



KILLING THE MODEL MINORITY STEREOTYPE

ASIAN AMERICAN COUNTERSTORIES AND COMPLICITY

Nicholas D. Hartlep and Bradley J. Porfilio

Killing The Model Minority Stereotype Asian American Counterstories And Complicity

Punita Chhabra Rice



Killing The Model Minority Stereotype Asian American Counterstories And Complicity:

Killing the Model Minority Stereotype Nicholas Daniel Hartlep, Brad J. Porfilio, 2015-06-01 Killing the Model Minority Stereotype comprehensively explores the complex permutations of the Asian model minority myth exposing the ways in which stereotypes of Asian Americans operate in the service of racism Chapters include counter narratives critical analyses and transnational perspectives This volume connects to overarching projects of decolonization which social justice educators and practitioners will find useful for understanding how the model minority myth functions to uphold white supremacy and how complicity has a damaging impact in its perpetuation The book adds a timely contribution to the model minority discourse The contributors to this book demonstrate that the insidious model minority stereotype is alive and well At the same time the chapters carefully and powerfully examine ways to deconstruct and speak back to these misconceptions of Asian Americans Hartlep and Porfilio pull together an important volume for anyone interested in how racial and ethnic stereotypes play out in the lives of people of color across various contexts Vichet Chhuon University of Minnesota Twin Cities This volume presents valuable additions to the model minority literature exploring narratives challenging stereotypes in a wide range of settings and providing helpful considerations for research and practice David W Chih University of Illinois at Urbana Champaign Asian Pacific Islander adolescents and young adults are especially impacted by the model minority stereotype and this volume details the real life consequences for them and for all communities of color The contributors provide a wide ranging critique and deconstruction of the stereotype by uncovering many of its manifestations and they also take the additional step of outlining clear strategies to undo the stereotype and prevent its deleterious effects on API youth Killing the Model Minority Stereotype Asian American Counterstories and Complicity is an essential read for human service professionals educators therapists and all allies of communities of color Joseph R Mills LICSW Asian Counseling and Referral Service Seattle WA Modern Societal Impacts of the Model Minority Stereotype Hartlep, Nicholas Daniel, 2015-01-31 The model minority stereotype is a form of racism that targets Asians and Asian Americans portraying this group as consistently hard working and academically successful Rooted in media portrayal and reinforcement the model minority stereotype has tremendous social ethical and psychological implications Modern Societal Impacts of the Model Minority Stereotype highlights current research on the implications of the model minority stereotype on American culture and society in general as well as Asian and Asian American populations An in depth analysis of current social issues media influence popular culture identity formation and contemporary racism in American society makes this title an essential resource for researchers educational administrators professionals and upper level students in various disciplines **Whiteucation** Jeffrey S. Brooks, George Theoharis, 2018-12-17 This important volume explores how racism operates in schools and society while also unpacking larger patterns of racist ideology and white privilege as it manifests across various levels of schooling A diverse set of contributors analyze particular contexts of white privilege providing key research findings connections to policy and

exemplars of schools and universities that are overcoming these challenges Whiteucation provides a multi level and holistic perspective on how inequitable power dynamics and prejudice exist in schools ultimately encouraging reflection dialogue and inquiry in spaces where white privilege needs to be questioned interrogated and dismantled Asian/Americans, Education, and Crime Nicholas Daniel Hartlep, Daisy Ball, 2016-12-14 Asian Americans Education and Crime The Model Minority as Victim and Perpetrator analyzes Asian Americans interactions with the U S criminal justice system as perpetrators and victims of crime This book contributes to a limited amount of scholarly writing so that researchers policymakers and educators can gain a deeper and more nuanced understanding of the relationship between Asian Americans and the criminal justice system In reality Asian Americans in the United States are both the victims of crime and the perpetrators of crime However their characterization as the model minority masks the victimization and violence they experience in the twenty first century **The Model Minority Stereotype Reader** Nicholas Hartlep, 2013-08-27 This collection focuses on Asian Americans as a frequently overlooked ethno racial and ethno cultural group examining how stereotypes about Asian Americans are harmful both to students and their teachers The material helps students gain a deeper understanding of the model minority stereotype and its implications The first three sections address academic achievement myths surrounding Asian American parenting and sexualization athleticism and racialization The fourth section devoted to counter narratives discusses neocolonialist attitudes unrealistic expectations and the idea of the perpetual foreigner Questions following each chapter can be tailored to undergraduate and graduate audiences for classroom discussion or as written assignments With contributions from notable scholars who have researched and written extensively on the topic The Model Minority Stereotype Reader provides the first comprehensive exploration of Asian American stereotypes and their impact on student populations Nicholas Daniel Hartlep has a Ph D in Urban Education Social Foundations from the University of Wisconsin Milwaukee s Urban Education Doctoral Program Dr Hartlep is an assistant professor of educational foundations at Illinois State University He is the author of Going Public Critical Race Theory and Issues of Social Justice and The Model Minority Stereotype Demystifying Asian American Success He is co editor of Unhooking from Whiteness The Key to Dismantling Racism in the United States and co editor of the forthcoming Killing the Model Minority Stereotype Asian American Counter Stories and Complicity Professor Hartlep provides this timely collection of critiques of the model minority myth and how Asian Americans are often objectified in schools and society This reader provides thought provoking discussions on diverse issues that challenge stereotypes from Asians as math wizards to Tiger Moms The esteemed authors remind us that we must challenge the invisibility and marginalization of Asian Americans so that our national values of democracy and equality become an undeniable reality Valerie Ooka Pang professor and research fellow National Center for Urban School Transformation San Diego State University Asian/American Curricular Epistemicide Nicholas D. Hartlep, Daniel P. Scott, 2016-08-18 In this important book Nicholas Hartlep and Daniel Scott s detailed analyses on both visual and historical representations of Asian

Americans in textbooks and teacher manuals used in our elementary and secondary schools poignantly tell us that generations of children are growing up being fed this single story about Asian Americans As Hartlep and Scott write Asian Americans have once again been constructed as the good minority that can succeed on their own and be used as a political instrument to shame the Blacks for their underachievement and their fight for equality Over and over again the media has been telling a single story about Asian Americans to the public for the past fifty years The consequence of this fabricated story is that it discourages others even Asian Americans themselves from believing in the validity of their struggles Linshi 2014 p 1

Multicultural Education of Children and Adolescents G. Lea Lee, Leroy G. Baruth, 2017-06-26 Multicultural Education of Children and Adolescents explores the foundations of diversity through cultural portraits of young people from a variety of backgrounds and provides practical strategies for shaping and implementing a multicultural curriculum In Part I the authors introduce multicultural education as a concept and document the increasing cultural diversity of the United States The text describes in Part II various cultural groups including African American Indian and Hispanic cultures to help pre service teachers better understand the backgrounds of diverse learners Part III focuses on topics that educators should consider when planning and implementing programs that teach acceptance and respect for cultural diversity Through this series of applied chapters teacher candidates will learn to use the most effective instructional practices with diverse learners and to work successfully with families school personnel and administrators to implement a multicultural program Content and features new to the sixth edition include the following Every chapter opens with a real life story that introduces the subject matter by showing the ideas in action Points to Ponder boxes urge readers to reflect more deeply on information they have just read Additional Case Studies with accompanying Questions for Discussion in all chapters enable nuanced consideration of the crucial differences between culturally specific learning styles Increased emphasis on Social Justice and White Privilege including its effects on all people Chapter 13 has been significantly revised to include increased and updated information on sexual orientation including transgender students Chapters in Part II now feature further expanded sections on socioeconomic status and conditions of each ethnic group

Racial Battle Fatigue in Faculty Nicholas D. Hartlep, Daisy Ball, 2019-12-06 Racial Battle Fatigue in Faculty examines the challenges faced by diverse faculty members in colleges and universities Highlighting the experiences of faculty of color including African American Asian American Hispanic American and Indigenous populations in higher education across a range of institutional types chapter authors employ an autoethnographic approach to the telling of their stories Chapters illustrate on the ground experiences elucidating the struggles and triumphs of faculty of color as they navigate the historically White setting of higher education and provide actionable strategies to help faculty and administrators combat these issues This book gives voice to faculty struggles and arms graduate students faculty and administrators committed to diversity in higher education with the specific tools needed to reduce Racial Battle Fatigue RBF and make lasting and impactful change

Choreographing in Color J. Lorenzo

Perillo,2020 In *Choreographing in Color* J Lorenzo Perillo investigates the development of Filipino popular dance and performance since the late 20th century Drawing from nearly two decades of ethnography choreographic analysis and community engagement with artists choreographers and organizers Perillo shifts attention away from the predominant Philippine neoliberal and U S imperialist emphasis on Filipinos as superb mimics heroic migrants model minorities subservient wives and natural dancers and instead asks what does it mean for Filipinos to navigate the violent forces of empire and neoliberalism with street dance and Hip Hop Employing critical race feminist and performance studies Perillo analyzes the conditions of possibility that gave rise to Filipino dance phenomena across viral migrant theatrical competitive and diplomatic performance in the Philippines and diaspora Advocating for serious engagements with the dancing body Perillo rethinks a staple of Hip Hop s regulation the euphemism as a mode of social critique for understanding how folks have engaged with both racial histories of colonialism and gendered labor migration Figures of euphemism the zombie hero robot and judge constitute a way of seeing Filipino Hip Hop as contiguous with a multi racial repertoire of imperial crossing thus uncovering the ways Black dance intersects Filipino racialization and reframing the ongoing contested underdog relationship between Filipinos and U S global power *Choreographing in Color* therefore reveals how the Filipino dancing body has come to be paradoxically both globally recognized and indiscernible

Better Teachers, Better Schools Valerie

Hill-Jackson, Delia Stafford, 2017-02-01 We all know teachers who in the face of insurmountable district and school level challenges inspire underserved students to succeed These teachers are more than good they are stars Haberman maintains that school districts still gamble when selecting teachers as an overwhelming number are not stars and are unprepared or underprepared to work effectively with marginalized students Haberman explains that teacher selection is more important than teacher training The ability to identify educators with the necessary social justice or relational characteristics may lead to an increase in academic achievement among learners as well as lower teacher attrition Consequently all those who are interested in building America s teaching force with stars including human resource managers for K 12 school districts administrators teachers teacher advocates teacher education faculty and graduate students will benefit from this book *Better Teachers Better Schools* is a must read for two main reasons First the achievement gap between 16 million children in poverty and their mainstream counterparts is continuing to become even wider Many urban students are constantly subjected to educational barriers which limits their future opportunities These learners deserve teachers that know more than content but who can build relationships in order to leverage learning with greater outcomes Second Haberman was one of the most prolific producers of teachers to date He reminds us that quality school systems built on the back of quality teachers benefit our society *Better Teachers Better Schools* offers a refreshing take on what it means to be a star teacher by sharing some of Haberman s most requested writings as well as new narratives and research that corroborate his star theory The contributions in this volume give us a window into Haberman s seven relational dispositions of star teachers or teachers

ideology put into behavior Also each chapter contains learning outcomes and reflection questions for discussion **Critical Storytelling in Uncritical Times** Nicholas D. Hartlep, Brandon O. Hensley, Carmella J. Braniger, Michael E. Jennings, 2017-08-25 Critical Storytelling in Uncritical Times shares the stories of undergraduate students and educators in U S higher education Storytellers in this volume grapple with issues of bullying stigma surrounding mental health cultural barriers gender inequity and other forms of struggle in educational settings The disciplinary backgrounds of the authors are diverse including Psychology English Communication Studies Business and Educational Foundations The authors write stories about their role s in resisting or failing to resist oppressive conditions in schooling and their contributions draw attention to critical problems in 21st century This anthology was planned written and edited by students and four faculty members The stories shared in each chapter were completely at the discretion of the contributor By making themselves vulnerable participants investigated stories of personal and social import This book engages a community of critical voices in an age where critical storytelling has never mattered more Critical Storytelling in Uncritical Times is a pulsating work of self and social discovery where autoethnographic accounts of high school students pre service teachers and teachers are assembled into a cut and mix a flux and change ethnographic prism that enables readers to view students as educators and educators and future educators as students It is a book that shows how alliances for social justice can be formed that transcend race class age gender sexuality and social capital All of us in the teaching profession would do well to read this book together with their students Peter McLaren Distinguished Professor Chapman University **The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education** Nicholas Hartlep, Lucille Eckrich, Brandon Hensley, 2017-05-18 Capturing the voices of Americans living with student debt in the United States this collection critiques the neoliberal interest driven debt based system of U S higher education and offers alternatives to neoliberal capitalism and the corporatized university Grounded in an understanding of the historical and political economic context this book offers auto ethnographic experiences of living in debt and analyzes alternatives to the current system Chapter authors address real questions such as Do collegians overestimate the economic value of going to college and How does the monetary system that student loans are part of operate Pinpointing how developments in the political economy are accountable for students university experiences this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling Tyson E.J. Marsh, Natasha N. Croom, 2016-08-01 While critical race theory is a framework employed by activists and scholars within and outside the confines of education there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership With a continued top down approach to educational policy and practice it is imperative that educational leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and

challenge institutional and systemic racism and other forms manifestations of oppression Stovall 2004 In the tradition of critical race theory we are charged with the task of operationalizing theory into practice in the struggle for and commitment to social justice Though educational leaders and leadership programs have been all but absent in this process given their influence and power educational leaders need to be engaged in this endeavor The objective of this edited volume is to draw upon critical race counter stories and praxis for the purpose of providing leaders in training and practicing K 12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K 12 schooling An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression More precisely this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in K 12 schooling Through the use of critical race methodology and counter storytelling Sol rzano Yosso 2002 contributors will share and interrogate their experiences while offering current and future educational leaders insight in recognizing how racism functions within institutions and how they can address it The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for educational leaders to develop a critical race praxis and anti racist approach to leadership

Unhooking from Whiteness Nicholas D. Hartlep, Cleveland Hayes, 2016-07-06 What happens to people when they choose to unhook from the rules and modes of thought whiteness requires and expects of them Whiteness promotes a form of hegemonic thinking which influences not only thought processes but also behavior within the academy Working to dismantle the racism and whiteness that continue to keep oppressed people powerless and immobilized in academe requires sharing power opportunity and access Removing barriers to the knowledge created in higher education is an essential part of this process The process of unhooking oneself from institutionalized whiteness certainly requires fighting hegemonic modes of thought and patriarchal views that persistently keep marginalized groups of academics in their station or at their institution In the explosive *Unhooking from Whiteness Resisting the Esprit de Corps* editors Hartlep and Hayes continue the conversation they began in 2013 they and the chapter contributors are brave enough to tell a contemporary reality few are brave enough to discuss In this groundbreaking and revolutionary sequel volume to *Unhooking from Whiteness The Key to Dismantling Racism in the United States* Nicholas Hartlep and Cleveland Hayes and a group of fearless scholars activists continue to manifest liberative counternarratives counteraccounts personal memoirs poetry and testimonios of humanity destroying crimes of racism white supremacy and academic lynching that pervade the academic psyche through epistemology ontology and axiology in the United States This radical work poses a troubling challenge to humanity not only to unhook from but also to contest transgress and liberate from white supremacy to cultivate extraordinary human potential in a trembling and unjust world Ming Fang He Georgia Southern University Nicholas D Hartlep is an award winning Assistant Professor of Educational

Foundations at Illinois State University and co editor of *Unhooking from Whiteness The Key to Dismantling Racism in the United States and Critical Storytelling in Uncritical Times* Stories Disclosed in a Cultural Foundations of Education Course He lives and writes in Normal Illinois www.nicholashartlep.com Cleveland Hayes is an Associate Professor in the College of Education and Organizational Leadership at the University of La Verne Dr Hayes teaches Secondary and Elementary Science Methods in the Teacher Education program and Research Methods in the Education Management and Leadership Program He lives and writes in Upland California *South Asian American Experiences in Schools* Punita Chhabra Rice, 2019-08-07 This book explores and contextualizes South Asian Americans experiences and challenges in K 12 schools especially in context of teacher cultural proficiency and the model minority myth Through stories research and data this book provides insights and guidance for improving these and all students experiences in increasingly diverse schools **Handbook of Urban Educational Leadership** Rene O. Guillaume, Noelle Witherspoon Arnold, Azadeh F. Osanloo, 2021-10-15 This book is the second edition of the highly successful Handbook of Urban Educational Leadership This book examines the uniqueness of the urban school and those in leadership roles that affect urban students and schools It examines community district school and teacher leadership influencing urban schools This edition examines conceptualizations of urban ecologies as well as other critical geographies and how these shape understandings in educational contexts Contributions for this edition focused on areas that examined social technological international and other processes with intersections of issues of race class and gender power politics and capital and how they influence urban educational leadership We also included place and space based theories and discourses that influence urban realities which include but were not limited to networks assemblages safe brave space placemaking flow thirdspace homeplace and urban normativity **The SAGE Handbook of Critical Pedagogies** Shirley R. Steinberg, Barry Down, 2020-03-06 Winner of a 2022 American Educational Studies Association Critics Choice Book Award This extensive Handbook brings together different aspects of critical pedagogy in order to open up a clear international conversation on the subject as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives Bringing together contributing authors from around the globe chapters provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating common philosophical and social themes Chapters are organised across three volumes and twelve core thematic sections Part 1 Social Theories of Critical Pedagogy Part 2 Seminal Figures in Critical Pedagogy Part 3 Transnational Perspectives and Critical Pedagogy Part 4 Indigenous Perspectives and Critical Pedagogy Part 5 On Education Part 6 In Classrooms Part 7 Critical Community Praxis Part 8 Reading Critical Pedagogy Reading Paulo Freire Part 9 Communication Media and Popular Culture Part 10 Arts and Aesthetics Part 11 Critical Youth Pedagogies Part 12 Technoscience Ecology and Wellness The SAGE Handbook of Critical Pedagogies is an essential benchmark publication for advanced students researchers and practitioners across a wide range of disciplines including education health sociology anthropology and development studies **Journal of**

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