

Model Minority Myth

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Today's Session Facilitators



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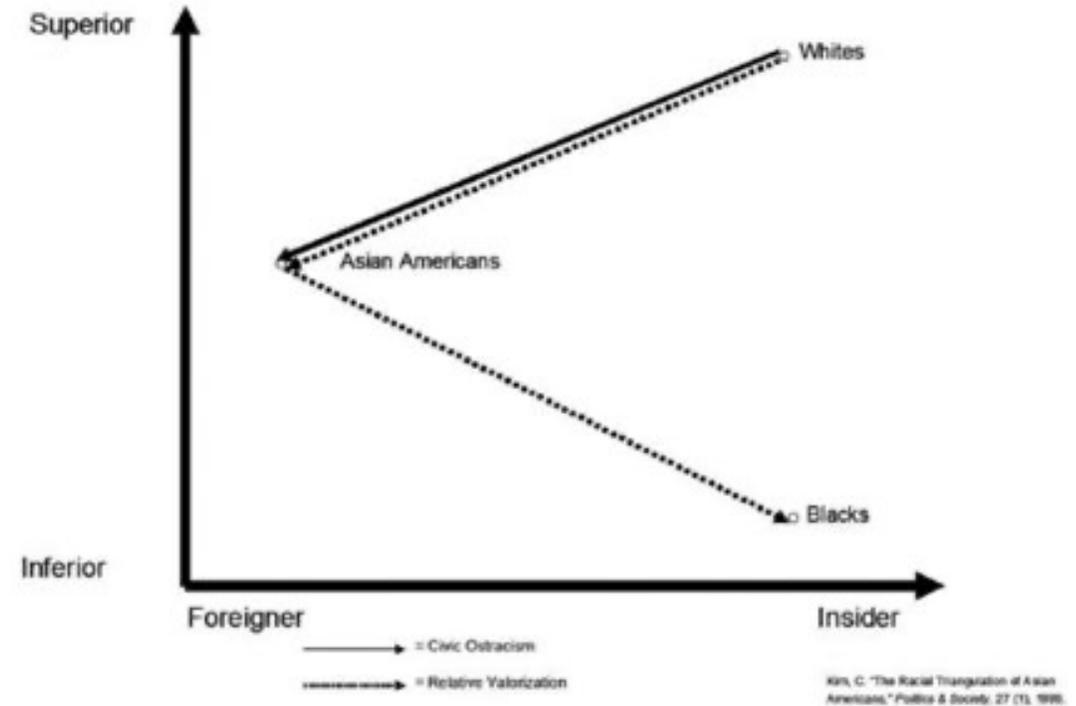
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Asian American and Model Minority Myth (MMM) Overview

- » **Acknowledgement of positionality**
- » **I am Asian American. No hyphen required**
 - "Every time we call ourselves Asian American, we are making a powerful political statement that we are American, and we belong here."
- » **Asian American Movement:** Worked in tandem with all communities of color, Black Power ideology.
 - Anti-Black and White Supremacy
- » **Asian American Political Alliance (AAPA):** founded by Yuji Ichioka and Emma Gee in May 1968 at UC Berkeley, Ichioka coined the term "Asian American" at this time.
- » **Gidra:** A local newspaper started in 1969 by five UCLA students, considered the journalistic arm of the movement and Asian American activities.
- » **The Model Minority Myth:**
 - In 1966 sociologist William Pettersen "praised Japanese Americans" in the New York Times and a similar article in the US News & Report praised Chinese Americans.
 - The "good minorities" against "bad minorities"
 - Limits critical race and anti-racist programs
- » **Asian American and Native American Pacific Islander Serving Institutions (AANAPISI)**

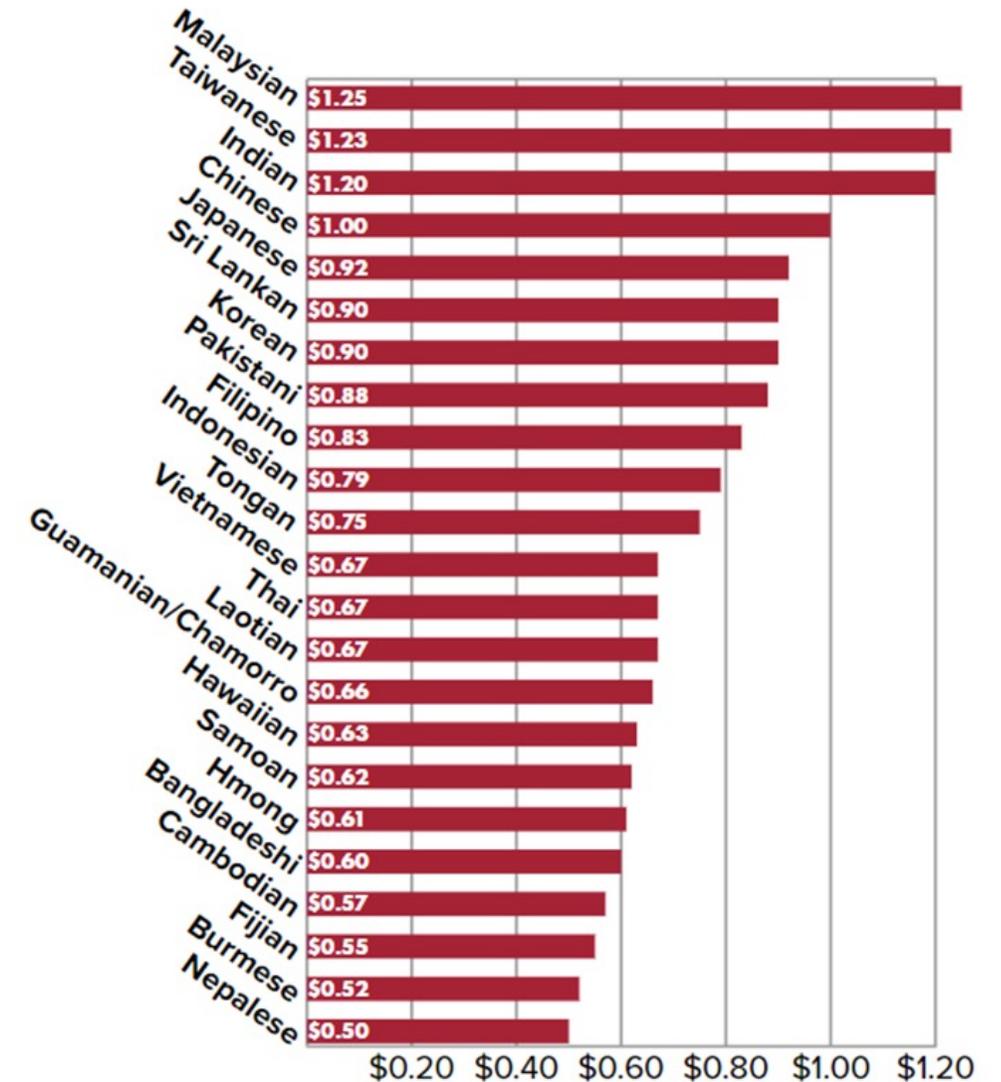
A Critical Review of the Model Minority Myth (MMM) article

- » Uncritical Definitions of the Myth – more than a stereotype
- » "Simply defining the MMM as a stereotype about Asian Americans without recognizing its insidious implications for disciplining and shaming other people of color deflects attention away from how the myth is integral to the project of maintaining White supremacy."
- » **Anti-Asian rhetoric and violence.**
 - Yellow Peril, colonialism, orientalism, and xenophobia.
 - Communism in China, Viet Nam, and North Korea
 - COVID-19
 - Discrimination within the AAPI community



A Critical Review of the Model Minority Myth (MMM) article

- » MMM as a Homogenous Success Narrative
- » "In 2019, AAPI Women made 90¢ to as low as 50¢ per dollar that white men took home." (www.napawf.org/)
- » "To prove that AAPIs are worthy of institutional attention and support as a racial minority group, some have presented ethnically disaggregated data to argue that segments of AAPI populations experience higher educational failure rates and "at risk" status similar to, or worse than, those of African Americans, Latinos, and Native Americans."
- » AAPI ethnic groups do not equal educational achievement

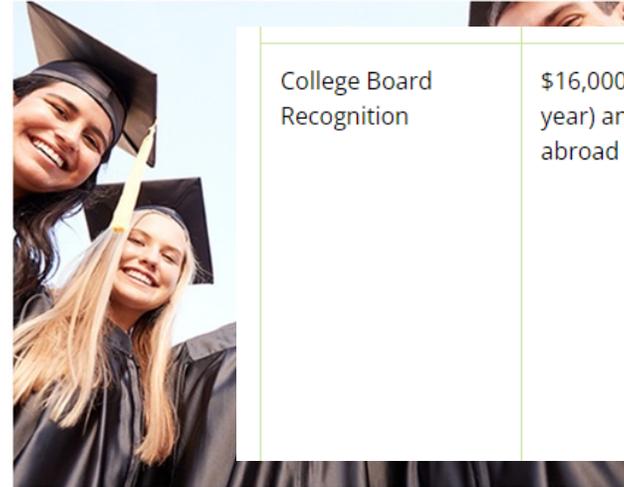


A Critical Review of the Model Minority Myth (MMM) article

» College Board Recognition

What are the National Recognition Programs?

A tangible way to reward the hard work of Hispanic/Latinx, African American/Black, Indigenous, and rural students.



College Board Recognition	\$16,000 (\$4,000 per year) and a study abroad scholarship	Receive designation by the College Board National Recognition Programs as a student who identifies as African American or Black, Hispanic American or Latinx, or Indigenous.
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» Association of American Medical Colleges

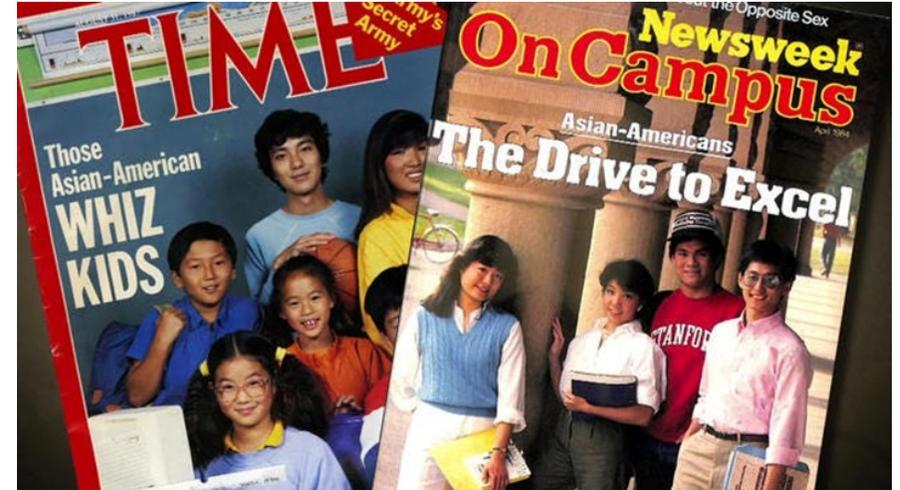
- Medical Minority Application Registry, “enhances admission opportunities for students from groups historically underrepresented in medicine.

Who Is Eligible to Participate?

You are eligible if (a) you are a U.S. citizen, U.S. National, a lawful permanent resident (LPR) of the United States (“Green Card” holder), or have been granted refugee/asylum or Deferred Action for Childhood Arrivals (DACA) status by the U.S. government, and (b) you are economically disadvantaged or of low socio-economic status (SES), or you self-identify as a member of a racial or ethnic group historically underrepresented in medicine—African-American/Black, Hispanic/Latino, American Indian/Alaska Native or Native Hawaiian/Pacific Islander.

A Critical Review of the Model Minority Myth (MMM) article

- » MMM as a nonspecific Stereotype of AAPIs
- » “Classifying any racial or cultural stereotype of Asian Americans as the MMM obscured the racist purposes of the myth.”
- » “I was not offered extra help or any other support.”
- » “Asian American children are viewed as whiz kids, great at math, or musical geniuses.”
- » Women = “Tiger Moms/Quiet/Exotic”
- » Men = “Nerdy/Effeminate/Kung Fu”
- » “No, where are you really from?”
- » “Do you speak Chinese? Are you Japanese?”
- » “Do not challenge authority and assimilate well.”



	TOTAL	
African American	3,995	9.1%
male	1,474	3.4%
female	2,519	5.7%
not reported	2	0.0%
American Indian	68	0.2%
male	27	0.1%
female	41	0.1%
not reported	0	0.0%
Asian	3,771	8.6%
male	1,653	3.8%
female	2,117	4.8%
not reported	1	0.0%
Hispanic	10,037	22.9%
male	3,924	8.9%
female	6,109	13.9%
not reported	4	0.0%
White	22,153	50.4%
male	9,052	20.6%
female	13,096	29.8%
not reported	5	0.0%
Native Hawaiian or Other Pacific Islander	50	0.1%
male	16	0.0%
female	34	0.1%
not reported	0	0.0%

	TOTAL	
Two or More Races	1,863	4.2%
male	724	1.6%
female	1,139	2.6%
not reported	0	0.0%
Race-Not Reported	1,977	4.5%
male	846	1.9%
female	1,126	2.6%
not reported	5	0.0%
TOTAL *	43,914	100.0%
male	17,716	40.3%
female	26,181	59.6%
not reported	17	0.0%

**Student Diversity Profile reflects federal race/ethnicity categories only and does not include international students or non-resident aliens. .*

INTERNATIONAL	TOTAL	
Undergraduate	3,072	6.2%
Graduate	2,421	4.9%
Total Non-Degree Seeking	359	0.7%
Total International Students	5,852	11.8%
TOTAL	49,766	

Model Minority Myth provides an imaginary, oversimplified formula to overcoming racism in America to achieve success:



- 1.) Work Hard
- 2.) Obey the Law
- 3.) Develop Stronger Family Bonds
- 4.) Move past History of Oppression

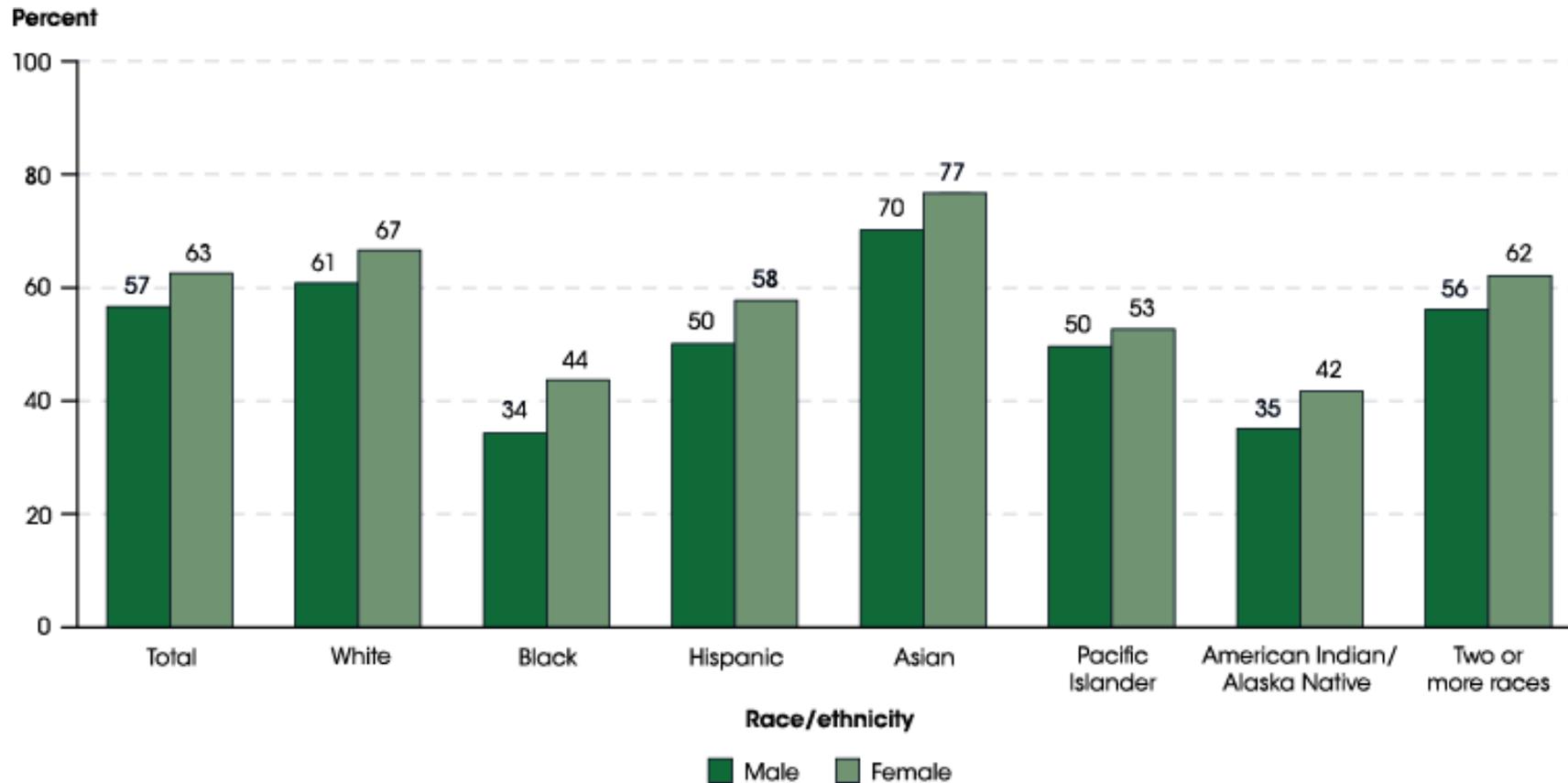
Model Minority Myth turns cultural collaboration into cultural combat (racial weaponization)



Model Minority Myth negatively impacts mental health and wellness.



Graduation rate within 6 years for degree completion from first institution attended for first-time, full-time bachelor's degree-seeking students at 4-year postsecondary institutions, by race/ethnicity and sex:



Black Male College Achievers at PWI Article Review

Perception & Stereotype of Latinos / Hispanics (LatinX)



Different flavors of Latinos / Hispanics (LatinX)



Danny Trejo, actor



Leonardo Nam, actor



Canelo Alvarez, boxer



Jharrel Jerome, actor & musician



Diana Santos "Amara La Negra", actress & dancer



Alexis Bledel, actress

Latinos vs Hispanics



- » The terms Hispanic and Latino/Latina/Latinx are often used interchangeably, and they do overlap considerably. However, the distinction is one of language versus location.
- » Hispanic is the language-based term and describes people from Spain or another Spanish-speaking country, including (to most) Equatorial Guinea in Africa, but not Haiti, Portugal or Brazil (which both speak Portuguese). Total of 21 countries.
- » Latino/a/x is location-based and includes anyone whose family originates from Latin America regardless of language spoken. Therefore, Latino includes Brazil, but not Spain, Portugal or Equatorial Guinea.

Psychosociocultural Structural Model of College Success Among Latina/o Students in Hispanic-Serving Institutions

- Heejung Chun, Merranda Romero Marin, and Jonathan P. Schwartz, New Mexico State University
 - Andy Pham, Florida International University
 - Sara M. Castro-Olivo, Texas A&M International University
- » A systematic review was conducted to produce an up-to-date and comprehensive summary of qualitative and quantitative evidence specific to the factors related to undergraduate Latina/o student academic success outcomes during college. The purpose of the study was to make sense of and provide critique to this rapidly growing body of research, as well as to direct future research efforts.
- » Findings indicate that a combination of the following characteristics are related to one or more academic success outcomes for Latina/o students:
- (a) sociocultural characteristics
 - (b) academic self-confidence
 - (c) beliefs, ethnic/racial identity, and coping styles
 - (d) precollege academic experiences
 - (e) college experiences
 - (f) internal motivation and commitment
 - (g) interactions with supportive individuals
 - (h) perceptions of the campus climate/environment
 - (i) institutional type/characteristics

LatinX CEO's



Ramon L. Laguarta,
CEO of PepsiCo



Joaquin Duato, CEO
Johnson & Johnson



Juan R. Luciano, CEO
Archer Daniels Midland
Company (ADM)



Geisha Jiminez Williams, former CEO of
PG&E, now Artera Services Board



Enrique Lores,
CEO of HP Inc.

Suggested Next Steps to combat Model Minority Myth:

Expand Representation

Promote Cross-Cultural Activism

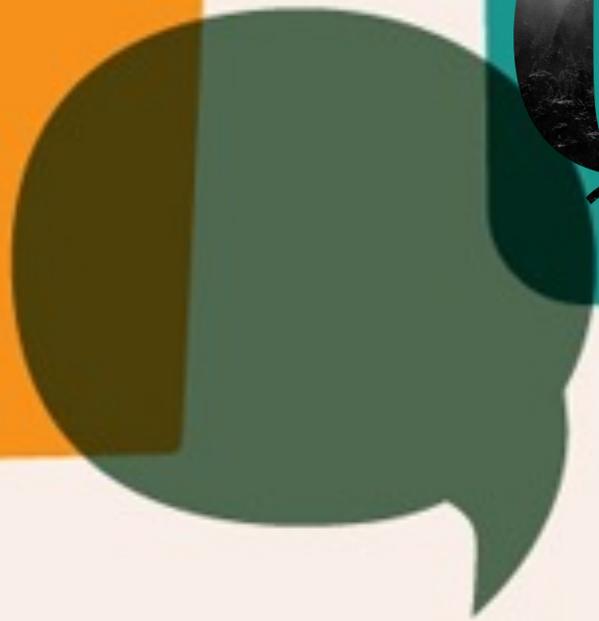
Resources



What suggestions do you have to address Model Minority Myth?

SESSION

Q&A



Poon, O., Squire, D., Kodama, C., Byrd, A., Chan, J., Manzano, L., ... & Bishundat, D. (2016). A critical review of the model minority myth in selected literature on Asian Americans and Pacific Islanders in higher education. *Review of Educational Research*, 86(2), 469-502.

Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype threat. *Annual review of psychology*, 67(1), 415-437.

Harper, S. R. (2015). Black male college achievers and resistant responses to racist stereotypes at predominantly White colleges and universities. *Harvard Educational Review*, 85(4), 646-674.

Chun, H., Marin, M. R., Schwartz, J. P., Pham, A., & Castro-Olivo, S. M. (2016). Psychosociocultural structural model of college success among Latina/o students in Hispanic-serving institutions. *Journal of Diversity in Higher Education*, 9(4), 385.



Suggested Reading List

*Thank you for your
attendance and attention.*

Please complete the Session Survey:

https://usf.az1.qualtrics.com/jfe/form/SV_9sIDL11dBGzo1Ho



*We have access to knowledge
and information.*

*What we really need now, is
understanding.*