



# Asian American and Pacific Islander Educators Network

Virtual Meeting  
Monday, November 9, 2020

Zoom link:

<https://sccoe.zoom.us/j/97116253427?pwd=M21hWVZVTnhCZnVzUklmUzBQcFlIZz09>

<https://www.sccoe.org/sclis/aapi>



# Logistics

- State your name when speaking
- Mute your microphone when not speaking
- Use the chat box to ask questions (be specific) and/or use the “raised hand” icon to indicate that you have a question
- When using phones instead of laptops for audio, please use earbuds or headphones instead of speakerphone



# Network Objectives

- Provide professional networking opportunities for AAPI educators;
- Learn about trending topics related to AAPI students and educators;
- Discuss issues and challenges related to AAPI students and educators; and
- Encourage AAPI educators to aim for leadership roles



# Agenda

**I. Welcome and Introductions**

**II. Networking**

**III. Panel and Discussion**

**IV. Announcements**

**V. Closing**





# Welcome



# Networking



Sofia Fojas  
Arts Coordinator,  
Professional Learning and  
Instructional Support Division,  
Santa Clara County Office of Education



# Land Acknowledgement

## The Land We Occupy

[Native-Land.ca | Our home on native land](#)

## Our Ancestors

- Who are your ancestors?
- What was their history?  
Their struggle?



# AAPI Students, Racial Justice, the Pandemic and Beyond



**Panelist and Moderator**  
Erica Misako Boas, Ph.D.  
(she/her/hers)  
Education Researcher / Community Activist



**Panelist**  
Mae Lee, Ph.D.  
(she/her/friend)  
Department Chair  
Asian American & Asian Studies  
DeAnza College





# Objectives

- Learn about the anti-Asian racism and youth in current context.
- Define terms: racial justice, anti-Asian racism, racial triangulation, interstitiality.
- Engage in important conversation about your experiences and questions.
- Leave with a set of racial justice thinking/action tools and resources .



# Organization

- Presentation (20 mins)
  - definitions, purpose, tools to think and act with
- Discussion (25 mins)
- Close (5 mins)

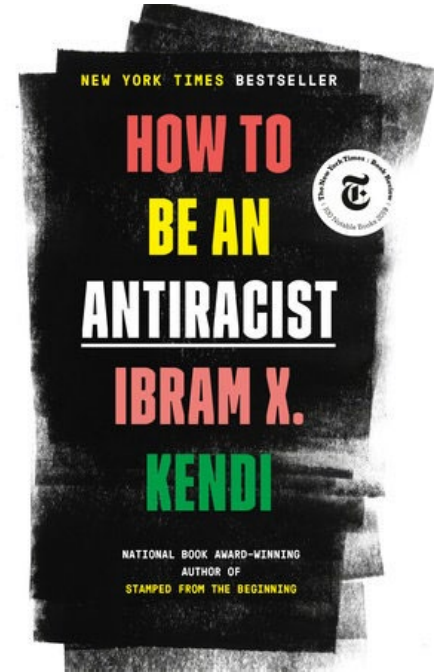


# Defining ANTIRACISM

The work of actively opposing racism by advocating for changes in political, economic, and social life.

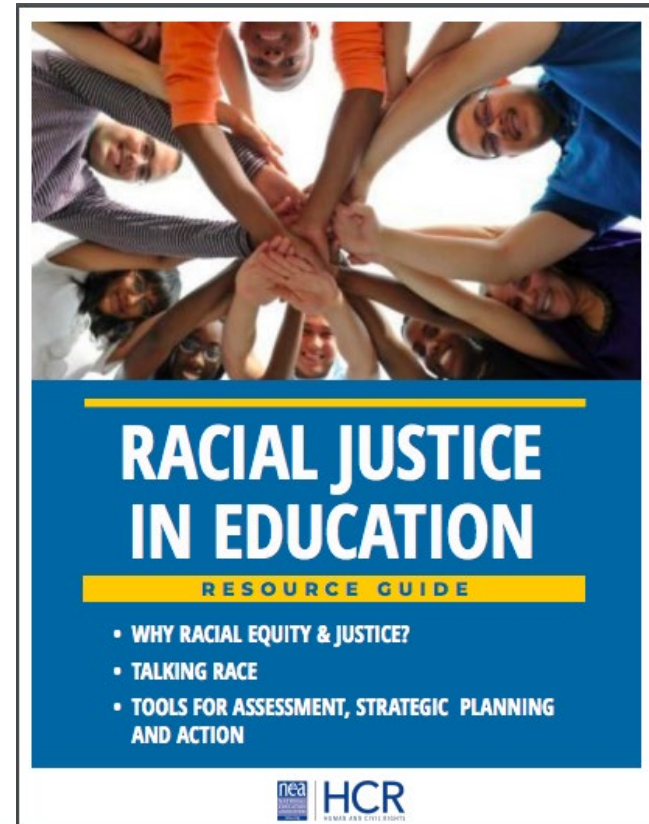
([Race Forward/Racial Equity Tools Glossary](#))

*"To be antiracist is to think nothing is behaviorally wrong or right -- inferior or superior-- with any of the racial groups. Whenever the antiracist sees individuals behaving positively or negatively, the antiracist sees exactly that: individuals behaving positively or negatively, not representatives of whole races. To be antiracist is to deracialize behavior, to remove the tattooed stereotype from every racialized body. Behavior is something humans do, not races do."* [Ibram X. Kendi, How to be an Antiracist](#)



# Defining RACIAL JUSTICE

**Racial justice** is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice — or racial equity — goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

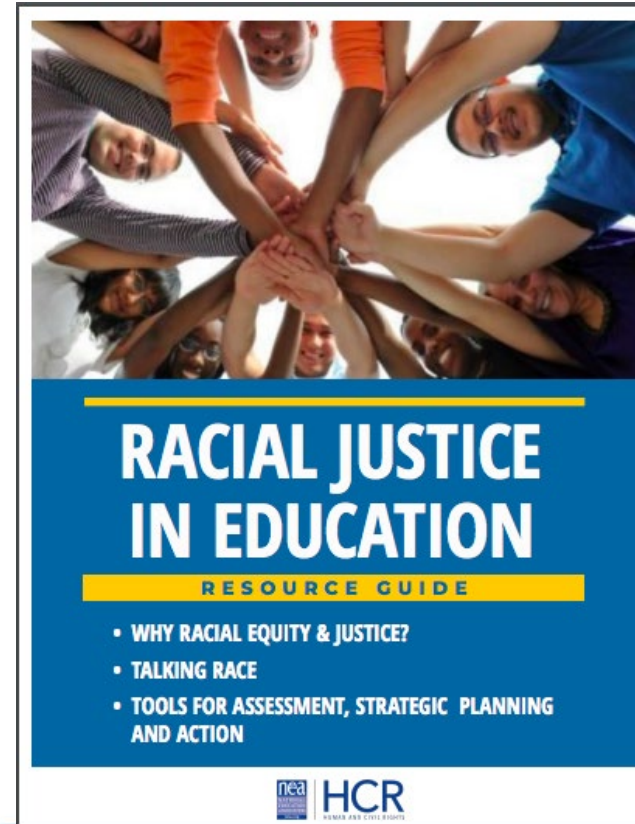


[link to National  
Education Association  
resource guide](#)



# Defining RACIAL JUSTICE

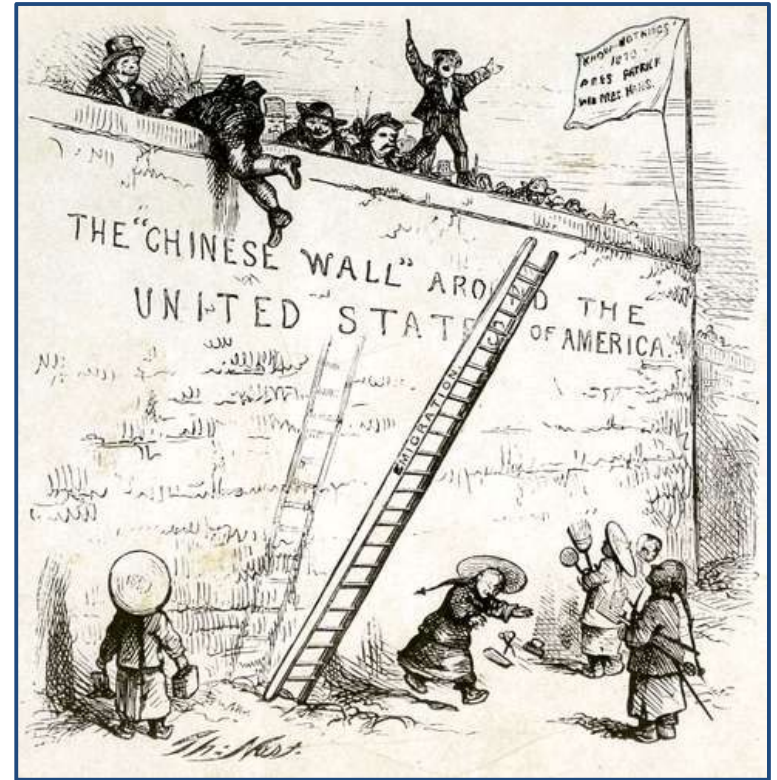
Racial justice is the systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice — or racial equity — goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also **the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.**



# Defining ANTI-ASIAN RACISM

racism a system of oppression based on race

anti-Asian racism: a system of oppression based on race that is specific to Asian peoples, phenotype, culture, and concepts about what 'Asian' means



**“Throwing Down the Ladder by Which They Rose”**  
cartoon by Thomas Nast, *Harper's Weekly*, July 23, 1870.

# A Pandemic Study: Anti-Asian Racism & AAPI Youth

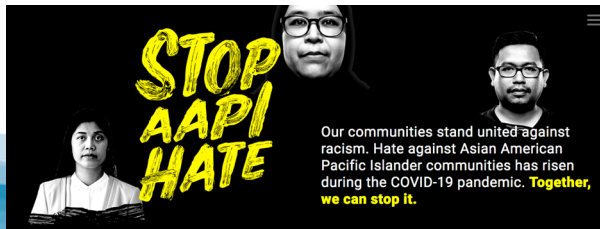


# A Pandemic Study: Anti-Asian Racism & AAPI Youth

**18 weeks (3.19.20-7.22.20) (4 months)**

**341** reports of anti-Asian discrimination involving youth nationally.

- 16% of all self-reported hate incidents (N= 2,499)

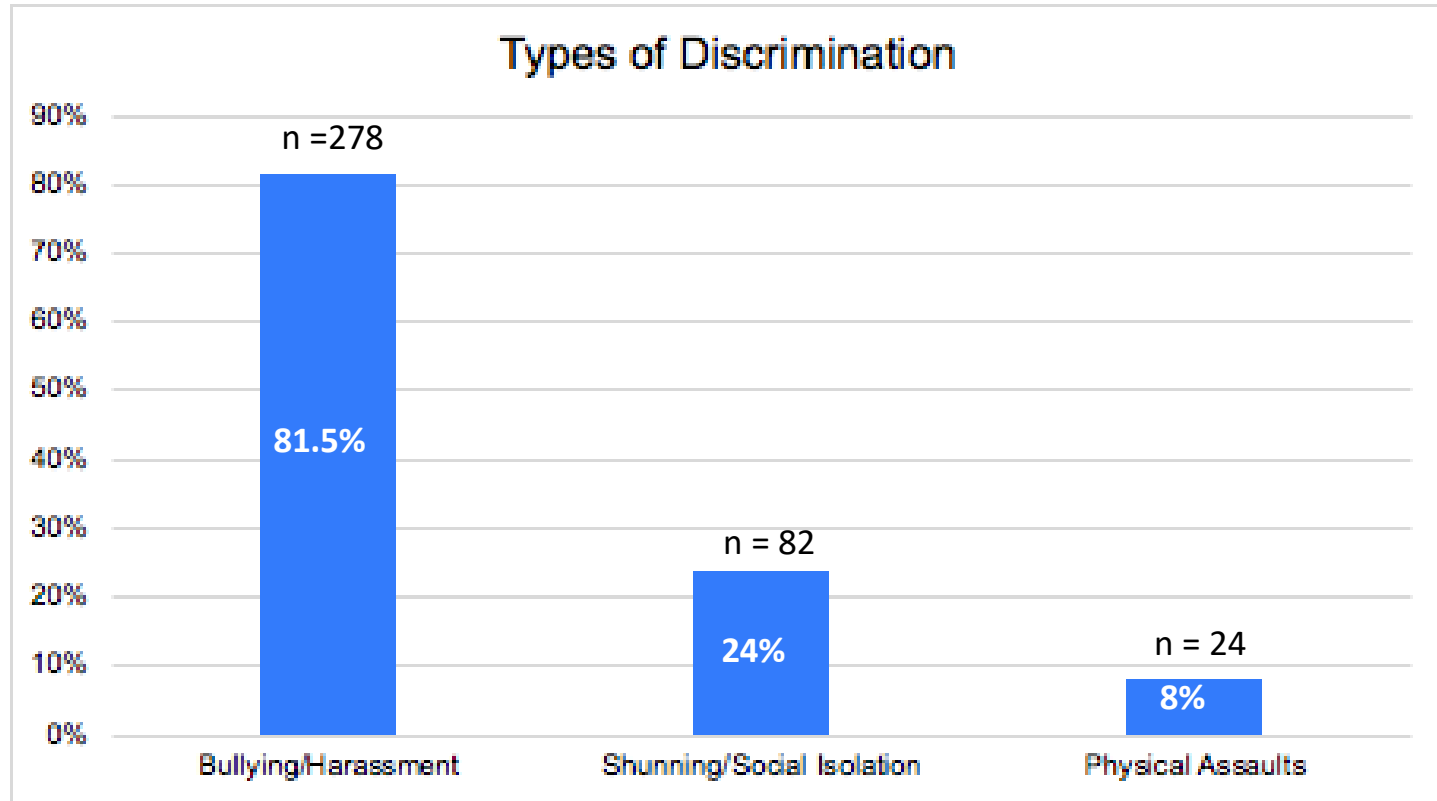


[Stop AAPI Hate Youth Incidents Report](#)





# The State of Affairs for AAPI Youth



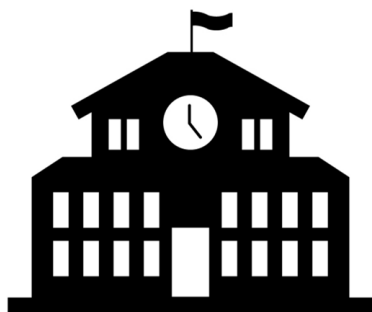
[Stop AAPI Hate Youth Incidents Report](#)

Jeung, R. Yellow Horse, A.J., Lau, A, Kong, P., Shen, K., Cayanan, C., Xiong, M. and Lim,R. (2020)

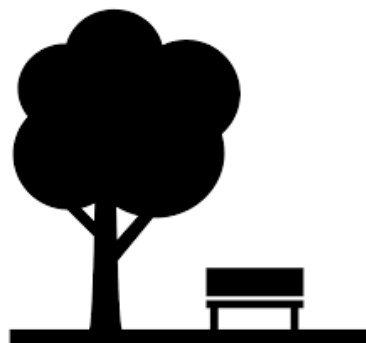


# The State of Affairs for AAPI Youth

Where are anti-Asian hate events taking place?



**16.7%** report harassment at school



**13.5%** report harassment at public parks



**16.7%** report harassment online



# The State of Affairs for AAPI Youth

## More Trends

Girls were 2.5 times more likely to report incidents than boys.

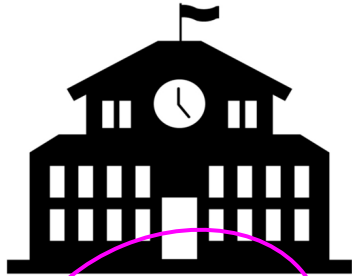


In 56% of cases perpetrator employ anti-Chinese hate speech, blaming Chinese people for the virus and mocking Chinese dietary habits.

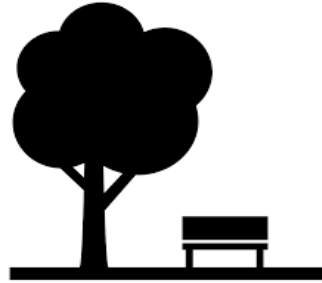
Adults were present in almost half of the incidents (48%), but in only 10% of the cases did bystanders intervene.



# Why should we be concerned?



16.7% report harassment at school



13.5% report harassment at public parks



16.7% report harassment online

2.5 x



56%

only 10%



How can we better understand why  
this is happening?



What is our framework  
for understanding  
anti-Asian racism?



What is our framework  
for understanding  
anti-Asian racism?

**“perpetual foreigners”**  
(since 1850s)

**“model minority”**  
(since 1920s)



What is our framework  
for understanding  
anti-Asian racism?

**“perpetual foreigners”**  
(since 1850s)



**“model minority”**  
(since 1920s)

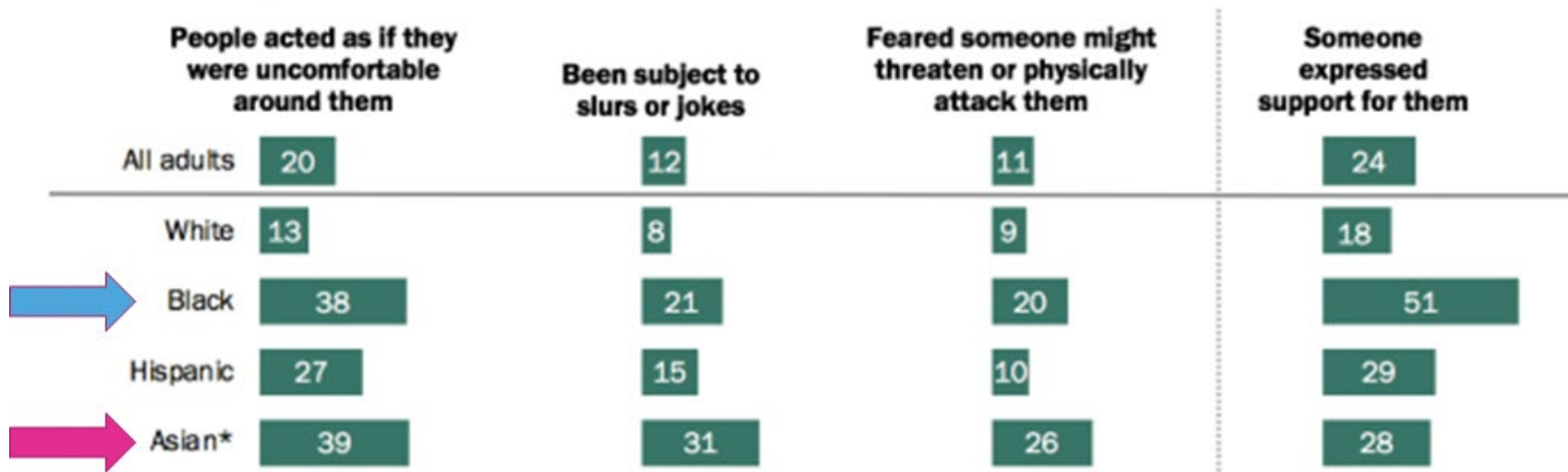
**attacked as diseased foreign presence**  
(with COVID scapegoating)





## Black and Asian Americans most likely to report adverse experiences due to their race or ethnicity since the coronavirus outbreak began

*% saying each of the following has happened to them because of their race or ethnicity since the coronavirus outbreak*



\*Asian adults were interviewed in English only.

Note: White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanics are of any race.

Source: Survey of U.S. adults conducted June 4-10, 2020.

"Many Black and Asian Americans Say They Have Experienced Discrimination Amid the COVID-19 Outbreak"

PEW RESEARCH CENTER

<https://www.pewsocialtrends.org/2020/07/01/many-black-and-asian-americans-say-they-have-experienced-discrimination-amid-the-covid-19-outbreak/>



Advocating for  
educators and schools  
to pay more attention  
to the needs of Asian  
American students is  
tricky...why?



Advocating for  
educators and schools  
to pay more attention  
to the needs of Asian  
American students is  
tricky...why?

### Undercurrent of Model Minority Logic

- “Well, what particular needs do they have?”
- “Are they really suffering from any serious problems?”
- “Should our limited resources really go toward Asian Americans?”

➔ Do not merit attention like other minority groups



Advocating for educators and schools to pay more attention to the needs of Asian American students is tricky...why?

### **Undercurrent of Model Minority Logic**

- “Well, what particular needs do they have?”
- “Are they really suffering from any serious problems?”
- “Should our limited resources really go toward Asian Americans?”

➔ Do not merit attention like other minority groups

### **Undercurrent of Perpetual Foreigner Logic**

- “They need to be more well-rounded.”
- “They’re too strictly academically minded.”

➔ Regarded as in need of adapting to “American” cultural norms of studenthood.



Advocating for educators and schools to pay more attention to the needs of Asian American students is tricky...why?

### Undercurrent of Model Minority Logic

- “Well, what particular needs do they have?”
- “Are they really suffering from any serious problems?”
- “Should our limited resources really go toward Asian Americans?”

➔ Do not merit attention like other minority groups

### Undercurrent of Perpetual Foreigner Logic

- “They need to be more well-rounded.”
- “They’re too strictly academically minded.”

➔ Regarded as in need of adapting to “American” cultural norms of studenthood.

★ *Asian Americans are not as deserving of institutional attention as Black and Brown students.*

★ *Asian Americans, even if relatively academically successful, are regarded as less than culturally “ideal” students.*



How can we make sense of anti-Asian racism in a way that challenges two things:

1. a zero-sum mindset of institutional resources, and
2. white dominance?





**Prof. Claire Jean Kim**  
Political Science  
Asian American Studies  
UC Irvine

---


The Racial Triangulation  
of Asian Americans

CLAIRE JEAN KIM

1. INTRODUCTION

Recently, the call to go “beyond Black and White” in discussions of race has become something of a mantra in scholarly circles. The conventional trope of “two nations, Black and White”—crafted and reproduced over the past half-century by Gunnar Myrdal, the Kerner Commission, Andrew Hacker, and others—seems increasingly outdated as unprecedented levels of Asian and Latin American immigration continue to diversify the U.S. population. While the multi-racial composition of the American populace has always given the lie to a bipolar racial framework, these post-1965 demographic changes have thrown the framework’s shortcomings into especially bold relief. But what does it mean to go “beyond Black and White” in thinking about race? As with most ritualistic exhortations, the need to do something is more apparent than how it is to be done.

Scholars have adopted two broad approaches to going “beyond Black and White,” both of which, in my view, have certain shortcomings. The first approach,



How should we think  
about Asian Americans  
in a world grounded in  
white dominance and  
anti-Blackness?



## Kim's framework of racial triangulation:

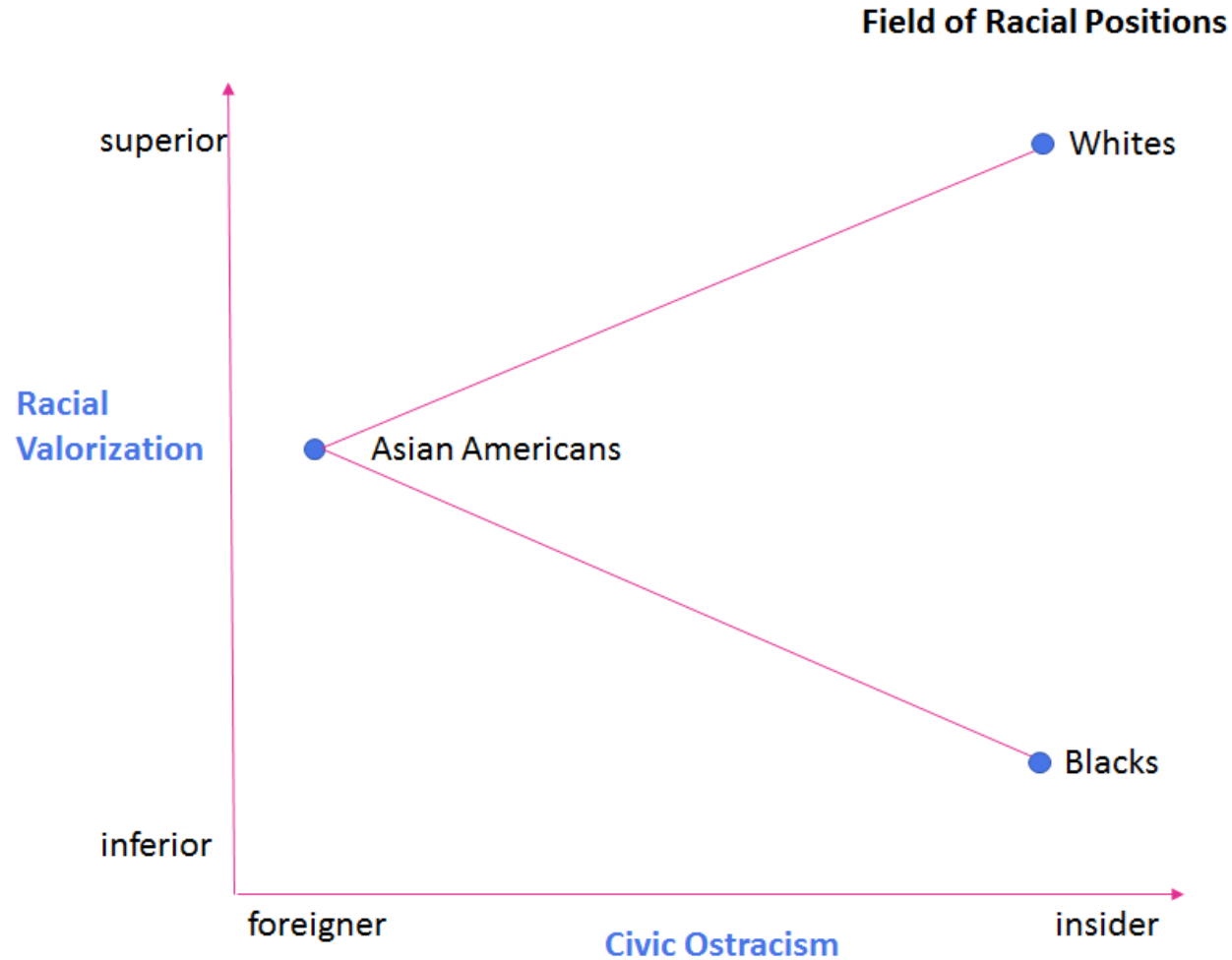
1. introduces idea of a **field of racial positions**
2. argues that AAs have been located in a field of racial positions **vis-a-vis Blacks and whites** for a century and a half
3. thinks in terms of **racial relationality**
4. tracks **two axes of hierarchy** that shape anti-Asian racism: racial status and civic status





## Kim's framework of racial triangulation:

1. introduces idea of a **field of racial positions**
2. argues that AAs have been located in a field of racial positions **vis-a-vis Blacks and whites** for a century and a half
3. thinks in terms of **racial relationality**
4. tracks **two axes of hierarchy** that shape anti-Asian racism: racial status and civic status

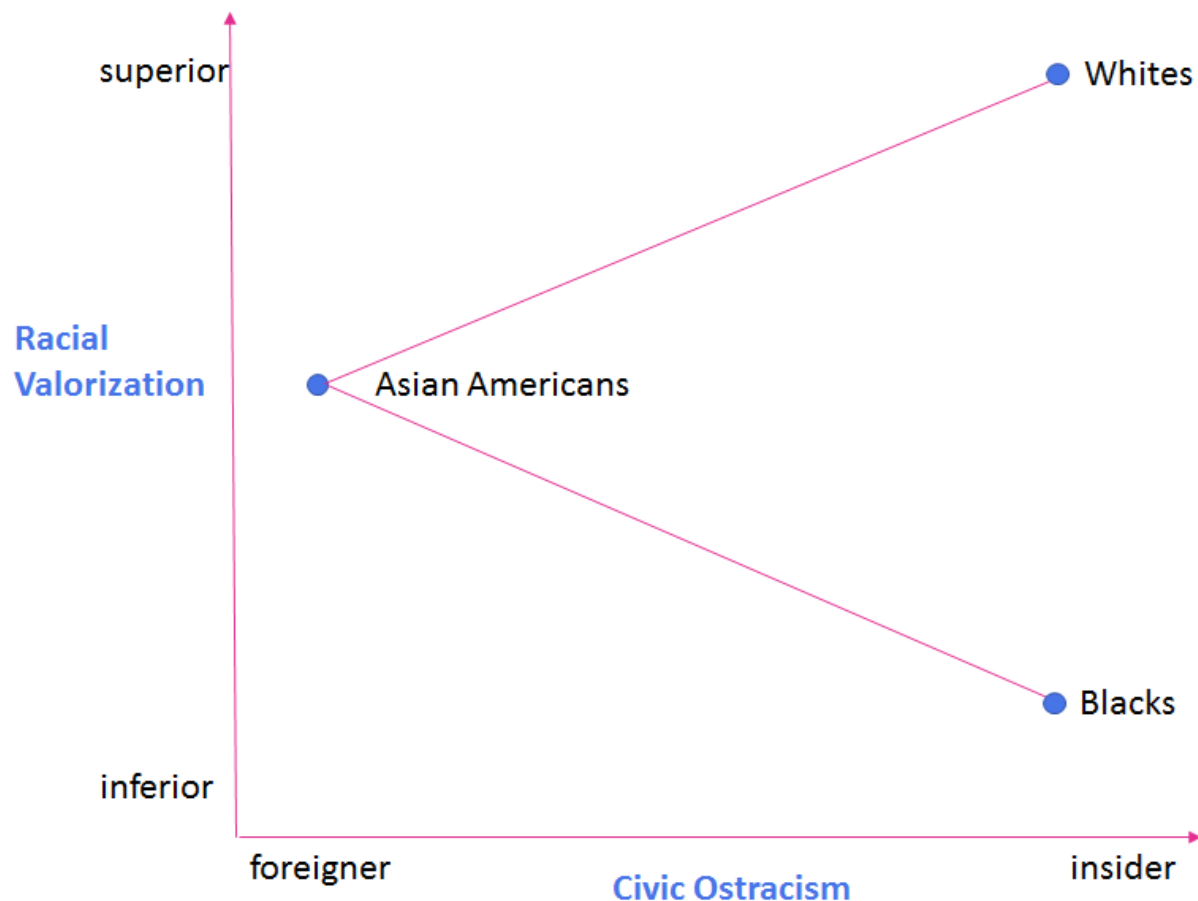


## Implications:

The field of racial positions and the location of Asian Americans specially—racially valorized and civically ostracized—reinforces white racial power

## Question:

How can this framework inform how we advocate for educators and schools to pay more attention to Asian American students in a way that challenges both white racial dominance and anti-Blackness?



# Discussion: Please go to [Jamboard](#)

1. How has the surge in anti-Asian racism with COVID affected your work as an advocate for Asian American students and racial equity?
1. What's been most tricky for you to handle as an advocate for Asian American students in the context of racial equity?
1. What other questions OR concerns do you have?



# Resources and Tools

**Stand Up for AAPI Youth**  
A Project of Know Your Classmates™  
in partnership with

BEYOND DIFFERENCES™ CYC COMMUNITY YOUTH CENTERS

[LINK TO SITE](#)

**STOP AAPI HATE YOUTH CAMPAIGN**

**They Blamed Me Because I Am Asian**

Findings from reported anti-AAPI youth incidents

[LINK TO REPORT](#)

**YOUNG, PROUD, AND SUNG-JEE**

A Children's Book on Fighting Anti-Asian Racism During COVID-19

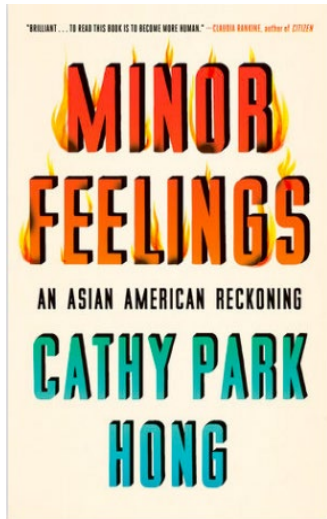
JOYCE Y. LEE and EMILY KU Illustrations by MAGGIE CHEN

## ATTEND BYSTANDER INTERVENTION TRAININGS:

- [CAIR](#)
- [Hollaback](#)



# Sources for Understanding Anti-Asian Racism



[\(Hong, 2020\)](#)



[\(Bow, 2010\)](#)

## The Racial Triangulation of Asian Americans

CLAIRE JEAN KIM

### 1. INTRODUCTION

Recently, the call to go “beyond Black and White” in discussions of race has become something of a mantra in scholarly circles. The conventional trope of “two nations, Black and White”—crafted and reproduced over the past half-century by Gunnar Myrdal, the Kerner Commission, Andrew Hacker, and others—seems increasingly outdated as unprecedented levels of Asian and Latin American immigration continue to diversify the U.S. population. While the multi-racial composition of the American populace has always given the lie to a bipolar racial framework, these post-1965 demographic changes have thrown the framework’s shortcomings into especially bold relief. But what does it mean to go “beyond Black and White” in thinking about race? As with most ritualistic exhortations, the need to do something is more apparent than how it is to be done.

Scholars have adopted two broad approaches to going “beyond Black and White,” both of which, in my view, have certain shortcomings. The first approach, which I call the different trajectories approach, examines racialization (or the creation and characterization of racial categories) as an open-ended, variable process that has played out differently for each subordinated group. Michael Omi and Howard Winant’s discussion of distinct and independent group

[\(Kim, 1999\)](#)



# Planning Committee Members

- Kasturi Basu, Alum Rock Union School District
- Tina Choy, Berryessa Union School District
- Keysha Doutherd, Santa Clara County Office of Education
- Sofia Fojas, Santa Clara County Office of Education
- Eva Marlow, Evergreen School District
- Gena Pacada, Santa Clara County Office of Education
- Joanna Shea, East Side Union High School District
- Jas Sohal, Santa Clara County Office of Education
- Karen van Putten, Principal, Argonaut Elementary School
- Dr. Yee Wan, Santa Clara County Office of Education



# Future Meeting Dates 2020-21

5 to 6 p.m.



February 11, 2021

May 3, 2021

Register at <http://bit.ly/AAPIEN2020-21>



# *Please Provide Feedback*

<https://www.surveymonkey.com/r/AAPIEN11092020>

THANK YOU!

감사합니다 Natick  
Grazie Danke Ευχαριστίες Dalu Obrigado  
Thank You Köszönöm  
Спасибо Dank Tack  
谢谢 Merci Seé ありがとう







## **Yee Wan, Ed.D.**

Director, School Climate, Leadership and  
Instructional Services Department

Professional Learning & Instructional Support Division

[ywan@sccoe.org](mailto:ywan@sccoe.org)

(408) 453-6825



# Connect with SCCOE

- Social Media



- [Ed Bulletin](#) (e-newsletter)
- [www.sccoe.org](http://www.sccoe.org)

