

**Asian Canadian Histories for Our Times**  
(Dis/Orienting Asian Canada)

**ACAM 300**

Dr. Laura Ishiguro

University of British Columbia  
Winter 2020-2021, Term 1 (online)

Course home & asynchronous work: [Canvas](#)  
Synchronous classes: [Zoom](#)



*Image: City of Vancouver Archives, [AM1663: CVA 300-138](#), A group of Japanese children, Karl Haspel, Vancouver, 1937 or 1938, public domain.*

**What can we do with our immediate and pressing racial terror?  
What do we make of our newfound sense of precarity in public space?  
What do we do with the news stories, the Wikipedia pages, the tweets?**

**We remember.**

– Kim Tran, “Racism that Bridges,” in Asian American Feminist Collective,  
*Asian American Feminist Antibodies (Care in the Time of Coronavirus)*, Zine #3 (March 2020), 15.  
Accessible as a PDF via the Asian American Feminist Collective, [Resources](#).

*The Point Grey campus of UBC Vancouver is located on the ancestral, unceded territory of the hən̓q̓əmin̓əm̓-speaking xʷməθkʷəy̓əm (Musqueam) people. “Unceded” means that the xʷməθkʷəy̓əm people have never sold, lost, surrendered, or otherwise relinquished these lands and waters. UBC has a work-in-progress relationship with the xʷməθkʷəy̓əm. I am doing my work in this course on xʷməθkʷəy̓əm territory, where I am a settler. This positioning shapes my work and responsibilities on this territory, including in my role as an instructor. I encourage you to learn from xʷməθkʷəy̓əm, as well as to identify and learn from the Indigenous nations on whose territories you are studying if you are elsewhere this term. [The Native Land website](#) offers one starting place for this work, while keeping in mind its disclaimer.*

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## Basic course information

### What is this course about?

What do Asian Canadian histories have to do with the present? What good can historical knowledge, understanding, and thinking do now? Driven by these questions, ACAM 300 is an Asian Canadian history course for our times. We will explore how Asian Canadian histories are portrayed and used in a range of contexts today – from scholarship and textbooks to political apologies and media coverage, from films and museum exhibits to community festivals and family stories. We will consider what role these diverse historical representations play in the present. And we will develop our own ideas about what other histories need to be told about people of Asian descent in northern North America, and explore how and why we might do so. Overall, you can expect to learn about some important topics in Asian Canadian history; understand why these histories – and how they are told – matter today; build skills related to digital and ethical community-engaged historical work; and, in the process, contribute to histories that can make a difference in our times.

*Note:* this course focuses on Asian Canadian history and its contemporary relevance. This might include discussion of current events, typically with a Canadian emphasis. Module IV will discuss activism and protest, including with reference to gender, sexuality, and anti-racism. If you have concerns that the content of this course might put you at risk, please read closely [the course policies on privacy and safety](#), and contact me by email if you would like to discuss it further.

### Who is teaching this course?

**Instructor: Dr. Laura Ishiguro.** Find out more about me on the [Teaching Team page](#) on Canvas.

→ *How to address me?* You can call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers.

→ *How to contact me?* I aim to answer all student communications in the following formats within 24 hours on weekdays:

- **For general questions or logistical issues related to the course**, read and/or post in the [Course Q&A and General Discussion](#) on the Canvas discussion board. I encourage you to respond to your peers here too, if you have answers to their questions or want to chime in about issues they have raised.
- **For one-on-one consultation**, attend my office hours on Zoom on Tuesdays between 2pm and 3:20pm. [Join directly using this link](#) (or this Meeting ID: 642 8146 2274 and Passcode: 446820).
  - My regular Tuesday office hours are drop-in – first come, first served. You will enter in a waiting room; please wait there until I add you to the room where we can communicate by your choice of video, audio, or chat. (Don't worry if you're waiting; it means that I am meeting with someone else, but I will add you to the room as soon as I am available to meet with you.)
  - If you are unable to meet in my scheduled office hours, no problem! Please send me an email ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)) to make alternative arrangements that work for both of us. I am happy to accommodate different schedules and time zones, and other circumstances that might shape how and when we can talk. In this case, you will access my virtual office using the same link as above.
- **To contact me about personal circumstances or to set up a meeting**, email me at [Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca). Please use this email address instead of Canvas messages. Email is great if you want to touch base about personal circumstances that aren't appropriate for the general course discussion board, if you have questions with likely straightforward answers, or if you want to set up a meeting outside of my regular office hours. If your question requires more substantial discussion, I might ask if we can arrange a meeting instead.

**TA – Class facilitation & community engagement: Nicole Yakashiro** (she/her/hers). Email Nicole at [nyaka@mail.ubc.ca](mailto:nyaka@mail.ubc.ca) for questions or discussion related to community engagement, and for help and support with the Community Research Pathway for the final project.

**TA – Class facilitation & marking: Leilan Wong** (she/her/hers).

### How is this course structured?

ACAM 300 is organized on a weekly schedule, from Tuesday to Monday. All times in the syllabus and on Canvas are in the Pacific time zone (eg. Vancouver).

After the initial introductory week, the course is organized into six two-week modules. Each module is designed around a big question, asking how Asian Canadian history relates to, and helps us to understand or address, a major issue in our world today. Through lectures, guest presentations, workshops, readings, discussion, activities, and assignments, we will explore these questions from multiple perspectives. Each module involves a mix of **asynchronous** and **synchronous** learning. They are all structured the same:

✓ **The first week of each module** (Weeks 2, 4, 6, 8, 10, and 12 of term) will involve three kinds of independent asynchronous work, completed through Canvas [modules](#):

1. **Lecture** - available from 11am Tuesday.
2. **Assigned reading or other preparation** - available from 11am Tuesday.
3. **Review exercise (Canvas quiz)** - available from 11am Tuesday, due by 11:59pm Monday.



There is also an optional group study room on [Zoom](#) from 11am-12:20pm on Tuesday of the first week of each module. This operates on a drop-in basis.

✓ **The second week of each module** (Weeks 3, 5, 7, 9, 11, and 13 of term) will emphasize learning through interactive synchronous and/or asynchronous work, completed on Zoom and/or Canvas in two steps:

1. **Class meeting (guest presentation or workshop)** - synchronous, Zoom, 11am-12:20pm Tuesday.
2. **Group discussion about the module** - your choice of one of the following:
  - Synchronous, Zoom, 11am-12:20pm Thursday.**OR**
  - Asynchronous, Canvas, available from 11am Tuesday. First post by 11am Thursday; follow-up posts by 11:59pm Monday.



See the [Course Overview on Canvas](#) for timelines illustrating the workflow for each week.

### What are the course's learning objectives?


🔍 **By the time you submit the final assignment in December, you should be able to:**


1. Identify, describe, and explain topics related to the history of people of Asian descent in northern North America (Canada).
2. Draw on this understanding of Asian Canadian history in order to contextualize and explain major issues today. More generally, examine contemporary concerns in historical perspective.
3. Explain how this course-based learning might connect with, contribute to, support, or **impact communities beyond UBC**, including ACAM 300's partner, the Powell Street Festival Society.
4. Discuss issues in community-engaged research, including describing what constitutes ethical work, examining how and why it matters, and constructing strategies for conducting it. If you choose the community research pathway for your final project, you will also be able to apply this knowledge and demonstrate related skills.
5. Demonstrate skills in historical research, analysis, and communication, including:
  - a. Summarize, discuss, and evaluate primary and secondary sources.
  - b. Analyze representations of Asian Canadian history using the 4W method.

- b. Produce and communicate analysis in a style appropriate to medium, genre, and context.
6. Describe, support, and appraise the skills and knowledge you gain in the course.

To achieve the objectives, you should consistently engage with the required work for each module (including lectures, reading activities, and participation exercises), and complete the assignments. You should also contact me or another member of the teaching team any time that you have questions or concerns. This will allow me support you in a timely and effective manner! I will assess your achievement of course objectives based on your work on course assignments, outlined below.

### What materials will you need?





 This course has no textbooks or extra supplies to purchase. All assigned readings and other materials are available online for free or at no additional cost to registered students. You will find these materials linked in the associated Canvas modules. \*\*If you are unable to access an assigned source in your current location, please contact me.


 This is an online course, which means that you will need access to a computer (or similar device) and the internet. The main course home will be Canvas, accessible with your CWL.

### What will we do?

### Course schedule

8-14 September                      Introductions




-  **Asynchronous.** Complete the [Introductions module](#) on Canvas.
  - o  **Asynchronous.** Complete the survey on Canvas, which is linked in the module.
  - o  **Asynchronous.** Check out the Canvas discussion board and post in the “Introductions” thread, which is linked in the module.
-  **Synchronous class.** Thursday 10 September, 11am to 12:20pm, Zoom. [Find information about accessing this \(and all other synchronous sessions\) on Canvas.](#)

 Join the course late? Please do this week’s [asynchronous work](#) when you join us, and check the “Course Q&A and Discussion” forum or contact me if you have any questions or concerns.


### Module I

**What is “Asian Canadian history” and what does it have to do with us?**




15-21 September                      Module I, Week 1

-  **Asynchronous.** Engage with the lecture materials in Module I on Canvas.
  - o  **Synchronous option: open study room.** Tuesday 15 September, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week’s discussion on representations of Asian Canadian history. Find the readings, along with further instruction to guide your preparation, in the module:
  - o Government of Canada, [“Events in Asian Canadian History”](#) (last modified May 2020).



- Government of Canada, [Discover Canada \(Canadian citizenship study guide\)](#), “Canada’s History” and “Modern Canada” sections (2012).
-  **Asynchronous.** Complete the review exercise linked in the module on Canvas. It must be completed before it closes at 11:59pm on Monday 21 September.





22-28 September	Module I, Week 2
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-  **Synchronous class.** Tuesday 22 September, 11:00am-12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 22 September; first post by 11am Thursday 24 September; open for follow-up posts until 11:59pm on Monday 28 September) **OR**  **Synchronous discussion.** Thursday 24 September, 11:00am-12:20pm, Zoom.





**Module II**

**What does Asian Canadian history have to do with Indigenous sovereignty, colonialism & reconciliation?**

29 September-5 October	Module II, Week 1
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-  **Asynchronous.** Engage with the lecture materials in Module II on Canvas.
  -  **Synchronous option: open study room.** Tuesday 29 September, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week’s discussion on settler colonialism and the Powell Street community past and present:
  - Excerpts from the Powell Street Festival Society’s Cultural Workers Training materials.
  - Birmingham & Wood Architects and Planners et al, for the City of Vancouver, “Executive Summary” and “Historical Context Statement – Overview,” chapters 2 and 4 in *Historical and Cultural Review: Powell Street (Japantown)* (2008), pp. 7-8 and 19-25.
  - The [Nikkei Stories](#) **OR** the [Open Doors Project](#) online exhibit (explore for ~half an hour).
-  **Asynchronous.** Complete the module review exercise. It must be completed before it closes at 11:59pm on Monday 5 October.





6-12 October	Module II, Week 2
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-  **Synchronous class.** Tuesday 6 October, 11:00am-12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 6 October; first post by 11am on Thursday 8 October; open for follow-up posts until 11:59pm on Monday 12 October) **OR**  **Synchronous discussion.** Thursday 8 October 11am-12:20pm, Zoom.
-  **Deadline!** Asian Canadian History Today #1 is due on Canvas by 11:59pm on Thursday 8 October.





**Module III**

**What does Asian Canadian history have to do with anti-Asian racism & COVID-19?**

13-19 October	Module III, Week 1
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-  **Asynchronous.** Engage with the lecture materials in Module III on Canvas.
  -  **Synchronous option: open study room.** Tuesday 13 October, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week's discussion on racism, disease, how we tell these histories for different audiences, and how we connect past and present:
  - Renisa Mawani, "[How a tiny island off Victoria became part of B.C.'s racist history](#)," Q&A, UBC News, 27 July 2020.
  - Renisa Mawani, "'[The Island of the Unclean': Race, Colonialism and 'Chinese Leprosy' in British Columbia, 1891-1924](#)," *Law, Social Justice & Global Development Journal* (2003, 1): web **OR** Renisa Mawani, "[Histories of Race and Contagion: Revisiting D'Arcy Island through COVID-19](#)," *One Hour @ UBC*, UBC Extended Learning, 30 July 2020, available on Youtube (imperfect autogenerated captions available; 1 hour 1 minute 23 seconds).
-  **Asynchronous.** Complete the module review exercise. It must be completed before it closes at 11:59pm on Monday 19 October.

20-26 October	Module III, Week 2
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-  **Synchronous class.** Tuesday 20 October, 11am-12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 20 October; first post by 11am on Thursday 22 October; open for follow-up posts until 11:59pm on Monday 26 October) **OR**  **Synchronous discussion.** Thursday 22 October, 11am-12:20pm, Zoom.
-  **Deadline!** The research project consultation or proposal is due by 11:59pm on Thursday 22 October.

<b>Module IV</b>
<b>What does Asian Canadian history have to do with anti-racism, resistance, activism &amp; solidarity today?</b>





27 October-2 November	Module IV, Week 1
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-  **Asynchronous.** Engage with the lecture materials in Module IV on Canvas.
  -  **Synchronous option: open study room.** Tuesday 27 October, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week's discussion on resistance, activism, and different ways of telling these histories:
  - "[Mary Kitagawa](#)," *Education Series: Our Elders, Our Stories*, Taiken Education, Nikkei National Museum & Cultural Centre, available on Youtube (14 minutes 15 seconds; captions available).
  - "[Shout Out to Gay Asians of Toronto](#)," *The Secret Life of Canada* podcast, available from CBC (4 minutes 29 seconds; no transcript currently available but article text includes some key points).
  - "[Rupert Raj and Trans Activism, 1973-1988](#)," online exhibit on *The Archives: Canada's LGBTQ2+ Archives*, the introduction and at least one issue of *Metamorphosis*. (Please note

that this material includes some terminology and ideas that were typical of trans activism in the 1970s and 1980s, but that are no longer in common or accepted usage.)

- Meena Dhar, “Being a Political Activist is Risky: An Interview with Martha Ocampo,” *Asianadian* 6, 2 (May 1985): pp. 5-7 from the [Asian Canadian Wiki](#).
  - Conely de Leon, “Celebrating Filipin@ Community Artivism in Toronto,” Zenee May Maceda, “The Transformative Possibilities of the Visual Storytelling of Resistance and Community Organizing,” and Althea Balmes and Jo SiMalaya Alcampo, “Kwentong Bayan: Labour of Love,” chapter 9 in *Drawn to Change: Graphic Histories of Working Class Struggle*, ed. Graphic History Collective with Paul Buhle (Toronto: Between the Lines, 2016), 176-187.
-  **Asynchronous.** Complete the module review exercise. It must be completed before it closes at 11:59pm on Monday 2 November.





3-9 November	Module IV, Week 2
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-  **Synchronous class.** Tuesday 3 November, 11:00am to 12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 3 November; first post by 11am on Thursday 5 November; open for follow-up posts until 11:59pm on Monday 9 November) **OR**  **Synchronous discussion.** Thursday 5 November, 11am-12:20pm, Zoom.
-  **Deadline!** Asian Canadian History Today #2 is due on Canvas by 11:59pm on Thursday 5 November.



## Module V

**What does Asian Canadian history have to do with immigration, refugees & asylum-seeking today?**

10-16 November	Module V, Week 1
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-  **Asynchronous.** Engage with the lecture materials in Module V on Canvas.
  -  **Synchronous option: open study room.** Tuesday 10 November, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week’s discussion on refugee histories and personal stories:
  - a. *The Ugandan Asian Refugees in Canada*, online archive, Carleton University: read “[Background: Idi Amin’s Uganda, 1972](#)” and “[The Ugandan Asian Refugees in Canada](#),” and listen to and/or read transcripts for [oral histories](#) for approximately half an hour (interviews vary in length; could be part of one or multiple in full.)
  - b. Shezan Muhammedi, “[Lessons Learned from the Ugandan Asian Refugees](#),” *Active History* (14 September 2015): web.
-  **Asynchronous.** Complete the module review exercise. It must be completed before it closes at 11:59pm on Monday 16 November.

17-23 November	Module V, Week 2
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-  **Synchronous class.** Tuesday 17 November, 11:00am-12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 17 November; first post by 11am on







Thursday 19 November; open for follow-up posts until 11:59pm on Monday 23 November) **OR**  **Synchronous discussion.** Thursday 19 November, 11am-12:20pm, Zoom.

## Module VI

### What does Asian Canadian history have to do with commemoration, apologies, redress – and our future?





24-30 November

Module VI, Week 1

-  **Asynchronous.** Engage with the lecture materials in Module VI on Canvas.
  -  **Synchronous option: open study room.** Tuesday 24 November, 11:00am-12:20pm, Zoom.
-  **Asynchronous.** Complete the assigned preparation for next week's discussion on apologizing for the past and using history to look forward:
  - Erin Bartram, "[Don't We Have to Judge People By the Standards of Their Time?](#)," *Contingent Magazine*, 25 January 2020, web.
  - "[1988: Government apologizes to Japanese Canadians](#)," *The National*, CBC television, 22 September 1988 (4 minutes 29 seconds; no closed captioning yet available)
  - Canadian federal government apology for the Chinese head tax and Chinese Immigration Act, 22 June 2006 – either a video of the apology through the [University of Toronto Library](#) (7 minutes 24 seconds; with transcript, below) or the text of the apology through [Hansard](#).
  - "Canadian federal government apology for the treatment of the *Komagata Maru* passengers in 1914," 18 May 2016 – either a video of the apology on the [Prime Minister's Office Youtube channel](#) (10 minutes, 13 seconds; imperfect YouTube autogenerated closed captions) or the text of the apology through the [Prime Minister's Office website](#).
-  **Asynchronous.** Complete the module review exercise. It must be completed before it closes at 11:59pm on Monday 30 November.


1-3 December

Module VI, Week 2

-  **Synchronous class.** Tuesday 1 December, 11am-12:20pm, Zoom.
- Participate in class discussion in **one** of two ways:  **Asynchronous discussion.** Canvas discussion board (discussion open by 11am Tuesday 1 October; first post by 11am on Thursday 3 December; open for follow-up posts until 11:59pm on Monday 7 December) **OR**  **Synchronous discussion.** Thursday 3 December, 11am-12:20pm, Zoom.
-  **Deadline!** The Research project is due on Canvas (unless otherwise arranged) by 11:59pm on Thursday 3 December.

## Exam period

7-22 December

 **Deadline!** The take-home exam is due on Canvas by 11:59pm on Thursday 17 December.

## What assignments will you do? On what will your grade be based?

### General principles, procedures, and policies

- **Ask me if you aren't sure.** If you have any questions or concerns, please check in with me by email, post on the Course Q&A, or ask in class or my office hours.
- **Submit each written assignment on Canvas as one file (.doc or .docx or .pdf).** These should be typed, double-spaced, Times New Roman or similar 12-point font, with 1-inch margins. They absolutely must be your own work; any ideas, information, and wording or phrasing gleaned from other sources must be properly cited and, when necessary, put in quotation marks. In this course, I ask that you use Chicago style footnotes. For more, see the section on Academic Conduct in this syllabus; we will also discuss this during the term and I will post resources on Canvas.
- **Late submissions will be penalized at a rate of 5% per day including weekends.** Exceptions to this penalty will be granted if you qualify for an in-term concession (eg. due to conflicting responsibilities, medical circumstances, or compassionate grounds, as [defined in the UBC Calendar](#)) or if you have contacted me and we have agreed on alternative arrangements before the deadline. (In other words, if you contact me ahead of the deadline, I will grant reasonable extensions for any reason. If you contact me after the deadline, I will waive the late penalty only for reasons that qualify for a concession.) **Please contact me via email as soon as you are aware that you might need an extension or concession. Do not send me documentation of your reasons.**
- **I will not accept course assignments submitted after 22 December 2020.** If you still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you might qualify for a deferred standing in the course. The Arts Advising website has a useful [summary of academic concessions](#).
- **When you get an assignment back, please take the time to read the feedback,** as well as looking at the mark. I will return it to you on Canvas. The comments are always intended both to explain the mark and to support your future work in the class (and beyond!), and I will be expecting you to try to incorporate the feedback into the next assignments.
- **If you have questions or concerns about my evaluation of an assignment, make sure that you have read and reflected on my written feedback first, and then set up a time to speak with me.** I am always happy to talk about my feedback! I will not re-mark revised and resubmitted assignments, but if you still have concerns about my evaluation of your assignment following a meeting, I will re-mark the original submission on your request; note, though, that the mark can go up or down (or remain the same) during this process. If I do re-mark an assignment and you still have concerns, then there are university procedures in place for reviewing your assigned standing. You can find out more about the "[Review of Assigned Standing](#)" process in the UBC Calendar.



*Image: Vancouver Public Library, 85766M, "Little boy eating ice cream in Vancouver's Chinatown," Stanley Triggs, 1961, from [VPL Flickr](#), no known copyright restrictions.*

**Specific assignment details**

Assignment	Percent	Due date
<b>Engagement, participation &amp; contributions</b>		Modules I-VI, as outlined below
→ Module review exercises (Canvas quizzes)	5	Week 1 of each module
→ Participation in module discussion - <u>one</u> of Canvas discussion board (asynchronous) <u>or</u> Zoom discussion session (synchronous) per module.	10	Week 2 of each module <ul style="list-style-type: none"> <li>• Asynchronous: first post by 11am on Thursday, any follow-up posts by 11:59pm on Monday.</li> </ul> <b>OR</b> <ul style="list-style-type: none"> <li>• Synchronous: 11am- 12:20pm on Thursday.</li> </ul>
<b>Asian Canadian History Today papers</b>		
→ #1. Wikipedia analysis	15	11:59pm on Thursday 8 October
→ #2. Media response	15	11:59pm on Thursday 5 November
<b>Research project</b>		
→ Proposal or consultation	5	11:59pm on Thursday 22 October
→ Project	25	11:59pm on Thursday 3 December
<b>Take-home exam</b>	25	11:59pm on Thursday 17 December

**Engagement, participation & contributions**

**Module review**

5% of your grade will be assessed based on six review exercises – one each for Modules I-VI, taking the form of a Canvas quiz. You will do these in Week 1 of each module. After the lecture and assigned reading or other preparatory activity, the module will direct you to the associated quiz. Each will be open from Tuesday 11am to Monday 11:59pm in the module’s Week 1. More specifically, the deadlines are:

- Module I: 11:59pm on Monday 21 September
- Module II: 11:59pm on Monday 5 October
- Module III: 11:59pm on Monday 19 October
- Module IV: 11:59pm on Monday 2 November
- Module V: 11:59pm on Monday 16 November
- Module VI: 11:59pm Monday 30 November

There are six exercises in total, each worth 1 mark. Canvas will mark them automatically. (If you ever think that Canvas has made an error in marking, please contact me!) At the end of the term, I will drop your lowest score to determine a total out of 5% of your final grade. If you must miss

more than one quiz for reasons that qualify for concession (for example, illness), contact me as soon as possible as I can excuse additional “absences.” [Find out more about these exercises on Canvas.](#)

### **Module discussion**

10% of your grade will be assessed based on your participation in group discussion and activity and, through this, your contributions to our collective learning. You will do this work in Week 2 of each module. There are two possible ways to do so:

- Posting in module discussions on the Canvas discussion board (asynchronous) *or*
- Participating in group discussion sessions on Zoom (synchronous).

Each module, you will choose one of these options. You do not need to choose the same option each time; feel free to do what is best for your circumstances and learning from week to week. If you have questions or concerns about your ability to participate, please speak with me as soon as possible so that we can discuss strategies and options as appropriate.

#### **Canvas discussion board:**

- Opens by 11am on Tuesday of module’s second week; make initial post by 11am Thursday; complete follow-up posts by 11:59pm on Monday.
- Plan to spend approximately 75 minutes per module, divided over multiple visits; this includes thinking about the discussion prompt, considering and writing your own contributions, and reading and engaging with others’ contributions. Each module discussion will include specific instructions and expectations, but typically you will produce a response that is approximately a paragraph, and then several follow-up responses (varied length) that respond to and build on your peers’ ideas.

#### **Zoom group discussion:**

- Synchronous session on Zoom for real-time discussion, Thursday 11am-12:20pm.
- If you choose to attend the synchronous discussion sessions, please be willing to turn on your mic, if not also your video, when you make contributions in small group discussion; if you would prefer not to do so, I encourage you to consider the asynchronous option instead.

Participation will be assessed in Week 2 of each module, out of 2 marks. You can find a detailed rubric on the Assignment page on Canvas, but broadly, this will be based on:

- Adherence to instructions, timely completion of asynchronous activities or punctual attendance in synchronous sessions.
- Prepared and engaged presence, including respectful listening and/or treatment of others’ contributions.
- Quality of contributions – that is, contributions that make our collective work and learning better. Strong participation in this course does not take the form of a mic drop; rather, it includes framing comments and questions in a manner that opens up and improves further discussion, and makes space for others’ productive contributions.

At the end of the term, I will drop the lowest module participation mark to determine a total out of 10% of your final grade. If you are unable to participate for more than one module for reasons that qualify for concession (for example, illness), contact me as soon as possible as I can excuse additional “absences.” At the end of the term, I will sometimes also use my discretion to raise (but never lower) the overall participation mark in order to account for additional factors such as

demonstrated improvement. In other words, I record participation regularly but will not determine the final mark until the end. If you would like to check your interim participation mark during the term, book a meeting so that we can discuss it. [Find out more about participation in module discussion on Canvas.](#)

### Asian Canadian History Today papers

Building on and applying course content and skills, you will write two short papers that examine how Asian Canadian history – and its representation – matter in public today. Broadly, these papers will be evaluated based on demonstrated knowledge and applied understanding from the course (~40%), analytical insight, clarity, and effective use of evidence (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass).

#### Asian Canadian History Today #1: Wikipedia analysis

For this paper, read the [“History” section of the “Asian Canadians” article](#) on *Wikipedia*. Then, drawing on what you learned in Module I (including lecture content, assigned readings, and discussion), **develop an analysis of this public representation of Asian Canadian history using the 4W method.** The paper should be approximately three pages, double-spaced and including footnotes. (No outside research – you should just use the Wikipedia article and any relevant course materials. No bibliography required.) It is due by 11:59pm on Thursday 8 October. Submit on Canvas. The paper is worth 15% of your final grade.


#### Asian Canadian History Today #2: Media response

For this paper, select one recent media piece from a list. (I will distribute this list during the term in order to reflect better current events at the time. It might include newspaper articles, television or radio, or other media.) Read, watch, or listen to your chosen piece, and then **develop a response that situates the current event in historical context, and supports an argument about why an understanding of Asian Canadian history matters to this.** This paper should be approximately three pages, double-spaced and including footnotes. (No outside research – you should just use the media piece and any relevant course materials. No bibliography required.) It is due by 11:59pm on Thursday 5 November. Submit on Canvas. The paper is worth 15% of your final grade.

### Research project

The research project gives you an opportunity to explore and build on course themes by examining an Asian Canadian history topic of your own interest, and considering how and why it matters today. There are two possible pathways you can take: **Community Research** or **Independent Research**. [Read more about these options on Canvas.](#) Whichever pathway you choose, you will do this work in two steps: first, completing an initial [consultation or proposal](#) to get started (due 22 October), and then building on your plans and feedback to complete [the project itself](#) (due 3 December).

#### Project consultation or proposal

 **Community Research Pathway.** Complete the “Project Consultation,” which involves emailing Nicole Yakashiro by 11:59pm on Thursday 22 October, and then meeting with her to discuss the project. Find detailed instructions about this consultation on the [Assignment page on Canvas.](#)



✿ **Independent Research Pathway.** Complete the “Project Proposal” (approximately two pages plus a bibliography). Find detailed instructions about what your proposal should contain on the [Assignment page on Canvas](#).

The email to Nicole (and confirmation on Canvas) *or* the project proposal is due by 11:59pm on Thursday 22 October.

This assignment is worth 5% and will be evaluated on a pass/fail basis (100% or 0%) based on completion, adherence to instructions, and principles of academic integrity. Late submissions of the proposal, or late emails to Nicole, will be subject to the usual late penalty. (The consultation meeting itself can take place after the deadline, but the email must be sent by the deadline.) I expect that you will incorporate and engage with the feedback from this stage, and it will form part of the assessment of the final project.

If you would like to change pathways after this assignment has been submitted, you must speak with me to ensure that there is still time to do so. You will also be required to complete the consultation (if switching to the Community Research pathway) or the proposal (if switching to the Independent Research pathway). If more than ten days have passed since the deadline, you might not be able to join the Community Research pathway.

### Research project

🌐 **Community Research Pathway.** Conduct research about the history of the Oppenheimer Park area in Vancouver’s Downtown Eastside, and then produce a package in clear, accessible writing that will support an ongoing mapping project for the Powell Street Festival Society. Find out more about what this package will contain on the [Assignment page on Canvas](#).

✿ **Independent Research Pathway.** Research an Asian Canadian history topic or issue of your own choosing, and then communicate this research in a way that engages with how it matters today. The final product can take the form of an essay, or another medium/genre designed in consultation with me. Find out more about what this project will entail on the [Assignment page on Canvas](#).

Whichever pathway you choose, the project is due by 11:59pm on Thursday 3 December. Submit on Canvas unless otherwise arranged. It is worth 25% of your final grade.

Broadly, the project will be evaluated based on analytical clarity and insight, including in self-reflection (~45%), appropriate, demonstrated use of research and evidence (~40%), style or expression appropriate to medium/genre/context (~15%), and adherence to instructions and principles of academic integrity (required to pass). Your incorporation of feedback, as demonstrated in the project and/or reflection, will be factored into the assessment of each category as relevant.

### Take-home exam

The take-home exam will ask you to demonstrate what you have learned, synthesize and connect course materials, articulate larger take-home points, and reflect on why it matters. It will consist of two sections: 1) a short answer (approximately 2 pages including footnotes) in which you situate a current news story in historical context using course materials; and an essay (approximately 5-6 pages including footnotes) in which you develop a response to an open-ended question, and support this argument with course materials. No bibliography required.


The take-home exam is due by 11:59pm on Thursday 17 December. Submit on Canvas. It is worth 25% of your final grade.


The short answer will be worth ~30% and the essay ~70% of the total for the exam. In general, I will assess each response based on demonstrated knowledge and skills developed in the course (~45%), analytical clarity, insight, and use of evidence (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass). I will post a more detailed marking rubric on the Assignment page in Canvas when I distribute the specific questions at the end of term.

**Grading scale**

%	90-100	85-89	80-84	76-79	72-75	68-71	64-67	60-63	55-59	50-54	0-49
	A+	A	A-	B+	B	B-	C+	C	C-	D	F

**What else do you need to know about being in this course?**

 **Don't suffer in silence.** Please be in touch if you have any questions or concerns, if you want to check in, if you want to say hi, if you need help... even if you think you might need help but aren't sure! Check the Canvas discussion board, including the [course Q&A](#). Attend office hours. Ask questions in class. Send me an email.

 **Hold space for each other, be patient, engage with each other and offer generous challenges, and contribute to a respectful collective community where we can all learn and contribute.** A community of learning is essential for our work at the best of times, but these principles is perhaps especially important this term; for many of us, the online course structure will involve a new learning curve, while we are all carrying into the course other (and differing) responsibilities, challenges, needs, and circumstances that will affect our work here. For further principles to guide discussion, see the [Assignment page for Participation](#).


**Challenge yourself, but do not put yourself at risk and respect others' boundaries.** I want us to engage critically with course content, and sometimes this involves doing work that is personally challenging. However, this does not mean personally risky! It is possible that topics will arise that are censored, monitored, or illegal in your current location or that of your peers; see below for a policy related to this. It is also possible that topics will arise that are connected to personal trauma. I do not want to put you at risk or do harm in this course. If you are not able to participate in a particular discussion or you have concerns about accessing or engaging in the course in another way, please be in touch with me by email or attend my office hours so that we can discuss the situation and I can determine appropriate accommodations. You will not be required to disclose the reasons for your concerns.

 **[Follow general principles for behaviour in Zoom sessions:](#)**


- You do not need a Zoom account to attend any of these sessions. Go to Zoom in the left menu of Canvas and click Join to join a session.
- You can choose to join using just a first name or a nickname. If you use a name that is different from your UBC record, please let me know by in the [initial survey](#) or by email so I know who you are.
- You can keep your microphone and/or camera off for Tuesday class meetings. Meetings in my office hour can take place by your preference of video, audio, or chat. If you choose to

join the Thursday discussion sessions, please be willing to turn on at least your mic for contributions to small group work.

- If you attend synchronous discussion sessions, please also make sure that you have access to any required readings or preparatory activities, as discussion might require your active use (rather than your general memory) of them.
- Try to remember to keep your mic muted unless you are talking. This helps to cut down on background noise and distractions. Likewise, though I know we can't all perfectly control our spaces in these circumstances, please be mindful of the background and possible distractions if you turn your camera on. You might also consider turning your phones to silent and minimizing multi-tasking or other distractions as much as possible.
- When you join my office hours, you will be in a waiting room. Please wait there until I add you to the room when I am available to meet.

 **Accommodations and accessibility.** Students with disabilities can seek academic accommodations from the Centre for Accessibility under the terms of UBC Policy 73. You can find out more from UBC's "[Academic Accommodations for Students with Disabilities](#)." If you have such accommodations, ensure that I have the paperwork from the Centre for Accessibility as soon as possible, as you have a right to have these needs met.


Whether or not you have formal accommodations: if you find that any aspect of the course is a barrier to your learning or meaningful inclusion, please set up a meeting, drop into my office hours, or email me so we can discuss possible strategies or adjustments that will meet your needs and course requirements. You will never be asked or required to disclose to me the reasons.

 **Respect each other's privacy and safety.** Do not record or share any course materials or personal information, including names, unless you have express permission to do so. As a general rule, all Canvas materials (including my lecture materials) must stay on Canvas, and you should not record Zoom sessions. Please also note this statement from UBC:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit the Calendar for an articulation of the values of the University conveyed in [the Senate Statement on Academic Freedom](#)). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please read more about UBC's position on [Freedom of Expression](#).

**This course focuses on Asian Canadian history and its contemporary relevance. This might include discussion of current events, typically with a Canadian emphasis. Module IV will**

**discuss activism and protest, including with reference to gender, sexuality, and anti-racism. If you have concerns that the content of this course will put you at risk, please read UBC's statement (above) closely and contact me by email if you would like to discuss it further.** Regardless of your current location, please be mindful that, for some members of the class community, sensitive material might result in repercussions, so respect each other's boundaries, privacy, and safety as well as your own. On this topic, UBC also recommends using myVPN. You can find more information about this on the [General Course Policies page on Canvas](#).

 *Academic conduct.* This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are “expected to behave as honest and responsible members of an academic community.”<sup>1</sup> This includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used. Why should you do this? The consistent, thorough practice of citation is an important component of being part of academic communities and conversations; it enables you to show (off!) your work; it gives fair credit to the people whose work and expertise has been essential for your own; and it reflects skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more. In addition, there are serious repercussions for academic misconduct. These can include a zero on the assignment, failure of the course, a notation on your transcript, and suspension or expulsion.

So, what is academic misconduct? As outlined in UBC policy, it includes the following:

“1. Cheating, which may include, but is not limited to:

- I. falsification of any material subject to academic evaluation, including research data;
- II. use of or participation in unauthorized collaborative work;
- III. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
- IV. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
- V. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person’s words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else’s work as one’s own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student’s own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.”<sup>2</sup>

Please keep in mind that UBC’s standards of academic conduct might differ from those at other institutions. It is your responsibility to ensure that you understand UBC’s expectations and how to practice academic honesty in this course. For more, read “[Discipline for Academic Misconduct](#)” in UBC’s Academic Calendar; the Chapman Learning Commons guide, “[Academic Integrity](#)”; and the

<sup>1</sup> UBC Policies and Regulations, “[Academic Honesty and Standards](#).”

<sup>2</sup> UBC Policies and Regulations, “[Academic Misconduct](#).”

[UBC History Writing Centre's](#) sections about citation. If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

## Where can you find help or support?

For course-related support, you are always encouraged to use Canvas Discussions, drop into my office hours or set up another meeting time, or email me.

Here are some other important resources to support you and your work. See [Canvas for a more extensive list](#) related to tech, academics, finances, health, wellbeing, and advocacy.

### ✓ Free, confidential, 24/7 support for mental health & well-being:

- As a UBC student, you have access to [Empower Me](#), including a 24/7 helpline at 1-844-741-6389 (toll-free) from anywhere in North America.
- Either in or outside North America, as a UBC student you have access to single-session 24/7 mental health support and community referrals via app, phone, and web through [Here2Talk](#).
- The [Crisis Centre of BC](#) is an off-campus resource with phone and chat options in BC. If you are not in BC, there might be similar services in your local area.
- If you are worried about a friend, you might find [UBC's Crisis Support](#) information helpful.
- For longer-term strategizing, you also might be interested in exploring a free e-book, [It's All Good \(Unless It's Not\): Mental Health Tips and Self-Care Strategies for your Undergrad Years](#), written by Nicole Malette and published by UBC Press this summer

### ✓ Support, advice & resources for online learning & otherwise navigating life, work, and study during the COVID-19 pandemic:

- Explore the [UBC Keep Learning](#) site. I recommend reading it now *and* bookmarking it for later!
- Similarly, explore the [AMS COVID-19 list of resources](#).
- For general information and updates, UBC's [COVID-19 Information for Students](#).
- UBC's [Your Mental Health during the COVID-19 Outbreak](#).
- Read more about [UBC's student discount packages for technology related to remote learning](#).



Image: City of Vancouver Archives, AM1184-S3: CVA 1184-1573, "Sikh family around a stove," Jack Lindsay, January 1943, public domain.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available from the UBC Senate, "[Policies and Resources to Support Student Success](#)."