Asian Canadian Research and Engagement Studio

ACAM 320J: Special Topics in Asian Canadian and Asian Migration Studies (Community Organizing)

Instructor: Dr. JP Catungal
Location: LS Klinck Rm. 462

Course community partner: christina lee 李嘉明 (hua foundation)
Time: Tue/Thu, 12:00-1:20pm

Office hours: Thursdays, 330pm to 430pm (BuTo 1020) (By sign-ups)

Course overview

How does community engaged research expand scholarly and public understandings of Asian Canadian politics, cultures, histories and communities? How do we ensure that practices of community engaged Asian Canadian studies research are ethical, equitable, reciprocal, and collaborative? How can meaningful research be grounded in, accountable to and meaningful for community?

Academic institutions have increasingly expressed growing interest in community-based learning initiatives, and a desire to engage with communities through less extractive and more collaborative research practices. This course will prepare students of Asian Canadian studies to engage in community engaged research, emphasizing in particular how to approach and build equitable, reciprocal and accountable relationships with Asian Canadian communities and organizations outside the university. Students will learn about theories and methods of community engaged Asian Canadian studies. They will also have the opportunity to apply these theories and methods to envision and implement projects in partnership with community organizations.
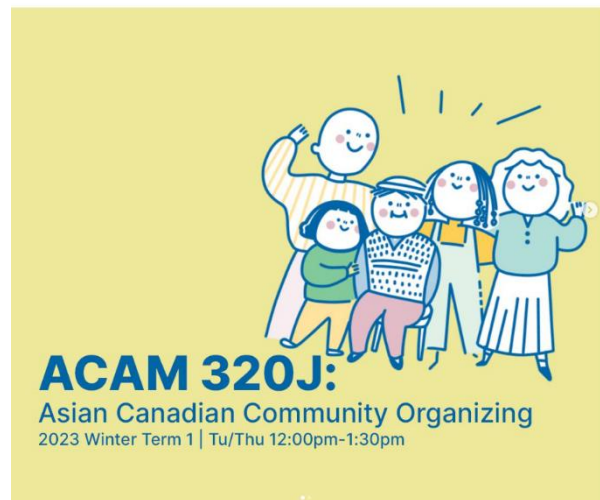

Illustration by @dawndawndawnillustration

The course has been co-developed and will be co-led by Dr. JP Catungal (Assistant Professor and Co-Lead, UBC Centre for Asian Canadian Research and Engagement) and christina lee 李嘉明 (operations + special projects @ hua foundation). Offered as a studio course, ACAM 320J will involve hands-on, project-based learning and emphasize a balance between academic, community and practical knowledge. Along with lectures, discussions and readings, students will engage directly with and learn from community research partners who have worked with Asian Canadian studies faculty at UBC. The course will enable students to implement research projects in collaboration with local community partners and to work together on a 'community charter' that articulates what it means to do meaningful research for Asian Canadian communities, by and with Asian Canadian communities.

Course learning objectives

By the end of the course, students will be able to:

- Discuss what community engaged research is and how it expands the field of Asian Canadian studies politically, epistemologically and methodologically
- Explain the institutional organization and governance of research, as well as how these impact community perspectives on and participation in research
- Unpack the ethical, relational and political challenges that can arise from community engaged Asian Canadian studies research
- Navigate institutional pathways towards conducting community engaged Asian Canadian studies research
- Apply lessons from the course to design and implement community engaged research projects in collaboration with community partners
- Come up with effective strategies for communicating community engaged research results to broader public audiences

Summary of graded deliverables

Completion of TCPS 2: CORE-2022 (5%)

You will work through and complete the CORE 2022 online tutorial on research ethics, which serves as an introduction to *The Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS 2). You will submit your Certificate of Completion for an automatic 5%.

(Due: Sept. 28, Thur., before class)

Portfolio of personal reflections (20%)

You will submit three reflections (~600 words) on the ff. topics prior to the start of the community engaged project:

1. Positionality and social identity (due: Sept. 21, Thur., before class)
2. Collaborating w/ community partners (due: Sept. 28, Thur., before class)
3. Group work (due: Oct. 10, Tues., before class)

You will also submit a fourth reflection (~600 words) in class looking back at your three reflections in light of your experience working in groups and with your community partner. (due: in class, Dec. 5, Tues.)

More specific prompt questions for each of the above will be given to you by the instructor to guide your reflections.

Participation (5%)

Participation in the course community will be evaluated based on substance, depth and quality of engagement.

Community charter
(15%)

The community charter is a class-wide project. Our collective task is to produce a resource for prospective practitioners of community engaged Asian Canadian studies research. The resource must articulate key principles and practices that prospective practitioners should consider when engaging in research with Asian Canadian communities. You will draw on course readings, other readings and resources, and perspectives offered by current practitioners of CE ACS research. The entire class will decide on the format and content of the community charter.

In preparation for the class-wide development and planning of the community charter, you will also individually prepare a one-page handout, in bullet point, identifying what you think are some key principles and practices that should be part of the community charter. This portion will be submitted for grading and will account for 5% of your final mark and 1/3 of the weight of the community charter (i.e., 5% of the 15% weight for this assignment is your handout).

(Due: Oct. 17, Tues., end of day)

Community engaged research project
(20%)

In groups, you will collaborate with a community partner to envision, plan and implement a community engaged project related broadly to Asian Canadian studies. The goals, methods, format and content of your project will be decided in collaboration between your group and your community partner. (Due: Dec. 7, Thur., end of day)

You will also submit a two-page project brief (proposal) that describes what issue or topic your research project addresses, why the project is important, as well as how you will approach the implementation of the project.
(Due: Oct. 26, Tue., before class)

Audience engagement assignment 1 (10%)

In your community engaged research project groups, you will envision and implement an engagement strategy that communicates your research project to an institutional audience of your choosing (e.g., policymakers, funding bodies, university administrators, government officials). In groups, you will present your engagement strategy publicly to an assembled audience of institutional actors that will be invited to 'showcase #1'.

(Due: in-class, Nov. 23, Thur.)

Audience engagement assignment 2 (10%)

In your community engaged research project groups, you will envision and implement an engagement strategy that communicates your research project to a general audience of ACAM community members at a project showcase public event. In groups, you will present your engagement strategy publicly at a project showcase (#2) that will be open to the broader ACAM community within and beyond UBC.

(Due: in-class, Nov. 30, Thur.)

Final project: Mock funding application and reflection (15%)

For your final (individual) project, you will envision a dream community engaged research project.

Your submission must include:

- A mock application modelled after UBC's Partnership Recognition and Exploration (PRE) Fund, using a custom template created for the course by the instructors. The application should provide details on your envisioned project, explain the significance of your research question/s, discuss your proposed partnership with community members or organizations, and identify and describe your desired outputs.
- An additional written reflection (~1000 words) articulating what work needs to have been done to be able to compose and submit the PRE application. Focus on the reflection should be on research process, design, and ethics elements of your project. Your reflection should also think through the relationship building aspects of project design and implementation.

(Due: Dec. 12, Tues. end of day)

Additional assignment information

Concessions and accommodations: If you require more time beyond the identified deadlines or if you miss marked coursework, email me or make an office hour appointment to discuss possibilities for concession (e.g., deadline extensions, alternate assignments). Alternatively, you may also fill out Arts Advising's online academic concession form as soon as possible, so that an advisor can evaluate your concession case.

Also, you may consider discussing academic concessions and accommodations with your Faculty's advising office, particularly if you require multiple concessions throughout the term.

- For students in the Faculty of Arts, please see: https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/.

> **If you encounter challenges to your capacity to take part in the ACAM 320J learning community**
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> e.g., if you are unable to attend class or submit assignments in time due to conflicting responsibilities (e.g., religious observances), illness or other unforeseen circumstances, please let me know as soon as possible via email or during office hours. We will figure out together how best to ensure that your learning needs are met.

Unexcused late submissions: Unexcused or undiscussed late submissions will be penalized 5% (out of a mark of 100%) per day. These will only be accepted up to seven days (including holidays and weekends) after the due date.

Academic integrity

Academic integrity is crucial to rigorous and responsible knowledge production in the academy. It is our collective responsibility to ensure that standards of academic integrity are honoured. It is your responsibility as a student to inform yourself of academic guidelines. As your teachers, we are here to help you be aware of expectations, policies and best practices. Please do not hesitate to consult with us should you have questions about what is acceptable or not acceptable.

Violations of academic integrity standards include but are not limited to plagiarism, falsification of sources and documents, and submission of works you did not do yourself (i.e., paid-for or auto-generated). They are subject to possible disciplinary measures, including course failure, suspension or expulsion.

On academic integrity & proper use of citations: https://learningcommons.ubc.ca/academic-support/academic-integrity-citations/

More info on UBC's academic misconduct policy and process: https://vancouver.calendar.ubc.ca/campus-wide-policies-and-regulations/student-conduct-and-discipline/discipline-academic-misconduct

Communications policy

As ACAM 320J is a project-based studio course, there will be significant in-class time for direct interfacing and interaction with the course instructor and the course community partner.

The best way to reach me (JP Catungal) outside of class time is to set up an appointment during office hours. Emails are also fine, but they should be used conscientiously. Extended discussions, including ones that require back-and-forth (e.g., discussing ideas for assignments), are best done through an office hour discussion.

Emails: I usually reply to emails w/within 48 hours of receipt, but care work, health issues or other responsibilities might cause delays. In addition, at certain times during the term, email traffic gets heavier than usual, which means that I might not be unable to get back to you in a timely manner. If you do not receive a reply within 48 hours, please re-send your email with a gentle nudge / reminder.

Course schedule and readings

Please note that readings and other resources are available on the course Canvas page and are organized by weekly theme.

ACAM 320J will be split into the following three main modules:

- **Module 1: Principles and Values of Community Engaged Research in Asian Canadian Studies**
  For this first portion of the course, students will learn about community engaged research in Asian Canadian studies and the values and principles that animate its approach to knowledge production. They will also work towards a collaboratively developed 'community charter' for engaging in equitable and reciprocal research practices.
- **Module 2: Researching in Collaboration with Community Partners**
  The second portion of the course will focus on the practice of research collaboration. In this unit, students will work with community partners to co-design and undertake a small research project. Students will apply lessons from Module 1 to design, implement and deliver a community engaged project in tandem with a community partner.
- **Module 3: Engaging Broader Publics**
  The final portion of the course will be devoted to public engagement as a critical component of community engaged research practice. Students will learn about different styles and forms of knowledge mobilization and the public communication of research. They will also have the opportunity to showcase outputs from their research projects to broader audiences.

	Dates	Theme	Readings
Setting the Scene: Course Intro and Intro to the Politics of Asian Canadian Knowledge Production			
	Sept. 7 (Thu only)	Introduction to the course and to each other	Syllabus **NB: No class on Sept. 5 (Tue) - 'Imagine Day'**
	Sept. 12, 14	The politics of knowledge production in Asian Canadian studies and allied fields	Rob Ho and Christopher Lee. (2017). Asian Canadian Studies as an Emancipatory Project. *AAPI Nexus,* 15.1-2 (2017): 1-14. Gordon Pon, Roland Sintos Coloma, Laura J. Kwak and Kenneth Huynh. (2017). Asian Canadian Studies Now: Directions and Challenges. In Roland Sintos Coloma and Gordon Pon (eds.), *Asian Canadian Studies Reader,* pp. 3-28. John Paul Catungal and Robyn Dowling. (2021). Power, subjectivity and ethics in qualitative research. In Meghan Cope and Iain Hay (eds.), *Qualitative Research Methods in Human Geography,* Chapter 2. Kenyon Chan. (2000). Rethinking the Asian American studies project: bridging the divide between 'campus' and 'community'. *Journal of Asian American Studies,* 3(1): 17-36.

Module 1: Principles and Practices of Community Engaged Research in Asian Canadian Studies		
Sept. 19, 21	Community engaged research in ACS: principles, ethics, methods	Course ethics protocol Access Alliance Multicultural Health and Community Services (2012). Chapter 1: Introduction to community-based research (pp. 2-15). *Community Based Research Toolkit: Resource for Doing Research with Community for Social Change.* Toronto: Access Alliance Multicultural Health and Community Services. Kathleen S. Yep and Tania D. Mitchell. (2017). Decolonizing community engagement: Reimagining service learning through an ethnic studies lens. In C. Dolgon, T.D. Mitchell and T.K. Eatman (eds.), *The Cambridge Handbook of Service Learning and Community Engagement,* pp. 294-303. Vancouver Chinatown Social Cohesion Report (christina lee, 2018)
Sept. 26, 28	Working with community partners	Michael Muhammad, Nina Wallerstein, Andrew Sussman, Magdalena Avila, Lorenda Belona and Bonnie Duran (2015). Reflections on researcher identity and power: The impact of positionality on community based participatory research (CBPR) processes and outcomes. *Critical Sociology,* 41(7-8): 1045-1063. Eric Mar, Isabelle Thuy Pelaud, Russell Jeung, Philip Nguyen, Jensine Carreon and Wei Ming Dariotis. (2018-2019). Serve the people! Asian American Studies at fifty: empowerment and critical community service learning at San Francisco State University. *AAPI Nexus,* 16(1-2): 111-136. Access Alliance Multicultural Health and Community Services (2012). Chapter three: Building partnerships and collaboration for community-based research (pp. 40-47). *Community Based Research Toolkit: Resource for Doing Research with Community for Social Change.* Toronto: Access Alliance Multicultural Health and Community Services. **NB: Thursday: Guest panel and discussion (with Stephanie Lim, Jennifer Lu, Sharanjit Sandhra and Nicole Yakashiro)**
Oct. 3, 5	Research design in community engaged research in ACS	Access Alliance Multicultural Health and Community Services (2012). Chapter five: Designing the "research component" in your community-based research project (pp. 84-92). *Community Based Research Toolkit: Resource for Doing Research with Community for Social Change.* Toronto: Access Alliance Multicultural Health and Community Services. Access Alliance Multicultural Health and Community Services (2012). reSearch for Change: Ethical Dilemmas in Community Based Research (pp. 132-135). *Community Based Research Toolkit: Resource for Doing Research with Community for Social Change.* Toronto: Access Alliance Multicultural Health and Community Services. Asian Community Convenors Project (hua foundation)

Oct. 10 (Tue only)	Community charter studio	Studio week: No readings **NB: No class on Oct. 12 (Thu) - 'make-up Monday'.**
Module 2: Researching in Collaboration with Community Partners		
Oct. 17, 19	Envisioning a project with community partners	Studio week: No readings. **NB: Tuesday: Context setting and visioning with community partners**
Oct. 24, 26	Considering audiences and communicating research results	Michelle Lam and Akech Mayuom. (2023). Promising practices and constraining factors in mobilizing community-engaged research. *Research Ethics,* 19(2): 199-219. Access Alliance Multicultural Health and Community Services (2012). Chapter nine: Disseminating your community-based research project (pp. 197-209). Community Based Research Toolkit: Resource for Doing Research with Community for Social Change. Toronto: Access Alliance Multicultural Health and Community Services. **NB: Thursday: Training in media and public knowledge production**
Oct. 31, Nov. 2	Project implementation	Studio week: No readings.
Nov. 7, 9	Aftercare, reciprocity and follow-up	Stephen Danley, Kathryn Jackson and Melissa A. Thompson. (2023). 'What is the community going to get from it?' Abolitionist ethics and the praxis of responding to reciprocal community requests. *Public Integrity.* Online Preprint. Sarah Maiter, Laura Simich and Julie Wise (2008). Reciprocity: An ethic for community-based participatory action research. *Action Research,* 6(3): 305-325. **NB: Thursday: Community partner follow-up and check-in**
Module 3: Engaging broader publics		
Nov. 16 (Thu only)	Public engagement studio	Thursday: Studio Day: No readings NB: No class on Nov. 14 (Tue) - part of Reading Break.

	Nov. 21, 23	Public engagement event 1: institutional audiences	Tuesday: Studio day: no readings NB: Public engagement event for institutional audiences
	Nov. 28, 30	Public engagement event 2: general audiences	Tuesday: Studio day: no readings NB: Public engagement event for general ACAM audience
Conclusion			
	Dec. 5, 7	Reflections and conclusions	Studio week: no readings Tuesday: Studio – finalizing community project outputs Thursday: Course community feast and lessons sharing