



Welcome to

# Learning to Talk About Anti-Asian Racism

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

**Icebreaker Question**  
(answer in the chat)  
If you were coming out onto a stage, what would your entrance theme song be?

**Survey & Certificate of Completion**  
Available following the training.

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# Hi, We're CalTrin!

*Who we are*

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

*What we offer*

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC/CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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# LET'S LEARN ABOUT YOU!




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# UPCOMING TRAININGS

mark your calendars!

Visit [caltrin.org](http://caltrin.org) to view and register for upcoming webinars or workshops

- February 25:** Research & Practice Innovations in Healing Interpersonal & Racial Trauma for Black Youth & Families
- March 4:** Cultural Considerations for Integrating Racial Socialization in TF-CBT for Black Youth & Families
- March 6:** Special Considerations and Support for Expectant and Parenting Youth
- March 11:** Becoming A Trauma-Informed Leader
- March 20:** Protective Factor of The Month – Knowledge of Parenting and Child Development

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## Before We Begin...

DURING		AFTER
 Access your participant guide now! The link can be found in the chat.	 Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.	 Complete the survey at the end of this webinar to receive your Certificate of Attendance.
 This presentation is being recorded.	 External AI assistants are not allowed in CalTrin trainings due to California privacy laws.	 A follow-up email will be sent to all participants within two days.

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## Speaker SPOTLIGHT



**Richard M Lee, PhD**

- Born and raised in Connecticut. Youngest of 3 sons raised by immigrant parents from South Korea.
- First generation college student in his family. He holds a B.A. and PhD. in Psychology
- Distinguished McKnight University Professor of Psychology and Asian American Studies at the University of Minnesota.

PHOTO is not responsible for the content of content and any views expressed in this newsletter and any materials.

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**Learning to Talk about Anti-Asian Racism**

Richard M Lee, PhD, LP  
University of Minnesota

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**Overview**

In this webinar, I present the history of anti-Asian racism in the United States and the impact of such racialized trauma on people, families, and communities. I begin with a personal story, followed by a presentation of key concepts and research on how anti-Asian racism, discrimination, and stereotypes manifest and affect Asian American lives and livelihoods. I then explore how individuals, families, and organizations can facilitate conversations and promote racial healing using comics.

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**Learning Objectives**

- a) Identify three key events in the history of anti-Asian hate in the US;
- b) Name three ways racial discrimination impacts the health and well-being of Asian Americans
- c) Explain three strategies to engage in constructive conversations about anti-Asian hate

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# Zoom Chat and Polls

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**Instagram** @TheOtherOnesByLee  
**facebook** TheOtherOnesByLee  
 <https://theotheronesbylee.wordpress.com/>

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# Personal Story

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South Windsor, CT

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LETTER OF TRANSMITTAL

Connecticut Advisory Committee to the U.S. Commission on Civil Rights  
October 1982

MEMBERS OF THE COMMISSION  
Clement W. Rendleman, Jr., Chairman  
Mary Louise Smith, Vice Chairman  
Mary F. Berry  
Blondine Gardens Ramirez  
Jill S. Bushkowsky  
Murray Saltzman

John Hope III, Acting Staff Director

Dear Commissioners:

The Connecticut Advisory Committee to the U.S. Commission on Civil Rights, pursuant to its responsibility to advise the Commission on civil rights issues in its State, submits this report on Hate Groups and Acts of Intimidation: Connecticut's Response. The report is based on an investigation conducted by the Advisory Committee, including a factfinding meeting on September 24, 1981, in Hartford.

The Advisory Committee, in response to your request, undertook this study of hate groups and hate-motivated activity, and attempted to assess as well governmental responses to these phenomena.

Our findings indicate that there have been increases in the number of incidents of vandalism and intimidation directed against racial and religious minorities in Connecticut since the late 1970s, and in the visibility and activity of the Ku Klux Klan; but there is no evidence of a direct link between the two. Some community leaders believe, however, that the publicity given to the hate groups may be indirectly responsible for the perpetration of the acts. Underlying causes according to several authorities were economic insecurity and ignorance. In addition, it was suggested that if society does not speak out against such acts, an atmosphere will be created that will make it appear that such acts are acceptable.

In April 1980, CIRD released its Report of Incidents of Cross-Burnings and Vandalism Motivated by Social and Religious Prejudice in Connecticut. It noted that since 1978 Connecticut had experienced an increase in such incidents. There were more than 83 reported occurrences statewide. The incidents include cross-burnings, harassing phone calls, physical attacks, firebombings, KKK and Nazi graffiti, and vandalism of property owned by racial and religious minorities.

During the months of September, October, and November 1981, a series of racially motivated incidents occurred in Manchester. On September 16, 1981, a cross was burned near Camp Meeting Road. The homes of two black members of the Manchester Human Relations Commission were vandalized on October 30, 1981. A cross with a note saying "courtesy of the Ku Klux Klan" was found on the steps of the Town Hall and Ku Klux Klan graffiti were spray painted on the side of the Herald newspaper building.<sup>41</sup> On November 19, 1981, a cross was burned on Finley Street, the sixth racially related incident to occur during the three months.<sup>42</sup>

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**Some of you may have a similar story that happened to you, a family member, or someone you know**

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**Many of you may not have ever experienced or heard of similar stories in your lives**

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**Imagine if this event happened to you or your child, what would you say and do?**

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**Why begin with  
this personal story  
that happened to  
me 45 years ago?**

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**Silence**

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**How knowledgeable  
are you about Asian  
American history in the  
United States?**

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# History of Anti-Asian Racism in the United States

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**Anti-Asian Racism Timeline**

Chinese Exclusion Act of 1882		Bhagat Singh Thind and Whiteness		Japanese Incarceration		Vietnam War	
<b>1861</b>	<b>1882</b>	<b>1898</b>	<b>1923</b>	<b>1940</b>	<b>1942-45</b>	<b>1950-53</b>	<b>1955-73</b>
1st Anti-Miscegenation Law and Loss of Citizenship		Wong Kim Art and Birthright Citizenship		Alien Registration and Green Card		Korean War	
				World War II			

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**Anti-Asian Racism Timeline**

Model Minority	Murder of Vincent Chin		9/11 and Islamophobia		Sikh Temple Shooting		Affirmative Action		
<b>1966</b>	<b>1975</b>	<b>1982</b>	<b>1991</b>	<b>2001</b>	<b>2006</b>	<b>2012</b>	<b>2020-22</b>	<b>2023</b>	<b>2025</b>
Vietnamese Refugees and KKK		Rodney King Beating and LA Uprising		Murder of Fong Lee		COVID19 Pandemic		Presidential Executive Orders	

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**Anti-Asian Racism Timeline**

Model Minority	Murder of Vincent Chin	9/11 and Islamophobia	Sikh Temple Shooting	Affirmative Action					
1966	1975	1982	1991	2001	2006	2012	2020-22	2023	2025
Vietnamese Refugees and KKK			Rodney King Beating and LA Uprising	Murder of Fong Lee		COVID19 Pandemic	Presidential Executive Orders		

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**Current Examples of Anti-Asian Racism?**

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How much of this history of anti-Asian racism did you know?

**How much does the average American know?**

How much do even Asian Americans know?

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Levels of Racism: A Theoretic Framework and a Gardener's Tale

Camara Phyllis Jones, MD, MPH, PhD

- Institutionalized Racism**
- Personally Mediated Racism**
- Internalized Racism**

Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American journal of public health*, 90(8), 1212-1215

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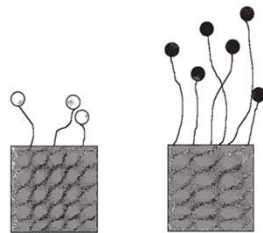
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Institutionalized racism



- Initial historical insult
- Structural barriers
- Inaction in face of need
- Societal norms
- Biological determinism
- Unearned privilege

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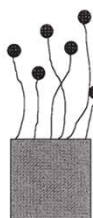
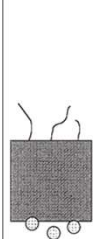
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Personally mediated racism



- Intentional
- Unintentional
- Acts of commission
- Acts of omission
- Maintains structural barriers
- Condoned by societal norms

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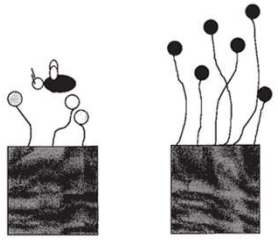
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### Internalized racism



- Reflects systems of privilege
- Reflects societal values
- Erodes individual sense of value
- Undermines collective action

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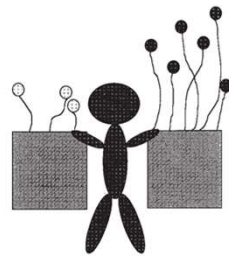
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### Who is the gardener?



Government

- Power to decide
- Power to act
- Control of resources

Dangerous when

- Allied with one group
- Not concerned with equity

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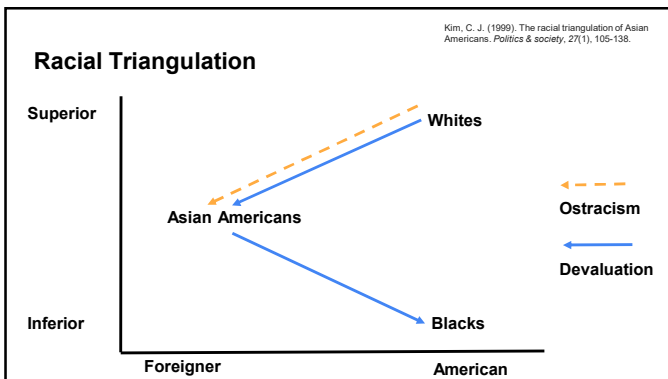
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**Interpersonal Racism**

Racism is a form of prejudice that generally includes negative emotional reactions to members of a group, acceptance of negative stereotypes, and racial discrimination against individuals; in some cases it can lead to violence.

<https://www.apa.org/topics/racism-bias-discrimination>

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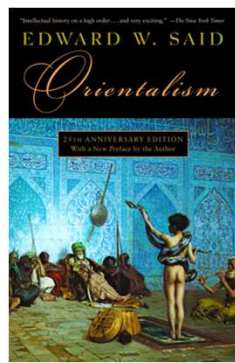
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**Orientalism**

European (and by extension White American) society is envisioned as *developed, rational, flexible, and superior*. This idealization allows for an imagination of the 'Eastern' cultures and people as *both alluring and a threat* to Western civilization.



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**Stereotypes**

A set of cognitive generalizations (e.g., beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes simplify and expedite perceptions and judgments. They are often exaggerated, negative rather than positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines>

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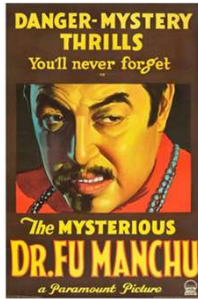
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Yellow Peril



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Forever Foreigner



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*Where are you really from?*

*You speak English so well!*

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**Exotic and Emasculated**



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**Model Minority**

Hardworking, high achieving, disciplined, family values, stays out of trouble, smart but nerdy, competent but awkward, never complains



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*I am not a virus*



**Yellow Peril**  
**Forever Foreigner**

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**Bio Break!**

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**Impact of Interpersonal Racism**

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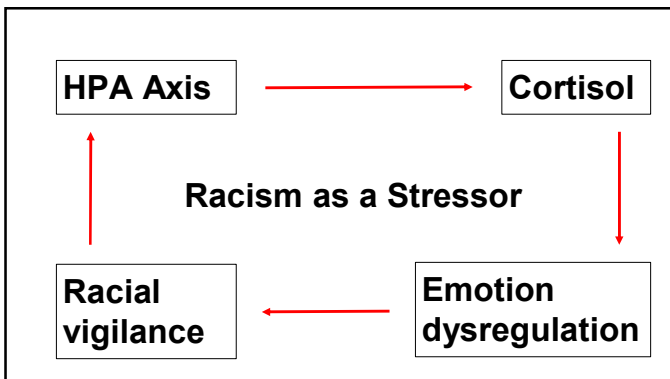
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<b>Pregnancy and birth</b>	<b>Physical health and illness</b>	<b>Friendships</b>	<b>Education</b>
<b>Physical development and growth</b>	<b>Mental health and well-being</b>	<b>Marriage</b>	<b>Employment and career development</b>

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**Given the cost of racism, what prevents us from talking about it?**

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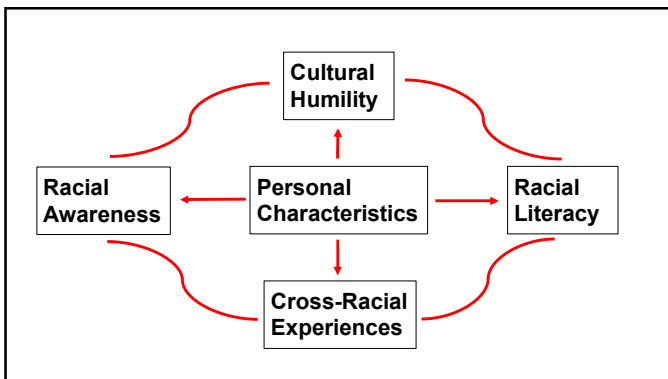
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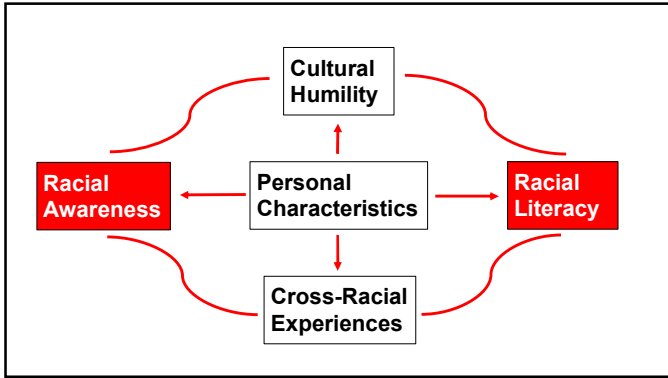
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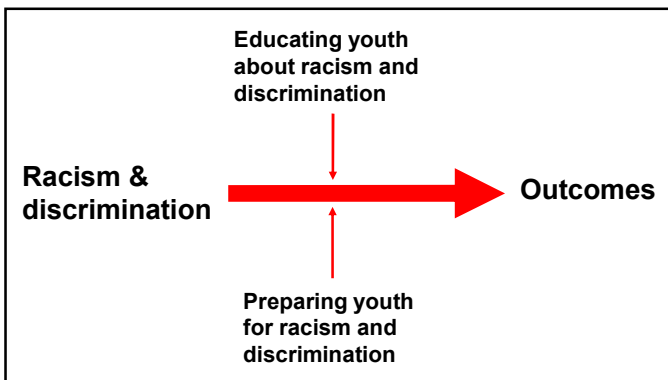
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**How do we raise racial awareness and literacy in youth and adults?**

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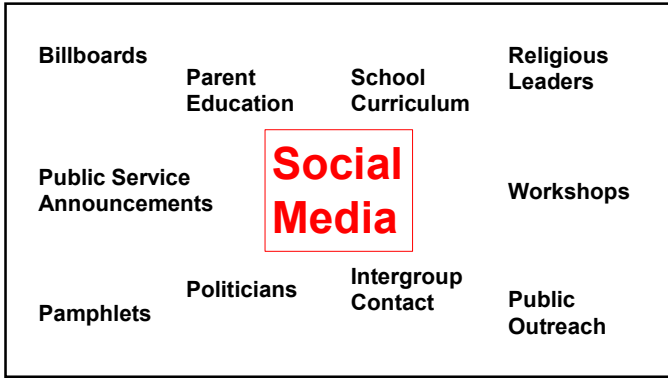
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Comics are accessible and relatable. They allow people to visualize and understand problems and their solutions.

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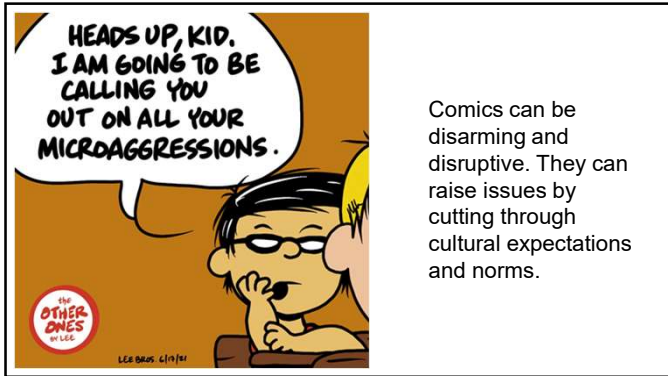
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Comics can be disarming and disruptive. They can raise issues by cutting through cultural expectations and norms.

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We use comics to capture the rich and complex lives of kids of color, especially Asian American kids, whose daily experiences are not represented (or misrepresented) in comics and other forms of entertainment

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Comics also provide a simple and direct way to talk about racism that parents, teachers, and other adults are not always prepared or comfortable to talk about

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Comics allow voices to be heard and encourage readers to reflect on what is being said

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They provide commentary without interruption or invalidation

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And highlight thoughts and feelings that are too difficult or discouraged to say out loud

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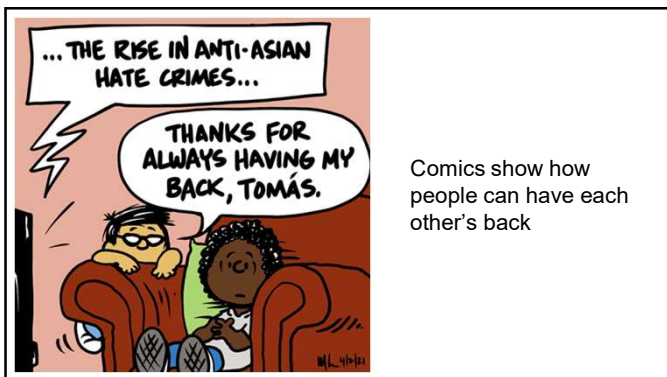
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Comics show how people can have each other's back

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And demonstrate cross-racial solidarity

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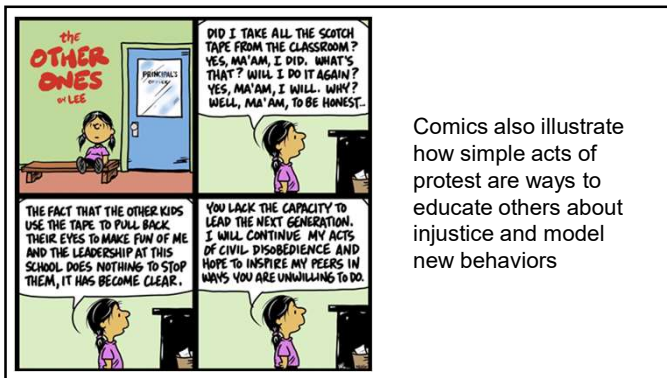
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Comics also illustrate how simple acts of protest are ways to educate others about injustice and model new behaviors

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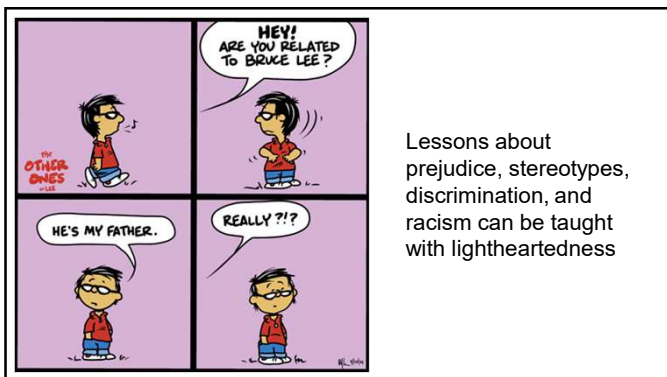
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Lessons about prejudice, stereotypes, discrimination, and racism can be taught with lightheartedness

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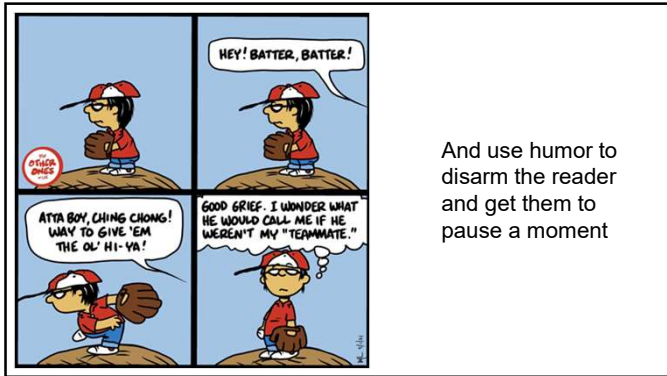
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And use humor to disarm the reader and get them to pause a moment

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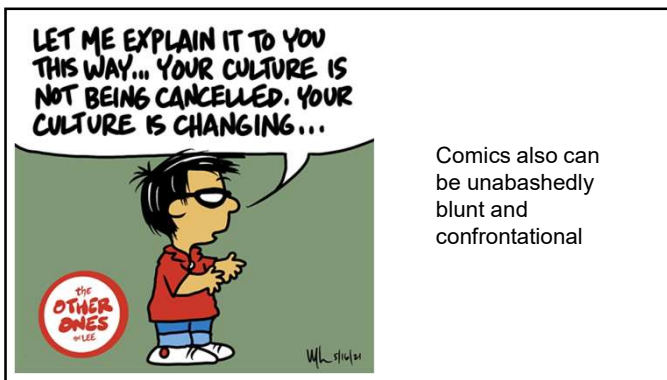
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Comics also can be unabashedly blunt and confrontational

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As well as point out alternate valid perspectives that are not often considered

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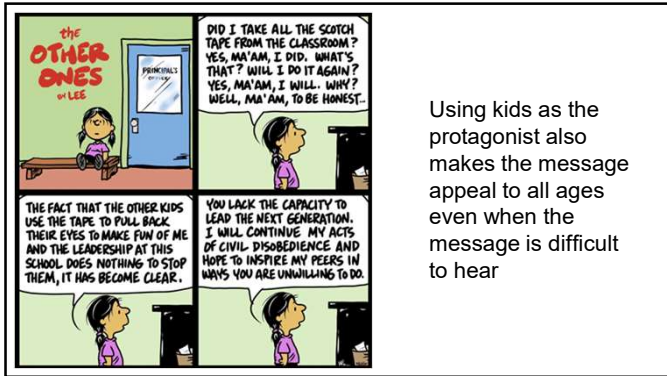
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Using kids as the protagonist also makes the message appeal to all ages even when the message is difficult to hear

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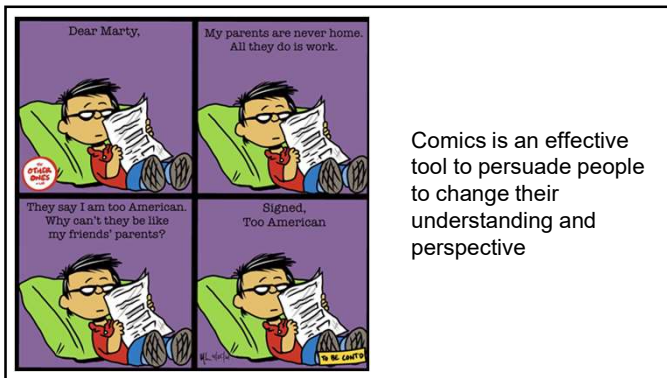
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Comics is an effective tool to persuade people to change their understanding and perspective

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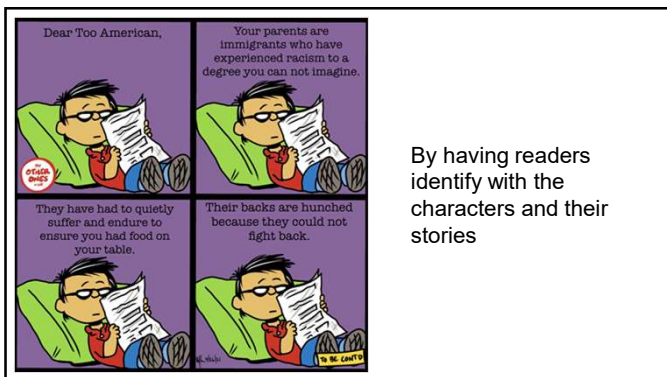
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By having readers identify with the characters and their stories

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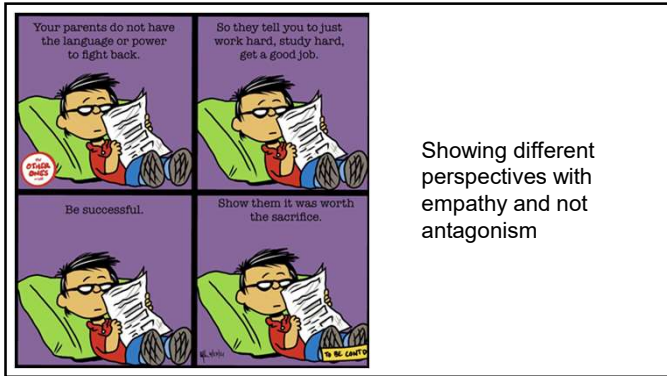
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Showing different perspectives with empathy and not antagonism

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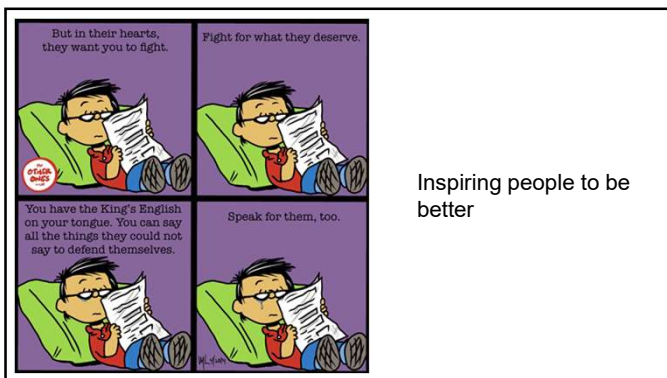
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Inspiring people to be better

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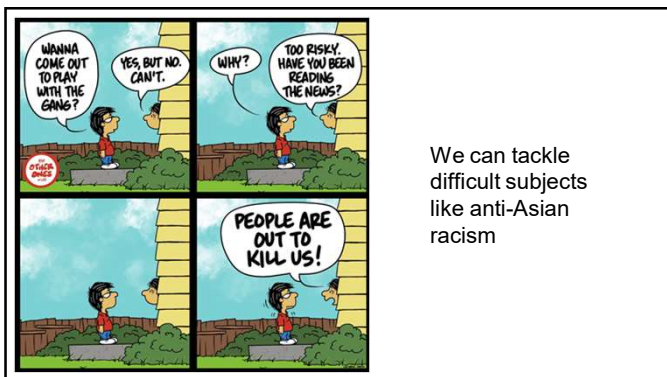
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We can tackle difficult subjects like anti-Asian racism

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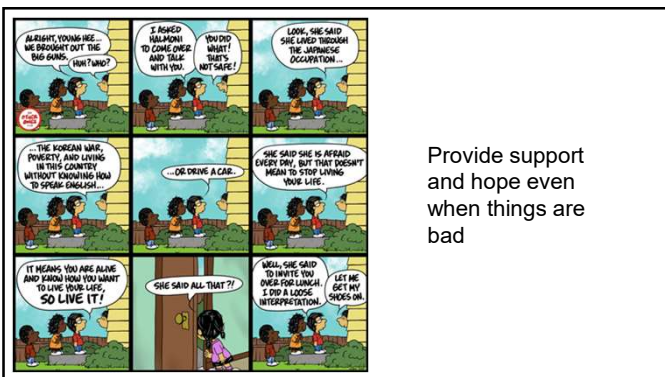
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Provide support and hope even when things are bad

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Comics can raise racial awareness and literacy through graphic education

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By asserting our existence

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Asian American History

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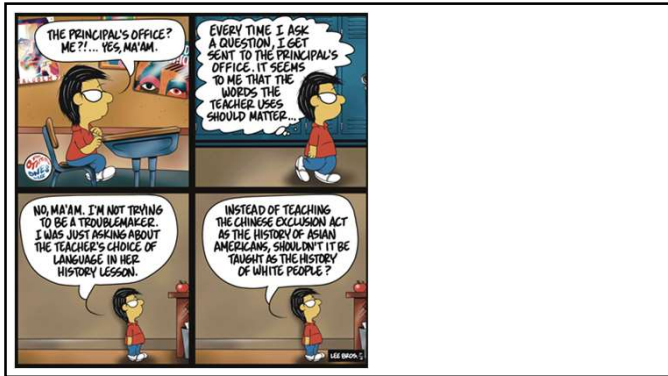
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Acknowledging and countering stereotypes

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Forever Foreigner

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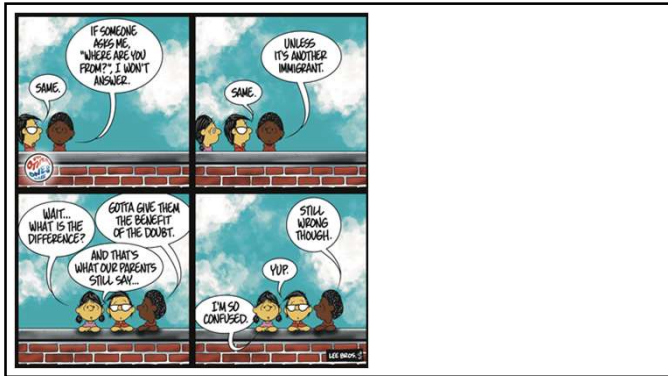
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Internalized racism

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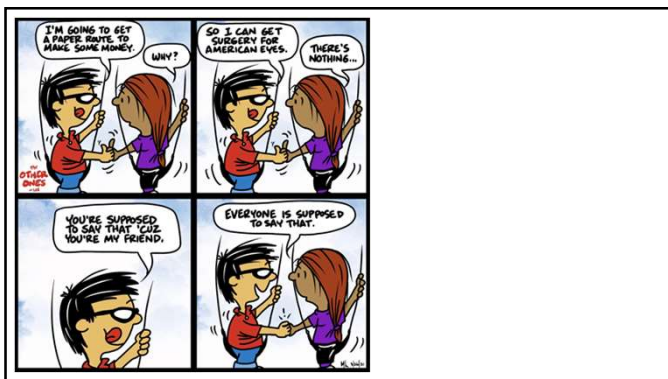
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Acknowledging the impact of racism

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Responding to Discrimination

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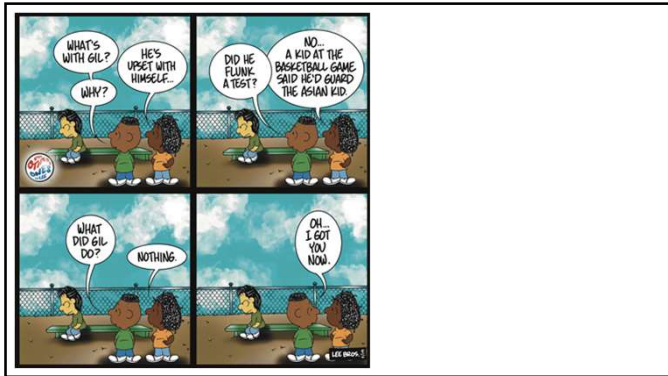
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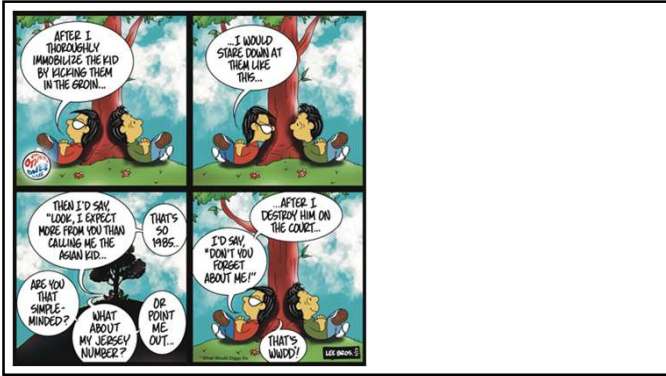
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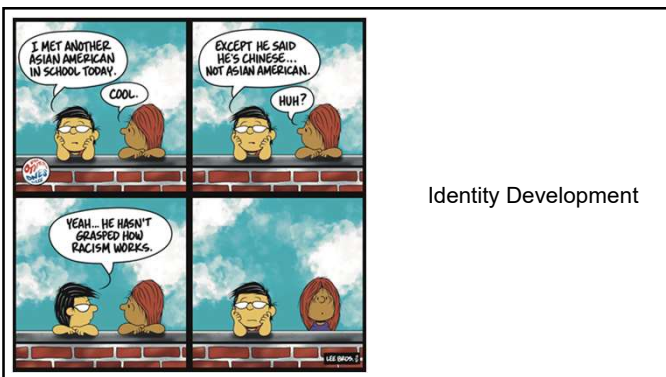
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Identity Development

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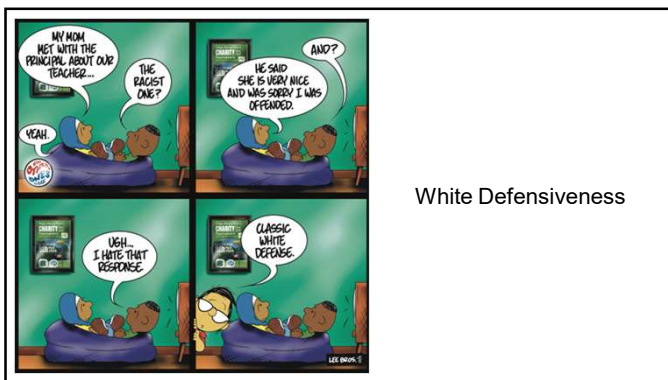
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White Defensiveness

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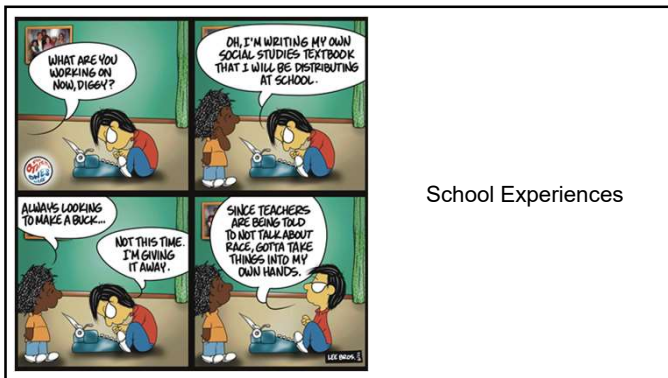
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School Experiences

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And engage in difficult conversations even if it's upsetting

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What would you say as a friend?

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