

History of British Columbia

History 305

Dr. Laura Ishiguro
Department of History
University of British Columbia
Winter 2015-2016

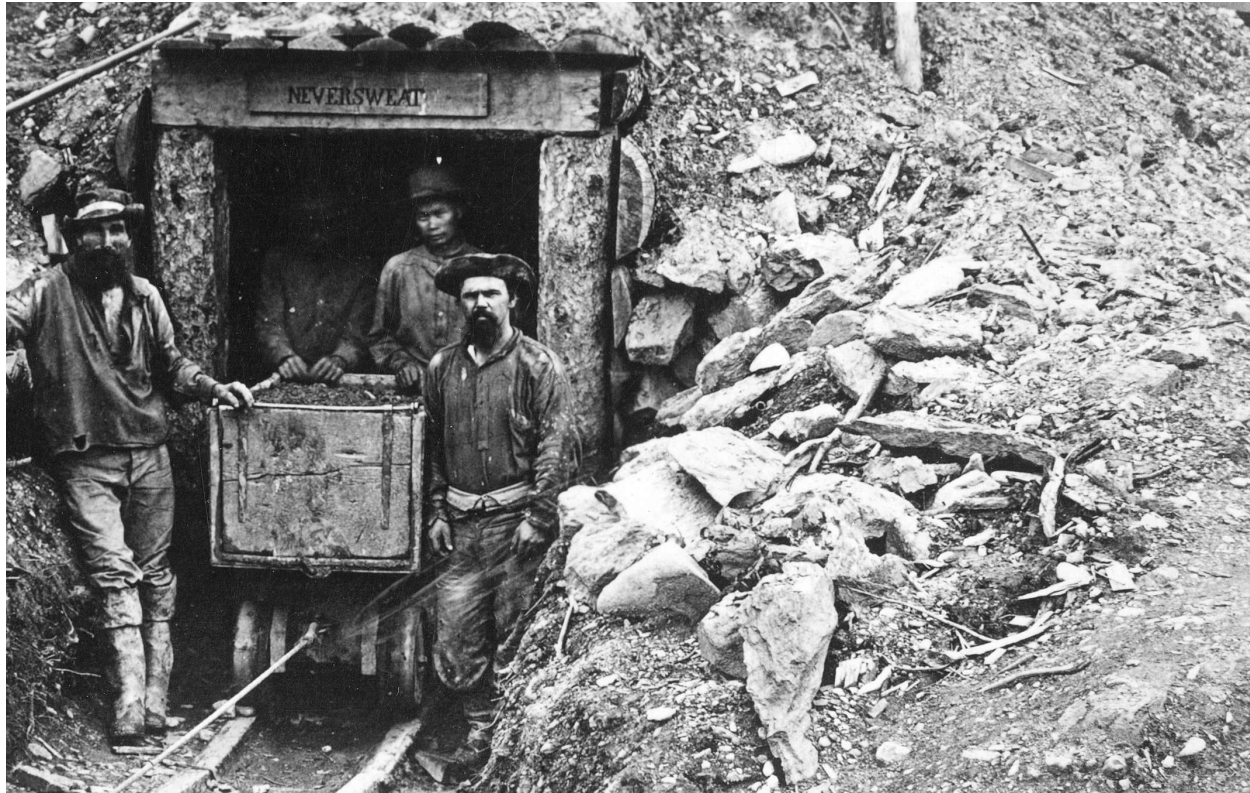
Tuesdays and Thursdays

9:30 am – 11:00 am

Buchanan D217 (term 1)

Buchanan D312 (term 2, Tuesdays)

Buchanan D218 (term 2, Thursdays)



Gold mine, 1868 (reproduced from album of Lieut. J. C. Eastcott, 1958), AM54-S4-Out P904, City of Vancouver Archives (cropped).

Contact basics

Office: Buchanan Tower 1110

Office hours: Tuesdays 11 am – 12 noon, Wednesdays 3:30 pm – 4:30 pm, or by appointment

Email: Laura.Ishiguro@ubc.ca

Course website: <https://connect.ubc.ca> (History 305)

Course details

Description: Welcome! The history of British Columbia is all around us—in its rivers and its roads, its buildings and its property boundaries, its politics and its people. History 305 will examine the diverse processes that have shaped this history, with a particular focus from the late eighteenth century to the present. We will consider a range of topics including settler colonialism; the role of race, gender, age, and sexuality in shaping society and experience; official regulations and personal histories of migration; power and protest in making the modern state; and British Columbia's relationship with Canada and the world. We will also investigate how these histories continue to shape British Columbia – whether we call it home, consider ourselves visitors, or something in between. History 305 is also designed to introduce you to key skills in research, interpretation, writing, and public history. This year, the course offers you the opportunity to break new ground in British Columbia's history by working with an archival collection never before used by historians, commemorating UBC's 100th anniversary, and conducting original research on a topic of your own interest!

Structure: History 305 is divided into nine units, which each focus on a specific historical issue and a specific type of skill. These units are designed to support the gradual development of course objectives, with assignments that ask you to put their lessons into practice. The majority of Tuesday sessions are scheduled as lectures, while Thursday sessions will include a range of activities including short lectures, extended discussions of the readings, in-class work with primary sources, workshops, fieldtrips, and other activities. Be sure to check the week-by-week guide (in the syllabus or on the course website) in order to keep track of the required preparation and assignments.

Learning objectives: You will all have different hopes and goals for this course, but no matter where you start, by the end of the course, you should be able to:

1. Understand, explain, analyze, and connect a range of key events and processes in British Columbian history.
2. Demonstrate developed or refined skills in historical research, interpretation, writing, and communication, including the effective use and synthesis of primary and secondary sources, and the ability to develop clear, critical, historically grounded and well-supported arguments.
3. Apply the above knowledge, understanding, and skills to new contexts (academic and otherwise).
4. Reflect thoughtfully and concretely on what is at stake in British Columbian history, and how we tell it in the present.

Required readings and other materials

All required readings, videos, and audio clips are available online. You can access them through the "Library Course Reserves" section of the course website (<https://connect.ubc.ca>).

In addition to these required materials, I recommend acquiring a copy of Patricia Roy and John Thompson's *British Columbia: Land of Promises* (Oxford: Oxford University Press, 2005, available in the UBC Bookstore). This is not assigned as required reading, but you may find it to be a useful text with accessible background and context that supports course materials.

Basic expectations

1. *Your course, your responsibility.* Course content and assignments build in complexity, while classes rely on everyone's active preparation and participation. It is your responsibility—both to yourself and to your colleagues—to attend, to keep up, and to seek help if you need it.
2. *Don't suffer in silence.* I really encourage you to speak with me outside of class time if you have any questions or concerns. Drop by during my office hours, or email me to arrange a meeting.
3. *Create community and practice respect.* We will deal with some challenging topics, and our success depends on the classroom being a safe, respectful, and positive space where it is okay to make mistakes but never okay to be malicious. During discussion and class activities, please give your colleagues your complete attention. Note that harassment of any kind is unacceptable. Concerns about harassment can be brought to me, the History Department Equity Officer (Joy Dixon), the History Department Head (Tina Loo), or the Ombudsperson for Students (ombuds.office@ubc.ca). Your concerns will remain confidential.
4. *Come to class prepared, and make sure that you have access to any required readings for the class,* as discussion and activities will require your active use (rather than your general memory) of them.
5. *Practice common sense and respect in your use of technology, and be aware that your choices affect others.* Cell phones should be turned off or silent (not on vibrate). If you use a laptop during class, please sit at the back so that your screen doesn't distract others; also minimize its use during discussions and activities. You may be asked to put technology away if it is a barrier to anyone's active participation. If you require the use of technology beyond these parameters due to an academic accommodation, ensure that you have filed the necessary paperwork with Access and Diversity.

What you must know (or work to learn) soon

1. *How to find and access materials like books, journal articles, and e-book chapters through the library.* The library has some useful resources to assist you: <http://help.library.ubc.ca/>.
2. *How to write and format an academic essay in a style appropriate for History, including the use of references.* I recommend Jeffrey W. Alexander and Joy Dixon, *Thomson Nelson Guide to Writing in History* (Toronto: Thomson Nelson, 2006 or 2010). There is also a free online version available here: <http://www.history.ubc.ca/content/writing-centre>. We will also discuss this in class.
3. *What constitutes plagiarism and other forms of academic misconduct, and how to avoid these.* Plagiarism means claiming someone else's work (arguments, evidence, or words) as your own, without crediting them. This can include 1) copying material from the internet or another essay without any attribution, 2) citing a source in your footnotes, but retaining the original author's sentences outside of quotation marks (or changing only a word or two of their original writing), or 3) using someone else's specific arguments or evidence, in your own words, but without acknowledging the source in the footnotes. Repercussions for academic misconduct can range from a zero on the assignment to failure of the course to suspension from the university. For further information on academic integrity, please see this useful page: <http://learningcommons.ubc.ca/guide-to-academic-integrity/>. Consult the History Writing Centre for details on the proper use of citations: <http://www.history.ubc.ca/content/common-questions-about-citations>. The university definitions of academic misconduct, as well as related policies, can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>. If you have any questions or concerns, please come to see me before you submit the assignment.

Assignments and grade distribution

Assignments and in-class activities are designed to build your skills and understanding gradually with the help of feedback, and to give you the opportunity to practice on “lower risk” assignments as you work towards larger assignments. Written work should be typewritten and double-spaced in an easy-to-read 12-point font (such as Garamond or Times New Roman) with one-inch margins, page numbers, your name, and the course number. Late submissions will be penalized at a rate of 5% per day including weekends. Extensions will only be granted if you qualify for academic concession for reasons outlined in university policy (such as medical emergencies or religious observance, as explained in more detail here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>). You are always encouraged to speak with me if you have questions or concerns about assignments—or, indeed, even if you do not have particular questions or concerns, but just want to check in!

Assignment	Percent of grade	Due date
Participation and in-class activities	10	Ongoing
The City Before the City assignment	5	6 October 2015
Gold rush portfolio	10	12 November 2015
December take-home exam	15	8 December 2015
Participation and in-class activities	10	Ongoing
Research essay proposal/bibliography	5	26 January 2016
UBC 100 assignment	10	23 February 2016
Research essay	20	5 April 2016
Final take-home exam	15	14 April 2016

Participation and in-class activities (20%)

Your participation grade is based on a combination of factors: your consistent and punctual attendance, your demonstrated preparation for class, the quality of your contribution and participation in discussions and activities, and your engaged and civil classroom presence (including respectful listening). On occasion, you may also be asked to submit in-class exercises, which will help me to assess the class’s progress in particular areas and which will help to inform your participation grade.

The City Before the City assignment (5%)

For the first assignment, you will visit the *c’əсна?əм: the city before the city* exhibit at UBC’s Museum of Anthropology. Entry to the museum is free with your student card; check the website (<http://moa.ubc.ca>) for more information about opening times and location. After your visit, in approximately 500-750 words (two to three pages, typed and double-spaced), you will provide a brief guide to, and reflection on, the *c’əсна?əм* exhibit. Specifically, it will include the following:

1. A description of the exhibit’s overall topic, content, and point. (How much detail should you provide? Imagine that you are explaining the exhibit to someone who cannot visit it: what do they need to know in order to understand what the exhibit is all about? Include at least one specific example of an object or display to support your description of the exhibit.)
2. A brief discussion of the exhibit’s significance to BC history. (What do I mean by this? The exhibit—with its counterparts at the Museum of Vancouver and the Musqueam Cultural

Centre—has won a number of awards this year, including the Public History Prize from the Canadian Historical Association. Drawing on course content to date, why do you think organizations like the CHA have found this exhibit to be important as a work of public history?)

3. A personal reflection on the exhibit: what did *you* learn? Reflect on your experiences and your reactions, consider the personal significance of what you learned, and/or if appropriate, reflect on what you still do not understand or know.

I will mark your assignment on completion and adherence to instructions; clear demonstration of your engagement with the exhibit and related course content; the depth of your reflection; and the quality, coherency, clarity, and appropriateness of your written expression.

Submit the assignment by 11:00 am on 6 October 2015, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Gold rush portfolio (10%)

In the first term, we will undertake a project to explore an archival collection never before used by historians: the Royal Fisk fonds, recently acquired by UBC's Rare Books and Special Collections. This collection consists of letters written from various people in British Columbia to a merchant named Royal Fisk living in San Francisco in the mid-nineteenth century, and it offers us a completely new perspective on the critical gold-rush years in British Columbia. Our work with this collection is intended first and foremost to train you step-by-step in methods of historical research, from the first encounters with a primary source in the archives, to its transcription and description, and eventually to its analysis in relation to other sources and a broader historical context. This project will also prepare you for undertaking your own research in the second term, and it will introduce you to two digital tools (Google Forms and UBC Wiki) that are commonly used in collaborative work. Last but not least, your work on this project will also contribute to a brand-new online resource that will support future researchers! We will discuss the project in stages throughout the term, and further details, instructions, and grading rubrics will be distributed separately from this syllabus. In short, though, your portfolio will consist of the following:

1. *Keyword "tagging"* of two already-transcribed letters. You will be asked to read and understand two letters from the Fisk collection, and then identify keywords in them. You will then work with your colleagues to develop an overall list of keywords for the collection.
2. *Original transcriptions* of letters (three pages in total).
3. *Comments and suggestions* on letters transcribed by a colleague.
4. A short *reflection* (approximately two pages, double-spaced) on the project.

While you should work on the project throughout the term, you are welcome to revise any aspect of the portfolio until 11:00 am on 12 November 2015. The tagging will be assessed using Google Forms and in-class workshops, and the transcriptions and comments will be assessed using the Wiki page and in-class workshops. Your reflection should be submitted on paper either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower) by the deadline.

December take-home examination (15%)

There are three sections to this take-home examination: a primary source analysis (approximately one page, double-spaced), a short answer question related to the gold rush project (approximately

one page, double-spaced), and a short essay (approximately five pages, double-spaced, with footnotes). Taken together, these three sections will ask you to apply knowledge, demonstrate skills, and make connections across course material, with a particular focus on key themes and concepts from the term. The take-home format is designed to give you enough time to produce reasoned, thoughtful, analytical, well-developed, and well-supported answers based on course material (not extra research). Questions will be distributed near the end of term.

Submit the take-home examination by 11:00 am on 8 December 2015 to my mailbox in the History Department main office (Buchanan Tower 1297).



*Chinese [men and women purchasing Victory Bonds], May 1944, AM1545-S3-: CVA 586-2670, City of Vancouver Archives (cropped).
Musqueam lacrosse team, ca. 1930, AM1533-S2-4-: 2009-005.582, City of Vancouver Archives (cropped). Courtesy of UBC Museum of Anthropology, Archives 1.308.*

Essay proposal and bibliography (5%)

This assignment will be your first formal step towards the major research essay due in April. The main text (no more than two pages, double-spaced) will contain four elements: a very general introduction to your chosen topic, an indication of your primary research question(s), a brief explanation of why you are interested in this topic and/or think it is significant, and an identification of the key primary sources (for example, archival collection(s) relevant to the chosen topic) that you plan to use as the heart of your research. You should have at least accessed this collection once. The assignment will also include a preliminary bibliography on a separate third page. The bibliography (properly formatted) should include at least six relevant, scholarly secondary sources and at least six individual primary sources. A list of suggested essay topics will be circulated separately.

Submit the proposal and bibliography by 11:00 am on 26 January 2016, either in class or to my mailbox in the History Department main office (Buchanan Tower 1297).

UBC 100 assignment (10%)

This is UBC's centennial year! To mark the university's century, the UBC 100 assignment asks you to consider the history of early-twentieth-century British Columbia through the early history of the university by conducting primary-source research in the *Ubyssy* newspaper. The final product will be a mini-essay (three to four pages, double-spaced, including footnotes). This assignment will build on the in-class essay-writing workshop and previous assignments, and is intended to serve as further preparation for your final research essay. To complete the assignment:

1. You will choose a topic from a list that will be circulated separately. Each topic will be accompanied by a specific question.

2. You will then use the digitized archive of the *Ubyyssey* newspaper (<http://ubcpubs.library.ubc.ca/?db=ubyssey>) to find five articles related to your chosen topic.
3. Using those five *Ubyyssey* articles, you will write a mini-essay that develops and supports an answer to the question posed on the topic handout. Your mini-essay will include a short introduction, a short conclusion, and body paragraph(s). Further details and a marking rubric will be distributed in class.

Note: If your research essay also relates to the history of UBC or makes use of the *Ubyyssey*, I ask that you complete the UBC 100 assignment on a topic that is not exactly the same. If you are concerned that your chosen topics overlap too much, please speak with me.

Submit the UBC 100 assignment by 11:00 am on 23 February 2016, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Research essay (20%)

Taking on the role of historian, you will produce an original, well-written essay (approximately ten double-spaced pages, including footnotes) with a clear and substantive argument rooted in primary source research, and supported by and contextualized within the relevant scholarship. Be sure to include a title, bibliography, footnotes, page numbers, and your name, and to edit before submitting. The essay should build on the earlier preparatory assignments (including expanded research from the preliminary bibliography stage), but be forewarned that it is common for your research to take you in unexpected directions, including topic changes and a significant narrowing of focus. We will discuss the essay throughout the term. I strongly encourage you to consult with me individually too.

Note: On 17 March, we will workshop and discuss essay outlines in class, so ensure that you have completed an outline by this point. Note, too, that I am happy to provide feedback on draft work in individual meetings up to one week before the final due date.

Submit the essay by 11:00 am on 5 April 2016, either in class or to my mailbox in the History Department main office (Buchanan Tower 1297).

Final take-home examination (15%)

The final exam will consist of two essay questions that ask you to make connections across course material, to demonstrate skills in analysis and writing that you have developed in the course, and to communicate “take-home lessons” about British Columbian history. Again, the take-home format is designed to give you enough time to produce reasoned, thoughtful, analytical, well-developed, and well-supported answers. Questions will be distributed near the end of term.

Submit your exam by 3:00 pm on 14 April to my mailbox in the History Department office (room 1297, Buchanan Tower).

Grading scale

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

Places to find support

Need some support? Think you might, but are not sure? The biggest pitfalls—in university and in life—often come when you don't ask for help, so please ask. Besides me, here are some options:

1. *History Department's Writing Centre* (<http://www.history.ubc.ca/content/writing-centre>): includes information on writing a research paper, developing a topic and thesis, and citation styles.
2. *UBC Learning Commons* (<http://learningcommons.ubc.ca/>): UBC-selected learning resources.
3. *UBC Writing Centre* (<http://cstudies.ubc.ca/writing/>): non-credit writing courses and tutoring if you wish to improve your academic, professional, business, and creative writing.
4. *UBC Library* (<http://www.library.ubc.ca/>): among other things, a useful series of workshops.
5. *Academic English Support Program* (<https://cstudies.ubc.ca/student-information/services/academic-english-support>): support for those who use English as an additional language.
6. *Live Well, Learn Well* (<http://students.ubc.ca/livewell>): advice on time and stress management, and other counselling, health, and wellness issues.
7. *UBC Counselling Services* (<http://students.ubc.ca/livewell/services/counselling-services>): counselling for UBC Students.
8. *UBC First Nations House of Learning* (<http://aboriginal.ubc.ca/longhouse/fnhl/>): services including academic advising and a computer centre for Aboriginal students.
9. *International Student Guide* (<http://students.ubc.ca/international>): resources, information, and services for international students.
10. *Arts Advising* (<http://students.arts.ubc.ca/advising/>): advising services for Arts students, including handling requests for academic concession.
11. *UBC Access and Diversity* (<http://students.ubc.ca/about/access>): a range of services, including those related to disability accommodations. Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay, so that I will be informed of relevant accommodations as soon as possible.
12. *AMS Sexual Assault Support Centre* (<http://www.gotconsent.ca/>): free and confidential support for people of all genders who have experienced sexual assault, partner violence, and harassment.



"Vancouver Information and Tourist Association advertisement poster," 1909, AM336-S3-3, CVA 677-565, City of Vancouver Archives (cropped).

The course at a glance

Unit	Weeks	Approx. time period	Key content/concept	Being a historian: key skills
Term 1 <i>General time period focus:</i> time immemorial to the turn of the twentieth century. <i>Content/concept focus:</i> laying and resisting the foundations of settler colonialism. <i>Skills focus:</i> finding and working with sources.				
1	1-4	To 1858	Beginnings and “contacts”	What is History, and what are History sources?
2	5-7	1858-1871	Settler colonialism in the colonial period	Reading sources: transcription and description (primary), and identifying arguments (secondary)
3	8-10	1871-1886	Foundations of the state in the early provincial years	Situating and reading sources in broader contexts
4	11-13	1886-1900	Living and working in early provincial British Columbia	Analyzing sources
Term 2 <i>General time period focus:</i> turn of the twentieth century to the present. <i>Content/concept focus:</i> consolidating, encountering, and protesting the modern state. <i>Skills focus:</i> bringing sources together for interpretation and communication.				
5	14-16	1900-1929	Settler colonialism and migration in the early 20c	Developing research questions and research plans
6	17-19	1929-1945	Encountering a growing modern state	Conducting research: how do you know what’s important?
<i>Week 20: reading break (no classes)</i>				
7	21-23	1945-1979	High modernism and its discontents	Developing strong and supported arguments: what to do with what’s important?
8	24-26	1980-2001	Politics, protest, and fissure	Writing: thinking about structure and voice.
9	27	Post-2001	Representations, uses, and abuses of BC history today	Public history and public engagement in the present



Interior of U.B.C. classroom, August 1944, AM1545-S3-: CVA 586-3041, City of Vancouver Archives (cropped).

Your week-by-week guide

Note: dates for fieldtrips may be announced or adjusted as opportunities arise or change.

UNIT ONE

Week 1 10 September **Where do we begin?**

- Welcome! No preparation required.

Week 2 15 September **cəsnaʔəm**

- No preparation required.

Week 2 17 September **European exploration in global context**

- Read “Terminology,” *Indigenous Foundations*, <http://indigenousfoundations.arts.ubc.ca/?id=7400> and Linc Kesler, “Aboriginal Identity and Terminology,” *Indigenous Foundations*, <http://indigenousfoundations.arts.ubc.ca/?id=9494>.

Week 3 22 September **Trading relationships**

- No preparation required.

Week 3 24 September **Making “contact”**

- Read Wendy Wickwire, “‘To See Ourselves as the Other’s Other’: Nlaka’pamux Contact Narratives,” *Canadian Historical Review* 75, 1 (March 1994): 1-20.

Week 4 29 September **Company colonization**

- No preparation required.

Week 4 1 October **Into the sources**

- Read Judith Hudson Beattie and Helen M. Buss, eds., “Introduction,” *Undelivered Letters to Hudson’s Bay Company Men on the Northwest Coast of America, 1830-58* (Vancouver: University of British Columbia Press, 2003), 3-12; and part of “Letters to Men at the Posts,” 312-315.
- Read excerpt from “Journal Kept by James McMillan,” in *The Fort Langley Journals, 1827-30* (Vancouver: University of British Columbia Press, 1998), 52-57.

Note: don’t forget to visit the “City Before the City” exhibit at UBC’s Museum of Anthropology in order to complete your first assignment. For information on the assignment, consult this syllabus and ask me if you have any questions or concerns.

UNIT TWO

Week 5 6 October **All that glitters**

Due: The City Before the City Assignment. Submit your assignment by 11:00 am on 6 October, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 5	8 October	Gold rush and the Pacific world, plus Royal Fisk workshop
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- Read Tzu-I Chung, “Kwong Lee & Company and Early Trans-Pacific Trade: From Canton, Hong Kong, to Victoria and Barkerville,” *BC Studies* 185 (Spring 2015): 137-60.
- Using the BC Historical Newspapers database, find one article from the *Cariboo Sentinel* (<http://historicalnewspapers.library.ubc.ca/info/collection/cariboosent>) that Chung cites. Then read the whole issue of the *Sentinel*, and come prepared to summarize your observations.

Week 6	13 October	The foundations of settler colonialism
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- No preparation required.

Week 6	15 October	Dispossession and resistance, plus Royal Fisk workshop
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- Read Cole Harris, “How Did Colonialism Dispossess? Comments from an Edge of Empire,” *Annals of the Association of American Geographers* 94, 1 (2004): 165-182.
- Read Bruce Stadfeld, “Manifestations of Power: Native Resistance to the Resettlement of British Columbia,” in *Beyond the City Limits: Rural History in British Columbia*, ed. R. W. Sandwell (Vancouver: University of British Columbia Press, 1999), 33-46.

Please make sure that you or a partner will have a computer in class today. You can borrow one from the library: <http://services.library.ubc.ca/computers-technology/technology-borrowing/>. If you have concerns, please let me know in advance of class.

Week 7	20 October	Making a settler society
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- No preparation required.

Week 7	22 October	Gender, race, and settler society, plus Royal Fisk workshop
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- Read Jean Barman, “Writing Women into the History of the North American Wests, One Woman at a Time,” in *One Step Over the Line: Toward a History of Women in the North American Wests*, eds. Elizabeth Jameson and Sheila McManus (Edmonton: University of Alberta Press, 2008), 99-127.
- Read Adele Perry, “Hardy Backwoodsmen, Wholesome Women, and Steady Families: Immigration and the Construction of a White Society in Colonial British Columbia, 1849-1871,” *Histoire Sociale/Social History* 33, 66 (2000): 343-60.
- Using the *British Colonist* database (britishcolonist.ca), find one of the articles that Perry cites. Read the whole newspaper article, and assess Perry’s use of it as evidence. Does her analysis reflect the broader ideas expressed in the source? Do you see other ways that she could have analyzed the source? Come prepared to summarize and reflect on your findings.

Please make sure that you or a partner will have a computer in class today.

UNIT THREE		
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Week 8	27 October	Confederation and the early provincial years
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- No preparation required.

Week 8	29 October	Confederation, plus Royal Fisk workshop
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- Read Forrest D. Pass, “Agrarian Commonwealth or Entrepôt of the Orient: Competing Conceptions of Canada and the BC Terms of Union Debate of 1871,” *Journal of the Canadian Historical Association* 17, 1 (2006): 25-53.
- Make sure that you have made your best effort at transcribing your assigned letters on the UBC Wiki site before the beginning of class.

Please make sure that you or a partner will have a computer in class today.

Week 9	3 November	Canadian Pacific Railway
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- No preparation required.

Week 9	5 November	Into the archives, plus the CPR as material history
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- No preparation required.

To be confirmed. Today, the class will meet in Rare Books and Special Collections in the basement of the IK Barber Learning Centre (<http://rbsc.library.ubc.ca/>). If you don't know where that is, see here: <http://www.maps.ubc.ca>. Please be punctual. Note that you will be asked to leave coats, bags, pens, and food/drink in a (free) locker, as these are not allowed in Special Collections.

Week 10	10 November	Aboriginal people and the early provincial state
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- No preparation required.

Week 10	12 November	Residential schools, truth, and reconciliation
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- Read from the Truth and Reconciliation Commission, from “The History,” *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, 41-67 and 75-133. (*Content note:* includes discussion of abuse.)

UNIT FOUR

Week 11	17 November	Labour and workplace conflict
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Due: gold rush portfolio. Submit your reflection by 11:00 am on 12 November, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower). Ensure that your tagging (Google Forms), transcriptions (Wiki), and comments (Wiki) have been completed online.

Week 11	19 November	Aboriginal people and labour in the early province
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- Read John Sutton Lutz, “Making the Lazy Indian,” chapter 3 in *Makúk: A New History of Aboriginal White Relations* (Vancouver: University of British Columbia Press, 2008), 31-47.
- Read Paige Raibmon, “Theatres of Contact: The Kwakwaka’wakw Meet Colonialism in British Columbia and at the Chicago World’s Fair,” *Canadian Historical Review* 81, 2 (June 2000): 157-92.

Week 12	24 November	Boom and bust
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- No preparation required.

Week 12	26 November	In and beyond Chinatowns
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- Read Jean Barman, "Beyond Chinatown: Chinese Men and Indigenous Women in Early British Columbia," *BC Studies* 177 (Spring 2013): 39-64.
- Read Shelly Dee Ikebuchi, "Marriage, Morals, and Men: Re/defining Victoria's Chinese Rescue Home," *BC Studies* 177 (Spring 2013): 65-84.

Week 13	1 December	D'Arcy Island: leprosy, race, and medicine
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- No preparation required.

Week 13	3 December	Writing histories of turn-of-the-century sex workers
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- Read Patrick A. Dunae, "Sex, Charades and Census Records: Locating Female Sex Trade Workers in a Victorian City," *Histoire Sociale/ Social History* 42, 84 (November 2009): 267-97.
- Read Char Smith, "'Crossing the Line': American Prostitutes in Western Canada, 1895-1925," in *One Step Over the Line: Toward a History of Women in the North American Wests*, eds. Elizabeth Jameson and Sheila McManus (Edmonton: University of Alberta Press, 2008), 241-59.

Due: take-home examination. Submit by 11:00 am on 8 December to my mailbox in the History Department office (room 1297, Buchanan Tower).



W. J. Moore, "View of Youbou showing the sawmill," 7 May 1935, AM54-S4-3, PAN N255, City of Vancouver Archives (cropped).

UNIT FIVE

Week 14	5 January	British Columbia in the twentieth century
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- Welcome back! Don't forget that we meet in Buchanan D312 on Tuesdays this term.
- Read the handout of suggested essay topics on the course website, and come prepared to discuss proposals, possible topics, and research questions.

Week 14	7 January	Politics and labour at the turn of the century
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- Don't forget that we meet in Buchanan D218 on Thursdays this term.
- No preparation required.

Week 15	12 January	Immigration and the making of a settler nation
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- Read Enakshi Dua, "Exclusion through Inclusion: Female Asian Migration in the Making of Canada as a White Settler Nation," *Gender, Place and Culture* 14, 4 (2007): 445-66.

- Read Jason Patrick Bennett, “Apple of the Empire: Landscape and Imperial Identity in Turn-of-the-Century British Columbia,” *Journal of the Canadian Historical Association* 9, 1 (1998): 63-92.

Week 15	14 January	Settler colonialism and land in the early twentieth century
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- No preparation required.

Week 16	19 January	British Columbia at war
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- Read Katharine A. McGowan, “Until We Receive Just Treatment’: The Fight against Conscription in the Naas Agency, British Columbia,” *BC Studies* 167 (Autumn 2010): 47-70.
- Read and summarize testimony from the Kitwancool Band (18 April 1915), from the McKenna-McBride commission, <http://gsdl.ubcic.bc.ca/cgi-bin/library.cgi?e=d-01000-00---off-0babineag-00-1---0-10-0---0---0direct-10---4-----0-11--11-en-50---20-about--00-3-1-00-0--4--0-0-11-10-0utfZz-8-00&a=d&c=babineag&cl=CL6.1.10&d=HASH7fd1244619a3b04fb129fa.3>, 16-24.

Week 16	21 January	“White Canada forever”? Race, riots, and immigration law
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- No preparation required.

UNIT SIX		
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Week 17	26 January	The Great Depression: camps, jungles, and treks
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Due: essay proposal and preliminary bibliography. Submit by 11:00 am on 26 January, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 17	28 January	British Columbia at war, again
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- No preparation required.

Week 18	2 February	Schools and the university
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- Read Sean Carleton, “Colonizing Minds: Public Education, the ‘Textbook Indian,’ and Settler Colonialism in British Columbia, 1920-1970,” *BC Studies* 169 (Spring 2011): 101-130.
- Read the first issue of the *Ubyyssey* newspaper, 17 October 1918, available online at http://www.library.ubc.ca/archives/pdfs/ubyssey/UBYSSEY_1918_10_17.pdf.

Week 18	4 February	Childhood, youth, and education
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- No preparation required.
- Instead of meeting in the classroom today, we will meet in Special Collections.

Week 19	9 February	Communism, labour, and the environment
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- Read Eryk Martin, “Canadian Communists and the Politics of Nature in British Columbia, 1936-1956,” *Twentieth Century Communism* 5 (2013): 104-125.
- Watch *Working People: A History of Labour in British Columbia*, episode 2 (1920s-1940s), <https://www.knowledge.ca/program/working-people-history-labour-british-columbia>.

Week 19	11 February	Essay-writing workshop
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- Make sure that you have completed your UBC 100 research by this point.

Week 20	15-19 February	Reading week (no classes)
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UNIT SEVEN		
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Week 21	23 February	High modernism, Social Credit, and the WAC Bennett years
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Due: UBC 100 assignment due. Submit by 11:00 am on 23 February, either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 21	25 February	Risky business: workers, bosses, and bridges
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- No preparation required.

Week 22	1 March	Modernity and the environment
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- Read Tina Loo, "People in the Way: Modernity, Environment, and Society on British Columbia's Arrow Lakes," *BC Studies* 142-143 (Summer/Autumn 2004): 161-191.
- Read Richard Allan Rajala, "'This Wasteful Use of a River': Log Driving, Conservation, and British Columbia's Stellako River Controversy, 1965-72," *BC Studies* 165 (Spring 2010): 31-74.

Week 22	3 March	Politics and society in the 1960s and 1970s
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- No preparation required.

Week 23	8 March	Liberation(s)
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- Come prepared to discuss your essay research progress.

Week 23	10 March	Gender, sexuality, and race in performance
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- Read Becki Ross and Kim Greenwell, "Spectacular Striptease: Performing the Sexual and Racial Other in Vancouver, B.C., 1945-1975," *Journal of Women's History* 17, 1 (Spring 2005): 137-164.

Today's discussion will be facilitated by Professor Tamara Myers.

UNIT EIGHT		
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Week 24	15 March	Solidarity, scandal, and the rise of neoliberal BC, 1980s-2001
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- No preparation required.

Week 24	17 March	Essay outline workshopping
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- Bring a detailed outline of your essay to discuss, workshop, and troubleshoot with colleagues.

Week 25	22 March	Environmentalism, direct action, and blockade
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- Read Frank Zelko, “Making Greenpeace: The Development of Direct Action Environmentalism in British Columbia,” *BC Studies* 142/143 (Summer/Autumn 2004): 197-239.
- Watch “Debate: Greenpeace vs. Macmillan Bloedel,” 31 March 1994, *Prime Time Magazine*, CBC Television, CBC Digital Archives: <http://www.cbc.ca/archives/entry/cbc-debate-greenpeace-vs-macmillan-bloedel>.

Week 25	24 March	Aboriginal people and the state, from Red Power to cəsnaʔəm
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- No preparation required.

Week 26	29 March	Ts’peten (Gustafsen Lake) and beyond
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- Read Gord Hill, “1995 Standoff at Ts’peten,” *The 500 Years of Resistance Comic Book* (Vancouver: Arsenal Pulp, 2010), 78-83.
- Listen to “Aboriginal Rights: Condoning Violent Protest,” 14 September 1995, *The World At Six*, CBC Radio, CBC Digital Archives: <http://www.cbc.ca/archives/entry/aboriginal-rights-condoning-violent-protest>.

Week 26	31 March	Politics and protest, past and present
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Instead of our usual classroom, we will meet today at the Belkin Gallery on the UBC campus. If you do not know where this is, use the UBC Wayfinding site: <http://www.maps.ubc.ca>. Because of the gallery’s opening hours, we will meet at 10:00 am instead of 9:30. Entry to the gallery is free, and there is a mandatory coat and bag check.

UNIT NINE		
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Week 27	5 April	Uses and abuses of BC history in the twenty-first century
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Due: research essay. Submit by 11:00 am on 5 April in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 27	7 April	So what?
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- Find one news article about British Columbia that relates to course content. (Consult the list of newspapers and news sites on the course website, and let me know if you have any suggestions to add.) How is the BC in today’s news a product of the BC that we have discussed this year?
- Come prepared to reflect on the course, its implications, and its take-home lessons.

Due: take-home examination. Submit by 3:00 pm on 14 April to my mailbox in the History Department office (room 1297, Buchanan Tower).

May Day demonstration crowds at Powell Street grounds, ca. 1932, AM1535-. CVA 99-2643, City of Vancouver Archives (cropped).

