

## **Exposure to Asian-American History**

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**8.12.2020**

### **Hypothesis/Goal**

I want to study to Asian-American history because I want to be both informed on the topic and also create a teaching aid to be used in US history classrooms at various American public high schools. This would further the next generation's understanding of very important history that is often overlooked in the US public high school curriculum.

### **Introduction**

My final product will be in the form of a website filled with resources on various topics within the realm of Asian-American history. The main section will be divided into segments based on specific races, including Chinese Americans, Indian Americans, Filipino Americans, Korean Americans, and Japanese Americans. It will be defined by why they came here, what hardships they faced, what movements they contributed to, and where they are now. These lesson plans would share the stories of five different groups and their experience in the US. Additional resources would also be posted on the website as well such as important terminology and printable teaching aids on the most important topics that should be covered in a high school education. This topic was very important to me because as an Asian-American student with an interest in history, it was often disheartening to go through my education without learning about where I would've fit in or what history my people were a part of. The lack of education on Asian-American history adds to the "foreigner effect" felt by many native born Asian-Americans and by promoting this project, I hope that younger generations will never feel as I did.

### **Methods**

In order to collect my data, I used a combination of factual sources from various research publications and more subjective sources. This was important for my topic due to the fact that history is a topic subject to a lot of interpretation. The first category of data came from an Asian-American organization: a website called [arabstereotypes.org](http://arabstereotypes.org) where they defined a particular term. This was important because it presented us with the perspective of the given ethnic group. The next category was various excerpts from books written by Asian-American authors, again presenting us with a first person perspective. Also included in this category is the textbook "Give Me Liberty!" the history textbook used at my public high school. The next category fits the same realm of media, documentaries on specific events in Asian-American history. There are also news articles, various research journals, and more subjective sources such as Twitter threads and definitions on Urban Dictionary. The last two sources are uniquely important to this project due to the fact that they include a primary source perspective on the topic by modern day people, a very important source when analyzing history. The factual sources were vetted by ensuring that the journals they came from were reputable. The subjective sources didn't require as much verification due to the necessity of their inherent bias. All of this would be done by analyzing various sources and their perspectives in order to create a holistic product reflecting their history. Some questions to consider are: why did these events

take place? Why did these people come here? How did they react to the circumstances around them? All of this data was justified through a poll I created where I surveyed over 150 people on their general knowledge of US history. When presented with nineteen of the most well-known events/people in Asian-American history, the average person only identified as being familiar with seven of the topics, with only an average of three of those topics having been learned in a US history course. It is even more shocking when considering that 56% of those surveyed identified as Asian-American.

## Results

[historyuntold.squarespace.com](https://historyuntold.squarespace.com) (the password to get in is **caitlinhong**)

## Limitations

Some limitations presented for this project are caused by the current situation with COVID-19 and the fact that it will be difficult getting this information to public schools practicing remote learning. Luckily, we will combat this by putting all of the resources online on a website. Another limitation exists in the fact that the time frame for this research project is only six weeks. However, I'm confident that I will continue working on spreading this education long past the scope of this course as it is a very personal topic to me. This would be done by reaching out to smaller museums and public high schools to see how willing they would be to present more information to a wider audience.

## Conclusion

Though the course has concluded, this project is very important to me and the website will continue to be updated for anyone interested in learning more. The goal is to expand on resources available on the website and collect more data about how educated people are on a variety of topics regarding Asian-America.

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