

## DCC Tip of the Month: May

This month's DCC tip highlights stereotypes that may affect AAPI students at our University during AAPI history month. This topic is of great importance given the rise in Anti-Asian prejudice and hate crimes over the course of the COVID-19 pandemic<sup>1-3</sup>. The DCC stands in solidarity with our Asian, Asian American, and Pacific Islander communities against racism, discrimination, and hate crimes in the U.S. and around the world.

### Who are AAPI students?

The broad term Asian American Pacific Islander (AAPI) is commonly used to describe individuals of East Asian (e.g., China, Japan), South Asian (e.g., India, Bangladesh), Southeast Asian (e.g., Thailand, Vietnam) or Pacific Islander (e.g., Native Hawaiian, Samoan) descent.

Terminology to address AAPIs in the U.S. has changed over time. Consensus is against using the term "oriental" to describe a group of people and does not encourage the use of Asian-Pacific American as this terminology equates two groups with different cultural and historical experiences<sup>4-8</sup>

### Common Stereotypes AAPI Students Face in University Settings

#### Model Minority Beliefs

The idea that Asian Americans are academically advantaged and economically successful in society and thus do not face challenges/racism like that of other minoritized racial groups or require resources or support like other POC.

Associated stereotypes: e.g., being hardworking, non-complaining<sup>9</sup>

These stereotypes:

- Exacerbate negative outcomes for AAPI students (e.g., greater academic stress and lower support seeking)<sup>10-12</sup>
- fail to account for differences between AAPI groups. For example, while 53% of Asian Americans obtained a bachelor's degree, some communities are vastly underrepresented (8-25%)<sup>13-15</sup>
- reinforce racial disparities and can foster racial tensions among AAPI students and other students of color<sup>16,17</sup>

#### The Perpetual Foreigner

Asian Americans are often not perceived as American, such that it is assumed that they are less "American" than other racial groups in the U.S. and are often assumed to be immigrants<sup>18,19</sup>

- Students who have their American identity denied or questioned, e.g., "where are you *really* from?", may pick up on cues that others do not see them as "real Americans" which can negatively impact their sense of belonging in their courses and their well-being<sup>20-22</sup>

### Take Away Tips

1. Consider appropriate use the term Asian or if there are benefits to use more descriptive terminologies like differentiating South and East Asian in classroom discussions and research.
2. Consider how model minority stereotypes and foreigner stereotypes may undermine your classrooms/mentoring of AAPI undergraduate and graduate students.
3. Build awareness of how stereotypes and racial biases impact the wellbeing of our AAPI friends and colleagues through education and conversation (resources can be found on the next page).
4. If you are a witness or a victim of anti-Asian harassment, discrimination, or crimes on campus, report these incidents to RU Police Department by calling 732-932-7211.

## **Resources:**

### How can I become an Ally in the Fight against AAPI Hate?

- <https://www.mghstudentwellness.org/racism#anchorgeneral>
- <https://www.cnbc.com/2021/03/18/how-to-take-action-against-anti-asian-racism.html>
- <https://www.afsc.org/blogs/news-and-commentary/standing-to-anti-asian-racism>
- [https://www.popsugar.com/fitness/how-to-talk-to-asian-american-friends-about-anti-aapi-racism-48222435?stream\\_view=1#photo-48223556](https://www.popsugar.com/fitness/how-to-talk-to-asian-american-friends-about-anti-aapi-racism-48222435?stream_view=1#photo-48223556)
- Report incidents: <https://stopaapihate.org/>
- Stop AAPI Hate National Report: <https://secureservercdn.net/104.238.69.231/a1w.90d.myftpupload.com/wp-content/uploads/2021/03/210312-Stop-AAPI-Hate-National-Report-.pdf>

### Promoting Inclusion in Classrooms

- <https://www.mghstudentwellness.org/resources-1/wish-my-teachers-understood>
- <https://www.learningforjustice.org/magazine/publications/responding-to-hate-and-bias-at-school>

### For AAPI Students, Faculty, and Staff

- [https://www.huffpost.com/entry/self-care-advice-asian-americans\\_I\\_5e83a656c5b6a1bb764f0e45](https://www.huffpost.com/entry/self-care-advice-asian-americans_I_5e83a656c5b6a1bb764f0e45)
- <https://www.bc.edu/bc-web/schools/lynch-school/sites/isprc/isprc-advisory-board.html>

### Resources and communities/events at Rutgers

- <http://culturalcollaborative.rutgers.edu/>
- Follow the Asian American Cultural Center: <https://www.facebook.com/ruaacc/>
- Follow the Rutgers U. Asian Student Council: <https://www.facebook.com/rutgersasc/>

## Reference List

1. Misra, S., Le, P. D., Goldmann, E., & Yang, L. H. (2020). Psychological impact of anti-Asian stigma due to the COVID-19 pandemic: A call for research, practice, and policy responses. *Psychological Trauma: Theory, Research, Practice, and Policy*.
2. <https://stopaapihate.org/2020-2021-national-report/>
3. [https://www.huffpost.com/entry/asian-hate-crimes-2021-covid\\_n\\_602c00e8c5b6c95056f3dd41?fbclid=IwAR1izT3uM\\_4n6uZt52aZsSqx7skXmLFsypKoKIB7mTMYHKobuKfpLO6OJ7w](https://www.huffpost.com/entry/asian-hate-crimes-2021-covid_n_602c00e8c5b6c95056f3dd41?fbclid=IwAR1izT3uM_4n6uZt52aZsSqx7skXmLFsypKoKIB7mTMYHKobuKfpLO6OJ7w)
4. <https://www.pbs.org/video/why-do-we-say-asian-american-not-oriental-4mohsx/>
5. <https://www.seattletimes.com/seattle-news/why-its-time-to-retire-the-term-asian-pacific-islander/>
6. <https://www.thedp.com/article/2018/03/lucy-hu-asian-pacific-islander-new-zealand-upenn-philadelphia>
7. <https://www.washingtonpost.com/history/2021/03/18/history-anti-asian-violence-racism/>
8. <https://www.nps.gov/subjects/npscelebrates/asian-american-pacific-islander-heritage-month.htm>
9. Kiang, L., Huynh, V. W., Cheah, C. S., Wang, Y., & Yoshikawa, H. (2017). Moving beyond the model minority. *Asian American Journal of Psychology*, 8(1), 1.
10. Cheryan, S., & Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of “model minority” status. *Psychological Science*, 11, 399–402.
11. Cherng, H.-Y. S., & Liu, J.-L. (2017). Academic social support and student expectations: The case of second-generation Asian Americans. *Asian American Journal of Psychology*, 8, 16–30.
12. Kim, P. Y., & Lee, D. (2014). Internalized model minority myth, Asian values, and help-seeking attitudes among Asian American students. *Cultural Diversity and Ethnic Minority Psychology*, 20(1), 98-106.
13. <https://ncrc.org/racial-wealth-snapshot-asian-americans-and-the-racial-wealth-divide/>
14. <https://www.pewresearch.org/social-trends/2018/07/12/income-inequality-in-the-u-s-is-rising-most-rapidly-among-asians/> (see additional figures for ethnic group comparisons)
15. <https://www.nytimes.com/interactive/2018/08/17/us/asian-income-inequality.html>
16. Zhou, M., & Lee, J. (2017). Hyper-selectivity and the remaking of culture: Understanding the Asian American achievement paradox. *Asian American Journal of Psychology*, 8, 7–15.
17. Chao, M. M., Chiu, C.-y., Chan, W., Mendoza-Denton, R., & Kwok, C. (2013). The model minority as a shared reality and its implication for interracial perceptions. *Asian American Journal of Psychology*, 4(2), 84–92. <https://doi.org/10.1037/a0028769>
18. Huynh, Q. L., Devos, T., & Smalarz, L. (2011). Perpetual foreigner in one's own land: Potential implications for identity and psychological adjustment. *Journal of social and clinical psychology*, 30(2), 133-162.
19. Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of personality and social psychology*, 112(5), 696.
20. Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience. *Asian American Journal of Psychology*, S1, 88-101.
21. Cheryan, S., & Monin, B. (2005). Where are you really from?: Asian Americans and identity denial. *Journal of Personality and Social Psychology*, 89(5), 717-730.
22. Albuja, A. F., Sanchez, D. T., & Gaither, S. E. (2019). Identity questioning: Antecedents and consequences of prejudice attributions. *Journal of Social Issues*, 75(2), 515-537.