

During the Pandemic: The Response of North American Universities on Discrimination against
Chinese International Students

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Abstract

Chinese international students in Canada and the United States have been victims of racial prejudice and discrimination during the COVID-19 pandemic. This study examines the response of universities from Canada and the United States to this pandemic discrimination and the effectiveness of the measures. Quantitative data is collected by obtaining raw data from the official websites of the selected schools. Schools were picked based on accessibility, size, diversity, and the information available on their official websites. Various types of Anti-Asian hate events from January 2020 to May 2021 were coded based on the website information. The events were categorized as information/statements, resources, inclusive workshops, exclusive workshops, and webinars. Discourse analysis was used to analyze the data, make interpretations, and formulate a conclusion. The authenticity and effectiveness of every school's response to pandemic discrimination against Chinese international students were evaluated. The findings can inform and guide North American universities in ways to address racial discrimination and support international students against systematic oppression in the future.

Abstrait

Les étudiants chinois internationaux au Canada et aux États-Unis ont été victimes de préjugés raciaux et de discrimination pendant la pandémie de la COVID-19. Dans cette étude, la réponse des universités canadiennes et américaines au problème et l'efficacité des mesures qu'elles ont prises seront discutées. Des données quantitatives ont été recueillies à travers des données brutes sur les sites Web officiels des écoles sélectionnées. Les écoles ont été choisies en fonction de leur accessibilité, de leur taille, de leur diversité et de l'information disponible sur leurs sites Web officiels. Les événements haineux anti-asiatiques de janvier 2020 à mai 2021 ont été codés selon les informations sur les sites Web. Les événements ont été classés selon les catégories suivantes : informations/déclarations, ressources, ateliers inclusifs, ateliers exclusifs et webinaires. Les données ont été interprétées par l'analyse du discours et ensuite utilisées pour élaborer des hypothèses et une conclusion. L'authenticité et l'efficacité des réponses de chaque école vis-à-vis la discrimination pandémique des étudiants chinois internationaux ont été évaluées. Cette recherche pourra offrir des pistes de solutions aux universités canadiennes et américaines quant aux façons d'aborder la discrimination raciale et supporter les étudiants internationaux lorsqu'ils feront face à l'oppression systémique à l'avenir.

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Last but not least, I would like to emphasize that this work was completed in Tiohtià:ke (Montreal), which is on the unceded Indigenous lands of the Kanien'kehá:ka/Mohawk Nation.

Contribution to Original Knowledge

My work's originality is evident from the gap that it fills in previous literature on this topic and the new claims that I will introduce based on my research. Former authors, some of whom I will cite in the paper, have explained how racism has been rampant in the world since the days of old. Some have also tried to show how Anti-Asian prejudice prevails in Canadian and North American schools. However, no author has deeply investigated the issue from the side of the response that Canadian and North American schools have to this problem. In my paper, every school in discussion is analyzed, and their response is recalled. In addition, the discussion part will reveal a judgement on which schools' responses can be considered genuine. My reasoning while drawing the judgements is justified by valid points that I will also bring out. Some schools, for instance, only made an announcement in response to the growing cases of Anti-Asian prejudice. An announcement only creates awareness of a problem, but further action is required to solve it. So, in my discussion, I will judge the response of some schools to be more genuine and effective than others based on the number and type of actions they took. While other researchers' works will complement my claims, this paper will fill a gap in the literature that has not been attended to before.

Contribution of Authors

My supervisor, Dr. Christian Ehret, and I were the contributors to the development of this paper. I developed the theory, computed the data, analyzed it, and discussed how it led to my research. Dr. Christian Ehret's contribution was in his approval of my analytical methods and the encouragement to focus mainly on certain aspects, including the response of the schools that I investigated. He supervised the findings of my research and sent me feedback on every progress I made with the paper. Both Dr. Christian Ehret and I discussed the findings of the research and contributed to the final manuscript.

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CHAPTER ONE: INTRODUCTION

1.1 During the Pandemic: The Response of North American Universities on Discrimination against Chinese International Students

During the early phases of the pandemic, great attention was paid to a rumored wet market in Wuhan as a possible source of infection, but Chinese experts quickly debunked the theory after discovering previous cases of the sickness unrelated to the market. A few widely circulated letters from small groups of researchers from various countries argued passionately for a traditional start, dismissing claims that COVID-19 was created in a lab as a delusory notion.

The Covid-19 pandemic began in late 2019 in or near Wuhan, China, when an infection thought to be endemic to bats infected at least one person and spread from there. But, when a bat came into contact with a human, whether in the Wuhan hinterlands or in a "wet market" selling wild animals for food, did this transfer happen "naturally"? Alternatively, did a lab worker at the Wuhan Institute of Virology become infected with a conditionally controlled bat infection, which then spread to the general public?

Covid-19's origins may never be known. Certainty is unattainable without uncomfortable facts, and knowledge gaps are unlikely to be closed anytime soon. More improbable explanations can be ruled out, such as the Chinese government manufacturing and supplying COVID-19 as a germ warfare weapon or the virus originating in the US and spreading to China via infected American competitors. The debate has devolved into a barren and interminably horrible debate between the traditional starting and lab-spill interpretations.

The COVID-19 pandemic was disastrous not only for the health of people and the economics of states but also for social relations. It has contributed to growing tension between ethnic and racial groups, particularly the growth of Anti-Asian racism during the pandemic.

There were incidents of aggression against Chinese people, who were accused of being carriers of the COVID-19 virus. Such narratives highlighted that the circumstances of pandemics have led to a revival of racist prejudices against Chinese people, which describe them as the culprits of the pandemic. Chinese international students have been targets of pandemic racism and may experience more difficulties facing this racism due to their limited supports and resources in North American societies.

The goal of this paper is to show how North American universities have reacted to the cases of discrimination and the measures they have introduced to address the racism incidents and support Chinese international students. For this purpose, the paper will provide:

- 1) The general overview of incidents which are related to Anti-Chinese discrimination in North America and the general overview of responses of North American universities to these incidents;
- 2) The overview of the discourse analysis method and examination of its capacity to be applied to the study of Anti-Chinese discrimination;
- 3) The analysis of the roots of Anti-Asian racism and its relation to incidents of Anti-Chinese discrimination in the time of the COVID-19 pandemic;
- 4) The survey of measures against racial discrimination, which were introduced by North American universities in the time of the COVID-19 pandemic.

The analysis of the measures against discrimination showed that universities also applied the data of discourse analysis, which uncovered the roots of Anti-Chinese, prejudices, to educate the students and increase students' awareness of these roots. Finally, the paper applies the method of discourse analysis to the study of anti-racist measures of North American universities

themselves. This analysis shows that discourses of universities are directed to a deconstruction of old colonial discourses which for a long time hid the preconditions of racism in North America.

1.2 Rationale of the Discourse Analysis Method

The method of discourse analysis focuses on bringing out the contextual significances of oral or written language to a social setting. The topic under discussion requires careful examination of people's words, writings, images, and speeches, in order to obtain reliable results. Issues of race cannot be judged from assumptions or vague analysis of words and sounds; this makes discourse analysis more suitable to this research than linguistic approaches. The schools that responded to the problem of Anti-Chinese prejudice used words, statements, letters, recordings, and more language-related methods to communicate their stand on the matter. The discourses of the schools will be analyzed to reveal the intended meanings of every spoken or written sentence in relation to the matter at hand. Also, the literature review section will reveal previous research of scholars who used discourse analysis as a core method to understand the content of the data and reveal meaningful underlying information. Discourse analysis will help in making sense of every form of language that is meant to contribute information towards the topic of Anti-Asian prejudice.

CHAPTER TWO: LITERATURE REVIEW

2.1 Discussion of Previous Works in Relation to the Topic

Various scholars have attempted to shed light on the prejudices shown against Chinese international students since the wake of COVID-19. Through discourse analysis, the researchers have presented arguments to highlight the rapid surge of Anti-Asian discrimination incidents in Canada and the United States. Since the focus of this research is within the COVID-19 timeframe, significant scholarly news and research from 2020 to the present will be reviewed.

Social media has been known to be a tool for communication. A scholar indicates that it is also one of the fastest means through which Anti-Chinese hate was spread across Canada and the United States during the pandemic (Couzin-Frankel, 2020). People lost sensitivity to how they addressed the issue and would blame it on Chinese roots, instead of seeing it as a common threat to everyone. Another scholar notes that some businesses that were run and managed by Chinese international students were closed during the pandemic for no apparent reason (Taioli, 2021). The students also had to endure labeling, misjudgment, and hatred from their own peers. It is sad to report such news as it only reveals the insensitivity that was growing around the issue of race in both Canada and the United States. Couzin-Frankel (2020) notes that the problem of Anti-Asian prejudice stems from careless people in top leadership positions, quoting Donald Trump's words when he called COVID-19 the "Chinese disease." The scholar expressed disappointment towards these remarks and challenged their leaders to be careful with the election decisions they make.

Also, Anti-Asian prejudice in Canada and the United States has been intensified during the pandemic with the increasing cyber-bullying incidents against Chinese international students.

Back in 2016, a researcher noted that Twitter was the “most destructive tool” that the racists would use to attack people online (McManus, 2016). Their remarks became more evident in 2020 following the COVID-19 pandemic outbreak. There have been trending jokes, memes, and articles shared through these platforms to make Chinese people look like a threat (Yamey & Gonsalves, 2020). The bullies would insist that the Chinese people ought to be avoided if anyone cared about their health, which exacerbated the Anti-Chinese sentiments in North American societies. Taioli (2021) also notes that the constant Anti-Chinese prejudice in Canada and the United States led to constant stress, fear, and anxiety in Chinese communities in North American societies. The victims’ mental health was slowly deteriorating with the passing of days. As such, a researcher notes that some universities deemed it an ideal strategy to address the Anti-Chinese problem from within their own institutions (Zigerell, 2021). York University published an article towards the end of 2020 calling people to help Chinese international students who were dealing with mental health problems as a result of the constant hate against their ethnic groups.

An incidence in March 2021 has also been discussed by multiple authors as it left most people in shock and fear. News reports said there were eight people who died in a cold-blood murder in Atlanta, Georgia, and 6 of the victims were Asian women (Taioli, 2021). The women were innocent and had no known enemies in the neighborhoods they lived in. The author notes that the shocking factor to most people was the huge percentage of Asians among the victims. Another researcher recalls the incidence and states that there should have been strict laws against anyone that would be reported for practicing any form of the Anti-Asian act (Zigerell, 2021). The Atlanta murders were also among the most core issues that were discussed by most North American schools, as will later be seen in this paper.

In 2020, leaders of prominent world countries and international organizations directed their attention to the rise of racist incidents, which were related to the disastrous effects of the COVID-19 pandemic. On May 8, 2020, the United Nations Secretary-General Antonio Guterres emphasized that “the pandemic continues to unleash a tsunami of hate and xenophobia, scapegoating and scare-mongering” (Human Rights Watch, 2020). The report of the Human Rights Watch reported numerous incidents of violent attacks against people of Asian descent in the USA. Especially, it provided photos depicting a shop in Chinatown San Francisco, which was vandalized by a group of teenagers in March 2020 (Human Rights Watch, 2020). According to the Human Rights Watch (2020), the website NetShark, which is dedicated to news about the life of Asian American people, rarely, received reports about incidents of Anti-Asian violence before the pandemic. However, during the period between March 2020 and May 2020, it received dozens of messages reporting Anti-Asian violence on a daily basis. It was a signal for governments to apply measures preventing the spread of xenophobia. The UN recommended all governments to adopt “national action plans against racial discrimination,” which should include elaborate measures combating racism through preventing the spread of hate crimes and educating people to of values of inclusivity and diversity (Human Rights Watch, 2020). These recommendations were based on the International Convention on the Elimination of All Forms of Racial Discrimination ratified by 182 countries of the world.

At the same time, the Human Rights Watch notices that some politicians not only do not contribute to the prevention of xenophobia, but even themselves support racist and xenophobic attitudes. For example, governor of the Veneto region of Italy Luca Zaia claimed in February 2020, when the coronavirus epidemic has reached Italy, that his region is better adopted for preventing the spread of the epidemic because Italians are more culturally advanced than

Chinese and that Italians have a higher level of hygiene, while Chinese are “eating mice alive” (Human Rights Watch, 2020). In Brazil, the minister of education Abraham Weintraub in 2020 published a highly racist tweet, in which he said that the coronavirus pandemic was related to the realization of the Chinese “plans for world domination” (The Guardian, 2020). Luca Zaia, in his turn, also supported this claim (Human Rights Watch, 2020). At the same time, the President of the USA Donald Trump and the US Secretary of State in 2020 used terms such as the “Chinese virus” and the “Wuhan virus” in their speeches (Human Rights Watch, 2020). All these cases demonstrated the prevalence and the danger of racism and xenophobia information during the period of the COVID-19 pandemic. Speeches of famous politicians, who insulted Chinese people, promoted the Anti-Asian and Anti-Chinese sentiment in the broad society.

Further, the incidents of racist Anti-Chinese attacks include not only physical violence but also numerous cases of verbal assaults insulting Chinese people with the use of hate speech. Especially, one of the victims of the racist assaults in the USA reported that she was talking on the phone in Chinese, while a woman passing by said “get this coronavirus chink away from me” (Human Rights Watch, 2020). On July 31, 2020, a man in the Bronx yelled at the Chinese woman “Asians caused the virus!” and “Go back to China! Go back to Manhattan!” (ADL, 2020). On July 18, 2020, a man insulted an Asian American owner of a restaurant calling him the “COVID ass” (ADL, 2020). In June 2020, unidentified persons in New Jersey painted the Chinese restaurant with graffiti saying about the coronavirus (ADL, 2020). In the same month, some unidentified persons spread fliers at the University of Delaware with hostile and discriminatory messages against Chinese students. The fliers called to “kill China virus” (ADL, 2020). At the same time, fliers with Anti-Chinese content were posted in Brookline on June 3, 2020 (ADL, 2020). In San Mateo, Anti-Chinese messages were found written on poles and

utility boxes in May 2020 (ADL, 2020). On June 6, 2020, Asian Americans were insulted in Denver by a woman who said to them on the street “You guys are all disgusting! You all!” (ADL, 2020). In San Leandro, a woman was arrested in May 2020 for the spread of Anti-Chinese fliers that said, “In this place, no Asians allowed” (ADL, 2020). In San Luis Obispo, a Zoom meeting of Chinese students was disrupted by extremists sending them images of swastikas and messages blaming the Chinese people as the culprits of the pandemic on May 14, 2020 (ADL, 2020). A very similar incident also occurred on April 10, 2020, in New York where the Zoom meeting of Chinese students was disrupted by the racist Anti-Chinese messages in the chat (ADL, 2020). The abovementioned incidents represent only a minor part of numerous Anti-Chinese assaults that have happened since the beginning of the COVID-19 pandemic. As this sample of incidents shows, many of them were vicariously directed against the Chinese students attending North American universities.

It is also important to note that there is a group of incidents that directly reflect the influence of the official Anti-Chinese political propaganda. On March 28, 2020, at the campus of Northwestern University in Evanston, a “Chinese virus “graffiti painted on a jetty was found (ADL, 2020). On March 13, 2020, the poster of the film “Mulan” was vandalized with the message “Toxic made in Wuhan” (ADL, 2020). In February 2020, an Asian woman was assaulted in Los Angeles by a man who said to her that “Every disease has ever come from China” (ADL, 2020). In Webster Groves, MO, the group of white supremacists created a beer bottle that contained the depiction of the coronavirus and the words “Made in China” (ADL, 2020). In Seattle, the group of alt-right white supremacists in April 2020 shared propaganda against businesses owned by Asian people (ADL, 2020). In Atlanta, an unidentified group of persons posted a plague depicting Winnie the Pooh eating a bat. The plague contained the title

“Wuhan Plague” (ADL, 2020). As these cases show, people directly used terms and definitions, which were promoted by such US officials as Donald Trump, for assaults against Chinese people.

This aspect is also dangerous for Asian and Asian American students in universities because abusive words became legitimized through their use by government officials and authority figures. Therefore, students who are influenced by the Anti-Chinese political propaganda may normalize these hostile racist messages and use them against their classmates of Asian descent. For example, in March 2020, Kat Ralph, the postdoctoral fellow at the University of Notre Dame in South Bend, has created a post on Facebook that blamed the Chinese people as the culprits of the COVID-19 pandemic. In her post, she wrote that Chinese students attend universities in the USA because they have overpopulated their own country and polluted it and thus, they do not want to be educated in China (Rush et al., 2020). Chinese were called guilty of the coronavirus epidemic because they eat bats and other animals (Rush et al., 2020). Kat Ralph also blamed the Chinese people for being hunting rhinos in Africa and she believed that exactly the Chinese are guilty of the extinction of rhinos (Rush et al., 2020). As a result, the department of psychology at the University of Notre Dame has removed Kat Ralph from her postdoctoral program for her xenophobic post (Rush et al., 2020). At the same time, it should be noted that the case of Kat Ralph was not unique in the USA. Such incidents revealed that students of Asian descent, as well as other students of minority groups in North American universities, are still at risk of exposure to racism and it is critical to provide more education in the topics of race and ethnicity for students of North American universities. Therefore, universities have to develop special educational programs to address the issues of racial discrimination.

2.2 The General Overview of Responses on Anti-Chinese Incidents from the Side of Universities

The prevalence of Anti-Asian and Anti-Chinese violence in the U.S. further highlighted the necessity of using measures for the prevention of Anti-Asian aggression in North American universities. In March 2021 American society was stressed by the news about a shooting in Atlanta, Georgia in the result of which eight people have died. Six of them were Asian American women According to the Department of Political Science at McMaster University; this incident particularly reflects the effects of Anti-Chinese rhetoric, which was spreading in the United States in the times of the COVID-19 pandemic. This form of racism also has a long history in Canada, which is associated with manifestations such as the Chinese Head Tax of 1884 and the Chinese Exclusion Act of 1923. In contrast, Association for Asian Studies (AAS) has provided its own statement that condemned all types of violence against Asians and Asian Americans and in which it claimed that besides the incident in Atlanta there were thousands of other incidents of Anti-Asian aggression since the beginning of the pandemic. AAS has also provided a list of resources that discuss the problem of hatred and stated that incidents of Anti-Asian aggression are related to the problem of racism.

In response to the threats of escalating violence against Chinese and other Asian students, different universities in Canada and the United States have organized various measures to address the racism and support Chinese international students. These measures included public statements, meetings, and discussions, which focus primarily on condemning the racist messages, educating students of histories of Asian immigrants in the society, and protect Asian students from the pandemic racism. For example, Concordia University has created an educational video on the links between Anti-Asian racism and colonial practices of the past

(Mei, 2020). In this video, the social justice activist Mei Chu has emphasized that racism is always also closely related to other forms of discrimination, such as gender and class discrimination. They are interjectionally embedded in students' life. Thus, many educational institutions suggest that incidents of discrimination are rooted in the social reality of hidden racism that still exists in public discourses. To examine this claim, the narratives concerning both the COVID-19 pandemic and its relation to Asian people should be analyzed through discourse analysis.

2.3 The Overview of the Discourse Analysis Method

The method of critical discourse analysis is an interdisciplinary method that can be applied to a critical analysis of texts to reveal hidden relations between meanings, discourses and social elements, such as relations of power, and identities and ideologies (Fairclough, 2012, p. 9). In this context, the method of critical discourse analysis combines approaches of critical social analysis with language studies (Fairclough, 2012, p. 9). Instead of finding simple explanations of social reality, discourse analysis tries to test out mechanisms, structures, and forces that constitute deeper dimensions of social reality, such as the reality of inequality and discrimination, structures and mechanisms of which are associated with capitalism, etc. (Fairclough, 2012, p. 9). Hence, the method of critical discourse analysis can help to reveal hidden meanings and structures of relations in public texts and in this role it is helpful to the goals of the current paper because it can help to reveal hidden causes of discrimination against Chinese in the times of the pandemic.

The conception of discourse is central to the method of discourse analysis. Discourse is a way of meaning-making and, at the same time, it is a way to constitute social reality in

accordance with certain social perspectives (Fairclough, 2012, p. 9). In this second context, discourse is usually an ideological tool because it constitutes this reality in accordance with a certain ideological system of meanings. Given this, a structure of meanings in some particular text usually refers to other structures behind this text, which in the case of social discourses are related to certain ideological positions.

2.4 The Analysis of the Roots of Anti-Asian Racism through the Application of the Method of Discourse Analysis

How are these aspects related to the case of violence against the Chinese in the times of the COVID-19 pandemic? First of all, the most general narrative of the COVID-19 provenance, which said that the virus originated in the city of Wuhan in China, should be considered from a discourse perspective. A popular version of those events suggests that the provenance of the coronavirus was related to a market in Wuhan, where different kinds of exotic food are usually sold. These circumstances, in which the virus has hypothetically originated, are totally accidental because there could be too many ways other than those related to the market in Wuhan through which a new virus could infect some population of humans in any part of the world. However, this image of the coronavirus provenance has captured the imagination of people in the Western world despite its accidental nature.

In fact, the idea about the inseparable link between the provenance of the coronavirus and exotic Asian markets itself is related to the “Orientalism” way of thinking (Said, 1978). According to Edward Said (1978, p. 13), for the Western culture, “Orientalism” is a way of classifying people from non-Western cultures as Others and stereotyping a sum of exotic “knowledge” about other cultures, which primarily has to postulate their inferiority to the

Western culture. The “Orientalism” in the sense of Edward Said’s conception is exactly one of the ideological points that could be revealed through the method of critical discourse analysis applying to the narratives of the coronavirus provenance. In the Western minds, the hypothesis about the food market in Wuhan as a source of the coronavirus epidemic resembles the “Orientalist” image of Asian markets with extreme unsanitary conditions and very dangerous food, which reflects Asian “weird” traditions. In this image, such a place determinately should someday become a place where some deadly disease would originate. Of course, there is nothing to say that modern markets in ultramodern Chinese cities are very far from this image, as well as there is nothing to say that this image is extremely racist because it refers to the inferiority of the Asian race, which is unable to manage its ‘weird” traditions. This connotation becomes one of the sources of hostility against Chinese people and other Asians.

2.5 The Discourse Analysis of Anti-Asian Narratives of the COVID-19 Pandemic

It shows how a seemingly neutral explanation of how the coronavirus came to be is linked to discourses about racial discrimination and white supremacy, which led to a rise in hostility toward Asian people. At the same time, critical discourse analysis is not the only way to look at official narratives and find out what they are really like. It mostly has to do with President Trump's claims about the COVID-19 pandemic. He called the COVID-19 the "Chinese virus" in tweets between March 16 and 18. "It is from China," he wrote. It is important to be correct even if you do not use the official WHO name for this disease (qtd. in Gover et al., 2020, pp. 653-654). When you first look at these tweets from Donald Trump, they might seem a little mean to the Chinese. But when you look more closely at their roots through the use of discourse analysis, you can see that they are very much connected to a discursive field that is at the heart of hate

crimes. Department of Justice: Hate crimes are crimes against people and their property that are done because of their race, nationality or gender (qtd. in Grove et al., 2020, p. 649). The COVID-19 pandemic is almost entirely blamed on the Chinese, but Trump's words could be seen by some people as a way to justify their hatred of Asian people. In Trump's claims, he used logic that is very similar to the logic of people who do things like hate crimes because it makes it very easy to see how things work together. There are a lot of people who say that China is to blame for everything that happened because of the COVID-19 pandemic.

One thing to keep in mind is that this kind of explanation sounds a lot like what was used to justify the Holocaust. The Nazis in Germany said that the Jews were to blame for everything bad that happened in Germany. These talks made the social world seem very simple, which helped to ease tensions in a time when the economy was in a deep depression. In the end, these attempts to build social policy on populism and hatred have led to the deaths of a lot of people.

In this case, there is also the Othering Theory, which adds to the idea of hate crimes and helps to show the nature of hate crimes. Othering is usually used to show that dominant groups, like whites in the United States, are normal and that social groups that are different from them are not (Gover et al., 2020, pp. 649-650). There are both "Westerners" and "Chinese" who like each other. Western-other. Consider how people in the East might live. Easterners think of the Western world in broad strokes, so the Western world can be seen in this way. Another way to use Occidentalism is to use it as a general term. Orientalism Tyrants make fun of the Chinese for being stupid and simple, like they always do. The complaint that the coronavirus came from China is fully in line with the Othering Theory, because it makes Asians seem "weird" and whites seem "normal," as shown there.

There has been a long history of Asians being "othered" in the Western world, which is important to note. In the countries of North America, there were a lot of people who were racist against different types of immigrants. In the second half of the nineteenth century and the first half of the twentieth, immigrants to Canada and the United States were put into different groups based on their race, religion, and ethnicity. This was because of the preconceptions and Nordicist racial theory that was spread and had a big impact on the WASP (White Anglo-Saxon Protestant) society in these two countries (Gover et al., 2020, p. 650). Immigrants from Protestant countries in Western and Northern Europe were thought to be the most valuable group of people to have. Immigrants from Romanic and Slavonic Catholic and Orthodox countries, as well as Irish immigrants, were thought to be less valuable. People from Asian countries were thought to be the least valuable, and there were the most restrictions on their immigration (Grove et al., 2020, p. 650). People still have racist feelings about Asian immigrants, even though these restrictions were eased after World War II.

Critical discourse analysis was used to look at public narratives about the coronavirus pandemic, like Donald Trump's tweets in which he called it the pandemic of the Chinese virus. This shows that the roots of the Anti-Chinese attitude are found in these Anti-Asian racist attitudes that are still present in public discourses. A lot of attention should be paid to how the coronavirus came from China, just like old racist ideas about limiting immigration from countries in East Asia. In Trump's tweets, these ideas are just hidden under the cover of quarantine measures and shutting down borders. This is because the idea of shutting down borders there has a new meaning that is linked to the racist ideology that says that borders should be closed to stop Asian people from coming into the country.

It is also important to note that Anti-Chinese violence and discrimination is very similar to anti-immigrant violence that happened during different epidemics in the past. Among other things, Jewish immigrants in the United States were blamed for a disease that was called the "Jewish disease," while Irish Catholic immigrants were blamed for a disease that was called the "Irish disease" (Gove et al., 2020, p. 650). Putting the blame on the Chinese and calling the COVID-19 the "Chinese disease" is even more dangerous in this context because it brings back a hard set of racist connotations in modern discourses. This shows that the current Anti-Chinese hysteria is not just caused by Anti-Chinese biases. It is also caused by a lot more than that. It shows that a link between Asia and the source of the coronavirus is not just a way to bring back old racist ideas.

This is important because it helps us understand how the COVID-19 pandemic is linked to deeper structures of power and supremacist ideology. Literally, the discrimination of the Chinese people during the coronavirus pandemic can be used to point out all of the world's progress in tolerance and multiculturalism, as well. In this way, the case of Anti-Chinese aggression backs up Mei Chu's (2020) claim that Anti-Asian violence is a part of racism in general, which, in turn, is linked to a complex inter-discursive set of relationships between stories of hatred based on race, ethnicity, gender, and sexual orientation. It has to do with how hate crimes are defined by the Department of Justice in general, and so an outbreak of violence against Asian people can also lead to violence against other groups of people.

At the same time, this shows that the rise in hate crimes against other groups is also making the Chinese more vulnerable to hate crimes. Such violent incidents as the shooting in Atlanta, which killed Asian people, are very rare. Instead, most aggression against them comes in the form of verbal discrimination and other forms of abuse. There is also a lot of violence against

people of other races, women, and people who are part of the LBGT movement right now. There is a good chance that this violence will choose the Asians to be the next victims of it.

On the other hand, non-physical violence against a certain group can also have very bad physical effects on people. Scientists from York University have already said that the number of mental health problems among Asian people who have been discriminated against is going up a lot because of the COVID-19 pandemic (York University, 2020). People who study this say that all kinds of racial discrimination, even the simplest kinds, can cause serious mental and emotional harm (Delgado, 1993, pp. 93-94). In this way, racial discrimination affects the group identity of people, which in turn affects their personal identity, which has a direct effect on their mental health. People who are made to feel bad because of their race, ethnicity, gender, or sexual orientation usually become ashamed of their identity and try to cover it up (Delgado, 1993, pp. 90-91). In these kinds of situations, people start trying to change who they are. They try to get closer to the dominant group so they can fit in with them and become like them. This happens when people are discriminated against because of their race or their ethnicity (Delgado, 1993, pp. 91). Here's how it works: When oppressed groups are trying to avoid attacks from the side of the dominant group, they recognize their own "inferiority." This helps the dominant group, which in the Western world is whites, set up its social hierarchy. The critical discourse analysis, for example, can be used to show these kinds of relationships of power. When it is used to look at the stories of the COVID-19 pandemic, it shows that racial discrimination is the main reason for the current incidents of aggression against the Chinese people. Pandemic rhetoric used in Anti-Asian speeches is just a way to hide the fact that these speeches are based on racial discrimination.

2.6 The Survey of Measures against Racial Discrimination which were Introduced by North American Universities

It is important to look at how anti-racist measures at North American universities used information about the roots of Anti-Asian discrimination that was found in this paper through the use of the discourse analysis method. Discourse analysis will also be used to look at the university discourses that were used in these measures. This will help us figure out what the deeper intentions of these measures were. There are many ways that modern North American universities talk about racism and how they fight against racism. This study will help people understand these things better.

CHAPTER THREE: METHODOLOGY

3.1 Data Collection

Data from 10 North American universities were collected to answer the research question: McGill University, Concordia University, York University, University of California, University of Manitoba, Waterloo university, the University of North Carolina, The University of Maryland Baltimore County, University of Toronto, and Cornell University. Data were collected through visiting schools' websites and searching resources with the following keywords: 'Anti-Asian', 'Anti-Chinese,' and 'prejudice.'

We can figure out from this list of Chinese universities around the world that the graduation rate for undergrads is very high, according to data from the US government. Most of these universities offer full-need funding or need-blind acceptance to international students, which is great for most Chinese students. This is a great option for most Chinese students. Lastly these universities have a lot of students in the most popular majors for Chinese international students, like architecture, business, and math, which are important to most Chinese students.

The events found from the 10 universities were classified into 6 categories: statements, announcements, resources, webinar invitations, inclusive and exclusive workshop invitations, and fundraising calls. We further analyzed the data from each individual school based on the specific content using discourse analysis and the number of events a school had in each of the mentioned categories. A table with a quantitative summary of the data is present in the Appendix.

3.2 Anti-Racist Events in North American Universities

The list of Anti-racist Events covers a wide range of types of activities, which shows that universities have paid close attention to address the problem of Anti-Asian discrimination. In Canada, the most attention to the problem of Anti-Asian violence was paid by McGill University in Montreal. In the period from March 2020 till 2021, there were held 13 events: 1) “The elimination of racial discrimination/L’*élimination de la discrimination raciale*” (an email announcement); 2) Cope & Hope with PAC: Offerings of Community Support (a closed Zoom meeting for only Asian identified folks); 3) Equity & Allyship Bookclub - Minor Feelings: An Asian American Reckoning (a Zoom book club); 4) “Voices of Diversity” – Kevin Ah-sen’s experiences winning McGill's 2020 International Cellphilm Competition with a focus on Asian-American experiences during COVID-19; 5) Webinar for students from China (in mandarin); 6) Call for application: Clifford C.F Wong Fellowship; 7) Beijing Memorial Award; 8) Hector and Ada Ma China Scholarship Council Fellowships; 9) “Never Back Down”: A DFAD X MCSS Fundraiser for the Asian Canadian Community (an online fundraise); 10) Statement Reaffirming McGill Student Associations’ Commitment to Racial Equity and Inclusion (a public statement); 11) SSMU Statement condemning Anti-Asian racism (a public statement); 12) Townhall Topic: “Against Anti-Asian Racism” (a topic of studies).

There were very different types of organizers of these events. They included provost and vice-principal of the University, Pan-Asian Collective of Montreal, Post-Graduate Student Society (PGSS), Social Work Association of Graduate Students (SWAGS), Immigration Refugees Citizenship of Canada (IRCC), the Department of Graduate and Postdoctoral Studies (GPS), China Scholarship Council Joint Scholarship Program, McGill Chinese Students’ Society, Designs for a Difference, McGill student associations, and Students' Society of McGill University (SSMU). The audience of the events included Chinese international students, all

people of Asian origin, Graduate students and postdoctoral fellows at McGill University, as well as the whole McGill community in general. Such high variability of organizers, events, and themes reflects the importance of the problem of racism. It shows that McGill University has become a coordination center for the work on the prevention of racism during the times of the COVID-19 pandemic.

The University of Toronto has held one event, which was organized by the Women and Gender Studies Institute and the Department of Sociology. The event was dedicated to the Webinar on the theme “Anti-Asian Racism and Intersectional Violence.” The list of events, which were held in Concordia University in Montreal is wider and includes 3 events: 1) “Building Coalitions amidst Anti-Asian Racism with Mei Chiu”(a webpage with YouTube video); 2) “Combatting discrimination is a prominent pandemic issue, according to Concordia researcher”(school news); 3) “The Rise in Anti-Asian Racism in Montreal - Livestream discussion with Julie Tran & Sarah-Lê Côté from The Support Against Racism Against Asians in Quebec” (a live-stream). One of them, “Building Coalitions amidst Anti-Asian Racism with Mei Chiu,” is of the most important because this educational event is dedicated to the analysis of the roots of racism. In this context, this event itself is closely related to the field of discourse analysis. It was organized by the Center for teaching and learning of Concordia University.

In the United States, the lists of anti-racist events, which were held in universities, are very wide. This aspect reflects the social conditions of the United States, where racial tensions always were very high because of the long history of racism in this country and where most of the Anti-Asian incidents occurred in the time of the pandemic. Especially, the University of Maryland in Baltimore County (UMBC) has a wide list of events, which includes 12 positions:

The positions are as follows;

List of Events	Media Position
More need to stand together	Email announcement
Response to Anti-Asian Racism and Violence	Public Statement
The Center for Social Science Scholarship: Racism and Discrimination Facing Asian-American Youth, Families	Research Publicity
Brave Space Forum: “Anti-Asian Violence + COVID-19	Online Meeting
An Open Processing Space on Anti-Asian Violence	Repost; Online meeting.
A call for coverage as Anti-Asian hate crimes continue to rise in the U.S	Column Article
An Open Dialogue on Anti-Asian Racism Asian Racism	Online Meeting Meeting.
Retriever Daily COVID-19 responses: “Rising Asian and Asian American discrimination- Our UMBC values	School Announcements
Supporting Our Community	Letter Resource Sharing
New study on COVID-19 prejudice against Chinese Americans	A study

UMBC leads research team to study COVID-19-related discrimination against Chinese Americans	A Study
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Table 1 Anti-Racist Events in University of Toronto.

These events were organized by the President of the University, the Department of prof and chair, UMBC counseling center, UMBC Women's Center, Initiatives for Identity, Inclusion, and Belonging (i3b), “The Retriever” magazine of the UMBC, Asian & Asian center, Asian & Asian American Faculty & Staff Council, and School news center. The audience of these events was represented predominately by the students of the UMBC and by the community of the University as a whole. Similarly, to the case of Canadian Universities, the high variability of organizers and events is showing the importance of the theme and an important role of the University in combating racial discrimination. The UMBC is located in the state of Maryland, the history of which is associated with a long history of the struggle against racism. Maryland is also a very multiracial state. The goal of the UMBC administration in this context is to apply achievements of this struggle to current conditions of the COVID-19 pandemic, which has provoked a new fierce outbreak of racial tensions.

The list of events, which were dedicated to the problems of prevention of the Anti-Asian racism in the time of the pandemic, is even much wider in the University of North Carolina at Chapel Hill (UNC). This list includes 24 positions. They are the next:

List of Events	Media Position
Yellow Peril” and Anti-Asian Prejudice in the Shadow of Coronavirus Tues, 3/17, 5-7PM, Freedom Forum, Carroll Hall	A panel Discussion

Statement Condemning Anti-Asian Racism and Violence	GPFS News
Disrupting hate: Building Community of confront Anti-Asian racism	An online panel discussion
Supporting the Asian American community	School News
Our statement on Anti-Asian racism and hate crimes	Public Statement
DAMES Statement on Anti-Asian Violence and Discrimination	Public Statement
Statement in Solidarity with Carolina's Asian and Asian American Communities	A public statement
Message from University Leadership in Support of our Asian American Community/Statements of Solidarity Across UNC a (public statement);	A Public statement
Statement on Anti-Asian Violence (a public statement);	A public statement
Letter on the April 17 shootings in Indianapolis	A public letter
Letter about March 16 shootings	Public Letter
Letter on Recent Anti-Asian Violence	Public Letter
Activating Alliances: Building Solidarities Across Communities	Panel Discussion

Reclaiming the Commentary: Asian American Student Athletes	Panel Discussion
How to Build an Asian American Project	A workshop
Open Forum to Discuss Anti-Asian Violence	An open forum
Remembrance and Renewal Storytelling Festival	A festival
Asian Americans and the Movements for Black Lives: Asian Anti-Black Racism, Solidarities, and the Political Promise of Popular Culture	A workshop
Storytelling Workshop with Brenda Wong Aoki	A workshop
Gender Violence Services events;	Open Forum
Asian Americans and the Vote	A panel discussion
Affirmative Action Isn't Reverse Jim Crow" (Iyko Day)	A talk
I'm Not Racist... Am I? ": A Conversation on Antiracism	A talk

Table 2 Ant-Asian Racism events in University of North Carolina

The events were organized by Carolina Asia Center, Hussman school of Journalism and Media, The Graduate and Professional Student Federation, School of Social Work Office of

Diversity, Equity, and Inclusion, the Asian American Center, AAC, the Jordan Institute for Families, the Graham Child development institute, the Department of Asian and middle eastern studies, the Carolina Asia Center, and the Carolina athletics. It should be noted that, among these 27 events, 15 were organized by the Asian American Center and 4 by the Carolina Asian Center. This aspect reflects an important role of these institutions in the struggle of Carolina University against the Anti-Asian racism and discrimination of Asian students. At the same time, similarly to the cases of previous universities, the high variability of organizers, events and themes reflect a high level of cooperation between different departments and institutions of the Carolina University in the work on preventing the incidents of racially motivated violence and racial discrimination there.

Thus, the events of North American universities, which are directed for the prevention of Anti-Asian violence and Anti-Asian discrimination, can be classified into several groups. The most widespread is a group that includes public statements, public announcements and public letters. This group includes 14 positions from the considered above sample of events and measures. At the same time, this type of event is the most used in the University of North Carolina at Chapel Hill. The list of events at this university, which consists of 24 positions, includes 14 public statements and public letters. The group of official email announcements is very close to public letters and public statements. This group includes two positions: one from McGill University and one from the University of Maryland in Baltimore County. The next three groups are online meetings (five events), webinars, and workshops (five events), panel discussions, forums and talks (nine events). They are used in all universities from the considered sample. There are also such groups as news (four positions), studies (three positions), and research fellowships (three positions), which are dedicated to the problems of Anti-Asian racism

and its current outbreak in the time of the COVID-19 pandemic. Research fellowships on these themes are mainly held at McGill University.

Finally, there are unique kinds of anti-racist events, which cannot be included in any of the abovementioned groups. They are the event called “Never Back Down: A DFAD X MCSS Fundraiser for the Asian Canadian Community” in McGill University, which is an online fundraiser, and the event called “Building Coalitions amidst Anti-Asian Racism with Mei Chiu,” which is a website with an educational YouTube video. These events, along with a sample of other the most important anti-racist event, below will be analyzed through the method of discourse analysis.

3.3 McGill University

In response to the high level of Anti-Chinese prejudice that was evident in America during the pandemic, McGill University planned three announcements ('The elimination of racial discrimination,' 'Statement Reaffirming McGill Student Associations' Commitment to Racial Equity and Inclusion,' 'SSMU Statement Condemning Anti-Asian Racism and Violence,' and 'Townhall Topic: Against Anti-Asian Racism'; 2 webinars that were both exclusive and only welcomed the Asian community ('Webinar for students from China, in Mandarin,' and 'Cope & Hope with PAC: Offerings of Community Support'), three fellowships ('Call for application: Clifford C.F Wong Fellowship,' 'Beijing Memorial Award, Hector and Ada Ma China Scholarship Council Fellowships') 1 inclusive meeting ('Equity & Allyship Bookclub - Minor Feelings: An Asian American Reckoning') and one online fundraising event ('Never Back Down: A DFAD X MCSS Fundraiser for the Asian Canadian Community'). The decision of the school to employ the listed measures was justified since the events were many and diverse. In

total, McGill University planned 12 events (See Appendix, Table 1), 3 of which have been analyzed below:

3.3.1 The elimination of racial discrimination / L'élimination de la discrimination raciale.

The event was dedicated to the International Day for the Elimination of Racial Discrimination. This event highlighted the phenomenon of racialization, which is associated with making people from some groups the targets of scape-goating and racial prejudices. The current paper considered the phenomenon of racialization in the context of the discourses of Orientalism, which are applied to Asian people for their Othering. Thus, telling about the dangers of racialization, the University tried to eliminate hidden mechanisms of racial discrimination. In its official statement, the administration of the University proclaimed that, instead of being racialized as others, all students are welcome to become a part of the McGill campus community, which is based on equity and inclusion for all.

3.3.2 Cope & Hope with PAC: Offerings of Community Support

This event was dedicated to the incident shooting in Atlanta. The administration of the University emphasized that it was not an ordinary criminal incident because it was committed in the atmosphere of rising Anti-Asian xenophobia and violent attacks against the Asian community. Additionally, the administration emphasized that Tiohtiá:ke (Montreal) is located on the indigenous land of the Kanien'kehá:ka Nation, and it served for a long time as a place for gathering indigenous peoples. Thus, it is highly symbolic that now the community of McGill University does for building mutual trust between different nations. How is this statement regarding Indigenous people related to the message to Asian people? In this way, the University tries to overcome the European colonial discourses that have made racial discrimination in North

America possible. Hence, in this event, the University also applies knowledge about the roots of racial discrimination, which was highlighted in the current paper through discourse analysis. The administration of McGill University is aware of the origins of racism in the colonial discourses of European racial superiority. It, thus, tries to eliminate these discourses while substituting them with addresses that refer to the legacy of Indigenous people.

3.3.3 Never Back Down

This event was directly dedicated to preventing Anti-Chinese incidents during the COVID-19 pandemic. In this event, the administration of the University encouraged students to visit Asian-owned businesses and restaurants. In response, the administration promised exclusive prizes for participants who would post their photos in Asian-owned shops to Instagram. Doing this, the administration tried to overcome the Anti-Asian sentiments, which have spread during the COVID-19 pandemic and were promoted by some politicians, such as Donald Trump. This measure helped prevent the revival of racist discourses previously hidden in social structures. For example, many non-Asian students could be once not very familiar with Asian kitchens and Asian culture in general. The lack of familiarity with other people's culture can usually be used in racist and supremacist discourses to provoke the Othering of these people. Exactly this mechanism was involved in the current rise of Anti-Asian violence in which people blamed Chinese people for their food while being far from being familiar with their food. In this context, this measure of the McGill University can effectively prevent the further growth of Anti-Asian sentiments because it makes people in Canada closer to each other.

3.4 Concordia University

As the rate of Anti-Asian discrimination rose while the pandemic was striking, Concordia University planned various events in response to the problem. There was one announcement ('Thousands of Montrealers gather to protest violence against the Asian community'), one discussion ('The Rise in Anti-Asian Racism in Montreal - Livestream discussion with Julie Tran & Sarah-Lê Côté') and five resources ('Combating discrimination is a prominent pandemic issue, according to Concordia researcher,' 'Anti-Asian hate crimes spike in Canada,' 'Thousands of Montrealers gather to protest violence against the Asian community,' 'Building Coalitions amidst Anti-Asian Racism with Mei Chiu,' 'Anti-Asian Racism, Misogyny, Intersectionality'). While Mei Chu's video, which was one of the resources, played a huge role in solving the problem, the school should also have considered more diverse ideas like exclusive talks and open spaces for Asian-Americans. The school had a total of 7 response approaches to Anti-Asian prejudice (See Appendix, Table 1), and one of them is discussed below:

3.4.1 Building Coalitions amidst Anti-Asian Racism with Mei Chiu

This event can be considered as one of the most impressive and strong anti-racist measures of North American universities. Mei Chiu has created an educational video that carefully analyzes the origins of Anti-Chinese racism and racial discrimination in North America. The goals of her video are stated as to fight internalized racism through solidarity of Asian people with other oppressed groups and to educate the non-minority groups about the danger of white racism. For Mei Chu, the fight against racism is an intersectional activity that is inseparably related to the fight against other forms of discrimination, as well as it is related to other forms of activism, such as climate activism.

In this context, the educational video of Mei Chu is related to the application of knowledge about the nature of racism, which is revealed through the method of discourse analysis that was

applied to Anti-Chinese narratives. As it was stated in the previous chapter, the phenomenon of current Anti-Chinese hysteria is related not only to Anti-Chinese biases but is used to revive old racist discourses, which are hidden in many semi-neutral discourses of Western society (Chiang, 2020, p. 225). Thus, Mei Chu attempts to deconstruct these discourses showing how different forms of oppression are interrelated. According to Mei Chu, the beginning of the COVID-19 pandemic was a social catastrophe that helped to reveal the interdependence of social issues. The growth of Anti-Asian racism was inseparably related to the growth of the social problems, the healthcare crisis, the violation of the rights of migrant workers, the discrimination of Indigenous people, and many other issues, which altogether were related to discourses of social inequality existing in the Western society for a very long time. In this light, the educational program of Mei Chu is a very important measure for preventing the spread of Anti-Chinese and other racist sentiments.

3.5 York University

York University was not left behind in the creation of anti-prejudice measures in response to the occurrences of the pandemic. They had four statements/announcements (A Statement on Anti-Asian Racism, A Statement from President and Vice-Chancellor Rhonda Lenton and Vice-President Equity, People & Culture Sheila Cote-Meek on Anti-Asian Racism, YCAR | statement on Anti-Asian racism) 6 resources ('Anti-Asian discrimination leads to higher mental health issues during COVID-19,' 'Anti-Chinese stigma masked community's proactive measures to avert COVID-19 spread, York research finds,' 'Acute discrimination and the Asian-white mental health gap curing COVID-19,' 'Scholars' Hub @ Home event looks at Anti-Chinese stigma during COVID-19,' 'Study shows diversity and inclusion efforts failed employees of Chinese

descent during the pandemic,' and 'Experts from China speak to COVID-19 approach in webinar series') and one webinar ('Webinar to examine environmental racism, COVID-19 and the labor movement'). The approaches were relatively good; they only lacked events that were only inclusive of Asia-Americans that would serve as a safe space to help them heal from the trauma. Out of the total 11 approaches (See Appendix, Table 1), two have been discussed below:

3.5.1 Webinar to examine environmental racism, COVID-19 and the labour movement

The webinar titled “What can Unions do to stop Environmental Racism” was formed to expose, correct, and discourage racial bias that arose against Chinese people in the States during the pandemic. In the wake of COVID-19, open discrimination emanated towards Asians who would then be seen as minorities because of their roots (Mandalaywala et al., 2020). The first step to solving any problem is identifying it. In this case, the issue of Anti-Asian prejudice was undoubtedly visible from the statistics obtained by different scholars. As ACW, CBTU, and ACLA planned the webinar, it hoped to change the narrative of the Asian Americans who were dealing with much more than just a pandemic. It is key to note Cary Wu’s remarks from his own research on the same matter. He states that since the wake of the pandemic, Asian Americans have had to deal with more issues than one; this caused a significant deterioration in their mental health (Chung, 2021, pp. 8-10). He, in fact, notes that the victims would have to deal with discrimination and stereotyping while their American counterparts only had the pandemic to cope with. Hence, the webinar was a crucial necessity at the time of the pandemic.

Carla Lipsig-Mumme, who is ACW’s Principle Investigator and a professor at York University, affirms that the school has been fearless since the day it was started. He believes that through this webinar a difference would be made in favor of the indigenous and racialized communities. Through the live webinar held on July 23, 2020, participants were to contemplate

the labour movement's responsibility in fighting environmental racism. The participants would be enlightened that such racism was evident in the low level of protection that Asian Americans received during the pandemic; the unavailability of some of the basic human resources such as food and water to the indigenous groups; and workplace inequality, all of which greatly affected the victims. With this goal in mind, the participants would then use their positions of influence to shed some light on the issue and help bring it to an end. The school community, who would be the audience, was to feel challenged about the growing insensitivity towards racial discrimination so that they would play their part in stopping it.

3.5.2 A Statement from President and Vice-Chancellor Rhonda Lenton and Vice-President Equity, People & Culture Sheila Cote-Meek on Anti-Asian Racism

Hate crimes against minority groups were starting to grow out of proportion during the period of the COVID-19 pandemic. York University was saddened by a fatal occurrence in Georgia that only highlighted the discrimination that was existent against Asian groups. There had been a massive shooting that left eight victims dead, 6 of whom were of Asian descent (Chung, 2021, p.4). York University's president and the vice president felt pushed to release a statement for the school in response to the deadly incident. In their statement, they first openly noted the huge number of Asian Americans that had been brutally murdered. They put the factual statistics as plainly as they had occurred. Also, they strongly condemned the acts of Anti-Asian racism and declared that their University would not condone such bias. It was through their statement that they demonstrated York University's bravery and intolerance of racial bias during the times that it was continually rising. In the statement, they further announced they had open resources that were meant to help the affected groups during that time. One of these resources was the "Mental Health and Wellness at York" website that was meant to help them overcome

the pressure, fear, and anxiety they were facing during such tough times. Finally, they sent their condolences to the families that were left grieved after the cruel incidence. Such acts prove that York University was at the forefront in fighting racial prejudice against Chinese international students.

3.6 University of Maryland, Baltimore County (UMBC)

While the ills of social injustice grew against the Asian Americans, the University of Maryland took a huge step in protecting its indigenous students and their community. It had two exclusive meetings, ('Brave Space Forum: Anti-Asian Violence + COVID-19,' and 'An Open Processing Space on Anti-Asian Violence'), 1 inclusive meeting ('An Open Dialogue on Anti-Asian Racism') 4 announcements/statements ('More Need to Stand Together,' 'Retriever Ready COVID-19 responses: Rising Asian and Asian American discrimination,' 'Response to Anti-Asian Racism and Violence,' and 'Statement on Coronavirus and Xenophobia five resources ('The Center for Social Science Scholarship: Racism and Discrimination Facing Asian-American Youth, Families,' 'A call for coverage as Anti-Asian hate crimes continue to rise in the U.S.,' 'Supporting our Community,' 'New study on COVID-19 prejudice against Chinese Americans,' and 'UMBC Leads Research Team to Study COVID-19 related Discrimination Against Chinese Americans'). The school's approaches were relatively excellent since they touched all kinds of audiences. There was a total of 12 approaches (See Appendix, Table 1), and 2 have been discussed below:

3.6.1 More Need to Stand Together

Through Anne E. Brodsky, the chair of the Department of Psychology, the school released an email letter that highlighted the ongoing racial bias and condemned it. Through discourse

analysis, the words of the text can be interpreted to reveal the unequal treatment that the American-based Chinese people were facing during the pandemic. In the letter, Anne first highlighted the problem, carefully noting that the previous week had been full of cases of racial violence, xenophobia, and hatred against innocent Asian Americans (Chung, 2021, p. 12). It seemed like people blamed a pandemic on a minority group that was as human as everyone else. The truth of the matter was that nobody would have wished to acquire the deadly infection, and the Chinese people needed protection against it too.

Anne condemned the unfair treatment that was openly shown to Asian Americans and Pacific Island communities. She further recalled Donald Trump's insensitive remarks as he referred to COVID-19 as the "Chinese-disease" (Chiang, 2020, p. 224). Anne used the letter to be a voice for the indigenous and discriminated against communities that lived in the U.S. Also, she shared resources, some of which will be referenced later in this text that revealed the bias treatment that the Chinese were receiving at the time. The letter was addressed to the school and students were supposed to learn from it and do whatever they could to end the problem of racial prejudice in UMBC and their communities. Lastly, she called for the help of her audience to join her in offering mental, physical, and emotional assistance to the affected Chinese communities.

3.6.2 An Open Processing Space on Anti-Asian Violence

The UMBC counseling center further released a statement to embark Anne's remarks. They put the issue of racial bias in the open and strongly discouraged it among the members of its school's fraternity. In their statement, the center first recalled the brutal murder of eight people in Georgia, six of who were Asian women (Doaks, 2021), and expressed their remorse over the occurrence. As such, they discouraged every form of inequality that makes a certain group feel less deserving than others. They attached multiple web links to their letter that would serve the

purpose of ending the discrimination that was there and assisting the already affected Asian American communities. Some of the links led to websites that assist victims with issues of mental health, namely distress, anxiety, depression, and regret. They hoped to help any Asian that was undergoing unnecessary pressure from the turnout of events. Other links would lead to platforms where the students could report any cases of racial bias that they observed. With such interventions, the problem at hand would to some degree be solved.

3.7 University of North Carolina

The University of Carolina and its community were strongly against racial prejudice. It had 9 announcements/statements (Our statement on Anti-Asian racism and hate crimes, DAMES Statement on Anti-Asian Violence and Discrimination, Statement in Solidarity with Carolina's Asian and Asian American Communities, Message from University Leadership in Support of our Asian American Community/Statements of Solidarity Across UNC, Statement on Anti-Asian Violence, Letter on the April 17 shootings in Indianapolis, Letter about March 16 shootings, Letter on Recent Anti-Asian Violence, eight inclusive workshops and discussions (Asian Americans and the Movements for Black Lives: Asian Anti-Black Racism, Solidarities, and the Political Promise of Popular Culture, Storytelling Workshop with Brenda Wong Aoki, Asian Americans and the Vote, How to Build an Asian American Project, Reclaiming the Commentary: Asian American Student Athletes, Activating Alliances: Building Solidarities Across Communities, Disrupting hate: Building Community to confront Anti-Asian racism, "Yellow Peril" and Anti-Asian Prejudice in the Shadow of Coronavirus, Freedom Forum, Carroll Hall), and 7 resources ('Statement Condemning Anti-Asian Racism and Violence,' 'Supporting the Asian American community, Amid the rise in Anti-Asian hate incidents,' 'I reached out to

the boy who bullied me 20 years ago. This is what happened.’ ‘Affirmative Action Isn’t Reverse Jim Crow (Iyko Day)’ ‘I’m not Racist... Am I? A Conversation on Antiracism,’ and ‘Gender Violence Services events’). There were a total of 24 effective measures (See Appendix, Table 1), 2 of which will be discussed below:

3.7.1 “Yellow Peril” and Anti-Asian Prejudice in the Shadow of Coronavirus

The “Yellow Peril” (Chung, 2021, p. 10) rhetoric of the 19th century was an open forum initiated by the Carolina Asia Center and the Hussman School of Journalism and Media. While introducing the program, the two groups highlighted the ills that the Asian Americans were facing due to the rise and spread of COVID-19. They remembered how social media was being used as a tool for condemnation against Chinese people; blaming pandemics on the food they ate and their origin. They mentioned how some comments went ahead to claim that the Chinese people would eat anything they came across. Such insensitivity was steadily on the rise among internet users and the Asians would feel condemned, hated, excluded, and hurt over people’s impression of them. Nobody wants to be in a position where everyone else views you as a disease carrier when you also feel threatened by the pandemic in discussion (Mandalaywala, 2020). The school called for an open forum that welcomed Asian Americans and any interested student to join. They allowed the interested participants the freedom to choose whether they desired to join the forum in audio or video form. The goal of this meeting would be to allow the Chinese to express how they felt and make them feel loved, appreciated, and respected. Mental health is a real-life issue that should be addressed with caution and sensitivity.

3.7.2 [GPSF-news] Statement Condemning Anti-Asian Racism and Violence

Graduate and Professional Students Forum of the University of North Carolina also played a huge part in addressing the problem of racial prejudice against Asian Americans. In a letter

emailed to the professional and graduate students of the school, they highlighted the ills that the Chinese were facing while living in the U.S. during the pandemic. They, in fact, clarified that the Asian Americans would never feel safe living and interacting with the natives who mistreated them (Hwang, 2020). The lives of the indigenous groups and minorities were constantly at risk. The letter noted that the problem of racial bias against Asian Americans not only existed from the wake of the pandemic but had been there since the 19th century. They recalled statistics that revealed that over 100000 innocent Asian-Americans were imprisoned during World War II (Boucher, 2020). The forum called for a course of action from students against white supremacy and Anti-Chinese/Japanese prejudice.

3.8 University of California, Santa Barbara

The University of California played a significant role in addressing Anti-Asian prejudice during the period of the pandemic. It made 18 statements/announcements ('Happy Lunar New Year & Support for our APIDA Community,' 'Condemnation of the Rise of Anti-Asian Violence, RCSGD Message to APIDA Community,' 'Reaffirming our support for our Asian and Asian-American community members, OISS Statement In Support of Asian Community Members, STATEMENT IN SUPPORT OF ASIAN AMERICAN COMMUNITIES, Statement of Solidarity with APIDA and Asian Communities, MCC Statement Condemning Anti-Asian Hate, Misogyny, and Violence, Update on Our Campus Anti-Racism and Social Justice Efforts, UCSB Police Department Message of Support and Solidarity, Statement Against Anti-Asian Violence, "APIGSA STATEMENT ON THE ATLANTA MURDERS," UCSB Global Studies Statement on Anti-Asian Violence, 3/17 on the Atlanta murders, Support for Asian and Pacific Islander Graduate Student Alliance, Statement of Solidarity with APIDA and Asian

Communities, and 'Statement of Solidarity with APIDA and Asian Communities') and 1 exclusive discussion ('Supporting our Asian, Pacific Islander, and Desi American (APIDA) Campus Community'). Evidently, the school focused more on announcements and statements than they did on dialogues, meetings, and workshops. Even so, they gave their best and were able to create 19 approaches (See Appendix, Table 1), two of which have been analyzed below:

Statement against Anti-Asian Violence. The Asian Pacific Islander Taskforce at U.C. Santa Barbara sent an email to the school's community addressing the indigenous groups' ills as U.S. residents. Like the earlier discussed North American schools, their letter began with an issue of condolences to the bereaved families of the victims of the "Atlanta murders" (Chung, 2021, p. 6). They expressed their disappointment in such acts of cruelty against innocent Asian Americans. In fact, they mentioned every name of the deceased people that had fallen victim to the fatal occurrence. After writing over the incident, they condemned all acts of injustice based on racial prejudice. In the letter, the task force noted that the Atlanta murders were not the only issues that could prove the ongoing discrimination against the American-based Asians; they recalled a significant number of ruthless incidences. They claimed that there had been numerous reports of Asian Americans being beaten, thrown into boulevards, getting spit on, verbally and emotionally abused, and losing their homes and hard-earned businesses. Against all these acts, the task force provided a list of actions that students could take to report Anti-Chinese prejudice in their school.

3.8.1 Statement in Support of Asian American Communities

The Graduate Student Association released a statement to all the U.C students via an email that was meant to address this problem. Firstly, they expressed their solidarity with the indigenous groups that must have been feeling left out at the time. In their email, they

condemned the act of knowing that there was a problem but doing nothing about it; they wrote, “We must not overlook the unfair treatment that our fellow Asians are receiving among us” (Human Rights Watch, 2020). Accordingly, they provided a list of web links, each aimed at serving a specific purpose in dealing with the problem of racial prejudice. The first links were for psychological help to anyone that felt pressured or disheartened over the previous occurrences of Anti-Asian prejudice. The platforms attached to these links would provide mental, emotional, financial, and even physical assistance to any victim that would call for help. There was a link to the Asian Resource Center that was intended to remind the indigenous groups that there were offices accountable to them.

3.9 University of Toronto

The University was not left out in the fight against Anti-Asian prejudice. They organized 14 resources (President Meric Gertler, other U of T leaders express solidarity with Asian community after Atlanta shootings, Beyond inclusion: U of T hosts an annual conference on ending racial discrimination, U of T community roundtable focuses on Anti-Asian racism, The New Normal with Maydianne Andrade (Ep. 19 part two): Scapegoat, The New Normal with Maydianne Andrade (Ep. 20 part one): Scapegoat, Call out Anti-Asian racism – including microaggressions, Joseph Wong writes in the Globe and Mail, U of T's Mindfest event to explore diversity and the impact of COVID-19 on mental health, Anti-Asian discrimination on the rise in Canada, U of T researchers find, Anti-Asian discrimination on the rise in Canada, says UTM sociologist, Anti-Asian racism reading and resources list, an Op-Ed by Anna Zhang, 2L: Anti-Asian racism is real in Canada, and I will no longer hide), three announcements (Confronting Anti-Asian Racism: Reflection. Restoration. Action, Shared Unity, Shared Action: Dismantling

Anti-Asian Racism, Statement from Vice-President, HR & Equity in solidarity with U of T's Asian community members, Dean's Statement on Anti-Asian Racism, Statement on Anti-Asian Racism, Department of Anthropology, University of Toronto, Statement Against Anti-Asian Racism and Misogynistic Violence, Message about Anti-Asian racism and campus safety, and Statement of solidarity against Anti-Asian racism), three webinars (Sex Work and Anti-Asian Racism: Stop "Saving" Them!, Critical Conversations on Anti-Asian Racism and Xenophobia and the Implications for Postsecondary Environments, and What Does the Atlanta Tragedy Mean? Korean Diaspora Speaks) and one inclusive workshop (Addressing Racial Trauma through Art). The school had a total of 21 events (See Appendix, Table 1), two of which will be carefully analyzed below:

3.9.1 Purposeful Resilience: Restoration through Dialogue and Meditation

The University of Toronto, in partnership with The Anti-Racism & Cultural Diversity Office, organized a unique and well-thought event to fight the problem at hand. They invited members of the Asian community to a safe and therapeutic space that would help them build their self-confidence during a period of labeling and constant judgement. The space would include a dialogue facilitated by a person of Asian descent, namely Jia Yao (Yellow Horse, 2021). They would feel at home opening up to someone who not only understood their fears and insecurities, but also shared the same roots with them. As the organizers invited participants to the event, they encouraged them to put on clothes that would be fit for stretching and exercising. The safe space would thus, encompass activities like mediation, meditation, stretching, and part thereof. Since the event would be held virtually, the potential participants were encouraged to find a spacious room before attending it. It is important to note that only Asians were allowed to

be part of the session, which would give them a sense of belonging right when they needed it the most.

3.9.2 Addressing Racial Trauma through Art

Art can be used to communicate feelings that words could not express. The school, knowing this created a second virtual event, after the one discussed earlier, to help students cope with the trauma that may have resulted from the brutal murders of Asian Americans in Atlanta. The Vietnamese Canadian facilitator, namely Phuong Nguyen, was an active advocate for racial equality in America (Yellow Horse, 2021), and was a good fit for the event's organizer. She allowed the meeting to have participants of both American and Asian descents and specified that art experience was not necessary. All that the prospective participants required was a piece of paper and five different color pencils. Through Nguyen's guidance, the students would use art to communicate how the news on the traumatic murders affected them. The goal was to help these students heal.

3.11 Cornell University

The school had a remarkable way of dealing with the issue of Anti-Asian discrimination. They organized three announcements ("Statement on Anti-Asian Violence, Confronting Anti-Asian bias: Interactive teach-in scheduled for May 7th , In response to the recent Anti-Asian and Anti-Chinese views, what specific steps are Cornell taking to ensure the integrity of anti-discrimination policies?"), Four resources ('Professors and Students Demand Institutional Change Against Anti-Asian Racism,' 'Teach-in scheduled to confront Anti-Asian bias,' 'Episode 35: Let's Talk...Anti-Asian Violence, Episode 27: 'We are not a monolith- On Xenophobia, Racism, and Asian American Identity and 'Staff, students at Cornell demand 'institutional

change' to combat Anti-Asian racism'), and one discussion ('The Intersections of African American and Asian American History'). The approaches were averagely promising, but they lacked interpersonal measures for helping the affected group overcome the mental effects that discrimination against them had caused. There were a total of 8 events (See Appendix, Table 1), two of which have been analyzed below:

3.11.1 Professors and Students Demand Institutional Change Against Anti-Asian Racism

In an email addressed to The Sun (news), Cornell University stakeholders express their views regarding the issue of racial prejudice that was ongoing. They said that remaining silent would only reduce the impact of their already ignored voices. The email came immediately after the saddening murder of “six innocent Asian women in Georgia” (Chung, 2021, pp. 5-6). The professors and students and Cornell University were fed up by the insensitivity that Americans were starting to embrace regarding issues of race and color. White supremacy and labeling of Chinese people as disease carriers, they noted, were the major triggers of the problem at hand. They hoped to air their voices and end the unfair treatment that the Chinese and indigenous communities were receiving during the pandemic. Further, the diversity and inclusion chairs for Phi Gamma Nu and Phi Chi Theta joined forces with the school to find a fundraiser for GoFundMe’s AAPI community fund. The group had already raised nearly two thousand dollars that would be evenly distributed to trusted AAPI establishments for the support of victims of violence. Such efforts deserved great appreciation.

3.11.2 Teach-in scheduled to confront anti-Asian bias

The Vice Provost for Academic Affairs in collaboration with other parties issued an email statement to students and staff at Cornell University regarding the issue of Anti-Asian prejudice.

They issued the statement 14 months into the pandemic, stating that everyone was trying their level best to overcome the effects that COVID-19 had brought. Even so, they recalled, there had been numerous reports of unfair treatment against "people of color" (Zingora et al., 2021).

Knowing this, it was saddening that while everyone had been affected by the pandemic in one way or another, Asians had to also deal with hatred, judgment, brutality, and abuse. According to themselves, that was unjust, and people needed to act against Anti-Asian prejudice. They, thus, called for a meeting that was scheduled on May 7, through which everyone would be part of the big discussion regarding racial inequality. Students, parents, staff, and all interested parties associated with Cornell University were invited.

3.12 Waterloo University

As North American Universities strived to fight Anti-Asian prejudice, Waterloo's fraternity was not left behind, They organized three announcements/statements, (Condemning Anti-Asian Racism in Atlanta Shooting, Dean Wells issues anti-hate, anti-racism statement, We stand against racism in all its forms), one exclusive workshop (East Asian Solidarity Healing Space), two inclusive discussions (Equity Office to host East Asian Solidarity healing space, Borders of Solidarity: The Rise of Anti-Asian Hate Crimes) and one resource (International Day for the Elimination of Racial Discrimination). The school's approaches accommodated all the students at Waterloo Universities, both American and indigenous groups. There were a total of 7 events (See Appendix, Table 1), 2 of which will be analyzed below:

3.12.1 East Asian Solidarity Healing Space

The school invited the University students, faculty and staff of Asian descent to a virtual program that would help them heal from distress, self-condemnation, and fear that had arisen

from unpleasant events. The program was organized in such a way that the participants would join an online group chat anonymously or with fake names. During the session, everyone would have the chance to write down how they felt during the aftermath of if the Anti-Asian murders in Atlanta. They would also be allowed to share some of their personal experiences with racial prejudice that made them feel victim in any possible way. Through the intervention, the indigenous groups at Waterloo University would start healing from the emotional impacts that the issue of racial injustice had caused. They would get the chance to feel safe while expressing them, without worrying that their audience was also a potential predator. According to the school, this method would have worked in reminding the Asian community that they were loved, thought of, and protected (Yellow Horse, 2021, pp. 198-199). As the participants prepared for the meeting, they were allowed to welcome other members of their descent to be part of it too.

3.12. 2 Dean Wells Issues Anti-hate, Anti-racism Statement

The Dean at W.U. issued a statement dated March 26, addressing the hatred and racial discrimination that Asian Americans were facing. The Dean discussed the issue from a community point of view; stating that racism was against the core values of the American roots (Yellow Horse, 2021, p. 200). She was openly upset that there were people who still held the mentality that there were humans less than others, based on race or color. The Dean noted that she had always hoped to play a part in making America an inclusive home for everyone that resided in it. Also, she educated her audience on the significance of words in life. The things that a person hears, if not corrected, may stick in their minds for a lifetime (Delgado, 1993, p. 90). People were using social media as a tool to attack the Asian community over the rise of COVID-19. They blamed such a deadly disease on their food, culture, and color. They, in fact, labeled Asians as disease carriers, which was insensitive and inconsiderate. The Dean used the statement

to ask people to watch the words they used on the indigenous groups and work towards bringing the enemy called 'Anti-Asian prejudice' to an end. With her statement, she hoped to impact the students and use them to reach their home communities as a tool for positive change.

3.13 University of Manitoba

The University played a huge role in creating an anti-racist environment among its stakeholders. It provided two announcements/statements ('President's message on becoming an anti-racist community,' and '[UofM notice] Update to U.M. Students: March 22, 2021'), two resources ('Speaking out against racism - As per School of Business joins the conversation to support Winnipeg's Anti-Racism week,' and 'As per student and alumna lead the new vision for Manitoba Filipino Business Council') and one inclusive workshop (Teach-In: Anti-Asian Racism & Community Formation). The events were meant to help the school stand in solidarity with the Asian Americans among them. There were a total of 5 events (See Appendix, Table 1), 2 of which will be analyzed below:

3.13.1 President's message on becoming an anti-racist community

The president of the University of Manitoba used a public statement to address racism and condemn it. Intersectionality should be embraced positively and not used as a tool to create biases among groups (Ghosh, 2014). Firstly, the provost of University of Manitoba recalled the death of George Floyd, a black American who had been murdered in cold blood by a racist policeman. The video showing the scene had surfaced online causing public protests from the black community against racism. After noting this, the institution's President went ahead to focus on the discrimination that was growing against Asian Americans, especially after the spread of COVID-19 in America. It saddened him that six innocent lives of Asian women had to fall victim to cold-blood murder in Atlanta, Georgia (Chung, 2021, p.14). Following this news, The

President of the University wished to remind the school fraternity that the University of Manitoba was solely built on equality. He condemned all acts of racism against minority groups and assured the affected communities that the school was in solidarity with them.

3.13.2 [UofM notice] Update to UM Students: March 22, 2021. As the school's Vice Provost, Laurie M. Schnarr, prepared the students for Spring, she highlighted a few important updates. Among them was 'Winnipeg's Anti-Racism Week' that would encompass seven days of anti-racism discussions (Chung, 2021, pp.9-10). Laurie welcomed students who were interested in pushing the narrative that all humans were equal, and racial prejudice should no longer prevail. During the planned week, the school would organize discussions on the matter of Anti-Asian prejudice to bring awareness to the students regarding the problem. It would then offer guidance to the participants on the roles they could play in making discrimination a thing of the past. Laurie challenged all students to be part of the program to prove that U.M. was a school standing on equality, peace, and love. Afterwards, she also added a mental health awareness program that would last a week. During this period, students would reflect how they felt discussing issues of Anti-Asian prejudice, and how the news on the murder of six Asian American women had affected them.

CHAPTER FOUR: DISCUSSION

Below we discussed the intensified Anti-Chinese prejudice during the COVID-19 pandemic and Northern American Universities' responses towards the pandemic racism. We also evaluated the responses from certain universities in comparison with other universities.

Firstly, it is crucial to recall that the COVID-19 outbreak came as a surprise to everyone. However, as medical reports revealed its origin in Wuhan, China, people started blaming the disease on Asians, particularly Chinese, rather than approaching it as a problem that could have started anywhere (Couzin-Frankel, 2020). As such, Chinese people living in foreign countries started feeling disadvantaged and discriminated against compared to the local citizens. In this paper, we focused on Chinese international students in the United States of America and Canada. There were myriads of groups of international students and residents with Chinese roots at the time of the pandemic outbreak. While Chinese international students were facing the negative impact of the pandemic, people started blaming them and making them the victim of slander, hate, abuse, and unfair treatment, which led to Chinese international students' feelings of being left out, self-conscious, and afraid of local Canadian or American people.

As the pandemic grew more rampant, the mental wellbeing of most Chinese in Canada and the United States continually deteriorated. Chinese international students lack social support and resources in North American societies compared to their Canadian and United States counterparts. While everyone was dealing with the pandemic, the Chinese international students in Canada and the United States had extra stressors to cope with. Their vulnerability to the disease was overlooked, which was accompanied by extra pressure put on them by insensitive people who blame their home country for the pandemic, including the American president at the time, Donald Trump. Nobody wants to live in a place where they feel victimized, judged and

treated unfairly because of their roots. As such, a course of action was needed to approach and solve the problem of Anti-Asian and Anti-Chinese prejudice.

North American Universities can play a critical role in stopping Anti-Asian hate for several reasons. Firstly, these universities have large communities of international students due to their prominent academic reputation around the world. If the schools approached the problem, not only would they help their own international students, but they would also create sensitivity around the issue of race. Secondly, these universities are well packed; they receive millions of applications every year and allow tens of thousands of students to join them. North American universities would also reach a wide range of audiences when addressing Anti-Chinese racism and leverage their reputation to spread the inclusive messages to the broader American and Canadian societies. Lastly, the North American universities had access to most news channels that sought to cover their progress on a regular basis with wide public attention. With these factors in mind, it is evident that one of the best ways to spread the Anti-Prejudice messages was through the North American Universities, which would help reach millions of people in Canada and the United States.

As the pandemic racism grew and North American universities started responding to it, the reactions they gave are subject to judgment. While some responses and events planned by these schools looked genuine, there are other schools that seemed to do things just to avoid looking bad. The only way to tell whether a school genuinely wished to help the situation or just felt obliged to play along was by analyzing the events they planned in response to the problem at hand. There are various ways that a school can reach its students, including webinars, inclusive and exclusive discussions, free and open spaces, resources, announcements, and public statements. There were schools that utilized all the approaches and there were ones that only

limited their response to one or two of the approaches. The schools that utilized half or more of these approaches seemed more considerate of the problem than those that barely responded in meaningful ways. In the long run, only the universities that made use of most of these approaches could have helped in changing the lives of Chinese international students who were being discriminated against during the pandemic.

Before discussing the events that each school held and how impactful they were, it is vital to first look at the best approaches that every school should have employed. Inclusive discussions would entail allowing all groups to a meeting despite their descent (Zigerell, 2021). The advantage of this approach is that it creates solidarity between ethnic minority groups and the mainstream American or Canadian communities by putting them together in one space for discussion, through which people can learn to embrace each other's intersectional traits and eliminate race-based prejudice. As such, some schools held inclusive meetings to create awareness about the issue of Anti-Chinese prejudice to both the victims and the American/Canadian communities in the hope of enhancing the unity among the students with American/Canadian roots and those of Asian descent.

Exclusive events, on the other hand, would only welcome groups of a certain descent and exclude the others. Even so, such meetings would be very important in dealing with the issue of racial prejudice. The affected communities needed a safe space and a platform where they could express themselves without fear of judgment from Americans or Canadians. Through exclusive meetings, the Chinese international students could freely share with each other their experiences, feelings, and opinions (Zigerell, 2021). Exclusive meetings can serve as a safe haven for Chinese international students to encourage, support, and heal each other in the face of pandemic racism in a secure, private space. After the saddening murder of six Asian women, there was a lot of

trauma among the Chinese communities in the U.S. and Canada, which may have a profound impact on Chinese international students' mental health. Holding an exclusive safe space would help Chinese communities heal from the trauma and the overwhelming pandemic stressors with the support and guidance from people with similar cultural backgrounds. Both exclusive and inclusive events were necessary despite their potentially different purposes.

McGill University, to start with, had several events meant to address the issue of Anti-Asian prejudice in North America. It is critical to note that McGill University's responses were comprehensive in that it utilized nearly all types of approaches. They held several webinars, announcements, and even went ahead to organize inclusive workshops that would bring their McGill school community together (See Appendix, Table 1). The approaches of this school can be judged to be genuine and effective since they not only released statements but took the extra step to call every member of the school to an inclusive meeting regarding the matter. There is proof that the school did not just hold the events to avoid looking bad, but they meant to end the discrimination against Chinese international students. However, the school lacked exclusive workshops that would have been used to help the affected Asian and Chinese communities. They also lacked healing spaces that would have helped the victims regain emotional strength despite the traumatizing events that had occurred.

Concordia University's response was ambivalent. Although they tried to create sensitivity around the issue of Anti-Asian prejudice, they did not seem to be dedicated to providing instrumental support. We assume that they only did it because they felt obliged to for the following reasons. In response to the cases of Anti-Chinese prejudice during the pandemic, Concordia University only held one discussion, gave one announcement, and provided five resources (See Appendix, Table 1). Few students would be interested in checking school

resources, yet Concordia used them as their major means of spreading awareness against Anti-Chinese discrimination. They also provided a resourceful video by Mei Chu, but it would only have helped the people that were interested in watching it. If a school genuinely wished to help a minority group among its students, it would have provided more instrumental support beyond simply presenting resources. The school neither held any inclusive nor exclusive workshops. It even failed to create a free space for the Chinese students to be able to heal. While it still provided a number of resources, the University should have put more effort since it is an influential institution and could have helped spread the anti-racism messages to the Concordia communities as well as the Canadian society.

The University of Maryland had one of the best approaches compared to most other North American schools in response to the pandemic racism. Firstly, it made announcements like any other institution; along with statements addressing the issue of racial discrimination was there. After creating awareness and providing the necessary resources, they organized both exclusive and inclusive meetings to help fight Anti-Chinese prejudice (See Appendix, Table 1). Their approach was noteworthy since they considered an inclusive event for all people and two exclusive ones that would only be focused on the affected communities. Through the inclusive meeting, they would be able to bring all the students of the school with intersectional traits together. They would then enlighten them on the importance of treating the Chinese people fairly and respectfully and call out on problematic behaviors such as labeling Chinese as disease carriers because of their cultural backgrounds. On the other hand, the school would use the exclusive meetings to remind the Chinese that they were loved, listened to, and appreciated. Through such meetings, members of the indigenous community would feel appreciated, and they would get to openly express how they felt. Overall, the school's approaches were exceptional.

The University of North Carolina was among the schools with the most planned events for creating equality awareness. The school had 24 events organized (See Appendix, Table 1). They used several announcements and statements to bring the issue of racial bias to light. Then they organized eight inclusive workshops, through which all members of the UNC fraternity would gather to discuss and condemn Anti-Chinese prejudice. One of the workshops was titled “Activating Alliances: Building Solidarities Across Communities” and was majorly focused on helping the different communities in the school stand together as one. As the cases of Anti-Chinese violence were rising, there was a need for solidarity between ethnic minority groups and the mainstream American or Canadian communities. The school planned the eight workshops to cover most facets of Anti-Asian prejudice such as the history of Anti-Asian hatred in America, Anti-Chinese discrimination during the pandemic, and actions and ways to fight against the pandemic racism. Besides, the school also provided resources as a backup for the meetings that would be held.

While the University of California had many responses, they may not have been as impactful as intended. This was because the University had made a number of statements but held only one exclusive meeting. They focused primarily but also sorely on creating public statements and email announcements as a way to create awareness around the issue (See Appendix, Table 1). As earlier discussed, information that goes to a student’s email in form of news or other resources may not be appealing enough and may fail to get students’ attention. We argue that the University of California should have put in more effort in providing instrumental support for Chinese communities such as holding inclusive meetings to cultivate solidarity on campus or exclusive meetings as a safe haven for affected individuals during the pandemic.

The University of Toronto also paid much attention in the fight against Anti-Asian discrimination through a number of well-organized events. They also used statements to communicate the problem to the school's fraternity (See Appendix, Table 1). Through the statements and email announcements, students and staff would be made aware that there was an issue of Anti-Chinese prejudice. They also used the announcements to reflect on the unpleasant murders that had occurred in Georgia, leaving six innocent Asian women dead. They also reminded the students of news reports that had revealed the level of hatred that Chinese Americans were receiving since the wake of the COVID-19 pandemic. University of Toronto highlighted Chinese communities as victims to constant verbal and mental abuse, labeling, hatred, and unequal treatment. The many statements released by the University reflected its fraternity facing racial injustice. They then arranged an inclusive meeting to further emphasize their statements and announcements on the matter. Their efforts prove that the school was determined and dedicated to fighting against Anti-Asian hate. The only thing they lacked was an exclusive workshop or meeting that would have allowed a safe space for the Chinese communities to share and support each other.

From all the analyzed schools, it is clear that the most common event planned in response to Anti-Asian hate was the use of announcements and public statements. Why this method was common and how helpful was it? Statements and announcements express a person's thoughts in writing (Taioli, 2021). The statements and announcements were a good indication that the leaders of a school were clear in their stance against Anti-Asian discrimination during the time of the pandemic. Even the schools that have been seen to have few events had made at least one or two announcements to sensitize people on the severity of the pandemic racism. However, despite the statements and announcements, it was common to see schools neglecting the importance of

inclusive and exclusive workshops. Email messages, despite their ability to cover most members in the school community, may not be as effective, powerful, and impactful meetings allowing participants to interact live and share the messages they wish to share in a live meeting. The schools that only used announcements assumed that the approach was enough to reach the whole school but ignored the limitation of depending only on statements and announcements.

The schools that organized inclusive and exclusive meetings would be able to achieve more in the long run compared to schools that only make statements and announcements. Live discussions, whether exclusive or inclusive, would allow students and participants to interact and share their emotions during the stressful pandemic (Addressing the Growing Impact of COVID-19, 2020). Such live meetings would also enhance solidarity as people get to learn from each other openly. Only working through announcements does not give the audience a chance to express how they feel regarding a certain issue or create a room for discussion. Meetings also allow participants the chance to project their emotions without hesitation or second thought. The universities should have embraced this approach to support the marginalized, discriminated communities.

Narrowing down to exclusive workshops, there was a need to consider having events that only allowed Chinese communities to participate. The problem of racial prejudice had been known in North America long before the pandemic. There had been cases of Chinese Americans receiving hate because of their roots even in the 19th century (Taioli, 2021). As such, it is normal for international students to be afraid of living abroad because they may be the next victim of racial prejudice. After the Atlanta murders, Chinese international students maybe even more afraid of their lives in North America. Exclusive workshops allowing only Chinese communities could provide a more specific, culturally sensitive space for Chinese international students to

connect with each other, share their experiences during the pandemic, and find a sense of belonging and security.

Waterloo University conducted a very unique and remarkable healing space that could have helped Chinese international students in many ways. The University asked Asian-American students, teachers, and staff to participate in a virtual program to assist them to recover from pain, self-condemnation, and dread caused by traumatic incidents (See Appendix, Table 1). The event was designed for members to join an online group discussion anonymously. Everyone would have the opportunity to write down how they felt after the Anti-Asian killings in Atlanta during the session and talk about their personal experiences with racial discrimination. The Chinese communities at Waterloo University may begin to heal from the emotional effects of racial injustice as a result of the intervention with this space to express themselves without fear of being attacked by a predator in the audience. This strategy would have worked, according to the school, in reminding the Asian population that they were valued, thought of, and safeguarded.

The University of Toronto also focused on helping the Chinese students get through the mental distress that the Anti-Asian hatred had brought on them. They had two unique events that showed how genuinely the school wished to combat the issue of Anti-Chinese prejudice and help the affected communities (See Appendix, Table 1). The first unique event invited members of the Asian community to a secure and therapeutic area where they could gain self-confidence during a time when they were constantly being labeled and judged. A discourse would be facilitated by a person of Asian heritage, Jia Yao, in the space. Chinese international students may feel at ease confiding in someone who not only knew their concerns and insecurities but also shared their roots. When the organizers welcomed people to the event, they told them to wear clothes that

would allow them to stretch and exercise so that they can do activities such as mediation, meditation, and stretching during the session. Because the event will be held remotely, potential attendees were advised to find a large room ahead of time. It's worth noting that only Asians were permitted to attend the session, giving them a sense of belonging just when they needed it most.

The second unique and praiseworthy event held by the University of Toronto involved art. No other school had organized an event of this type, which shows how committed U.T. was in the mission to fight Anti-Asian prejudice. Art can be used to express feelings that are difficult to put into words. The school organized a second virtual event using art as a tool to help the Chinese community cope with the pain caused by the horrible Atlanta killings. Phuong Nguyen, a Vietnamese Canadian facilitator, welcomed people of both American and Asian ancestry and emphasized that no prior art skill was required (See Appendix, Table 1). All that was required of the potential participants was a piece of paper and five different colored pencils. Through art, the affected group would try to express their emotions, insecurities, fears, worries, and experiences without the fear of being judged, abused, or mistreated.

The use of resources was also a common approach to most universities during the time. As they sent out their public statements and announcements, most schools would provide links for their audience, each with a unique purpose. Some links would lead to an online platform that would allow the members of the schools to report any cases of Anti-Asian prejudice. Some links would lead to online resources that would offer encouragement and support to the affected communities (See Appendix, Table 1). Other links would lead to social media platforms that would allow the students to share the message of stopping Anti-Asian prejudice. The approach was common among all the North American universities discussed in this paper and it had the

potential to help the lives of the affected Chinese communities. It would have been even more difficult to cope with the pandemic racism without platforms where a person could report cases of Anti-Asian prejudice, get support from others, and voice themselves against Anti-Chinese sentiment.

Of all the universities' responses, there was one that lacked in every school and should have been considered. This is the creation of support groups that may run both physically and online. A support group should be a place where people of the same interest get to interact regularly, unlike exclusive and inclusive workshops that only occur once (Zingora et al., 2021). Support groups would help serve the purpose of workshops, but they can function and reinforce the benefit of the workshop on a regular basis. The constant meetings would help Chinese communities to connect and form a constant surrounding supporting system when they felt overwhelmed by the pandemic stressors and racism. It would be similar to a fellowship where people of Asian descent would be meeting often to remind one another that they would always be there to offer encouragement among themselves. If the schools arranged such weekly meet-ups for the Chinese communities, whether virtually or one-on-one, they would frequently help one another gain emotional strength. The meet-ups would also help the Chinese communities find the appreciation they need amongst themselves and a sense of family and togetherness. As most Chinese international students did not live with their families abroad (Taioli, 2021), the support group can serve as a critical part of the supporting system for these students and fill the gap that the Chinese international students had because of being physically distant from their families.

All the universities made an effort in trying to stop Anti-Chinese hate. However, there are universities that have been noted to have put in more effort than others. The University of

Toronto, for instance, has been proven to be one of the universities that had the best responses against Anti-Asian prejudice. The school, among others of its kind, organized unique events that would serve to help the Asian community as they were constantly being judged and discriminated against. The North American schools had a huge role to play in fighting the problem since they served a large audience and had international students among them. While some schools seemed to respond because they felt obliged to, there were those that put tireless efforts into fighting the issue. It is without a doubt that all the events organized by the universities would contribute towards fighting against Anti-Asian prejudice during the pandemic.

Conclusion

In conclusion, the incidents of aggression against Chinese people are related not only to outcomes of the coronavirus pandemic but other factors also. To a much larger degree, they embody attempts to revive the power of old discourses of racial discrimination which were not fully erased from Western society. The application of the critical discourse analysis to the narratives of the COVID-19 pandemic show that the last manifestations of Anti-Chinese attitudes, such as the tweets of Donald Trump calling the COVID-19 the "Chinese disease," are rooted exactly in discourses of racial discrimination, which are depended on the Othering of the Asians. At the same time, the discourse analysis reveals that discourses of racial discrimination are very close to other kinds of discrimination, such as discrimination based on gender or sexual orientation. What Chinese international students are facing is an intersectional combination of oppression and privilege. In sum, such discourses create the basis for hate crimes. Hence, there is a high danger of hate crime against the Chinese people.

In these conditions, the universities of North America, which are highly responsible for all students, regardless of race, ethnicities, gender, and sexual orientations, have to develop strong measures to prevent hate crimes against them. The analysis of the measures against discrimination, which is conducted in the current paper, shows that universities also applied the data of discourse analysis, which uncovered the roots of Anti-Chinese prejudices, to educate the students and to make them aware of these roots. At the same time, the parallel application of discourse analysis to the narratives of the abovementioned measures of universities shows that almost all of them, in general, try to deconstruct old colonial discourses which for a long time hid the preconditions of racism in North America.

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Appendix

Below is a simplified set of data with the list of all analyzed schools and the number of events that they held. The schools organized webinars, announcements/statements, inclusive workshops, exclusive workshops, and resources, in response to the hate that Chinese international students were receiving in Canada and the United States. This table categorizes each school against the events it held.

Table 1

<i>Events</i>	Total Number of Events	Announcements/ Statements	Exclusive Workshops/ Discussions	Inclusive Workshops/ Discussions	Resources	Webinars
<i>Name</i>						
McGill University	12	3	None	1	None	2
Concordia University	7	1	1	None	5	None
York University	11	4	None	None	6	1
University of Maryland	12	4	2	1	5	None
University of North Carolina	24	9	None	8	7	None
University of California	19	18	1	None	None	None

