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# Opportunities for Community- University Partnerships:

## Implementing a Service-Learning Research Model in Asian American Studies

Melany dela Cruz and Loh-Sze Leung

### Introduction

Asian American Studies must return to its roots of being a social agent in a broader social movement for equality. Those who founded Asian American Studies believed in combining the resources of the university with the community to empower Asian Americans, particularly low-income people who struggle against poverty, segregation, racism, and exclusion. Editors of the Asian American Political Alliance wrote in the 1971 *Roots Reader*:

In order to accomplish [a community-oriented program of study], community-oriented subjects and actual community work is stressed in order to facilitate a more comprehensive understanding of the community and its network of internal and external relations (Asian American Political Alliance 1971).

During the late 1960s and 1970s, in the early years of Asian American Studies programs in higher education, many courses sent students into the community, helping to bridge the town and gown divide. The community often served as a partner in research rather than as an object of study. Within this partnership, the university contributed what it does best: research, including applied research that provides insights into problems and helps formulate solutions.

Over the last quarter century, many Asian American Studies programs have gradually gained academic legitimacy within universities as part of the movement for ethnic studies. In places where this has happened, programs have also had to grow tremendously to meet the demands of students for myriad on-campus courses. At

the same time, Asian American Studies programs are part of the university and have been affected by its changes. Standards of promotion and tenure have become more stringent, and oftentimes, professors in “newer” ethnic studies fields are held to a higher standard, as their work is sometimes still suspect as legitimate scholarship.

The pressures of fighting for legitimacy in a system where research, not community-based work, is rewarded, means that the growing institutionalization of Asian American Studies has made the majority of programs and courses less accessible to communities. As Russell Leong stresses, “In the past twenty-five years, however, concepts, references and key works in Asian American Studies have changed: from ‘needs of the community’ to the ‘needs of postmodern cultural production,’ from ‘to serve the people,’ to ‘positioning ourselves within the matrix of power relations’” (Leong 1995). While not completely abandoning community service, Asian American Studies now devotes a smaller share of its growing resources to community-oriented and community-based courses than it did at its inception. This has exacerbated the divide between the university and the “on the ground” challenges faced by current Asian Pacific American (APA) communities.

To put this discussion of Asian American Studies’ commitment to community in context, we define community-oriented research as that which is determined and directed by community-based organizations. Many of the courses we reviewed included conducting fieldwork in the community; however such courses did not allow the community to define the process and outcome of the research.<sup>1</sup>

This article examines the state of community-based curriculum within Asian American Studies. Many campuses are philosophically committed to the original mission of Asian American Studies, but very few offer research-based courses that directly serve the immediate needs of communities. To close this gap, we recommend that Asian American Studies re-evaluate their curriculums and ways of conducting research with community-based organizations. We recognize that *The Roots Reader*, *Journal of Asian American Studies* and *Amerasia Journal* provide a space for community-based research and have continued to address this issue, and we acknowledge that our community service-learning research model is just one of many approaches to connect the university with the community. Given the differences in resources and ap-

proaches to Asian American Studies on each campus, we provide just one model for how to develop courses that address this current divide between the community and the university.

This article will address the following points: 1) A review of the current community-focused courses offered by Asian American Studies programs around the United States, including the curriculum and readings used that specifically address the needs of Asian Pacific American communities; 2) A possible service-learning research model for preparing students, community-based organizations (CBOs), and universities to implement courses that develop research useful for Asian Pacific American communities; and 3) A discussion of the challenges that must be considered in developing a community-based service-learning research course.

### Current Asian American Studies Community-Focused Courses

There are currently a plethora of courses in Asian American Studies programs that focus specifically on communities and community building. The degree to which these courses involve students in actual community practice varies from course to course. On the whole, however, most of these community-focused courses are academic or theoretical in nature. Some incorporate APA community leaders as guest lecturers. Only one-third have either a service component or field research component during which the student works in the community.

We examined twenty-two Asian American and Ethnic Studies programs at universities from around the country (See Table 1) and forty-four of their community-oriented courses. We gathered syllabi from these courses, reviewed course readers (when available), and spoke with or emailed faculty and staff.

Over half of the community courses are general in nature, covering both APA community formation and current issues facing APA communities. Most address the adjustment of APAs to life in the United States and discuss, among others, the "Asian American," "South Asian," and "Chinese American" experiences. Course syllabi reflect this focus. Most courses include a large variety of readings addressing the ethnic experience and current challenges various ethnic groups are facing. For more established APA ethnic groups, there is no shortage of articles addressing the pre-1965 APA experience and residential ethnic enclaves.

<b>Program</b>	<b>Courses</b>	<b>Professors</b>
UCLA	AAS 197b. Asian Pacific American Labor Studies AAS 100. Asian American Communities AAS 197G. Ten Years After the 1992 Civil Unrest AAS 197b. Asian American Leadership Development Project II AAS 200B. Critical Issues in Asian American Communities UP 249. Asian American Communities: Equity and Planning	Glenn Omatsu Jo-Ann Adefuin Dennis Arguelles Sefa Aina  Kyeyoung Park  Shirley Hune
UC Irvine	AAS 161/ Soc Sci 175b. Racial and Ethnic Communities AAS 151H/ Soc Sci 178h. Southeast Asian American Experience	Linda Vo Linda Vo
UC Davis	AAS 100. Asian American Community	Darrell Hamamoto
University of Minnesota	Asian American History, 1850 to present	Erika Lee
Hunter College	Asian American Movement & Community Organizing	Peter Kwong
University of Michigan	APA Leadership Development Race, Ethnicity and Public Policy	Emily P. Lawson Paul Wong
University of Hawaii, Manoa	ES 331. Chinese Experience in Hawaii ES 360. Immigration to the U.S. and Hawaii	Carol C. Fan Carol C. Fan
California State University Long Beach	Asian American Public Policy Asian American Community Analysis	Alan Nishio Dean Toji
Pomona College	ASAM/IIS 90. Asian American and Multi-Racial Community Studies POLI 127. Asian American Politics and Public Policy ASAM 150. Contemporary Issues	Joseph Parker  Thomas Kim Various
UC Santa Barbara	AAS 197. Field Studies AAS 111. Asian American Community and Contemporary Issues AAS 150. Pacific Islander Americans	Never offered Stephen Lee  Not offered
University of Colorado	AAST 3013. Asian/Pacific American Communities	Lane Riyo Hirabayashi
San Francisco State University	AAS 680. Community—Changes and Development	Eric Mar
University of Pennsylvania	SARS 206. South Asians in the United States	Rosane Rocher

California State University Northridge	AAS 210. History of Asians in America AAS 100. Intro to Asian American Studies AAS 345. Contemporary Issues	Enrique de la Cruz Enrique de la Cruz Enrique de la Cruz
Stanford University	Urban Studies 191C. Community Organizing Urban Studies 191D. Introduction to Community Organizations: Asian Pacific Islander (API) AAS 81. Asian American Communities in Race and Ethnicity Stanford also has an Alternative Spring Break program that incorporates service and academic learning	Gordon Chang Gordon Chang Gordon Chang
Loyola University, Chicago	ASIA 280-034/SOCL 280. The Asian American Experience	Yvonne Lau
University of Illinois, Urbana-Champaign	HIST 296. Asian American History SOC 396. Asian Americans and Social Inequalities ANTHRO 199. Ethnography of Contemporary Asian America	Unavailable
University of Massachusetts Boston	AAS 390. Asian American Community Internships AAS 423. Boston's Asian American Communities	Unavailable
University of Utah	ETH 3520. Asian Pacific American Contemporary Issues ETH 4600. Asian Pacific American History	Unavailable
Washington State University	CAC 111. Introduction to Asian/Pacific American Studies	Unavailable
University of Wisconsin, Madison	AAS 240. Asian American History	Victor Jew
New York University	Introduction to Community Studies Introduction to A/P/A Experience Defining a Community of Interest- Multi-Ethnic New York	Angel Shaw Thuy Linh N. Tu Julie Sze

Courses expose students to APA communities in different ways. A wide variety of readings addressing Asian Pacific American communities in the post-1965 period are used. Many courses use readings that address issues in how communities are defined: immigration, residential segregation, and ethnic/socioeconomic/religious/political diversity within the APA population. Courses also use readings that discuss community economic development issues specific to APA communities, including land use, encroachment on defined communities, homeownership, and welfare to work issues.

Outside of community-focused readings, inviting guests from CBOs or other community leaders is the most common method of incorporating community perspectives. This method requires minimal coordination and commitment from both students and CBOs, while it allows students to get some idea of how academics ties into community work. Also relatively simple but less common in classes that we reviewed are field trips to different APA communities or CBOs as part of the course.

Community-based courses, in which students interact with CBOs as a class requirement, made up less than half of the courses we examined. These courses fall into two categories—(1) traditional service-learning and (2) straight research projects.<sup>2</sup>

Service-learning, which about half of the community-based courses use, allows students to learn by performing community service such as tutoring, immigration assistance, community/labor organizing, and providing direct services in a community. Commitments range from five to ten hours during the quarter to weekly commitments of two to three hours. The instructor usually arranges the placements (and the project scopes) with CBOs, and students are allowed to rank their preferences within a range of choices. Student participation is graded by the instructor as well as by the CBO. Students are often asked to keep journals of their experiences working in the community or for the CBO. If students work in groups, peer grading is also used to evaluate performance. Student participation in direct social service benefits the CBO by providing another set of volunteer hands and benefits the student by providing the opportunity to interact with community members.

The other half of the community-based courses we examined use field research/research projects to engage students with APA communities. Students are introduced to ethnographic research, to

conducting field notes, to observing community events, and to conducting interviews and/or oral histories. These courses, while offering students an opportunity to be out in the community, seem to serve more as research experiences rather than as service experiences. Student or faculty research interests are often the primary driving force behind any research that is done, and the complete projects, for the most part, advance academic knowledge and primarily benefit the student and scholarly research community. There may be input from community organizations but there is no systemized method integrated into the course that allow CBOs to provide input or direction to the research.

The challenge, we believe, is to combine research with service in a way that is meaningful both to the student in an academic environment and also to the practitioner in the community. A course that provides the opportunity for students to do applied research or projects for CBOs may increase academic learning and meaningful service experiences while building connections between campus and community.

This challenge is made more difficult by a lack of readings that help students gain the necessary technical expertise and ethical approach to carry out effective research within APA communities. Still fewer readings address the model of service-learning within APA communities. We contacted many schools, programs, and professors, but turned up little in the course syllabi we reviewed or the libraries and databases we searched. Peter Park and John Gaventa discuss the social and ethical concerns about doing research in the community (Park 1993 and Gaventa 1993). Both authors challenge students to struggle with their role as “experts” in the community and to think about how they might engage community members in research that is helpful and empowering. Though these pieces are valuable, we found no similar pieces specific to the APA community that might address culture, language, and citizenship as additional research concerns. The absence of these pieces could be directly correlated to the absence of real community-based research classes in the Asian American Studies curriculum (Kang 2000).

We provide below a “hybrid” service-learning research model that addresses this absence. This model, in which community needs inform academic research, allows university students and faculty to use specific research skills in service to community organizations.



Surveys, mapping, and census data analysis, for example, can produce reports that help organizations plan strategically and better serve their constituencies.<sup>3</sup>

## Opportunities to Connect the Campus with Community Needs

### A Model for a Community-Based Service Learning Research Course in Asian American Studies

A review of current community-based literature and service-learning/research courses offered by Asian American Studies throughout the U.S. reveals gaps as well as opportunities. Based on our findings of what worked and did not work in previous courses, we designed a two-quarter course sequence, which offers strategies that can be used by university and community advocates concerned with the political, economic, and social strengthening of the Asian Pacific American community. This “how-to guide” comes from the previous discussion of how we can prevent Asian American Studies programs from drifting further away from its original mission of serving the community.

The two-course sequence aims to bridge the often cited campus-community divide by bringing together the best of both worlds in which students and the community benefit. On the one hand, the course provides students with both technical skills and opportunity for practical application of historical and cultural learning within a specific APA community.<sup>4</sup> The courses are multidisciplinary in scope, combining historical and theoretical knowledge with practical skills and techniques. Local APA community organizations and members are central to the courses, serving as guest lecturers as well as mentors and leaders that determine the direction of research projects.

On the other hand, CBOs gain better insight on how to better provide services or serve the community from the student-produced research projects. The community-university partnership also allows organizations to save time and money that would otherwise go toward consulting fees if this type of research was conducted by a research firm and the capability to utilize cutting-edge technological resources offered by the university.

The “how-to guide” begins with a discussion of course curriculum and structure. We then provide some insight on developing an Asian American Studies service-learning research course.

## Course Curriculum and Structure<sup>5</sup>

This two-quarter course sequence may be cross-listed with departments such as Urban Planning, Political Science, Policy Studies, Sociology, and other related disciplines, which are committed to action-orientated community research. Outreach should be directed toward upper-division undergraduate and graduate students. We understand that resources will vary from community to campus, so we have provided one approach to addressing the often cited campus-community divide. The course curriculum model builds on the following three objectives:

- Preparing students on their responsibilities as researchers by discussing research ethical issues, conflict-resolution, and methodology.
- Stressing the importance of including CBOs in every step of the learning process.
- Creating much needed research contributions. The proposed model is not the only way but is one concrete approach to producing research that CBOs find useful for supplementing their everyday work.

### First Quarter

The first-quarter course introduces students to theory and methodology used in community-based research. Readings are specifically geared toward the formation of APA communities. In addition, practical skill modules in ethics, survey methods, and Geographic Information Systems (GIS) enable students to gain technical and analytical skills for later application to fieldwork, projects, and reports for APA community-based organizations.

A ten-week quarter could break down into three main sections that provide an overview of APA History, Contemporary Issues, and Neighborhood Research Methods.

**HISTORY:** A brief history section covers early (pre-1965) APA communities in the U.S. such as the Chinese, Japanese, and Filipino communities. This section provides valuable context for some contemporary issues that follow.

**CONTEMPORARY ISSUES:** A section on community formation discusses the impact of post-1965 immigration on APA residential patterns and communities. Readings include inner-city communities, problems of residential segregation, and emerging “ethnoburbs.”

The issue of community economic development is singled out

in another section that addresses APA businesses, job creation, land use, homeownership, and welfare reform. CBOs work on many of these issues and this section serves to introduce students to the challenges APAs face.

**NEIGHBORHOOD RESEARCH METHODS:** This final section introduces students to research ethics and methodology. Readings introduce students to the idea of participatory research—the idea that research should not be confined to the realm of experts but should empower CBOs by involving community members in the work. Readings on community organizing and political participation allow students to see beyond social service as a form of community work. In addition, guest lectures from community advocates and reports produced by CBOs give students an idea of what CBOs find useful and what they might need. After completing this course-work, students negotiate formal written agreements with CBOs defining the scope of work for the second-quarter research project.

Providing students with technical skills needed to implement the project will also complement the coursework. This means that the instructor must take a flexible approach to this portion of the course. The strategy that works best is to draw from a set of modules that covers a wide range of research methods, including survey methodology, analysis of secondary materials (such as census data), process and organizational analysis, statistical testing, and GIS.

However, fieldwork combined with classroom instruction can be time-intensive, especially when students are learning new skills and technical software. Sufficient time must be set aside for technical training. It is essential that the instructor and teaching assistant remain actively involved in carefully guiding and evaluating the work, as well as providing office hours for further technical skills instruction or refresher workshops as needed by students.

### Second Quarter

The second-quarter is a fieldwork course in which students work on the projects negotiated during the first quarter. Less time in the classroom means interactions between the students and CBOs are increased as both parties work together to identify solutions to community problems or issues. Students are required to keep a journal of experiences and challenges that can be discussed privately with the professor or teaching assistant if a major prob-

lem has arisen. In addition, weekly in-class debriefing meetings allow students to learn from each other.

Group work poses its own challenges for students. Instructors may need to provide incentives or strategies that encourage equal participation in completing the project to avoid both freeriders and dictators. Instructors can offer extra credit for volunteering or completing an assignment. They can also assign various roles to students to take on within the research group, such as: 1) Liaison between CBO and students; 2) Liaison between course instructors and students; 3) Writer of a certain section within the paper; and 4) Editor of putting all the sections together and making sure the research paper/project is complete and concise. At the end of the quarter, students are required to present their findings and projects to their fellow students and partner CBOs. Some guidance during the quarter should be given in writing up results and making presentations.

Depending on what volunteer opportunities students are engaging in, the instructor will need to coordinate paperwork. Some campuses require students to fill out volunteer/community service-learning paperwork such as permission slips, especially if this involves transportation and liability issues. Due to limited resources, students are mainly responsible for arranging their own transportation. There may be some scheduling done on the part of the instructor or teaching assistants to arrange carpools or bus passes to CBO sites.

For the most part, the service-learning research model we propose will not require human subjects certification or institutional review board approval because the research is for internal use by the CBO. However, approval for faculty and student research projects varies from campus to campus and depends on whether the students are involved with focus groups, surveys/questionnaires, interviews, or merely inputting or analyzing data sets. We suggest the instructor plan months in advance before the class begins.

This type of course is intended to build on the strengths of both the university and the community. CBOs generally lack the sort of technical resources and expertise readily available in research universities, often rendering policy analysis or long-term strategic planning incomplete. Students and faculty, on the other hand, may not be fully aware of current community needs and issues.

### Challenges to Consider

One of the primary challenges is negotiating the research goals, especially in light of time constraints imposed by the academic calendar. The process of negotiating a Memorandum of Understanding (MOU) can also be complicated because three parties are involved—students, instructors, and CBOs. In creating these types of community-university partnerships, misunderstandings about the different roles that each party plays may arise. Students may treat CBOs as a resource or research center rather than as a client or partner. This can result in a research project that is primarily student- or instructor-directed with very little input from the CBO.

Another consideration is the diversity of Asian American Studies Programs. Readers may take notice that the majority of the community-based research reports we reviewed are from CBOs located in large urban centers. APAs are still mainly concentrated on the two coasts and as a result, more established CBOs are located within these communities. Other communities, including many rural areas, may not have access to CBOs with the capacity or resources to conceptualize and/or design a research project, supervise, or spend limited time with students, and this presents a challenge in implementing a service-learning research course.

Communication between multiple parties can also be difficult to manage. Communication must go beyond coordination by telephone and email to include face-to-face planning with all parties. Planning needs to start before the course is taught so instructors can familiarize themselves with the CBOs, and CBOs can receive an orientation about the course structure and begin to formulate research proposals. However, all parties need to remain flexible and open to revising goals and objectives, recognizing that these can change according to needs and instructors' expectations or definitions of what research is needed. Honesty is vital to a process in which all parties feel comfortable providing feedback along the way.

As one of the UCLA teaching assistants remarked, "For the first course many of the expected hurdles included improving the syllabus and materials for the course and improving the methodology and field training."<sup>6</sup> Course preparation includes updating the syllabus and materials to reflect current concerns and methods and incorporating recommended improvements from previous courses. This requires dedicated instructors and teaching as-

sistants as well as a significant commitment from the university in terms of funding and other resources. Again, because this model is relatively new to most universities, instructors may need to market it to secure support from the relevant department chairs and committees. Outreach to students and CBOs is another important component of preparation because the different parties may not be familiar with the concept of combining service-learning with research. We understand the ability to establish this type of course within a particular university is dependent upon the status of the Asian American Studies program within the university, access to financial resources, and faculty commitment.

The types of CBOs that benefit from this type of collaboration include those that have an idea of how to use the research produced by the students. As one CBO staff person commented, "We had done projects with UCLA students before so we had background and knew what to expect, as far as what students could handle. In addition, it helped that we were familiar with students because two of the students had done trainings at the organization before they started on this research project." In this case, the CBO found the research project useful.

In another case, unequal collaboration on a research project proved to be ineffective. One of the CBO participants in the pilot study course was unfamiliar with student research projects and university protocol. The students assisting the CBO were asked to conduct a survey to community members designed by a staff member. Because the survey contained very personal questions, the students did not feel comfortable administering the survey and declined to assist the CBO. The CBO representative felt that "Insufficient communication made expectations of the research project unclear and as a result, the project did not fully meet the organization's needs." This representative recommended defined time-lines, defined roles, and more direct communication between the CBO and students from the beginning to end of the research project.

Some partner CBOs who have participated in community-university partnerships have suggested the following to help address some of these challenges: 1) An orientation by the course professor or teaching assistant on expectations and what is considered manageable by the students and vice-versa with organizations; 2) CBO input in selecting students for projects based on need; and 3) A defined project timeline, agreed to by students and

CBOs, that includes scheduled meeting times, check-ins, and deadlines for research outputs. The various parties involved should apply these suggestions to community-university partnerships as considered feasible.

From the beginning, service-learning research projects need to be a collaborative effort involving students, instructors, and CBOs in defining the research scope and goals. All parties need to understand what student groups can realistically accomplish within a quarter or semester. CBOs should recognize the varying technical capabilities and capacities that students bring to the research project and define goals accordingly. All parties also need to agree on appropriate, ethical methods of carrying out research in communities. The role of the students as researchers should also be clearly outlined by the CBOs and instructors. CBOs need to be careful not to overlap the responsibilities of student researchers with those of staff interns or volunteers. Students may also find it difficult to arrange transportation to and from their fieldwork sites and may require assistance from instructors and CBOs to provide alternatives.

## Conclusion and Recommendations

Service-learning courses link the APA community with university Asian American Studies departments, faculty, and students. A service-learning research course reinforces sustained dialogue between practitioners and researchers. APA communities gain access to technical expertise and at the same time have more control over the research produced. Students gain real-world experience and can apply technical skills to produce research that meets the immediate needs of the community. Asian American Studies strengthens its commitment to community-centered research and builds partnerships with nonprofit organizations.

The research resulting from these courses allows CBOs and members of the academic community to have more input and play a greater role in the policy-making process.<sup>7</sup> For instance, one of the service-learning research student groups focused on spatially analyzing both businesses and housing types within Thai town, the service area of a CBO. An examination of the numbers and types of businesses, institutions, and residences provided the CBO with a better idea of what is necessary in the community, thereby aiding future development plans within Thai town.



In addition, projects may also help to fill the gaps in existing data and resources relevant to a specific community. For example, another research student group worked on a report profiling the economic success of Pilipino American businesses and their role in the community after this ethnic group was not included in a report profiling the economic success of several minority-owned businesses in southern California. The report provided an overview of the demographics of the Pilipino businesses and owners. An analysis of the data provided strategies to the CBO toward improvements in the financial and business assistance offered to Pilipino American businesses.

This course gives students the space to explore how knowledge can be put into practice. Students, especially at the junior and senior levels, are anxious to apply what they have learned in class to a real-life problem when given a chance. Students gain insights from their community experience and are able to make linkages between classroom instruction and fieldwork. Students can make valuable connections and contacts that may allow them to continue their work in the community even after the course is over. Moreover, students learn practical, useful, and marketable skills. Student research may also result in publications and presentations.<sup>8</sup> As one student commented in the course evaluation, "The skills learned, the opportunities provided as well as the networking opportunities available make this course extremely important. It truly was and is one of the most influential classes I have taken at UCLA."

Service-learning combined with traditional scholastics allows for a more fulfilled, well-rounded, and better-educated college graduate. "[This service-learning research course] has taught me the importance of exploring, researching, assessing, and evaluating things at multiple levels.... It is an amazing course that should exist for students to learn by doing." Providing service-learning research courses grounds Asian American Studies in its original mission of serving the community. In addition, these courses may help students see that research is not just a scholastic exercise but can have immediate and significant community impacts. This exposure to service-learning research methods may interest students in pursuing further graduate studies that they may otherwise have not considered. As one of the UCLA teaching assistants observed, "One of the great successes (at least, in my opinion) is that at least



one undergraduate is heading to UCLA urban planning next year with more to come in the following years. These were students who had not considered the field of urban planning prior to the class.”<sup>9</sup>

Based on the findings outlined in this article, we recommend the following:

- Enhance commitment to community research and practice through service-learning courses such as the one proposed in this report.
- Anchor academic studies of the community in real-world applications where students and faculty listen to and take direction from community-based organizations.
- Encourage community-based organizations to play a central role in defining the purpose and objectives of the studies.
- Enhance the benefits to the community-organization “client” through reports that are used in issue-based campaigns and programs.
- Enhance the benefits to the student “consultant” through learning and application of concrete analytical and research skills.
- Integrate academic courses with the existing multidisciplinary curriculum, which involves connecting such courses with courses on research methods, Asian American history and sociology, community development, and others.
- Allocate significant resources and funds at the university level to courses that bridge the campus and community.
- Create a more sustained network and foundation for promoting and supporting the production of literature to address concrete issues facing the APA community.

Taking on this service-learning research model may be challenging, but these efforts lay the foundation for improved partnerships between community and university. Finally, this type of community-based research fills an important gap in our knowledge of the specific needs of APA communities and allows us to develop strategies together to meet those needs.

## Notes

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1. We use *community*: “as being a neighborhood of people with whom we work, the people within a city or county dealing with a particular issue or problem to which our organization provides services, or people with a shared racial, ethnic, gender, or sexual orientation identity. The community, in this sense, is a fairly bounded social or demographic unit involving a neighborhood or people who share a common issue or interest with which practitioners interact to bring about change” (Warren 1977).
2. *Service-learning* is defined as a method under which students or participants learn and develop through active participation in thoughtfully organized service that (i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and (iii) helps foster civic responsibility; and that (i) is integrated into and enhances the [core] academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience. *U.S. Code* (annotated). Vol. 10401-12700, Title 42, Section 12511, Chapter 23 (1995). ([www.calpoly.edu/~slad/csl/sldefn.html](http://www.calpoly.edu/~slad/csl/sldefn.html)). See also Belbas, B., Gorak, K, and Shumer, R. *Commonly Used Definitions of Service-learning: A Discussion Piece*, 1993 for other definitions. ([www.servicelearning.org/who/def.htm](http://www.servicelearning.org/who/def.htm))
3. As an example of reports that might come out of this service-learning research model, we gathered an example of reports that APA community-based organizations have produced, many with the help of students. We looked at reports from Korean Immigrant Workers Advocates (KIWA) and Asian Pacific American Legal Center (APALC) in Los Angeles, Asian Americans for Equality (AAFE) and Asian American Federation of New York (AAFNY) in New York, Asian Pacific Environ-

ment Network (APEN) in Oakland, and National Coalition of Asian Pacific American Community Development (NCAPACD). Perhaps not surprising, relatively few of these reports were readily available to the public. Smaller, newer CBOs often lack the staff to conduct research reports internally. Many may not have the capacity or technology to publish these reports or put them on their websites. And although there are coalitions of Asian American CBOs, it still seems uncommon for CBOs to share research, methods, and results with others beyond their local areas. Although many CBOs may want to increase their understanding of the community through research, most do not have the time or resources to plan and implement extensive studies. This presents the university and students with an opportunity to provide a service to the community by collaborating with CBOs to produce much-needed research.

4. Students at UCLA were overwhelmingly positive about the pilot community-based research course. Student interest in the subject increased tremendously from 56 percent of students having high interest prior to taking the course to 80 percent having high interest after taking the course. Individual student comments reflect their excitement about this course and their enthusiasm for combining research skills with real-world, community issues. Over and over again, students described how useful this course was and how important and influential it was in their academic career.
5. The two-quarter sequence obtains its structure from pilot community development, policy, and planning courses taught at the University of California, Los Angeles. Based on previous instructor and student feedback, we recommend a small class of upper-division undergraduates and graduate students. This sequence is based on the ten-week quarter system currently in use at UCLA but can be adapted to a semester system.
6. Interview with Levin Sy, Teaching Assistant for "Planning, Policy, and Community-Field Studies" Course. May 2002. UCLA, Professor Paul M. Ong.
7. Projects from the pilot courses have been used to educate public officials at the local, national, and international levels about community issues.
8. UCLA students have been asked to present at the National Coalition of Asian Pacific American Community Development (NCAPACD) Convention; the regional Association for Asian American Studies Conference; and the Asian Pacific American Community Roundtable.
9. Interview with Andy Yan, Teaching Assistant for "Planning, Policy & Community-Field Studies" Course. May 2002. UCLA, Professor Paul M. Ong.

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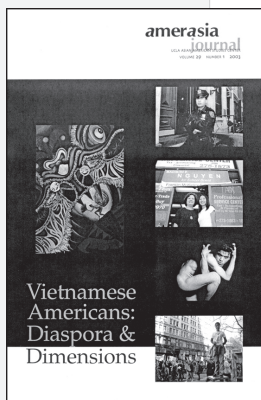
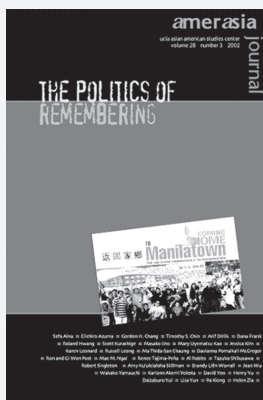
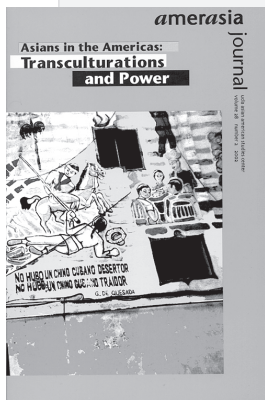
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