



## HANDOUT

# ANTI-ASIAN RACISM

## STEREOTYPES, PREJUDICES & ANTI-ASIAN RACISM IN GERMANY

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**Autorin:** Aurica Liebing

**Dauer:** 180 Min. / 90 Min. + 90 Min.

**Fächerbezug:** Englisch, Politik, Ethik

**Klassenstufen:** 10, 11, 12, 13

**Bezug zum Lehrplan (Beispiel):** Berlin, Sek II, Englisch, interkulturelle kommunikative Kompetenz: Kulturelle Gemeinsamkeiten und Unterschiede reflektieren, Debatten führen

**Weitere Information:** Erstellung im Rahmen des Projekts „Campus trifft Schule“, eine gemeinsame Initiative des Bildungsnetzwerk China & dem Institut für Chinastudien an der Freien Universität Berlin

**Stand:** 09.12.2024

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### Summary

This lecture series introduces students to key concepts around racism, such as stereotypes, prejudices and microaggressions, focusing on anti-Asian racism in Germany. This lecture series fosters a range of important competences, helping students develop a well-rounded understanding of racism, empathy for marginalized groups, and the skills to communicate and think critically about social justice issues.

A mix of interactive lectures, group discussions, and case studies are used to encourage active participation and critical thinking. It emphasizes self-reflection through open questions and encourages students to connect the concepts with their own experiences and broader societal issues.

Below you will find an initial overview of the lecture series. You can obtain a detailed handout and all other materials from our contact (see below).

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### Areas of competence

1. Critical Thinking: Students learn to differentiate between stereotypes, prejudices, and racism, and analyze how these manifest in society. They critically assess the portrayal of 'Asians' and China in German media, developing the ability to identify biased or stereotypical representations.
  2. Communication skills: Students are encouraged to express their thoughts on complex and sensitive topics like racism, microaggressions, and media bias in a respectful and constructive approach.
  3. Self-Reflection and Personal Responsibility: Students engage in activities that encourage them to reflect on their own biases and assumptions, and how these may influence their interactions with others. They understand their role in addressing racism, both on a personal level (individual actions) and within societal systems (structural racism).
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### Central questions

1. What is the difference between individual actions and structural racism, and how do both forms affect society?
  2. How has anti-Asian racism historically manifested in Germany, and what are its contemporary forms?
  3. How does media representation influence perceptions of 'Asians' and (South) East Asian countries, particularly China, in Germany?
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### Lecture 1: Stereotypes, Prejudices and Microaggressions (90 Min.)

**Goal:** Students understand key concepts related to racism and how to differentiate between them. They recognize how microaggressions and othering contribute to systemic discrimination.

- **Introduction (20 Min.): Association game:** Students write down the first word or thought that comes to mind when hearing “Asia” or “China” on a post-it. Viewing on whiteboard and discussion about 'Asian' stereotypes and culturalization.
- **Activity (30 Min.): Group work:** Students read about stereotypes and prejudices and discuss how to deal with them in everyday life. The groups categorize the post-its from the first exercise into “positive”, “negative” and “neutral” associations.
- **Input & Activity Part I (15 Min.):** Introduction of examples of German media coverage of China, encouraging students to describe and analyze the imagery and its context. Highlighting the dangers of stereotyping, emphasizing how these biases can escalate into insults and contribute to the reproduction of racist content.
- **Input & Activity Part II (20 Min.):** Discussion on different perceptions of racism, defining racism and the distinction between structural and individual actions, e.g. everyday racism. Students watch video segment on microaggressions, and discuss the issue of microaggressions by introducing the concept of othering.

- **Conclusion (5 Min.):** Reflexion der Unterrichtseinheit.

**Materials / Media:** PPT 1, Worksheet 1, videos, whiteboard, post-its

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### **Lecture 2: Anti-Asian Racism in Germany (90 Min.)**

**Goal:** Students examine the historical context of racism against Asian communities in Germany and analyze how media representations influence perception of 'Asians' and countries like China.

- **Review (15 Min.):** Use of a Mentimeter word cloud to help students recall key concepts from the last lesson, followed by a discussion about the entered key words.
- **Introduction (15 Min.):** Students discuss their homework answering questions about microaggressions and reflect in small groups on their personal experiences with such.
- **Input (15 Min.):** Presentation with focus on the historical background of anti-Asian racism in Germany and significant incidents.
- **Activity (35 Min.):** Media analysis: Text analysis on the implications of the COVID-19 pandemic on (South) East Asian people in Germany. Followed by an analysis of German newspaper articles on the virus, where students examine how 'Asians'/Chinese are portrayed, identify recurring stereotypes or biases, and consider how these representations might influence public opinion.
- **Conclusion (10 Min.):** Reflection: What are the key takeaways from these sessions? How can students recognize and combat racism in their daily lives? Providing resources for further education.

**Materials / Media:** PPT 2, Worksheet 2, Mentimeter, video

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### **Further notes**

1. Due to the sensitivity of the topic, we strongly encourage to preface the first lecture with a reminder, including a content warning. We provide the following example as an option:  
Preface: This lecture series addresses the important and sensitive topic of anti-Asian racism, a subject that requires careful consideration and respect. As we engage in discussions about stereotypes, prejudices, and systemic discrimination, it is essential to create a “safer spaces” and an supportive environment for all participants. We encourage open dialogue, but we must also be mindful not to reproduce racial slurs or harmful language. Our goal is to foster understanding and empathy while exploring the complexities of racism and its impact on individuals and communities. Let us approach this learning experience with a commitment to respect and sensitivity.
2. When discussing "Asian" in a Western context, we often focus on East and Southeast Asian people (e.g., Chinese, Japanese, Korean, Vietnamese), as they are typically who come to mind when "Asian" is referenced in Western media and society.

This emphasis reflects both historical and cultural factors, particularly the prevalence of East and Southeast Asian immigration to Europe and North America. People from South Asia (e.g., India, Pakistan) and West Asia (e.g., Iran, Turkey) often encounter distinct stereotypes and challenges that differ from those faced by East and Southeast Asians, due in part to unique socio-political and historical contexts.

It's also important to acknowledge that Asia is incredibly diverse, spanning vast regions with a multitude of cultures, languages, and histories. Each group within Asia faces its own unique experiences and forms of prejudice, which cannot be generalized. This perspective helps us approach the topic with nuance and respect for the diversity within the continent.

3. "Does racism against white people exist?" – Contrary to frequent false claims (often used in victim-blaming situations when a white person, who is called out by a BIPOC for their racist actions, speaks of "racism against white people"). There is no racism against white people since racism is always directed against a minority. However, it is certainly possible for a white person to be confronted with stereotypes and prejudices or even discrimination. A more suitable term for this is xenophobia—discrimination based on someone's country of origin rather than their (perceived) ethnicity.
4. In the following, we would like to provide further information on the lecture series and what teachers generally should consider:
  - Acknowledge Privilege: As a white educator, it's important to recognize the dual power imbalance that exists in relation to students – both from your position as a teacher and authority figure, and from your racial identity. Understanding how your experiences differ from those of marginalized communities can help you to approach the topic with humility and sensitivity.
  - Center BIPOC Voices: Incorporate perspectives and voices of Asian and other marginalized communities in the curriculum. This can include inviting guest speakers, sharing literature or media created by BIPOC individuals, and using resources that reflect diverse experiences.
  - Create a Safe Environment: Establish ground rules for respectful dialogue and create a "safer space" where marginalized students feel comfortable sharing their thoughts and experiences. This includes actively listening to students and addressing any disrespectful behavior immediately. It is important to plan ahead for situations where a student might use racial slurs or insults. Make sure to address the behavior, explaining why such language is harmful and why making jokes about racist terms isn't funny or acceptable. You may do this at your own discretion in private or in a class setting.

- Stay open-minded: This lecture series is not intended to make students feel guilty or assign blame. Very few people behave in a deliberate racist manner. The goal is to sharpen students' awareness of this topic as well as everyday racism, foster mutual understanding and provide education. The classroom should be a space where uncertainties, questions and discussions are welcomed.
- Be Prepared for Emotions: Discussions about racism can evoke strong emotions. Be prepared to manage feelings such as anger, sadness, or defensiveness, and encourage students to express themselves in ways that aren't harmful for their peers. Possibly involve a "Vertrauenslehrkraft" to be present during or after the class to support dealing with emerging emotions.
- Use Trigger Warnings: Inform students ahead of time that the content may be distressing, and provide resources for support if needed. This helps students prepare mentally and emotionally for the discussions.
- Continuous Learning: Recognize that understanding racism is an ongoing process. Engage in professional development and seek resources to deepen your understanding of anti-Asian racism and other forms of discrimination.
- Encourage Allyship: Teach students how to be effective allies, emphasizing actions they can take to support marginalized communities and challenge racism in their daily lives.

**Sie haben diese Unterrichtsreihe in Ihrem Unterricht durchgeführt?  
Bitte geben Sie uns ein kurzes Feedback (~ 1 Min.):**

Wenden Sie sich bei Fragen, für zusätzliche Informationen sowie für die detail-  
lierte Handreichung und alle weiteren Materialien bei: [aurica.liebing@fu-berlin.de](mailto:aurica.liebing@fu-berlin.de)

