

# Dis/Orienting Asian Canada: Asian Canadian Histories for Our Times

## ACAM 300

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University of British Columbia  
Winter 2022-2023, Term 1

Course online home: [Canvas](#)

**In-person classes\*:** Tuesdays & Thursdays 3:30-4:50pm, GEOG 147.  
Assigned preparation for Thursday classes will be available on Canvas.

*\*This is a multi-access course. There are online (asynchronous) alternatives for all in-person classes.*

**Online (asynchronous):** Canvas modules.  
Released weekly by 9am on Mondays with overview, assigned preparation, and discussion.  
Recordings of Tuesday lectures will be available after class has finished.



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


*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

 The following information is also available on the [Course overview page](#) on Canvas.

### 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 ethical, community-centered history-telling; 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, & accessed?

*Unit structure.* Aside from an introductory half-week and a concluding half-week, ACAM 300 is organized into six two-week units. Each unit 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 discussion, we will explore a range of histories that speak to this big question, as well as building related skills and understanding of what it means to do ethical community-engaged or community-centered historical work on these issues.

*Mode of delivery.* ACAM 300 is a multi-access course. You can choose to attend in person *or* complete an online (asynchronous) option. You do not need to do anything special to declare your choice; simply either attend the class in person or complete the online option as instructed on Canvas. You can switch between the two options throughout the term depending on what is best for your circumstances. You are allowed to choose different options within the same week.

*Weekly work cycle.* The multi-access options support the accessibility and flexibility of the course, but also add some complexity to its description. In practice, the regular coursework involves three main components each week:

1. **Lecture** (sometimes including films or other resources).
2. **Assigned preparation** (varies; might include reading, films or videos, podcast episodes, art/graphic sources, etc).
3. **Discussion** (based on lecture and assigned preparation for the week).

Whether you choose in-person, online, or a combination, these components are structured in the same way every week:

Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.
<b>Lecture. In-person</b> class (3:30) <i>or</i> <b>Asynchronous</b> Canvas module (class video available after 5pm; supporting materials also in module)		<i>[Everyone: complete lecture &amp; assigned preparation (Canvas) before engaging with discussion.]</i>  <b>Discussion. In-person</b> class (3:30pm) <i>or</i> <b>Asynchronous</b> sign up for discussion and post at least once (11:59pm)	<i>[Everyone: check for assignment deadlines.]</i>			<b>Discussion.</b> If participating in <b>asynchronous</b> discussion, complete all posts by 11:59pm.  <i>[Next week's module (except Tues. class recording) available for review and planning by 9am.]</i>

I know that this might seem like a lot to keep track of now, but the consistent structure will help you establish a routine once term gets started! In addition, to help you keep track of the work throughout the term, I will use Canvas Announcements to send reminders, and the module overview pages to outline the tasks and options that 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 a number of topics related to the history of people of Asian descent in northern North America (Canada).
2. Examine contemporary concerns in historical perspective, drawing on Asian Canadian history in order to contextualize and explain major issues today.

3. Discuss issues in community-engaged or community-centered historical research, including describing what constitutes ethical and accessible work, reflecting on the complexities of “community,” and implementing strategies for telling histories that might support change in the present.
4. Demonstrate skills in historical research, analysis, and communication, including:
  - a. Analyze representations of Asian Canadian history using the 4W method.
  - b. Summarize, discuss, and analyze primary and secondary sources.
  - a. Design and conduct an historical research project.
  - b. Produce and communicate analysis in a style appropriate to medium, genre, and context.
5. 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 or Nicole if you have questions or concerns. We 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 or extra supplies to purchase!** All assigned readings and other materials are available online for free or at no additional cost to registered students. Find these materials linked in the weekly modules, or any time through the syllabus or Library Online Course Reserves on Canvas. If you are unable to access an assigned source, please email me.

 **A computer or other device & internet access!** Whether you choose to attend in-person classes or engage online, everyone will use the Canvas site to find information about the course, submit assignments, and access the weekly assigned preparation. In addition, if you choose the online option for lectures and/or discussions, you will also need a device with internet access to complete this work. I hold office hours and other meetings on Zoom; we can communicate using your preference of video, just audio, or just chat. UBC has wifi. There are also several options for using and/or borrowing computers, including:

- Accessing a [computer at a public workstation in the UBC Library](#).
- Borrowing a [laptop \(or other technology\) from the UBC Library](#).
- Accessing a computer in Arts drop-in lab (Buchanan B101).

### Who is teaching this course?

 If you would like to find out more about us, see the [Teaching Team page](#) on Canvas.

**Instructor: Dr. Laura Ishiguro** (she/her/hers). Call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three.


- **For one-on-one consultation**, attend my office hours on Zoom on Mondays from 3:30-4:30pm. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).
  - My office hours operate on a drop-in basis – 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 office hours, email me ([Laura.Ishiguro@ubc.ca](mailto: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.
  - All of my meetings will be held on Zoom. I do not hold in-person meetings.

- **To email me**, use [Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca). (I do not use the Canvas inbox! Please do not send me messages via the Canvas inbox! Please use this email address instead!) I aim to answer student emails within 48 hours on weekdays. Email is excellent for setting up meetings outside of my regular office hours; for [requesting extensions or other accommodations](#); and for asking questions with straightforward answers. If your email query requires more substantial discussion or conversation, I will ask to set up a meeting instead.


**TA: Nicole Yakashiro** (she/her/hers). Nicole is ACAM 300's specialist in community-engaged and community-centered histories. She is available to help, support, and advise on those topics, as well as all other aspects of your work in the course.

- **For one-on-one consultation with Nicole**, email her to set up a meeting that works for both of you. She can hold student meetings in person or on [Zoom](#) by appointment.
- **To email Nicole**, use [nyaka@student.ubc.ca](mailto:nyaka@student.ubc.ca).

## What will we do?



 **This is an overview for reference, also available on the [Course Schedule page](#) on Canvas.** You certainly do not need to memorize this! Each weekly module will begin with an overview page that reminds you of the specific requirements, options, and deadlines so that you can plan for the week; each module will also contain the week's assigned material(s).

## Course schedule

 Please do not attend any classes with symptoms of contagious illness. Prior to attending any class, complete a [self-assessment for COVID-19 symptoms](#), as well as considering other potential symptoms of concern. When in doubt, I ask that you follow a path of abundant caution, collective care, and respect, as well as any Provincial Health Officer, UBC, and course requirements. In this course, there are online alternatives for every in-person class, so there is never any obligation to attend in person! I also have a [generous absence and extension policy](#) if you are too sick to work.


## Course introductions





Week 1                      Introductions

- ☐ **Get started in the course!** → **Your choice – either:**
  -  **In-person (option).** Attend class, Thursday 8 September, 3:30-4:50pm, GEOG 147. (This will not be recorded. I will not provide any information that is not also on Canvas.)
  - or
  -  **Asynchronous (option).** Review the Introductions module on Canvas this week (by 13 September or, if you register after the first week of term, then as soon as you join us).






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

Week 2                      So, what is Asian Canadian history?

- ☐ **Lecture.** → **Your choice – either:**
  -  **In-person (option).** Attend class, Tuesday 13 September 3:30-4:50pm, GEOG 147 or


-  **Asynchronous (option)**. Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Government of Canada, "[Significant Events in History of Canadians of Asian Heritage](#)" (last modified May 2022). Note: you do not need to know everything! Focus on how this overview represents "significant events" and people of Asian descent in Canada.
  - Government of Canada, *Discover Canada* (Canadian citizenship study guide), "[Canada's History](#)" and "[Modern Canada](#)" sections (2012). Note: you do not need to know everything! Focus on how the overview represents people of Asian descent in the wider context of Canadian history. There are audio alternatives available if you prefer.
- **Discussion.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Thursday 15 September 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.






Week 3	Community-engaged & community-centered histories
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- **Lecture (Nicole Yakashiro).** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Tuesday 20 September 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Henna Mann, "[The Gur Sikh Temple, National Historic Site](#)" (University of the Fraser Valley, 2021). Available any time via YouTube; no English-language autogenerated captions at this time; 6 mins 12 secs.
  - 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.
- **Discussion.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Thursday 22 September 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.






<b>Unit II</b>
<b>What does Asian Canadian history have to do with Indigenous sovereignty, colonialism &amp; reconciliation?</b>

Week 4	Reconciling Asian Canadian history & settler colonialism
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- **Lecture and short film screening.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Tuesday 27 September 3:30-4:50pm, GEOG 147 or

-  **Asynchronous (option)**. The lecture recording will be available after class has finished. Watch [1788](#) (extra for *Cedar and Bamboo*, 2010). Available any time via YouTube; auto-captions available; 9 mins and 36 secs. You will be able to access all materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Laura Ishiguro, "Colonialism, Community, and Power: The British Honduras Scheme," video via UBC Teaching and Learning Media (22 mins 12 secs, captions available).
  - Laura Ishiguro, Nicole Yakashiro, Will Archibald, and the Landscapes of Injustice Research Collective, "Settler Colonialism and Japanese Canadian History" (2017), 1-12.
- **Discussion.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Thursday 29 September 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.
-  **Deadline! Wikipedia analysis is due on Canvas by 11:59pm on Friday 30 September.**

Week 5	Communities, research, & power   Thinking about projects
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- **Lecture.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Tuesday 4 October 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Margaret Kovach, \*excerpt on the Nishga Girl from "[From Ethics and Ethos: Culture, Resources, Governance, and Power in Indigenous Research](#)," keynote at *Ours to Tell: Ethics of Research in Indigenous and Japanese Canadian Communities* (Toronto NAJC, May 2022). Available any time via YouTube; auto-captions available. \*You are only required to watch the video from 20:30 to 37:50!
  - Louise Boilevin et al, *Research 101: A Manifesto for Ethical Research in the Downtown Eastside* (2019). Accessible through [UBC Library Open Collections](#).
- **Discussion.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Thursday 6 October 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.

<b>Unit III</b> <b>What does Asian Canadian history have to do with anti-Asian racism &amp; COVID-19?</b>
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Week 6	Racism, precarity, disease & migration
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- **\*Note.** My regular office hour (Monday, 3:30-4:30pm) is cancelled on 10 October due to the Thanksgiving holiday. Please email me ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)) with any questions or to arrange another meeting time.

- ❑ **Lecture.** → **Your choice – either:**
  - **1** **In-person (option).** Attend class, Tuesday 11 October 3:30-4:50pm, GEOG 147 [or](#)
  - **📺 Asynchronous (option).** Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
- ❑ **Assigned preparation.** **📺 Asynchronous (everyone).** Available through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
  - Renisa Mawani, \*[“Histories of Race and Contagion: Revisiting D’Arcy Island through COVID-19,”](#) Paul and Eileen Lin Commemorative Lecture (Chinese Canadian Historical Society of BC, December 2020). Available any time via YouTube; auto-captions available. \*You are only required to watch the video from 11:00 to 49:19!
- ❑ **Discussion.** → **Your choice – either:**
  - **1** **In-person (option).** Attend class, Thursday 13 October 3:30-4:50pm, GEOG 147 [or](#)
  - **📺 Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.
- ❑ **🔔 Deadline! The project proposal is due on Canvas by 11:59pm on Friday 14 October.**

Week 7	History-telling for change   History-telling & the news
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- ❑ **Lecture (Nicole Yakashiro).** → **Your choice – either:**
  - **1** **In-person (option).** Attend class, Tuesday 18 October 3:30-4:50pm, GEOG 147 [or](#)
  - **📺 Asynchronous (option).** Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
- ❑ **Assigned preparation.** **📺 Asynchronous (everyone).** Available through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
  - Laura Ishiguro, “Vivian Jung, A Story of Light and Glue for Our Times” (12 mins 45 secs) and “Vivian Jung, A Story of Web and Light for Our Times” (5 mins 10 secs), videos via UBC Teaching and Learning Media; captions available for both.
  - A news article. This will be selected closer to the time in order to account for any recent events, but will be a short media piece. It will be available on Canvas.
- ❑ **Discussion.** → **Your choice – either:**
  - **1** **In-person (option).** Attend class, Thursday 20 October 3:30-4:50pm, GEOG 147 [or](#)
  - **📺 Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.

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

Week 8	Activist histories
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- ❑ **Lecture.** **📺 Asynchronous (everyone).** This week, everyone should access the lecture videos asynchronously through the Canvas module.
- ❑ **\*Optional.** This week, the Tuesday in-person class will be replaced with additional discussion and consultation time to support upcoming assignments. Tuesday 25 October 3:30-4:50pm. Further details will be announced in the Canvas module.



- ❑ **Assigned preparation.** 📺 **Asynchronous (everyone).** Available through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
  - Leah-Simone Bowen and Falen Johnson, “[Shout Out to Gay Asians of Toronto](#),” *The Secret Life of Canada* podcast (CBC, 2019). Available any time via CBC; no transcript, but textual summary available at the link; 4 mins 29 secs.
  - “[Rupert Raj and Trans Activism, 1973-1988](#),” introductory page, exhibit on *The Archives: Canada’s LGBTQ2+ Archives*.
  - 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](#).
- ❑ **Discussion.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Thursday 27 October 3:30-4:50pm, GEOG 147 [or](#)
  - 📺 **Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.



Week 9	Active history-telling for change
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- ❑ **Introductory comments and film screening.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Tuesday 1 November 3:30-4:50pm, GEOG 147. [or](#)
  - 📺 **Asynchronous (option).** Watch Angela May, [dear community](#) (Powell Street Festival, 2021). Available any time via YouTube; auto-captions available in video; full transcript available at [Angela May’s website](#); 57 mins 8 secs. My introductory comments recording will be available after Tuesday class has finished. You will be able to access all materials through the week’s Canvas module. prior to participating in discussion on Thursday.
- ❑ **Assigned preparation.** 📺 **Asynchronous (everyone).** Available through the week’s Canvas module. Complete prior to participating in discussion on Thursday.
  - Clare Yow, “[Chinese Students Strike Against Segregated Schools](#),” poster and short essay for the Graphic History Collective’s “Remember | Redraw | Resist” series.
  - 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.
- ❑ **Discussion.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Thursday 3 November 3:30-4:50pm, GEOG 147 [or](#)
  - 📺 **Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.
- ❑ 📌 **Deadline!** The News in History is due on Canvas by 11:59pm on Friday 4 November.






<b>Unit V</b>
<b>What does Asian Canadian history have to do with immigration, refugees &amp; asylum-seeking today?</b>

Week 10	Immigration, refuge, & asylum
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- ❑ **Lecture.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Tuesday 8 November 3:30-4:50pm, GEOG 147 [or](#)



-  **Asynchronous (option)**. Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion next Thursday.
  - 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). The lyrics are reproduced in Dr. Madokoro's article if you are interested.
- **\*Mid-term break from 9-11 November.** There is no discussion this week.

Week 11	Migration stories
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- **Lecture and film screening.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Tuesday 15 November 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Watch Deborah Angrave, dir., *Paper Sons and Daughters* (2012). Available any time via Vimeo; no captions currently available; 19 mins 22 secs. The lecture recording will be available after class has finished. You will be able to access all materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- **Assigned preparation.**  **Asynchronous (everyone)**. Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Priscilla Koh, "The Stories They Carried: Reflections of Vietnamese-Canadians 40 Years after *That War*," *Refuge* 32, 2 (2016): 9-19.
  - Habeeb Salloum, "Who Are the Arab Pioneers?" and "Lentils: Part of Our Daily Menu," in *Arab Cooking on a Saskatchewan Homestead: Recipes and Recollections* (Regina: Canadian Plains Research Centre, 2005), 17-19 and 87-89. (This is a cookbook; if you are interested, there are also lentil recipes on the pages that follow the assigned excerpt!)
  - Leah-Simone Bowen and Falen Johnson, "Shout Out to Madhu Verma," *The Secret Life of Canada* podcast (CBC, 2019). Available any time via the CBC; no transcript, but textual summary available at the link; 3 mins 35 secs.
- **Discussion.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Thursday 17 November 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.

<b>Unit VI</b>
<b>What does Asian Canadian history have to do with commemoration &amp; political apologies?</b>

Week 12	Commemorating & un-commemorating the past
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- **Lecture.** → **Your choice – either:**
  -  **In-person (option)**. Attend class, Tuesday 22 November 3:30-4:50pm, GEOG 147 or
  -  **Asynchronous (option)**. Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.

- ❑ **Assigned preparation.** 📺 **Asynchronous (everyone).** Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Erin Bartram, "[Don't We Have to Judge People By the Standards of Their Time?](#)," *Contingent Magazine* (January 2020).
  - Milan Singh, Naveen Girn and Paneet Singh, "[The Politics of Un-Naming](#)," *The Nameless Collective* podcast (2019). Available on the website or wherever you get your podcasts any time; no transcript currently available; 27 mins 57 secs.
- ❑ **Discussion.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Thursday 24 November 3:30-4:50pm, GEOG 147 or
  - 📺 **Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.

Week 13	Reckoning with the past: apologies & communities
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- ❑ **Introductory comments and video screening.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Tuesday 29 November 3:30-4:50pm, GEOG 147 or
  - 📺 **Asynchronous (option).** The video screened in class will be available in the module when it is released. The introductory comments recording will be available after class has finished. You will be able to access all materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- ❑ **Assigned preparation.** 📺 **Asynchronous (everyone).** Available through the week's Canvas module. Complete prior to participating in discussion on Thursday.
  - Jane Komori, "Guilt by Association?: Japanese Canadians and the Nanjing Massacre Commemorative Day," *The Asia-Pacific Journal: Japan Focus* 20, 16 (2022): 1-15.
- ❑ **Discussion.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Thursday 1 December 3:30-4:50pm, GEOG 147 or
  - 📺 **Asynchronous (option).** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Thursday; complete follow-up posts by 11:59pm on the following Monday.
- ❑ 📌 **Deadline!** The research project is due on Canvas by 11:59pm on Friday 2 December.

<b>Course conclusions &amp; reflections</b>
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Week 14	So what? What next?
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- ❑ **Final conclusions and reflections.** → **Your choice – either:**
  - 📍 **In-person (option).** Attend class, Tuesday 6 December 3:30-4:50pm, GEOG 147 or
  - 📺 **Asynchronous (option).** Watch the recording online; it will be available after class has finished. Access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion on Thursday.
- ❑ **\*Optional.** There is no required discussion this week. Up to one bonus mark will be available for posting a final reflection in an asynchronous discussion on Canvas by 11:59pm on Monday 12 December.

Exam period
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- ❑ 📌 **Deadline!** The take-home exam is due on Canvas by 11:59pm on Friday 16 December.

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

 This is an overview for reference. For general information about assignment expectations and requirements, please review the [Course FAQs & Policies](#) page on Canvas. To find out more about individual assignments, and to submit them, check the relevant [Assignments](#) page on Canvas. We will discuss all assignments and practice related skills during the term.

Assignment	Percent	Due date
<b>Engagement, participation &amp; contributions</b>	15	Discussion, weeks 2-13 (except week 10) – <i>either</i> <ul style="list-style-type: none"> <li>• In-person: Thursdays <i>or</i></li> <li>• Asynchronous online: first post by 11:59pm on Thursdays, follow-up posts by 11:59pm on Mondays.</li> </ul>
<b>Asian Canadian History Today</b>		
Wikipedia analysis	15	11:59pm on 30 September
The news in history	15	11:59pm on 4 November
<b>Research project</b>		
→ Proposal	5	11:59pm on 14 October
→ Project	25	11:59pm on 2 December
<b>Take-home exam</b>	25	11:59pm on 16 December

**Engagement, participation & contributions**

15% 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: in-person and asynchronous online. Each week, choose *one*. You do not need to choose the same option each time; feel free to do what is best for your circumstances from week to week. If you complete both in a single week, it is fine, but I will only assess your participation in the one that you do first. You should engage with the week's lectures and assigned preparation prior to participating in discussion.

**If you choose the asynchronous option:**

- The Canvas discussion forum will be in the weekly module. By 11:59pm on Thursday, follow the instructions there to join a group and post at least once. By 11:59pm on the following Monday, follow the instructions to complete follow-up posts. The discussion will automatically close at the end of Monday, so posts cannot be made after that point.
- Although asynchronous written discussion and in-class participation can be very different, plan to spend approximately the same amount of time (ie. ~75-80 minutes per week). For the online 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 your initial post will be approximately a paragraph, and then you will make several follow-up responses (varied length) that respond to and build on your peers' ideas.

**If you choose the in-person class discussion:**

- Show up for the in-person class on Thursday, 3:30-4:50pm, GEOG 147. Participate in discussion as instructed. These classes will not be recorded.

**How will participation be marked?** In general, your contributions will be assessed based on:

- Adherence to instructions, active presence and timely completion of asynchronous posts or punctual attendance and active presence in in-person classes (~40%)
- Demonstrated preparation and engagement with course materials (~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 automatically drop the lowest week's mark – the first absence for any reason or, if you did not miss any discussions, then the lowest mark. If you need to miss more than one week, [please review the absence/non-participation policy](#).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation of your engagement and contributions. This will ask you to reflect on your participation over the term, to consider it in relation to the expectations, to identify the mark that you think you earned based on the rubric, and to explain briefly why. We will not use your self-evaluation to penalize you, should you suggest a lower mark than what we calculate. If you suggest a higher mark, we will also not automatically raise the mark. However, your explanation might give us additional factors to consider that we were not able to assess ourselves. More generally, this is intended as a tool for addressing the strengths and differences of asynchronous and in-person discussion formats.

#### Asian Canadian History Today

Drawing on course content and skills, you will write two short papers that examine how Asian Canadian history is represented or matters in public today. Broadly, these papers will be evaluated based on demonstrated knowledge and applied understanding from the course (~45%), analytical insight, clarity, and effective use of evidence (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass).

#### Wikipedia analysis

For this paper, read the [“History” sub-section of the “Asian Canadians” article](#) on *Wikipedia*. Then, drawing on what you learned in Unit 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 bibliography required. No outside research – you should *only* use the Wikipedia article and relevant course materials. It is due by 11:59pm on Friday 30 September. Submit on Canvas. The paper is worth 15% of your final grade.

#### The news in history

For this paper, select one recent media piece from a list that will be available on the Canvas assignment page. (I will post the list during the term in order to incorporate current events. It might include recent newspaper articles, television or radio segments, 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 how and why an understanding of Asian Canadian history helps us to understand better or differently the present-day**

**issue.** This paper should be approximately three pages, double-spaced and including footnotes. No bibliography required. No outside research – you should *only* use the media piece and relevant course materials. It is due by 11:59pm on Friday 4 November. Submit on Canvas. The paper is worth 15% of your final grade.

### Research project

The research project is an opportunity to build on course learning by conducting research on a topic of your choosing related to Asian Canadian history, and communicating your research and analysis in a medium/genre of your choosing.

### Project proposal

To begin, complete the proposal (approximately two pages, double-spaced, plus a bibliography). This is a small assignment that is primarily designed to get you started and get you helpful feedback early. The assignment page outlines the required components. It is due by 11:59pm on Friday 14 October. Submit on Canvas. It is worth 5% of your final grade, 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 accepted subject to the usual late penalty. I expect that you will engage with the feedback on the proposal; this will form part of the assessment of the final project.

### Research project

Then, complete the research project! 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; determined in consultation with me or Nicole). Whichever format you choose, your project must also include a final reflection (approximately two pages, double-spaced) and a bibliography. We will discuss the project more during the term.

The project is due by 11:59pm on Friday 2 December. Submit on Canvas unless otherwise arranged. It is worth 25% of your final grade. In general, 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, double-spaced, including footnotes) in which you situate a current news story in historical context using course materials; and an essay (approximately 5-6 pages, double-spaced, 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 Friday 16 December. Submit on Canvas. It is worth 25% of your final grade. The short answer will be ~30% and the essay ~70% of the exam total. In general, we 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).

## 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?

### Course policies

 The following section outlines the main course policies. For these *and* answers to other frequently asked questions, see the [Course FAQs & Policies page](#) on Canvas.

### COVID-19 & other health emergencies or issues

- **General principles to guide us.** 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, mpox, and other contagious illnesses. This can impact our ability to work and learn. You can judge your own risk and risk tolerance, but you cannot decide others' for them. With this in mind, I ask and expect that we all approach this course through the principles of collective care and responsibility. When in doubt, choose the more cautious option. For example, you should never attend an in-person class if you are sick or maybe-sick. Even if you feel able to attend, it is a risk to other people's health and learning. There are always online alternatives to in-person classes and I have a generous absence policy if you are too sick to work.
- **Public health orders and university requirements.** In general, you are required to follow all related public health orders and university requirements. These might change throughout the term. Please monitor your email account for updates from UBC, and Canvas for announcements from the course. You can adjust your Canvas settings to notify you of new Announcements by email (Account -> Notifications).
- **Masks.** As of the start of term, face coverings are not required in UBC indoor spaces. However, you are strongly encouraged wear a mask in class if you are able to do so. At this time, I intend to remain masked in class; I plan to use a microphone and auto-captioning while lecturing.
- **Possible changes to the course syllabus.** I will try to avoid or minimize revising the syllabus, but if required by circumstances, I will communicate with you about any such changes in accordance with [UBC Senate Policy V-130, Section 9](#).
- **Possible cancelled classes.** If I am sick (or maybe-sick) on a Tuesday or Thursday, 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). If I have to cancel a class, one of two things will happen:
  - If I am well enough to teach but am taking precautions to avoid infecting others, I will hold a synchronous class 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. There will be an asynchronous alternative as usual.
  - If I am not well enough to teach, I will cancel the class altogether. In this case, my Canvas announcement will explain whether there is an asynchronous alternative for the week and/or whether there are other class schedule adjustments as a result.

## Accommodations & access

**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, please 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 with me, drop into my office hours, or email me so we can discuss possible strategies or adjustments. 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, or to share related documentation directly with me.

## Absences, extensions, & late assignments

**Note! Do not send me detailed descriptions of illness/injury or supporting documentation (eg. doctor's notes or photographs) if you contact me about absences, extensions, or late assignments.** It is a violation of your privacy, it is not required, I do not want to receive this information, and it does not impact whether I grant extensions/excuse absences or late work!

### Missed attendance/participation

I do not take attendance in Tuesday in-person classes or track your online engagement with lectures. This work is essential for discussions and assignments, and therefore will be assessed in other ways.

Thursday absences or non-engagement in asynchronous discussions will be addressed as follows:

- I will automatically drop one week's participation mark at the end of term. This will be your first absence (for any reason, whether you contacted me or not) or your lowest week's mark (if you did not have any absences). I will do this automatically for everyone when I calculate grades at the end of term – no questions asked, no need to contact me.
- If you are unable to engage in discussion for additional week(s) due to reasons that qualify for excused absences (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)), email to tell me that it was due to a reason that qualifies for an excused absence. You do not need to specify the reason or provide documentation. I will excuse the absence as well as check in about ways to support you in the course as appropriate.
- If you miss a discussion and you do not let me know that it was due to a reason qualifying for an excused absence, a zero will be recorded for that week's participation. If you only miss one week during term, that zero will be dropped at the end of term. If you miss more than one week, second and subsequent zeros will be factored into your participation grade.
- If you are participating in an asynchronous discussion, a late initial post is allowed, but might be penalized (see "Adherence to instructions" in the rubric). The discussion will automatically close after 11:59pm on Mondays, and posts will not be possible after that point.

### Assignment extensions or late submissions

- Unexcused late submissions will be penalized at a rate of 5% per day including weekends.
- Excused late submissions 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.** You can do this for any reason, and you do not need to tell me a reason at all. Simply request an extension, and specify your preferred new deadline. If you contact me at least 24 hours ahead of a deadline, I will always grant an extension; I will usually be



- able to accommodate your specific preference for a new deadline, but I will let you know if this is not possible. When we agree on a specific extension, that will be your new deadline. If you then submit the assignment by the agreed-upon time, there will be no late penalty. If you miss the extended deadline, I will begin to apply the late penalty (5% per day) from that point. You are allowed to request multiple extensions during the term.
- **If you submit an assignment late without letting me know at least 24 hours ahead, but you then email me to let me know that the late submission was due to a reason that qualifies for academic concession** (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)). In such circumstances, please email as soon as possible, and tell me that your assignment was/will be late due to a reason that qualifies for concession. You do not need to specify the reason or provide documentation. I will waive the late penalty in this circumstance, as well as check in about ways to support you in the course as appropriate.
  - I will not extend deadlines beyond or accept assignments submitted after 22 December 2022. 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](#).

### Assignment support, marking, feedback, & concerns

- **If you want support with assignments as you work on them, please reach out!** Nicole and I are both available to support you. We cannot provide detailed feedback or provisional marks on drafts, but we are happy to answer questions, address concerns, or otherwise discuss coursework with you. Check for answers on the [Course FAQs & Policies page](#) on Canvas. Drop into my regularly scheduled office hours or contact me by email; if you cannot attend my office hours, email so that we can arrange a meeting time that works for both of us. Email Nicole with questions or to arrange a meeting.
- **When you get an assignment back, please take the time to read the feedback.** We return all assignments on Canvas. You can expect a percentage mark, a completed rubric, and a comment that is intended to explain the mark and support your future work. We expect – and will look for – you to try to incorporate feedback into future assignments as relevant and appropriate.
- **If you have questions or concerns about the evaluation of an assignment, make sure that you have read and reflected on the feedback first, and then set up a time to speak with me or Nicole.** We will not re-mark revised and resubmitted assignments, but if you still have concerns about our evaluation of your assignment following a meeting, we 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 we 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.

### Academic honesty & integrity

This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are, as [UBC policy puts it](#), “expected to behave as honest and responsible members of an academic community.” This is an important component of being part of a community; 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.

**So, what is academic honesty?** It includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used.

- All ideas, information, and wording or phrasing from other sources must be cited using Chicago-style footnotes and, when indicated in the assignment instructions, a bibliography.
- Any direct quotations must be in quotation marks; if there are no quotation marks, your phrasing must be entirely different (not lightly paraphrased with synonyms) from the original.
- I know that this can be stressful, but you can find a helpful summary guide to citation on the [Course FAQs & Policies page](#) on Canvas, and Nicole and I are also happy to help.

**Put another way, what is academic misconduct?** [UBC policy](#) notes that 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.”

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. Note 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 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 or Nicole *before* you submit it.

### **Safety, risk, privacy, collective care, & respect**

**Do not record or share any course materials or personal information outside of the course unless you have express permission to do so.** This includes your peers’ names, lecture recordings, my teaching materials and assignments, and other content. This is essential for respecting copyright law, intellectual property, and people’s safety and privacy.

**Do not put yourself at risk, and do respect others’ boundaries and positions.** I want you to challenge yourself to learn from wherever you start. Often this can be difficult. However, it does not necessarily mean risky! It is possible that topics will arise that are censored, monitored, or illegal in your home country or current location, and/or that are connected to personal trauma. I do not want to put you at risk or do harm in this course. With this in mind, please note:


- ACAM 300 course focuses on Asian Canadian history and its contemporary relevance. This will include some discussion of current events, typically with a Canadian emphasis. It will also include historical topics that might be sensitive, difficult, and contentious for all or some in the class. For example, Unit IV will focus on activism and protest, including with reference to gender, sexuality, and anti-racism; Week 13 will include discussion of a Canadian controversy over a proposed Nanjing Massacre Commemorative Day.
- As a general rule, I ask and expect that we work to create a respectful community where we can all learn and contribute. This includes being patient and generous (with ourselves and others), listening actively and engaging with each other in good faith, and recognizing that we are working from different positions and backgrounds. That said, there is never space for malicious behaviour, provocation, or discrimination. Your coursework is not assessed based on personal politics or beliefs; please review assignment rubrics and instructions for more.
- If you have concerns about engaging with specific course content or a particular discussion, you are encouraged to contact me by email or attend my office hours so that we can determine a good way forward. You will never be required to disclose to me the reasons for any such concerns. Remember, too, that one discussion absence/non-participation will be automatically excused, no questions asked.
- If you have broader concerns that the content of this course might put you at risk, please read UBC's related statement (below) 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.

→ *UBC's statement:* "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](#)."

### Where can you find more help or support?

**Don't suffer in silence! Please in touch with me and/or Nicole** if you have any questions or concerns, if you want to check in, or if you just want to say hi! For specific course-related support, you are always encouraged to check the [Course FAQs & Policies page](#) on Canvas, drop into my office hours, and/or email either of us, including to set up a meeting.

I participate in the [Early Alert Program](#), which can help to connect you with relevant resources and supports in a timely way if you run into difficulties. If I have concerns about your academic progress or well-being, I might identify them through Early Alert as well as contacting you. This does not affect your academic record! Only specialized UBC advisors are able to access its information, and then only for the purpose of offering you assistance as soon as possible.

 For help and support beyond the course community, see Canvas for an [extensive list of resources](#) related to tech, academics, finances, health, wellbeing, and advocacy. (These resources range widely from “how do I use Canvas,” to “where can I find fentanyl test strips or free menstrual products on campus,” to “where can I borrow laptops or laptop chargers,” to “how can I access emergency food supplies,” to “where can international students find support,” and much more.)

**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.

→ *UBC’s statement*: 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 information about accessing support are available from the UBC Senate, “[Policies and Resources to Support Student Success](#).”