese, Tibetan.

Southeast Asians: Bruneian, Burmese, Cambodian, Filipino, Hmong, Indonesian, Laotian, Malaysian, Mien, Singaporean, Timorese, Thai, Vietnamese

South Asians: Bangladeshi, Bhutanese, Indian, Maldivians, Nepali, Pakistani, Sri Lankan.



WHAT ABOUT PACIFIC ISLANDERS?

Pacific Islanders (in the U.S. Jurisdictions & Territories) include Carolinian, Chamorro, Chuukese, Fijian, Guamanian, Hawaiian, Kosraean, Marshallese, Native Hawaiian, Niuean, Palauan, Pohnpeian, Papua New Guinean, Samoan, Tokelauan, Tongan, Yapese.

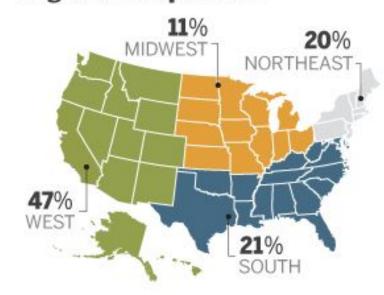
From https://www.api-gbv.org/resources/census-data-api-identities/

For resources: https://www.pacificislanderbooks.org/

- In 2011, there were 18,205,898 total U.S. Asian Americans, making up 5.8% of the total U.S. population
- Six groups make up at least 83% of the total Asian American population:
 - Chinese (includes Taiwanese), Filipino,
 Indian, Vietnamese, Korean, and Japanese
- By 2050, Asian Americans are expected to number more than 43 million and will account for about 10% of the U.S. population

Data from Pew Research Center, 2012, and Passel & Cohn, 2008

Regional Dispersion





ORIGINS OF THE TERM ASIAN AMERICAN

The term Asian American was first coined by activists Yuji Ichioka and Emma Gee when they co-founded the Asian American Political Alliance (AAPA) at the University of California, Berkeley in May 1968. The AAPA deliberately sought to create a political organization composed of multiethnic Asians from a variety of ethnic, geographical, socioeconomic, class, and immigrant backgrounds where politics united the diverse membership. From its inception the term Asian American was meant to be political, anti-racist, and anti-imperialist and to serve as a banner that Asian Americans could rally behind (Maeda, 2012).

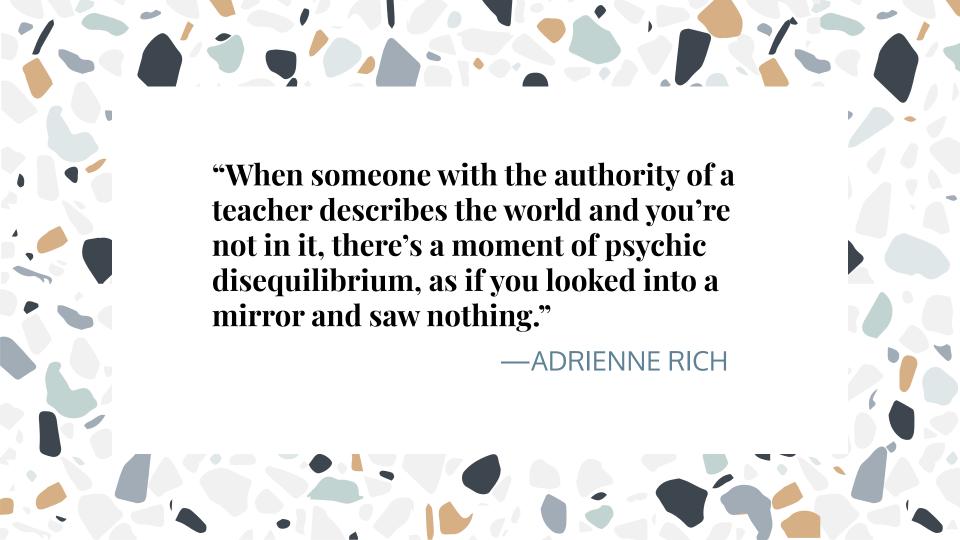


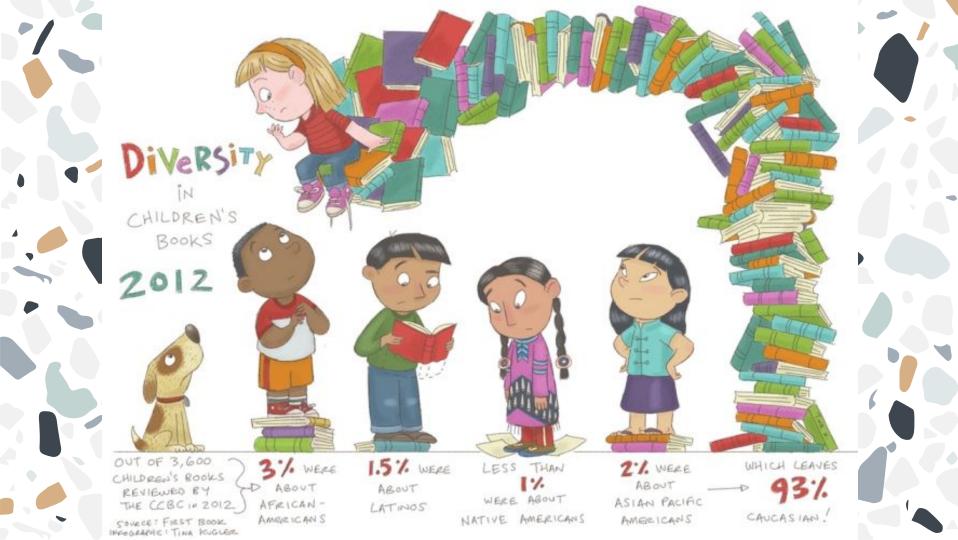
OVERVIEW OF ASIAN AMERICA

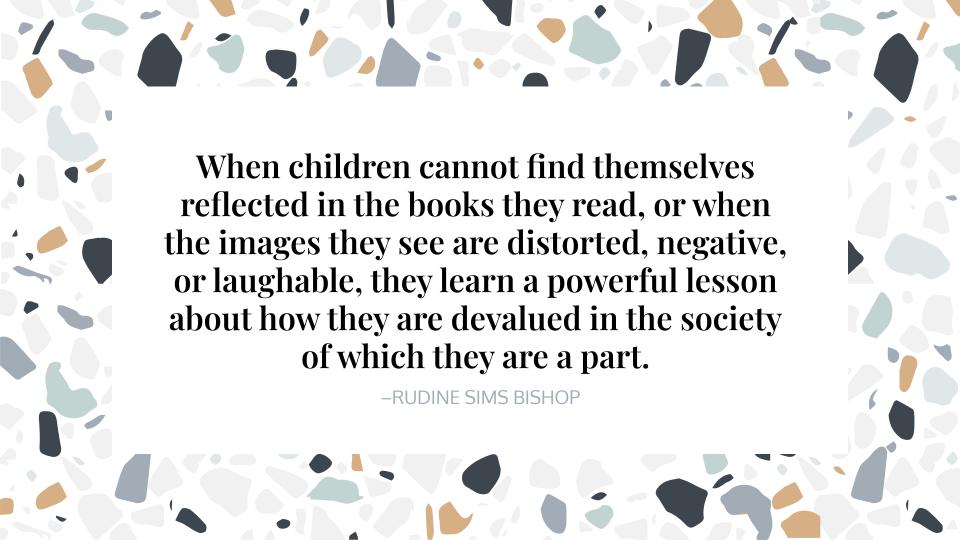
- The first recorded Asian Americans were Filipinos (commonly known as Manilamen) who settled in Saint Malo, Louisiana in the 1760s.

 Most Asian Americans immigrated to the United States after 1965.
- Asian Americans are the fastest growing demographic in the U.S.
- Asian Americans have disproportionately high educational attainment, but they also have a higher poverty rate than any other ethnoracial group. Asian American households are larger than other ethnoracial groups.
- Asian Americans are often perceived as foreigners who do not speak English, model minorities, nerds who are inherently smart, and quiet and obedient.
- Asian American histories are the least represented of any ethnoracial group in K-12 curriculum and state standards











Diversity in Children's Books 2015

Percentages of books depicting characters from diverse backgrounds. Based on the 2015 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



12.5%* 73.3%**

0.9% American Indians/ First Nations 2.4% Latinx

3.3% Asian Pacifics/ Asian Pacific **Americans**

7.6% African/ African Americans

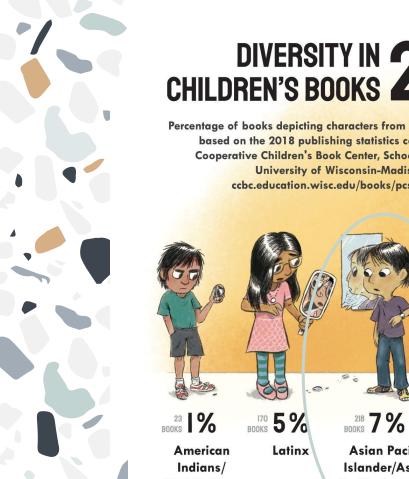
Animals, Trucks, etc.

White

Illustration by David Huyck, in consultation with Sarah Park Dahlen & Molly Beth Griffin Released under a Creative Commons BY-NC-SA license: https://creativecommons.org/licenses/by-nc-sa/4.0/

^{*} About a quarter of the total children's books published in 2015 were picture books, and about half of those depict non-human characters, like animals & trucks.

^{**} The remainder depict white characters.



DIVERSITY IN 2018 CHILDREN'S BOOKS

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp



First Nations

Asian Pacific Islander/Asian Pacific American

BOOMS 10 %

African/ African **American** Animals/Other

864 **27 %**

White

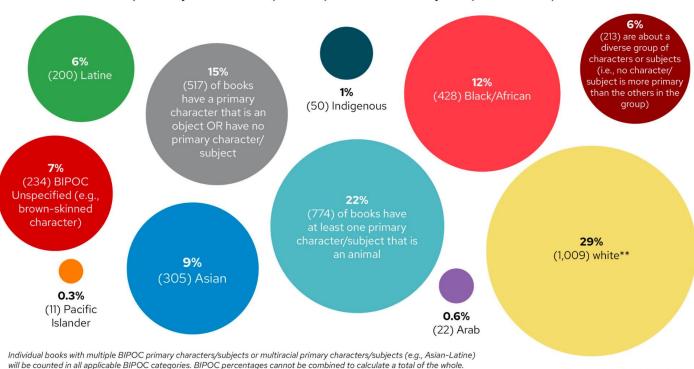
1,558 **50 %**

The CCBC inventory includes 3,134 books published in 2018. This raphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Bern Griffin, K. T. Horning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

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2022 CCBC Diversity Statistics: PRIMARY CHARACTER/SUBJECT

39% (1,362*) of total books received have at least one BIPOC primary character (fiction) or human subject (nonfiction).



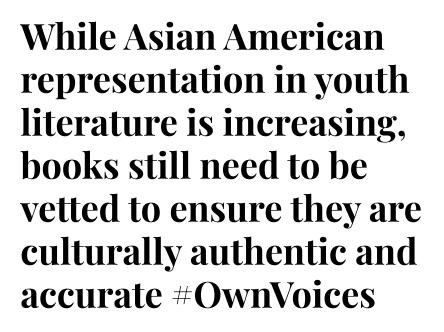


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Please see our media kit to access the most recent version of this image, and for additional information about our work documenting diversity. The most recent version of this image available can be used without permission as long as it is reproduced in its entirety.

*Last updated: 06/02/2023

** "White" is not counted for multiracial characters/subjects so as not to misrepresent a BIPOC individual as white.









Guiding Questions for Text Selection

- From whose perspective is the story told?
- Whose voices and experiences are present/absent from the text?
- What moral values and socio-political messages are dominant in the text?
- How are cultural practices depicted?
- What is the overall tone of the illustrations? The written narrative?
- How are the lived experiences of marginalized populations represented in the text?
- To what degree are complex social situations oversimplified in the text?
- How are complex relationships between characters represented in the text?

Source: Children's Literature Association - Diverse Literature Policy Statement

Just having (diverse books) on the shelf does not... do that teaching or unlearning of the stereotypes that we are barraged with all the time.

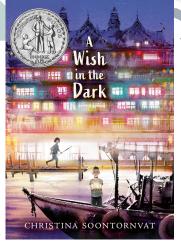
-LAURA JIMÉNEZ

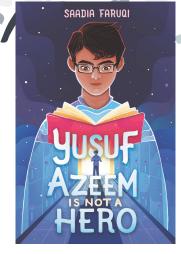








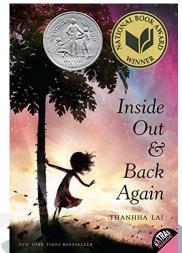










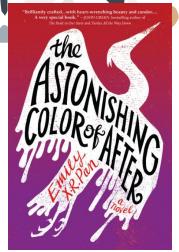






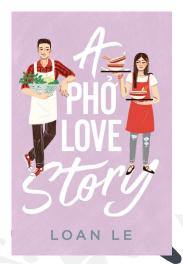
YOUNG ADULT







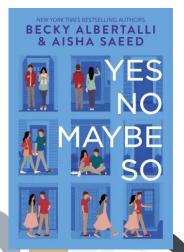








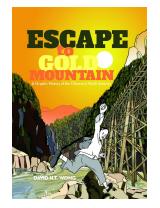


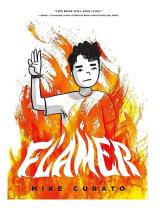


GRAPHIC NOVELS

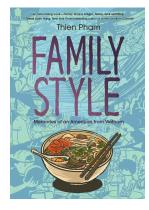


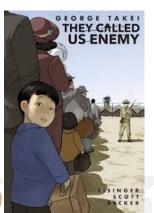






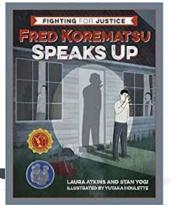


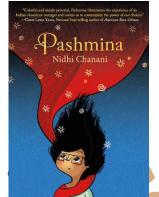








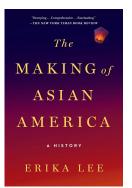


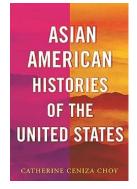


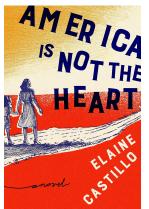


BUILD YOUR CONTENT & CULTURAL KNOWLEDGE

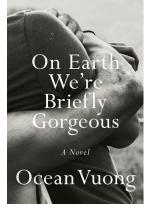














BUILD YOUR CONTENT & CULTURAL KNOWLEDGE

TWITTER

@angryasianman@twoasianparents

@aafcollective

@AAAStudies

@aaldef

@aaja

@aawa

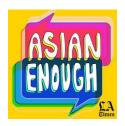
@caam

INSTAGRAM

@maistorybooklibrary @asianlitforkids @asianhustlenetwork

PODCASTS

















IMPORTANT CONSIDERATIONS

DISTINGUISH

Between Asian and Asian American

DISRUPT

Stereotypes in popular culture and intervene when you hear pejorative terms

ANTI-ASIAN

RACISM is both distinct from and similar to other kinds of racism

UPLIFT

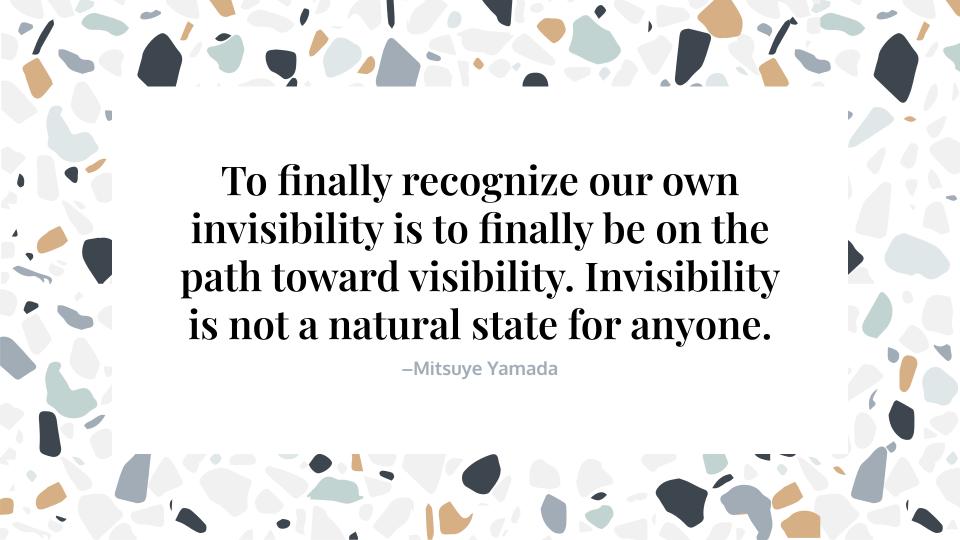
Asian American voices whenever possible

ASIANS ARE IN AMERICA BECAUSE AMERICANS WENT TO ASIA

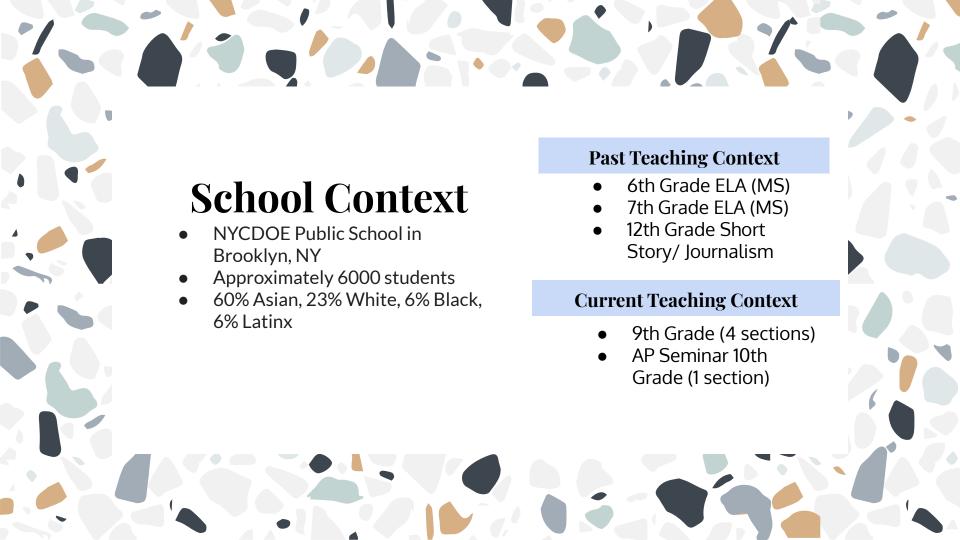
Imperialism, capitalism, and exploitation are important parts of Asian immigration

MAKE CROSS-RACIAL CONNECTIONS

And emphasize agency, resistance and solidarity







Using an APIDA-Centered Lens

- Does my lesson/ unit(s) teach about APIDA histories or narratives from the perspective of an APIDA person?
- Does my lesson center resistance, joy, or agency in some way?
- How am I ensuring that this community is not seen as a monolith?

APIDA: Asian Pacific Islander Desi American





Uplifting Asian American Voices Through Building Context in JLC



Inviting the Narratives of Asian American History through the Contextualization of *The Joy Luck Club*

- Time Periods of the Book: 1920s–1930s, the 1940s–1950s, the 1960s, and the 1980s
 - o **1924:** The Immigration Act of 1924 sets "national origins" quotas, effectively banning Asian immigrants.
 - o 1942: Executive Order 9066 is signed by Roosevelt, resulting in the incarceration of 120,000 Japanese American citizens » Korematsu vs. United States in 1944
 - **1946:** Luce-Celler Act extends naturalization rights and quotas to immigrants from the Philippines and India—key allies in WWII.
 - 1959: Republican Hiram Fong of Hawaii becomes the first Chinese American in the Senate. Democrat Daniel K. Inouye of Hawaii becomes the first Japanese American in Congress.
 - 1965: Filipino American Larry Itliong leads a strike against California grape growers that is joined by workers led by Cesar Chavez. Their unions merge to become the United Farm Workers.
 - o **1968**: Emma Gee and Yuji Ichioka found the Asian American Political Alliance, coining the unifying term "Asian Americans." They fight for Ethnic Studies classes and against the Vietnam War.
 - o 1975: The Vietnam War ends, leading to the displacement of South Vietnamese American allies and a large migration of Southeast Asian refugees to the U.S.
 - o 1982: Chinese American Vincent Chin is beaten to death after his bachelor's party in Detroit by two auto workers who blame layoffs on Japanese imports. They serve no time for their crime.

A Bit of AsAm History of 1950s/1960s

The Immigration and Nationality Act of 1952 (The Mccarran-Walter Act)

- Ended Asian exclusion from immigrating to the U.S.
- Introduced a system of preferences based on skill sets
- Upheld quotas for Asian immigration

The Immigration and Nationality Act of 1965 (Hart-Celler Act)

- Abolished earlier quota systems
- Immigration of Asians based on family reunification and skill sets

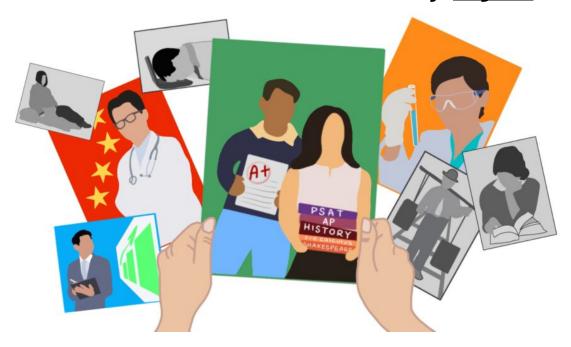
1960s: "Model Minority Myth" coined



NOT your Model Minority

Stereotype: "Asians are: quiet, polite, smart, obedient, straight-A students, have tiger parents, law-abiding, hardworking, financially thriving, & good at math & science."

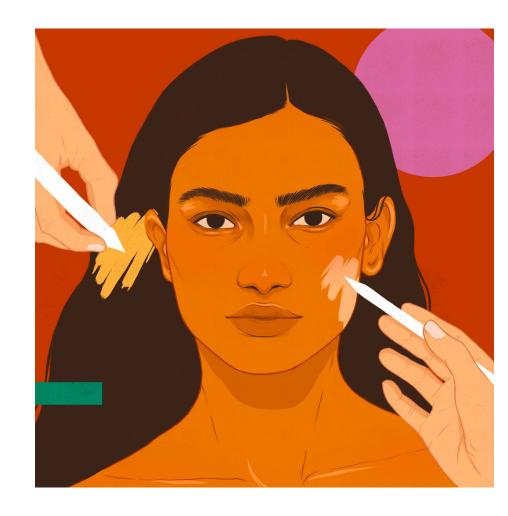
What is the Model Minority **Myth**?



"If Asians are seen as successful, why is this myth harmful?"

Why is the Model Minority Myth Harmful?

- Erases difference among individuals
- Ignores the diversity of Asian American cultures
- Seen as perpetual foreigners
- Erases the racism experienced by AAPI individuals
- Harmful towards the struggle for racial justice with other communities of color



What is the role of media and the model minority myth?







TYPECAST ROLES

Haruka Sakaguchi & Griselda San Martin





Who Gets to Control the Narrative?

KIM'S CONVENIENCE



Jean Yoon says this lack of diversity manifested in the show's scripts, which would contain details that felt insensitive or false, "If I hadn't spoken up, all the Korean food in the show would have been WRONG," Yoon wrote. "No one else in the writers room were Korean, and THEY HAD NO KOREAN CULTURAL RESOURCES IN THE WRITERS ROOM AT ALL."

Jean Yoon plays Umma in Kim's Convenience

Link:

https://time.com/6072074/kims-convenience-racism/

1) What is going on in this photo? 2 What narrative is being shown here? By who? 3) Who is missing and what is the impact?





Asian American Resistance in History

Disruption of Stereotypes

Examples of Resistance

- Tape v Hurley (1885)
- United States v Wong Kim Ark (1898)



WONG KIM ARK IS A CITIZEN.

Supreme Court Decision in Case of Chinese Born in America.

The case of the United States against Wong Kim Ark was decided in the United States Supreme Court yesterday, Justice Gray handing down the opinion of the court. The case was appealed by the United States from the District Court for the Northern District of California, and it involved the citizenship of a person born in this country of Chinese parents, which had never hitherto been decided by the Supreme Court. Yesterday's decision will have the effect of confirming the citizenship of such persons.



Tape v Hurley

The May 19 Project

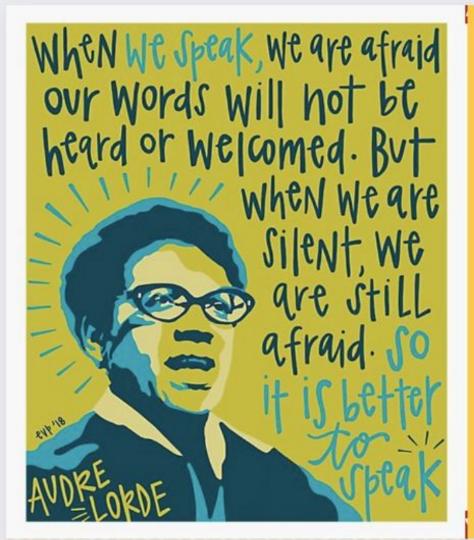


- We will watch Youa Vang Lee activism with George Floyd's family in class.
- Explore another video in this website with a partner.
- Reflect: What did you learn about the history of Asian American activism and resistance? In what way have their actions shaped the way we define what it means to be American today? What does being in solidarity with other communities look like?



Teaching with The Joy Luck Club

Make Cross-Cultural Connections



"The Transformation of Silence into Language and Action" by Audre Lorde

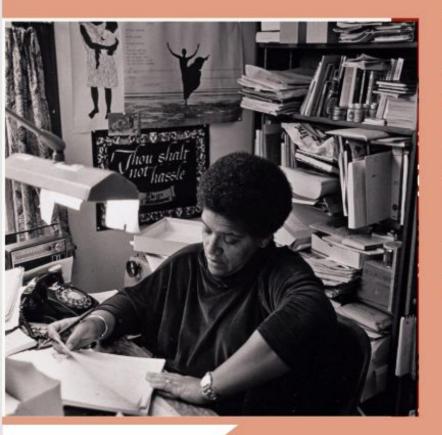
- 1. How does Audre Lorde use her multiple intersected identities to advocate and for what and why?
- 2. What is her concern with silences?
 Why?
- 3. What are possible silences that you encounter at school? Why?
- 4. What questions remain? What additional points did you also take away as a group?

Class Activity

Speaking Silences into Language Through Writing: Dear Ms. Audre Lorde Advice Letter Writing

Part 1 Directions: As your character, you will write a short letter to Ms. Audre Lorde on the large index card (REMEMBER YOUR NUMBER). What are you (as the character) going through? What is on your mind? What are you wondering? Name your silences. What advice of do you seek for all that has happened up to Ch.XX?

Class Activity

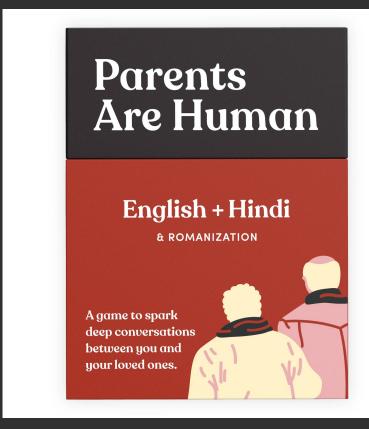


Part 2 Directions: Now, imagine you are Audre Lorde reading the "ask for help and advice" cards from the characters of The Joy Luck Club How would she write back and respond? Use direct quotes from "The Transformation of Silence and Language into Action" into your response as Audre Lorde.

- What would she recommend and why?
- What would she caution to the characters as well?









"Parents/ Guardians Are Human" Podcast Project

- 1. Pick a card from the stack that you would want to ask your parents/guardians. You can pick more than one.
- Write it down on looseleaf/ handout the 1-2 questions you want to ask your parents/guardians.
- Record your question asking and response of your parents/guardians. If your parents/guardians do not speak English, it is ok to have your parents/guardian speak in their native language. You can translate afterwards in the recording for them.
- 4. Reflection: What was this experience like for you? For your parents? What did you learn about yourself and your parents?

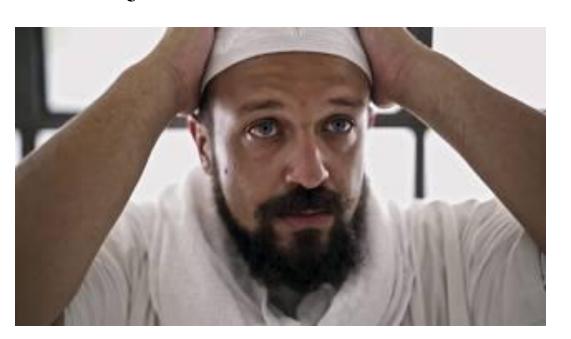
Teaching "against" The Joy Luck Club

Critical Questions into The Joy Luck Club

- What APIDA experiences are reflected and missing in this text?
 - How are the people depicted in this novel? Who is missing?
- What stories can we bring in that go beyond depicting APIDA as defined by an immigrant experience?



"Unlearning My Name" by Mohamed Hassan



"Brown Love" by Leah Lakshmi Piepzna-Samarasinha



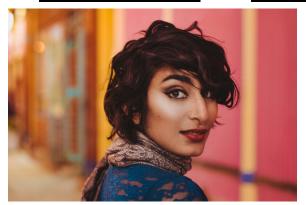




Uplift/ Cross-Cultural Connections

From

BY <u>FATIMAH ASGHAR</u> AND <u>EVE L. EWING</u>





"Summer" by Chen Chen



Uplift/ Cross-Cultural Connections

Summer

BY CHEN CHEN

You are the ice cream sandwich connoisseur of your generation.

Blessed are your floral shorteralls, your deeply pink fanny pack with travel-size lint roller just in case.

Level of splendiferous in your outfit: 200.

Types of invisible pain stemming from adolescent disasters in classrooms, locker rooms, & quite often Toyota Camrys: at least 10,000.

You are not a jigglypuff, not yet a wigglytuff.

Reporters & fathers call your generation "the worst."

Which really means "queer kids who could go online & learn that queer doesn't have to mean disaster."

Or dead.

Instead, queer means, splendiferously, you.

& you means someone who knows that common flavors for ice cream sandwiches in Singapore include red bean, yam, & honeydew.

Your powers are great, are growing.

One day you will create an online personality quiz that also freshens the breath.

The next day you will tell your father, You were wrong to say that I had to change.

To make me promise I would. To make me promise.

& promise.

Who Raised Kelly Norman Ellis?

https://vimeo.com/6290415 5

- Please listen the first time.
- Take notes the second time: Where do you notice where she was raised?
- Let's read it a <u>third</u> time together.





Requirements of Your "I Was Raised" Poem

- Minimum 6 stanzas (paragraphs in poetry)
- Use of sensory language to create vivid imagery (show, don't tell)
- 3. At least two examples of "home language" meaning a dialect, a word(s) in another language or a manner of speaking that is specific to you and your family
- 4. At least two examples of dialogue
- Repetition of "I was raised" to create a rhythm
- Use of diction (word choice) to establish an attitude or tone in the piece





Noreen Naseem Rodríguez nrdz@msu.edu www.teachingasianamerica.com

Diana Liu dyl2126@tc.columbia.edu

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Guiding Questions for Engaging Students

- How are you like [character]? How are you *not* like [character]?
- How does this book make you feel?
- [After selecting a particularly important spread in the book] If you could draw yourself anywhere in this picture, where would you be? What would you be doing? What would you be saying? How would you be feeling?
- Whose voices are present in this book? Whose aren't?
- Whose experiences are represented? Whose aren't?
- How are the issues in this book relevant to you today? To your community?
 To others?
- What does this book have to say about the world?

Source: Children's Literature Association - Diverse Literature Policy Statement



RECOMMENDED BOOK LISTS

The May Book Project by the Very Asian Foundation

Asian American book list by Social Justice Books by Teaching for Change

Gold House Book Club

Noreen's List of Recommended Children's Literature

Asian/Pacific American Librarians' Association Best of the Best Book List

AAPI Book List by Lee & Low

*Hidden Voices: AAPIs in United States History (curricular resource, not a book list)