



## 2022 Volleyball Camp Registration Form

First Name

Last Name

Age

Parent Contact Name

Parent Cell

Parent E--mail

T-shirt Size

Youth or Adult

Online Registration available: [www.bit.ly/SRCCamps](http://www.bit.ly/SRCCamps)

Total skills camp (Cost \$30) June 17th: 6th—8th Grade, 1:00pm-4:00pm **\*T-shirt included**

Total skills camp (Cost \$30) June 17th: 9th—12th Grade, 9:00am-12:00pm **\*T-shirt included**

Please specify any area(s) of desired focus:

### OFFICE USE ONLY

Total Amount Due \_\_\_\_\_

Online

Check # \_\_\_\_\_

Cash

Waiver Received

# Pedagogy-In-Practice Principles When Teaching Asian American History

When incorporating Asian American history, perspectives, stories, and voices, it is important for educators to do so in accurate, diversifying, and humanizing ways. The following is a list of some pedagogy-in-practice principles for teachers to apply to their planning and inclusion of Asian American history, allowing students to recognize Asian Americans as part of American society then and today.

## **1. Go beyond the cultural contribution approach**

While showcasing food, flags, fashion, folklore, and festivals/holidays highlights discrete cultural elements of Asian ethnic groups and provides a window to their cultures, it does very little to increase students' knowledge and understanding of the historical and current experiences of Asian Americans living in the United States. Use classroom time to intentionally include Asian American historical and contemporary experiences and events.

## **2. Define terms**

In addition to terms such as race, racism, and ethnicity, review key terms and phrases such as Asian American, model minority, "Oriental," perpetual foreigner and yellow peril, to fully understand the content being studied.

## **3. Provide background on anti-Asian tropes**

Dispel the problematic stereotypes of Asian Americans as the perpetual foreigner and yellow peril, as well as the model minority, which have deeply influenced how Asian Americans are regarded on an individual, institutional, and ideological level, and have negatively impacted Asian American students' racial and ethnic identity development.

## **4. Include, Diversify, and Humanize Asian Americans**

Asian Americans have largely been excluded from the curriculum, despite being a part of US history as early as the 16th century. Consider the following.

- Ensure that Asian Americans are not essentialized and stereotyped as the model minority, perpetual foreigner, a threat, or simply one group rather than an interethnic umbrella.
- Show Asian Americans as not only victims of nativist racism but also those who actively and intentionally challenge discrimination.
- Reflect the diversity of the multitude of ethnic groups' experiences, not default to East Asian American history.
- Broaden the Asian American experience beyond immigration issues, to include other major themes such as school desegregation efforts, gender equality, labor rights, and multiracial movements.
- Examine visual resources depicting Asian Americans to ensure that they are void of stereotypes. When using visuals deliberately depicting Asian Americans in racist ways, such as propaganda posters or political cartoons, be sure that they serve an educational purpose and are analyzed for problematic content; and provide visual counter narratives to humanize Asian Americans.

## **5. Provide context when including Asian American history**

Consider the past and current racial, economic, social and political situations that influence how Asian Americans react, respond, and resist. Connect the experiences of Asian Americans to events taking place beyond the US borders, such as US imperialism, the emergence of a global economy, international war, and refugee needs.

#### **6. Make Asian American history relevant**

Not only connect Asian American events to larger historical themes, but also to contemporary issues. For example, how can historical examples of Asian American resistance in the face of violence and injustice help students understand the importance of speaking out, being in solidarity with others, and staying vigilant in protecting civil rights and civil liberties today? How can this understanding lead to students becoming actively involved in protecting the rights and dignity of all?

#### **7. Avoid deficit language**

When discussing Asian Americans' ethnic cultures, history, contributions, and experiences, avoid language that diminishes Asian Americans as less cultured or passive victims in their own histories. Avoid using dominant Western-informed American cultural norms as measures of how "American" or sophisticated Asian Americans are. Unpack the common meaning of "American" to reveal prejudices that result in such deficit perspectives.

#### **8. Ensure the safety of students**

Guide students "safely in and safely out" of these discussions, particularly when violence and injustice targeting Asian Americans are discussed. Avoid publicly asking Asian American students to represent the entire Asian American community (as it is not a monolith) or to explain historical events and people. Always be mindful of the social and emotional needs of individual students.

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