

**Dis/Orienting Asian Canada:
Asian Canadian Histories for Our Times**
ACAM 300

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University of British Columbia
Winter 2021-2022, Term 1

Course home: [Canvas](#)

This is a hybrid course with non-mandatory in-person attendance.

Asynchronous learning materials: released Mondays 12:30pm, Canvas modules

In-person classes*: Wednesdays 12:30-1:50pm, SCRF 209

**There is an online asynchronous alternative on Canvas for all in-person classes.*



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 traditional, ancestral, unceded, and occupied territory of the hən̓q̓əmin̓əm̓-speaking xʷməθkʷəy̓əm (Musqueam) people. xʷməθkʷəy̓əm have lived here since time immemorial – since the beginning of people, history, and memory; for millennia – and continue to do so. “Unceded” means that xʷməθkʷəy̓əm have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonialism. I encourage you to learn more directly from xʷməθkʷəy̓əm as well as from other nations on whose territories you live; I also encourage you to attend to the histories that shape your own presence, relationships, and work in this place.

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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. It does not offer a total coverage of all histories of people of Asian descent in northern North America, but rather, we will explore a range of Asian Canadian histories, both commonly discussed and comparatively unknown. We will consider how these histories are portrayed and used in a range of contexts today – from scholarship to social media, from government to community festivals, from podcasts and films to news coverage, from place names to family stories. We will consider what role these histories play in the present. And we will develop our own ideas about what other histories need to be told, how, and why. 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. No pre-requisites or co-requisites, no prior background knowledge required. Welcome!

How is this course structured & delivered?



Mode: **ACAM 300 is a hybrid in-person/online course, with non-mandatory in-person attendance.** This means that it is possible to take the course **EITHER completely remotely and online (asynchronous) OR through a combination of online work (asynchronous) and in-person classes.** (There is no option to take the course completely in person; at least some of the weekly work will take place online.) You do not need to register your decision at the beginning of term, and indeed you do not need to make one decision that will apply for the whole term. Instead, each week you will choose whether to do the week's work completely online or through a combination of online and in-person; you are welcome to change your choice from week to week depending on whatever works best for you, your learning, and your circumstances that week. In-person classes will not be streamed live or recorded.

Modules: Aside from an initial introductory half-week and a final concluding half-week, ACAM 300 is organized into six two-week modules. Each module is designed around a big question that asks how Asian Canadian history helps us to understand or address a major issue in our world today. Through lectures, assigned readings/other materials, and group discussion, we will spend the module exploring a range of histories that speak to this big question, as well as gradually building our understanding of what it means to do community-engaged historical work.

Weekly work: The regular coursework is structured on a weekly schedule beginning on Mondays at 12:30pm (Pacific time zone, eg. Vancouver). The work is structured in the same way each week:

1. **Online, asynchronous. Lecture and/or guest presentation.** Pre-recorded video(s) available in Canvas modules from 12:30pm on Monday; asynchronous. Everyone: engage with these on your own schedule by 12:30pm on Wednesday.
2. **Online, asynchronous. Assigned materials (eg. reading or film).** Materials (or links to materials) available in Canvas modules from 12:30pm on Mondays. Everyone: engage with these on your own schedule by 12:30pm on Wednesday. (These are listed in the syllabus and Course Schedule page now. Generally they will be accessible through Library Online Course Reserves - left menu of the Canvas site - if you want to engage with them earlier.)
3. **Choice! Discussion about the week's work** – your choice of **one** of the following:
 - o In-person class, SCRF 209, Wednesdays 12:30-1:50pm. If you choose this option for the week: just show up in the classroom at the scheduled time, having engaged with the week's asynchronous work and ready to participate in discussion.

OR

- o Asynchronous, online, Canvas Discussions. The week's discussion forum will be available in the Canvas module from 12:30pm Mondays. If you choose this option for the week: follow the instructions in the module to sign up for a discussion group and, based on the week's asynchronous work, make your first post by 12:30pm Wednesdays; complete follow-up posts as instructed by 11:59pm Sundays.

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 a number of 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 to make course learning and scholarly research accessible and meaningful for communities beyond UBC, including our partner, the Powell Street Festival Society.
4. Discuss issues in community-engaged historical research, including describing what constitutes ethical and accessible work, and implementing strategies for telling histories that might support change in the present. If you choose the community research pathway for your final project, you should also be able to apply this knowledge and demonstrate related skills in making scholarly research accessible to a wider audience in the service of a community organization.
5. Demonstrate skills in historical research, analysis, and communication, including:
 - a. Summarize, discuss, and analyze primary and secondary sources.
 - b. Analyze representations of Asian Canadian history using the 4W method.
 - a. Design and conduct an historical research project.
 - 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 week and complete the assignments. You should also contact me if 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 contributions to discussion and your assignments, as outlined below.

What materials will you need?

 **No textbooks!** 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 on a week to week basis, or any time in the Library Online Course Reserves (via the left menu on the course Canvas site). If you are unable to access an assigned source in your current location, please contact me.

 **A computer or other device & internet access!** As a hybrid course, ACAM 300 takes place online, either partly or exclusively (depending on your choice of discussion format), which means that you will need access to a computer or similar device as well as the internet. The online course home will be Canvas, accessible with your CWL.

 **A face covering (if you are attending in-person classes)!** You are required to wear a medical or non-medical mask that covers your nose and mouth in all indoor public spaces, including the classroom (as well as hallways, lobbies, stairwells, and elevators on the way to the classroom). There are online (asynchronous) alternatives available for all in-person classes in this course and you are welcome to choose these for any reason.

- If you don't have or forget a mask, there will be masks available in various locations around campus including in the Dean of Arts office, Arts Advising, and Buchanan Tower.
- Please note that some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(2 September\)](#) outlines exemptions for students in certain situations including: “(a) If the student is unable to wear a face covering because of (i) a psychological, behavioural or health condition, or (ii) a physical, cognitive or mental impairment; (b) if the student is unable to put on or remove a face covering without the assistance of another person.” Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order. Such requests must be made through the

Center for Accessibility. After review, students who are approved for this accommodation will be provided with a letter of accommodation to share with instructors teaching courses in which they are registered. In the intervening time, you are very welcome in the class.

- With reference to mask-wearing, mask exemptions, and all other matters, please help to maintain a [respectful environment](#) on campus. The mask mandate is very important and I urge us to respect it fully; that includes wearing masks if they are required of us *and* respecting exemptions and those of us who qualify for them.
- *Note:* the PHO Order exempts instructors from wearing a mask while lecturing if they can maintain a 2m distance from everyone else. Despite this exemption, I still intend to remain masked in the classroom at this time due to my personal health and other considerations. It is possible that this will change during the term, in which case I will let you know; for now, expect me to be masked in the classroom.

Who is teaching this course?

 To find out more about us, see the [Teaching Team page](#) on Canvas, which is located in the Introductions module and linked from the Home page.


Instructor: Dr. Laura Ishiguro. Call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers. I aim to answer student communications in the following formats within 48 hours on weekdays:

- **For general questions, comments, 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 that they have raised.
- **For one-on-one consultation**, attend my office hours on Zoom on Tuesdays 10-11am. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).
 - My scheduled office hours are drop-in – first come, first served. You will enter in a waiting room; please wait there and, when I am available, I will add you to the room where we can communicate by your choice of video, just audio, or just chat.
 - If you are unable to meet in my scheduled office hours, send me an email (Laura.Ishiguro@ubc.ca) to arrange an alternative time that works for both of us. We will meet in the same Zoom office linked above.
- **To contact me about personal circumstances not appropriate for the discussion board or to set up a meeting outside of my regular office hours**, email me at Laura.Ishiguro@ubc.ca. I do not use Canvas messages! Please use this email address instead!

TA – community engagement specialist: Nicole Yakashiro (she/her/hers). Email Nicole at nyaka@student.ubc.ca for questions related to community engagement, and for help and support with the Community Research Pathway for the final project.

What will we do?

Course schedule





 Remember: in order to attend any in-person class, you must first complete a [self-assessment for COVID-19 symptoms](#); wear a mask (unless you qualify for an exemption under the terms of the Provincial Health Officer order, in which case you should seek an accommodation through the

Centre for Accessibility); and generally follow a path of abundant caution, collective care, and respect, as well as all COVID-19 safety policies in effect. **Do not attend in-person classes if you are sick, or even maybe-sick.** There are online alternatives for every in-person class, and absences/non-participation can be excused if you are too sick to work.

! Although I will avoid it if/as much as possible, this schedule is subject to change, particularly if public health orders, university policy, and/or course circumstances require it. **For more information, see [COVID-19 policies & principles](#) on Canvas or later in this syllabus.**

Course introductions




Week 1 Introductions

-  **Asynchronous.** Complete the Introductions module on Canvas between 8 and 13 September (or, if you register in the course after the first week, then as soon as you join us).
 -  **Asynchronous.** Complete the initial survey for the teaching team between 8 and 13 September (or as soon as you join the course). This is located in the Introductions module on Canvas.
 -  **Asynchronous.** Post on the “Introduce yourself” class discussion between 8 and 13 September (or as soon as you join the course). This is located in the Introductions module on Canvas.
- OPTIONAL**  **In-person class.** Wednesday 8 September, 12:30-1:50pm, SCRF 209. Attendance in this class is not mandatory. It will primarily be an opportunity to meet your colleagues in person. I will be there to welcome you to the course in person as well, but I will not be providing any information that is not included in the Canvas Introductions module.


Module I



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

Week 2 So, what is Asian Canadian history?

-  **Asynchronous.** The week’s lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 13 September. The materials will be:
 - Government of Canada, “[Events in Asian Canadian History](#)” (last modified April 2021).
 - Government of Canada, [Discover Canada \(Canadian citizenship study guide\)](#), “Canada’s History” and “Modern Canada” sections (2012).
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 15 September, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 13 September. Sign up for group and make first post by 12:30pm Wednesday 15 September; complete follow-up posts by 11:59pm on Sunday 19 September.

Week 3 Doing community-engaged historical work





-  **Asynchronous.** The week’s lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 20 September. The materials will be:
 - Henna Mann, “[The Gur Sikh Temple, National Historic Site](#),” short film for South Asian Studies Institute (University of the Fraser Valley, 2021, 6 minutes 12 seconds). YouTube, no English-language autogenerated captions at this time.

- City of Vancouver Archives, AM1601-S1-: 2012-010.09, Harry Lin Chin fonds, “[Mother and child – early 1950s](#),” film (7 minutes 16 seconds, no sound).
 - Pamela Sugiman, “I Can Hear Lois Now: Corrections to My Story of the Internment of Japanese Canadians,” in Kristina R. Llewellyn, Alexander Freund, and Nolan Reilly, eds., *The Canadian Oral History Reader* (Montreal: McGill-Queen’s University Press, 2015), 297-317.
- Based on the lecture and assigned materials, participate in class discussion in **either**:
-  **In-person class**. Wednesday 22 September, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion**. Canvas discussion available in module by 12:30pm on Monday 20 September. Sign up for group and make first post by 12:30pm Wednesday 22 September; complete follow-up posts by 11:59pm on Sunday 26 September.




Module II

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

Week 4 Reconciling Asian Canadian history & settler colonialism

-  **Asynchronous**. The week’s lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 27 September. The materials will be:
 - Laura Ishiguro, Nicole Yakashiro, Will Archibald, and the Landscapes of Injustice Research Collective, “Settler Colonialism and Japanese Canadian History” (2017).
 - Excerpts from the [Truth and Reconciliation Commission on Canada’s final report](#). **Content:** the TRC report focuses on the history of Indian residential schooling in Canada, which entails discussion of colonialism and colonial violence, death and genocide, and abuse. National crisis line for Indian Residential School survivors and family: 1 866 925 4419. For other mental health and crisis supports, see the Canvas module, the [Help and Support page](#), and/or the final page of this syllabus file.
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class**. Wednesday 29 September, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion**. Canvas discussion available in module by 12:30pm on Monday 27 September. Sign up for group and make first post by 12:30pm Wednesday 29 September; complete follow-up posts by 11:59pm on Sunday 3 October.
-  **Deadline! Asian Canadian History Today #1 (Wikipedia analysis) is due on Canvas by 11:59pm on Friday 1 October.**



Week 5 Place, power, community – partnering with the Powell Street Festival Society

-  **Asynchronous**. The week’s lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 4 October. The materials will be:
 - 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.
 - Excerpts from the Powell Street Festival Society’s Cultural Workers Training materials.
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class**. Wednesday 6 October, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion**. Canvas discussion available in module by 12:30pm on Monday 4 October. Sign up for group and make first post by 12:30pm Wednesday 6 October; complete follow-up posts by 11:59pm on Sunday 10 October.





Module III

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

Week 6 Racism, precarity, disease & migration

-  **Asynchronous.** The week's lecture will be released on Canvas Modules by 12:30pm on Monday 11 October.
-  **The university is closed on Monday 11 October for the Thanksgiving holiday.** I will release the week's lecture on Monday as usual, but to account for the holiday, there will be no additional assigned readings and no required discussion (either in-person or online) this week. Instead, you can choose to engage with the lecture during the Wednesday class time if you prefer to mark the holiday on Monday.




Week 7 History-telling for change

-  **Asynchronous.** The week's lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 18 October. The materials will be:
 - 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.
 - Renisa Mawani, "[How a tiny island off Victoria became part of B.C.’s racist history](#),” Q&A, UBC News, 27 July 2020.
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 20 October, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 18 October. Sign up for group and make first post by 12:30pm Wednesday 20 October; complete follow-up posts by 11:59pm on Sunday 24 October.
- ☐  **Deadline!** The research project proposal is due on Canvas by 11:59pm on Friday 22 October.





Module IV

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

Week 8 Refuge & asylum

-  **Asynchronous.** The week's lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 25 October. The materials will be:
 - Priscilla Koh, "The Stories They Carried: Reflections of Vietnamese-Canadians 40 Years after *That War*," *Refuge* 32, 2 (2016): 9-19.
 - "[Background: Idi Amin’s Uganda, 1972](#)" and "[The Ugandan Asian Refugees in Canada](#)," and spend about fifteen minutes listening to and/or reading excerpts from [oral histories](#). All from [The Ugandan Asian Refugees in Canada](#), online archive, Carleton University.
- ☐ Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 27 October, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 25 October. Sign up for group and make first post by 12:30pm Wednesday 27 October; complete follow-up posts by 11:59pm on Sunday 31 October.



Week 9	Hidden & shareable histories for the present
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-  **Asynchronous.** The week's lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 1 November. The materials will be:
 - Laura Madokoro, "Oh, Weldon Chan! Where are You Hiding?": Sanctuary and Fugitivity in Memory and Song, 1958 to the Present," *BC Studies* 209 (Spring 2021): 37-62.
 - Karen James, "The Ballad of Weldon Chan" (song, 1961).
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 3 November, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 1 November. Sign up for group and make first post by 12:30pm Wednesday 3 November; complete follow-up posts by 11:59pm on Sunday 7 November.
-  **Deadline! Asian Canadian History Today #2 (media response) is due on Canvas by 11:59pm on Friday 5 November.**


Module V



What does Asian Canadian history have to do with anti-racism, resistance, activism & solidarity work today?

Week 10	Activist histories
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-  **Asynchronous.** The week's lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 8 November. The materials will be:
 - "[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](#)," exhibit on *The Archives: Canada's LGBTQ2+ Archives*, introduction and any one issue of *Metamorphosis*. (Note: includes some terminology and ideas typical of trans activism in the 1970s and 1980s, but 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.
-  **Mid-term break from 10-12 November.** There will be no discussion this week (either in-class or online). Instead, this week's asynchronous work will be included in next week's discussion.

Week 11	Active history-telling for community change
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-  **Asynchronous.** The week's mini-lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 15 November. The materials will be:
 - Angela May, [dear community](#) (Powell Street Festival, 2021, 57 minutes 8 seconds). Transcript on the PSFS website; YouTube autogenerated captions available in video.
 - "[Mary Kitagawa](#)," *Education Series: Our Elders, Our Stories*, Nikkei National Museum & Cultural Centre, YouTube (14 minutes 15 seconds; autogenerated captions available).
- Based on the materials from Weeks 10-11, participate in class discussion in **either**:

-  **In-person class.** Wednesday 17 November, 12:30-1:50pm, SCRF 209 **OR**
-  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 15 November. Sign up for group and make first post by 12:30pm Wednesday 17 November; complete follow-up posts by 11:59pm on Sunday 21 November.





Module VI

What does Asian Canadian history have to do with commemoration & political apologies?

Week 12 Commemorating & un-commemorating



-  **Asynchronous.** The week's lecture and assigned materials will be released on Canvas Modules by 12:30pm on Monday 22 November. The materials will be:
 - Erin Bartram, "[Don't We Have to Judge People By the Standards of Their Time?](#)" *Contingent Magazine*, 25 January 2020, web.
 - The Nameless Collective, "The Politics of Un-naming," podcast episode 10, August 2019 (28 minutes). I also recommend looking at photographs of the mural on the [Nameless Collective podcast website](#). There is no transcript available at this time.
- Based on the lecture and assigned materials, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 24 November, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 22 November. Sign up for group and make first post by 12:30pm Wednesday 24 November; complete follow-up posts by 11:59pm on Sunday 28 November.

Week 13 Doing the work ahead


-  **Asynchronous.** The week's lecture will be released on Canvas Modules by 12:30pm on Monday 29 November. No additional assigned materials.
- Based on the lecture and your project work, participate in class discussion in **either**:
 -  **In-person class.** Wednesday 1 December, 12:30-1:50pm, SCRF 209 **OR**
 -  **Asynchronous discussion.** Canvas discussion available in module by 12:30pm on Monday 29 November. Sign up for group and make first post by 12:30pm Wednesday 1 December; complete follow-up posts by 11:59pm on Sunday 5 December.
-  **Deadline! The Research project is due on Canvas by 11:59pm on Friday 3 December.**

Course conclusions & reflections

Week 14 So what? What next?

-  **Asynchronous.** This week's concluding lecture video will be released on Canvas Modules by 12:30pm on Monday 6 December. No additional assigned materials.
-  **Asynchronous discussion (required for everyone).** Because classes officially end on Tuesday, there will be no Wednesday in-person class this week. Instead, I ask that everyone post a final reflection in an asynchronous discussion on Canvas. Please complete your post by 11:59pm on Sunday 12 December.

Exam period

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


COVID-19 & ACAM 300 – policies & principles

Members of the course community (myself included) – as well as the people with whom we live, work, and gather, and for whom we care – have varied and potentially very serious risks in relation to COVID-19 and other contagious illnesses; you can judge your own risk and risk tolerance, but you cannot decide others' for them. We are also facing another difficult term, which – for many of us, in shared and different ways – might be shaped by the exhaustion, trauma, anxiety, and uncertainty wrought by COVID-19 over the past year and a half, as well as varied needs, feelings, and relationships to teaching and learning in person and online. With all of this in mind, **I ask and expect that we all approach our work in this course through the principle of collective care and responsibility. When in doubt, choose the more cautious and generous option.**


Given how rapidly things have changed in the weeks and days leading up to term, I can't avoid acknowledging that everything is subject to change! For now, specific policies include:

! You are required to follow all public health orders, university requirements, and course policies. These might change throughout the term. Please monitor the [UBC COVID-19 page](#) or your email account for updates from UBC, and Canvas for updates from the course. You can adjust your Canvas settings to notify you of new Announcements by email (Account -> Notifications).

! If syllabus changes are required. While I have designed the course to accommodate diverse circumstances and significant unknowns as best as possible, further changes might be required. I will try to avoid or minimize this, but if it becomes apparent that revision to the class structure or content is needed, I will communicate with you about this in accordance with [UBC Senate Policy V-130, Section 9](#).


 Before attending any in-person class, you must complete a [self-assessment for COVID-19 symptoms](#). Under absolutely no circumstances should you attend any in-person class if you are sick or maybe-sick! **If you are sick, stay home.**

- **If you do not attend an in-person class but you are able to do the week's work**, you are expected to complete the online alternative on Canvas as instructed in the module.
- **However, if you are too sick to work, I do not expect you to work; please focus on your health first.** There is flexibility built into the course structure and policies for precisely this purpose. One week's discussion (absence/non-participation, or otherwise the lowest mark) will be automatically dropped at the end of term, no questions asked. If you are unable to participate in the course for more than one week due to reasons that qualify for an excused absence (eg. illness or other medical circumstance, conflicting responsibilities, compassionate grounds), just send me an email. Do *not* also send me documentation as proof (ie. no doctor's notes, no photographs or detailed descriptions, please!). In such circumstances, I can excuse additional absences, as well as check in about other ways to support you in the course. Likewise, if you are unable to meet a deadline for a written assignment due to illness, just send me an email and I will grant an extension or excuse its late submission.

 **A face covering (if you are attending in-person classes)! You are required to wear a medical or non-medical mask that covers your nose and mouth in all indoor public spaces, including the classroom (as well as hallways, lobbies, stairwells, and elevators on the way to the classroom) unless you qualify for an exemption on grounds included in the Provincial Health Officer order, in which case you should seek an accommodation as explained below. There are online (asynchronous)**

alternatives available for all in-person classes in this course and you are welcome to choose these for any reason.

- If you don't have a mask or you forget a mask, there will be masks available in various locations around campus including in the Dean of Arts office, Arts Advising, and Buchanan Tower.
- Please note that some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(2 September\)](#) outlines exemptions for students in certain situations including: “(a) If the student is unable to wear a face covering because of (i) a psychological, behavioural or health condition, or (ii) a physical, cognitive or mental impairment; (b) if the student is unable to put on or remove a face covering without the assistance of another person.” Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order. Such requests must be made through the Center for Accessibility. After review, students who are approved for this accommodation will be provided with a letter of accommodation to share with instructors teaching courses in which they are registered. In the intervening time, you are very welcome in the class.
- With reference to mask-wearing, mask exemptions, and all other matters, please help to maintain a [respectful environment](#) on campus. The mask mandate is very important and I urge us to respect it fully; that includes wearing masks if they are required of us *and* respecting exemptions and those of us who qualify for them.
- Note: the PHO Order exempts instructors from wearing a mask while lecturing if they can maintain a 2m distance from everyone else. Despite this exemption, I still intend to remain masked in the classroom at this time due to personal health and other considerations. It is possible that this will change during the term, in which case I will let you know; for now, expect me to be masked in the classroom.

 **If I am sick on a Wednesday, I will cancel the in-person class.** I will make every reasonable attempt to let you know about any such cancellation and alternative plans as soon as possible using the Announcements feature on Canvas. I recommend adjusting your Canvas settings to email you any new Announcements (Account -> Notifications). There are two possible alternatives to replace a cancelled in-person class:

- If I am well enough to teach but am taking precautions to avoid infecting others, I will hold a synchronous discussion session on Zoom during the scheduled class time. The usual classroom will be open if you want a designated space on campus from which to attend a Zoom class.
- If I am not well enough to teach, I will cancel the class altogether, and ask that you participate in the asynchronous discussion on Canvas instead.

! Hopefully unnecessary backup plan for the scheduled in-person classes in general! Any Wednesday class listed as in-person will transition online (synchronous class on **Zoom** in the same time slot if required by public health order, university policy, and/or instructor discretion in specific circumstances (eg, if I need to isolate to avoid infecting others, but I am well enough to work). I will announce any such changes using the [Announcements](#) feature on Canvas. I highly recommend that you configure your Canvas settings (via Account -> Notifications) to email you any new Announcements.

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

 To find out more about related policies, see the next section of the syllabus or the [Assignments & general policies overview page](#) on Canvas.

Assignment	Percent	Due date
Engagement, participation & contributions Weekly discussion – either in-person class or online (asynchronous)	15	Weeks 2-14 (except Weeks 6 & 10): <ul style="list-style-type: none"> • In-person: 12:30-2pm Wednesdays OR • Asynchronous online: first post by 12:30pm on Wednesdays, follow-up posts by 11:59pm on Sundays.
Asian Canadian History Today papers → #1. Wikipedia analysis	15	11:59pm on 1 October
→ #2. Media response	15	11:59pm on 5 November
Research project → Proposal	5	11:59pm on 22 October
→ Project	25	11:59pm on 3 December
Take-home exam	25	11:59pm on 17 December

Engagement, participation & contributions

15% of your grade will be assessed based on your engagement and participation in weekly discussion and, through this, your contributions to our collective learning. There are two ways to participate each week:

- Posting in discussions on Canvas (asynchronous) *or*
- Participating in in-person discussion classes (SCRF 209).

Each week, 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 choose the asynchronous Canvas discussion board:

- Opens by 12:30pm on Mondays; follow instructions in Canvas module to join group and, based on the week’s lectures and assigned materials, make initial post by 12:30pm Wednesdays; complete follow-up posts by 11:59pm on Sundays.
- Although asynchronous written discussion and in-class participation can be very different, plan to spend approximately the same amount of time (eg. ~75-80 minutes per week). For the online discussion option, this time includes thinking about the discussion prompt, considering and writing your own contributions, and reading and engaging with others’ contributions over multiple short visits. Each discussion will include specific instructions and expectations, but typically you will produce an initial post that is approximately a paragraph, and then several follow-up responses (varied length) that respond to and build on your peers’ ideas.

If you choose the in-person class discussion:

- Wednesdays 12:30-1:50pm, SCRF 209. Come to class having engaged with the week’s lectures and/or assigned materials (as posted in the Canvas module on Monday), and prepared to discuss with others. (If public health order, university policy, and/or instructor

discretion and course circumstances require it, this option will switch to a non-recorded synchronous session on Zoom at the same time. If this happens, I will let you know through Canvas Announcements.)

How will participation be marked? From Weeks 2-14 (except Weeks 6 and 10), I will assess participation weekly out of 1.5. In general, this will be based on:

- Adherence to instructions, timely completion of asynchronous activities or punctual attendance in in-person classes (~40%)
- Demonstrated preparation and engagement with the course (~20%)
- Respectful treatment of others and their ideas (~20%)
- Quality of contributions (~20%). By this, I mean 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 week's mark (including non-attendance or absence) to determine a total out of 15%. If you need to miss more than one week, please review the absence/non-participation policy (see p. 11 or 17 of this syllabus).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation of your engagement, participation, and contributions. This will ask you to reflect on your participation over the term, to consider it in relation to the rubric and expectations, to identify the mark that you think you earned based on the rubric, and to write up to one paragraph explaining why. This will be optional, and you will not lose marks for not completing it. You will also not risk marks by completing it! I will not use your self-evaluation to penalize you, should you suggest a lower mark than what I calculate. If you suggest a higher mark, I will also not automatically raise the mark. However, your explanation might give me additional factors to consider that I had not been able to assess myself. More generally, this is intended as a tool for addressing the varied strengths and differences of the asynchronous online and in-person discussion formats.

 For general principles and expectations to guide participation, as well as a specific rubric, see the [Engagement, participation & contributions](#) Assignment page on Canvas.

Asian Canadian History Today papers

Drawing on course content and skills, you will write two short papers that examine how Asian Canadian history is represented publicly today, and why it matters. 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). Find a detailed rubric on the associated Assignment pages on Canvas.

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 *only* use the Wikipedia article and any relevant course

materials. No bibliography required. It is due by 11:59pm on 1 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 recent newspaper articles, television or radio, or other media.) Read, watch, or listen to your chosen piece, and then **draw on course materials in order to situate the current event in historical context, and develop an argument about why an understanding of Asian Canadian history matters to it.** This paper should be approximately three pages, double-spaced and including footnotes. No outside research – you should only use the media piece and any relevant course materials. No bibliography required. It is due by 11:59pm on 5 November. Submit on Canvas. The paper is worth 15% of your final grade.

Research project

The project gives you an opportunity to build on course learning by conducting and communicating your own research in a way that shows why it matters today. There are two possible pathways you can take: **Community Research** or **Independent Research**. The first offers a chance to translate scholarly research into social media shareables or infographics to support our community partner, the Powell Street Festival Society, while the second offers a chance to pursue a topic of your own choosing in a medium/genre that interests you. [Read more about these options on Canvas](#). More information will be distributed and discussed during the term. Whichever pathway you choose, you will do this work in two steps: first, completing an initial proposal to get started (due 22 October) and then building on your plans and feedback to complete the project itself (due 3 December).


Project proposal

Choose the  **Community Research Pathway** or the  **Independent Research Pathway**. Then, 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 project proposal is due by 11:59pm on 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 will be subject to the usual late penalty. I expect that you will incorporate and engage with the feedback on the proposal, and it will form part of the assessment of the final project.

Research project

 **Community Research Pathway.** Choosing your topics and sources from a list distributed during term, conduct scholarly research about the history of the Oppenheimer Park area in Vancouver's Downtown Eastside, and then produce and explain a series of infographics or social media shareables that the Powell Street Festival Society can use to make research accessible to a wider audience. The final project will also include confirmation of your consent for PSFS to share your research; a bibliography; and a final reflection (approximately two pages) that might include evaluating your work, identifying key skills you developed or lessons you learned, discussing contributions you made to the organization, and/or considering what you learned about this history or community engagement in general.

🔴 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 (approximately 8-10 pages including footnotes), or another medium/genre (approximate equivalent in work to an 8-10 page essay) designed in consultation with me.

Whichever pathway you choose, the project is due by 11:59pm on 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. Find a detailed rubric on the Assignment page on Canvas.

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 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.


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 do you need to know about being in this course?


Assignment & general course policies

Please ensure that you have reviewed the [policies specifically related to COVID-19](#). The following outlines other policies related to assignments or the course.

 **Ask for help!** Post on the [Course Q&A](#) discussion, attend office hours, or email me. I cannot comment on draft assignments, but I am available to answer questions and otherwise support.


! All assignments absolutely must be your own work and follow the practices of academic integrity. This means that all ideas, information, and wording or phrasing gleaned from other sources must be properly cited. I ask that you use Chicago-style footnotes and, when indicated, a bibliography too. Any direct quotations must be in quotation marks; if there are no quotation marks, the phrasing must be entirely different (not lightly paraphrased) from the original source. See also the discussion about academic conduct at the bottom of the page. You can find a citation style guide for the course on the [Assignments and General Policies Overview page](#) on Canvas. For more, see the discussion of Academic Conduct, included below.


 **Submit written assignments** 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.


 **Policies on missed classes or extensions/late submissions for assignments.** This course is structured so that all components work together, building your skills, knowledge, and understanding in a linear logical way throughout the term. On the one hand, this design assumes on your regular and timely engagement with the work at hand. On the other hand, I understand that sometimes you might need to miss a discussion or submit an assignment late; your coursework is not inherently and necessarily the most important thing in your life, nor should it be, and there is flexibility built into the assessments and policies for precisely this reason.


- **Missed discussions (in person or online).** I absolutely do not want you to attend in-person classes if you are sick or even maybe-sick. Learning in person is not more important than your health, the health of everyone in the course community, and everyone with whom we gather, live, study, work, and care. With this in mind:
 - If you cannot attend the in-person class but you are able to work, you are expected to complete the online alternative on Canvas as instructed in the module.
 - If you are too sick to work, I do not expect you to work; please focus on your health first. One week's discussion (absence/non-participation, or otherwise the lowest mark) will be automatically dropped at the end of term, no questions asked.
 - If you are unable to participate in the course for more than one week due to reasons that qualify for an excused absence (eg. illness or other medical circumstance, conflicting responsibilities, compassionate grounds, as defined in the [UBC Calendar](#)), just send me an email. Do *not* also send me documentation as proof (ie. no doctor's notes, no photographs or detailed descriptions, please!). In such circumstances, I can excuse additional absences, as well as check in about other ways to support you in the course.
 - If you are unable to participate in the course for more than one week and you do not inform me that this was due to reasons that qualify for an excused absence, your participation mark in those week(s) will be zero.
- **Late submission of written assignments.**
 - Unexcused late submissions of assignments will be penalized at a rate of 5% per day including weekends.
 - Excused late submissions of assignments will not be penalized. This happens in either of two circumstances:
 - If you contact me by email at least 24 hours before the deadline to request an extension for any reason (no documentation, details, or particular reasons required) and we agree on an extension, and you then submit the assignment by the agreed-upon extended deadline.
 - If you submit an assignment late without letting me know ahead of time, but you then email me to let me know that the late submission was due to reasons that

qualify as grounds for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)). Please email as soon as possible if this applies to you. Do *not* send me documentation of your reasons.

 **I will not accept course assignments submitted after 22 December 2021.** 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 my feedback. Written assignments will be returned on Canvas with a mark, a rubric, and comments. The comments are always intended to explain the mark and to support your future work, and I expect – and will look for – you to try to incorporate 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 the written feedback first, and then set up a time to speak with me. 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.

 **Accommodations and accessibility.** Students with disabilities can seek academic accommodations from the Centre for Accessibility. 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. **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. I am committed to reducing as many access barriers as I can. You will never be asked or required to disclose to me the reasons for such concerns.


 **Respect each other’s privacy, safety, and intellectual property.** Do not record or share any course materials or personal information, including your peers’ names, unless you have express permission to do so. As a general rule, all Canvas content (including my lecture materials) must stay on Canvas.




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


!Challenge yourself, but do not put yourself at risk and do respect others’ boundaries. I want you to engage with the course and challenge yourself to learn from wherever you start. Often this involves work that is personally difficult. However, this does not mean personally risky! It is possible

that topics will arise that are censored, monitored, or illegal in your home country or current location (see below), or 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 determine a good way forward. Note, too, that one absence will be automatically excused, no questions asked. If you are concerned about all or most of the course, I might recommend that you consider postponing or not taking it, though I am happy to speak with you if you need more information to make this decision. You will never be required to disclose to me the reasons for any such concerns. UBC's official statement on this topic:

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 V 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.

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

 **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.”¹ This includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used. ([Find the course style guide on Canvas.](#)) Why care? 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

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


future courses, jobs, and more. In addition, there are serious repercussions for academic misconduct, including a zero on the assignment, failure of the course, a notation on your transcript, and/or suspension or expulsion.


What exactly 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.”²

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 and the Chapman Learning Commons guide, “[Academic Integrity](#).” If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

Where can you find more help or support?

 **Don’t suffer in silence.** Be in touch if you have any questions or concerns, if you want to check in, if you want to say hi! For specific course-related support, you are always encouraged to use the course [Q&A Discussion on Canvas](#), drop into my office hours or set up another meeting time, or email me.

 **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 as we do this work in shared, diverse, uncertain, and particularly challenging circumstances this term.

 See [Canvas for an extensive list of resources](#) related to tech, academics, finances, health, wellbeing, and advocacy.

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

✓ **Quick reference – free, confidential, 24/7 support for mental health & well-being:**

- [Crisis Centre of BC](#): off-campus, phone and chat in BC (over 140 languages). If you or someone you know is having thoughts of suicide, call **1-800-784-2433 (1-800-SUICIDE)**.
- [UBC Student Assistance Program \(SAP\)](#): supports for mental, emotional, physical, and financial health via phone, video, face-to-face, and instant messaging/chat (multiple languages). By phone toll-free **1 833 590 1328** (North America) or collect **1 604 757 9734** (outside North America).
- [Here2Talk](#): single-session counselling support and community referrals via app, phone, and web from anywhere in the world.
- 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 in 2020.



*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.](#)"