

Gender and sexuality in Canada

History 420A (Topics in Canadian History)

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Department of History

University of British Columbia

Winter 2017-2018

Tuesdays and Thursdays

2:00 pm – 3:30 pm

Buchanan B309 (Tu.) and Buchanan B318 (Th.)



City of Vancouver Archives, AM54-S4; SGN 167, Two women seated in front of tent at Greer's Beach (Kitsilano Beach), ca. 1894. Public domain.

Contact basics

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This course meets on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

What does this syllabus contain?

Basic course information	What is this course about? _____	2
	How is the course structured? _____	3
	What are the course's learning objectives? _____	3
	What materials will you need? _____	3
What will we do in class?	Unit I: The Nation _____	4
	Unit II: The City _____	5
	Unit III: Institutions _____	6
	Unit IV: The Home/Front _____	8
	Unit V: The Streets _____	9
	Unit VI: Wherever We Are _____	10
Assignments	On what will your grade be based? What assignments will you do? _____	11
Policies and resources	What do you need to know about being in this course? _____	14
	Where can you find help or support? _____	16

What is this course about?



City of Vancouver Archives, LGN 727, Two men felling a Douglas fir, [189-?]. Public domain.

Welcome! In History 420A, we will investigate the changing meanings, lived experiences, and central roles of gender and sexuality in the history of northern North America, with a particular focus on post-Confederation Canada. At its heart, the course explores two key ideas: 1) gender and sexuality have histories—that is, their meanings and experiences have changed across contexts and over time; and 2) gender and sexuality have not only been part of Canada's history, but they have been fundamental to it—that is, we cannot understand Canada without taking seriously its histories of gender and sexuality. Through lectures, discussions, and assignments, we will examine how gender and sexuality have shaped people's lives, social institutions, popular culture, political policies, and the very meanings of Canada itself. In so doing, the course aims to build your critical understanding of a history that has been—and continues to be—intimately lived, urgently debated, and politically charged.

How is the course structured?



City of Vancouver Archives, AM1184-S3-CVA 1184-416, Knitting at Housewives' League Picnic, July 1942. Public domain.

The course is divided into six units, each named for a site or space in which we will explore histories of gender and sexuality in Canada. Each unit also focuses on a broad time period (organized chronologically) and concept (settler colonialism, identity, power/knowledge, modernity, and liberation). The “Examining the Course” assignments reflect this structure, asking you to use the units’ key concepts to analyze the meanings and significance of gender and sexuality in particular time periods and spaces. In lectures and discussions, we will also trace common themes across the units in order to understand change over time, and consider how these issues matter in the present.

On Tuesdays, lectures will introduce themes and concepts, and explore case studies in a range of regions and contexts. Thursdays will involve discussions of readings and/or assignment workshops. Use this syllabus or Canvas to keep track of required preparation and deadlines.

What are the course’s learning objectives?

You will all have different hopes and goals for this course, but no matter where you start, in History 420A you will have the opportunity to learn about the history of gender and sexuality in Canada, and develop or refine your skills in key areas of historical practice. Course content, assignments, activities, and discussions are designed to work together towards these goals so that by the time you finish the course in April, you should be able to:

1. Identify and explain a number of key events and processes in Canadian history, and assess how these shaped and/or were shaped by gender and sexuality.
2. Use key concepts to analyze the meanings and significance of gender and sexuality in Canadian history.
3. Demonstrate and apply skills in historical research, interpretation, and communication, including (in the case of the final project) close attention to the relationship between style and genre in communicating research.
4. Evaluate what is at stake in how we understand and interpret the history of gender and sexuality in Canada in the present.



City of Vancouver Archives, AM1545-S3-CVA 586-848, knitting at Nanaimo Indian School, [1942?]. Public domain.

What materials will you need?

There are no texts to purchase. All required readings and other materials are linked or available through the library course reserves section of Canvas. In addition, note that there are two Canadian history textbooks freely available online if you ever want more background or context. These are John Douglas Belshaw, *Canadian History: Pre-Confederation* (2015) and *Canadian History: Post-Confederation* (2016), BC Open Textbooks, <https://opentextbc.ca/preconfederation/> and <https://opentextbc.ca/postconfederation/>.

What will we do in each class?

Week 1 4 January **Welcome!**

These are not required readings, but I do recommend that you peruse some of these resources:

- “Terminology,” Positive Space Campaign, University of British Columbia, <http://positivespace.ubc.ca/terminology/>.
- “Terminology,” Indigenous Foundations, University of British Columbia, <http://indigenousfoundations.arts.ubc.ca/terminology/>.
- A.J. Lowik, Evan T. Taylor, Jen Sung, Kay Ho, and Mary Bryson, “GRSJ Promoting Trans* Literacies: Supplemental Resource,” UBC Institute for Gender, Race, Sexuality and Social Justice, 2015, 3-11, <http://grsj.arts.ubc.ca/get-involved/promoting-trans-literacies/promoting-trans-literacies-supplementary-resource/>.

These resources provide some definitions and “dos” or “don’ts” related to terminology. They may include many ideas that are new to you. My intention is not to overwhelm you, but rather to introduce you to key resources and ideas to which you can refer back throughout the term. In other words: do be attentive to general principles, but do not feel pressured to memorize everything on the spot. You might want to pay particular attention to definitions of gender identity and expression, sexuality, and sexual orientation. We will talk more about language, and why it matters, in class.



City of Vancouver Archives, AM281-S8-CVA180-3539, Japanese Canadian women serve meal to children in Hastings Park during internment, 1942. Public domain.

UNIT I: THE NATION

Week 2 9 January **Settler colonialism**

- No preparation required.

Week 2 11 January **The reserve**

- Read Sarah Carter, “Complicated and Clouded: The Federal Administration of Marriage and Divorce among the First Nations of Western Canada, 1887-1906,” in *Unsettled Pasts: Reconceiving the West Through Women’s History*, eds. Sarah Carter, Lesley Erickson, Patricia Roome, and Char Smith (Calgary: University of Calgary Press, 2005), 151-178.

- Read Robin Jarvis Brownlie, “Intimate Surveillance: Indian Affairs, Colonization, and the Regulation of Aboriginal Women’s Sexuality,” in *Contact Zones: Aboriginal and Settler Women in Canada’s Colonial Past*, eds. Katie Pickles and Myra Rutherford (Vancouver: UBC Press, 2005), 160-178.
- Watch Diana Leung and Kamala Todd (directors) and Jennifer Lau and Karin Lee (producers), *Cedar and Bamboo*, available on the Knowledge Network until 28 January 2018, <https://www.knowledge.ca/program/cedar-and-bamboo> (22 mins). Closed captions available. Copies are also available to borrow in the UBC Library. I will show the DVD extra, “1788,” in class. (Side note: if you are interested in this film, I highly recommend Alejandro Yoshizawa’s longer feature about the Grant family, *All Our Father’s Relations* (2016), which is also available from the UBC Library.)

Week 3 16 January The nation

- No preparation required.

Week 3 18 January The border

- Read Enakshi Dua, “Exclusion through Inclusion: Female Asian Migration in the Making of Canada as a White Settler Nation,” *Gender, Place & Culture: A Journal of Feminist Geography* 14, 4 (2007): 445-466.
- Read Elise Chenier, “Sex, Intimacy, and Desire among Men of Chinese Heritage and Women of Non-Asian Heritage in Toronto, 1910-1950,” *Urban History Review* 42, 2 (Spring 2014): 29-43.
- Read excerpts from the Royal Commission on Chinese Immigration, 1885. (Side note: if you are interested, the entire report can be found in several places online, including the Canadian Museum of Immigration at Pier 21, <http://www.pier21.ca/research/immigration-history/royal-commission-on-chinese-immigration-1885>.)



City of Vancouver Archives, AM1584-CVA 7-122, S.S. Komagata Maru with passengers on board, July 1914. Public domain.

UNIT II: THE CITY

Week 4 23 January Identity

- No preparation required.

Week 4	25 January	Public scenes or private selves
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- Read Lyle Dick, “The Queer Frontier: Male Same-Sex Experience in Western Canada’s Settlement Era,” *Journal of Canadian Studies* 48, 1 (2014): 15-52.
- Read Valerie J. Korinek, “‘We’re the Girls of the Pansy Parade’: Historicizing Winnipeg’s Queer Subcultures, 1930s-1970,” *Histoire Sociale/Social History* 45, 89 (May 2012): 117-155.
- Read Cameron Duder, “Public Acts and Private Languages: Bisexuality and the Multiple Discourses of Constance Grey Swartz,” *BC Studies* 136 (2002): 3-24.

Week 5	30 January	Work
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- No preparation required.

Week 5	1 February	Work or pleasure
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- Read C. Nathan Hatton, “Manitoba’s Pros: Professional Wrestling During the Western Boom, 1896-1914,” in *Thrashing Seasons: Sporting Culture in Manitoba and the Genesis of Prairie Wrestling* (Winnipeg: University of Manitoba Press, 2016), 60-92.
- Read Donica Belisle, “Crazy for Bargains: Inventing the Irrational Female Shopper in Modernizing English Canada,” *Canadian Historical Review* 92, 4 (Dec 2011): 581-606.
- Browse excerpts from Eaton’s Catalogue, Spring and Summer 1926. (Side note: if you are interested, you can find more mail-order catalogues digitized on “Before e-Commerce: A History of Canadian Mail Order Catalogues,” Canadian Museum of History Virtual Museum, <http://www.historymuseum.ca/cmc/exhibitions/cpm/catalog/cat0000e.shtml>.)



City of Vancouver Archives, AM1545-S3-CVA 586-983, CVA 586-988, and CVA 586-987, Hudson's Bay Company Staff Fashion Show, ca. 1943. Public domain.

UNIT III: INSTITUTIONS

Week 6	6 February	Power/knowledge
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Due: Examining the Course #1. Submit by 3:30 pm on 6 February in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Reminder: Don’t forget that 5% of your participation grade is allotted for a meeting with me about your research project sometime between early February and its due date at the end of March. I

highly recommend speaking with me before your project plan is due at the end of this month. Drop in to my office hours, or email me to schedule an appointment.

Week 6	8 February	The hospital
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- Read Amy Samson, “Eugenics in the Community: Gendered Professions and Eugenic Sterilization in Alberta, 1928-1972,” *Canadian Bulletin of Medical History* 31, 1 (2014): 143-63.
- Read Karen Stote, “The Coercive Sterilization of Aboriginal Women in Canada,” *American Indian Culture and Research Journal* 36, 3 (2012): 117-150.
- Listen to any two of the interviews with Glenn Sinclair, Judy Lytton, Ken Nelson, Leilani Muir, and Roy Skoreyko, “Our Stories,” *Living Archives on Eugenics in Western Canada*, <http://eugenicsarchive.ca/discover/our-stories/stories>. Closed captions available.

Week 7	13 February	The school
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- No preparation required.

Week 7	15 February	The court
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- Read Barrington Walker, “The Tale of Ida Jane and George: Murder, Miscegenation, and Bastardy in 1893 Raleigh, Ontario,” *Canadian Review of American Studies* 30, 2 (2000): 211-227.
- Read Scott Kerwin, “The Janet Smith Bill of 1924 and the Language of Race and Nation in British Columbia,” *BC Studies* 121 (Spring 1999): 83-114.
- Read Constance Backhouse, “Sexual Assault and Disability: Saskatchewan, 1942,” in *Rethinking Canada: The Promise of Women’s History*, 6th edition, eds. Mona Gleason, Adele Perry and Tamara Myers (Don Mills: Oxford University Press, 2011), 217-38.

Week 8	19-23 February	Reading week
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- No classes this week.



City of Vancouver Archives, CVA 99-179, Cowichan Ball Club, Brockton Point, Stuart Thomson, May 1917. Public domain.

UNIT IV: THE HOME/FRONT

Week 9 27 February **Modernity in conflict**

Due: research project plan and bibliography. Submit by 3:30 pm on 27 February in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 9 1 March **The home**

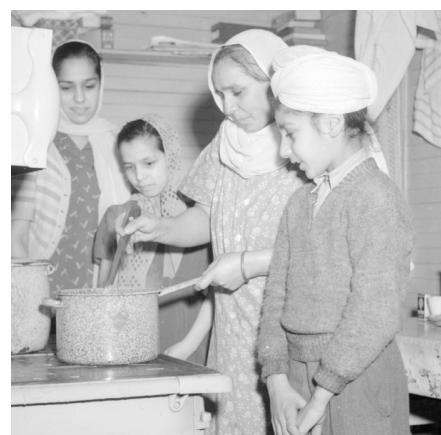
- Read Magda Fahrni, “The Romance of Reunion: Montreal War Veterans Return to Family Life, 1944-1949,” *Journal of the Canadian Historical Association* 9, 1 (1998): 187-208.
- Read Robert Rutherford, “Fathers in Multiple Roles: Assessing Modern Canadian Fatherhood as a Masculine Category,” in *Canadian Men and Masculinities: Historical and Contemporary Perspectives*, eds. Christopher J. Greig and Wayne J. Martino (Toronto: Canadian Scholars, 2012), 76-98.
- Watch Don Haldane, “Mystery in the Kitchen,” 1958, National Film Board of Canada, https://www.nfb.ca/film/mystery_in_kitchen (22 mins). No closed captions currently available.

Week 10 6 March **The suburbs**

- No preparation required.

Week 10 8 March **The home front**

- Read Tarah Brookfield, “The Home Front Becomes the Front Line: Fallout Shelter Madness,” in *Cold War Comforts: Maternalism, Child Safety, and Global Insecurity, 1945-1975* (Wilfred Laurier University Press, 2012), 51-69.
- Read Gary Kinsman, “Constructing Gay Men and Lesbians as National Security Risks, 1950-70” in *Whose National Security? Canadian State Surveillance and the Creation of Enemies*, eds. Mercedes Steedman and D.K. Buse (Toronto: Between the Lines, 2000), 143-153.
- Read Franca Iacovetta, “The Sexual Politics of Moral Citizenship and Containing ‘Dangerous’ Foreign Men in Cold War Canada, 1950s-1960s,” *Histoire Sociale* 33, 66 (2000): 361-389.



City of Vancouver Archives, CVA 99-4235, [The children of] Mr. Michas [of] Leonard's Café, 15 August 1932; and AM1184-S3-CVA 1184-1573, Sikh family around a stove, January 1943. Public domain.

UNIT V: THE STREETS

Week 11 13 March **Liberation**

Due: Examining the Course #2. Submit by 3:30 pm on 13 March in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Reminder: if you haven't already met with me to discuss your research project, don't forget to drop in to my office hours or email me to schedule an appointment.

Week 11 15 March **Bodies**

- Read Mary-Ann Shantz, "Nudity as Embodied Citizenship and Spectacle: Pageants at Canada's Nudist Clubs, 1949-1975," in *Contesting Bodies and Nation in Canadian History*, eds. Patrizia Gentile and Jane Nicholas (Toronto: University of Toronto Press, 2013), 226-246.
- Read Jenny Ellison, "'Stop Postponing Your Life Until You Lose Weight and Start Living Now': Vancouver's Large as Life Action Group, 1979-1985," *Journal of the Canadian Historical Association* 18, 1 (2007): 241-265.
- How was Large as Life discussed in *Kinesis*? Come prepared to identify, explain, and discuss one article that you find by searching the archive: <https://open.library.ubc.ca/collections/kinesis>.

Week 12 20 March **(Taking) the streets**

- No preparation required.

Week 12 22 March **(Whose) streets?**

- Read Becki Ross and Rachael Sullivan, "Tracing Lines of Horizontal Hostility: How Sex Workers and Gay Activists Battled for Space, Voice, and Belonging in Vancouver, 1975-1985," *Sexualities* 15, 5-6 (2012): 604-621.
- Review the maps on Becki Ross, "Map and Timeline" and "Memorial Project," *West End Sex Work History Project, 1975-1985*, <http://www.westendsexworkhistory.com/>.
- Read Jamie Lee Hamilton, "The Golden Age of Prostitution: One Woman's Personal Account of an Outdoor Brothel in Vancouver, 1975-1984," in *Trans Activism in Canada: A Reader*, eds. Dan Irving and Rupert Raj (Toronto: Canadian Scholars, 2014), 27-32.

Week 13 27 March **Underground**

Due: research project. Submit by 3:30 pm on 27 March in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Week 13 29 March **Colonial Canada**

- Read Sarah A. Nickel, "I Am Not a Women's Libber Although Sometimes I Sound Like One": Indigenous Feminism and Politicized Motherhood," *American Indian Quarterly* 41, 4 (Fall 2017): 299-335.

- Read Joanne Barker, "Gender, Sovereignty, Rights: Native Women's Activism against Social Inequality and Violence in Canada," *American Quarterly* 60, 2 (June 2008): 259-266.
- Listen to CBC Archives, "Native Women Fight for Equal Rights," *Our Native Land* (2 March 1985), <http://www.cbc.ca/archives/entry/our-native-land-native-women-fight-for-equal-rights>. No transcripts currently available.



Wellcome Library, L0052549, Poster for 2-Spirited People of the 1st Nations, 1993; and L0052557, 1993-94 calendar, AIDS Vancouver (cropped). CC BY 4.0 <http://creativecommons.org/licenses/by/4.0/>.

UNIT VI: WHEREVER WE ARE

Week 14	3 April	History in the headlines
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- Find one recent news article about Canada that relates to course content or course themes. How is the Canada in today's news a product of the Canada that we have discussed this term? How might an historical perspective help us to understand, analyze, and/or reframe the news? Come prepared to explain and discuss the article that you have found.

Week 14	5 April	Where now? Where next?
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- Come prepared to reflect on the course, its implications, and its take-home lessons.



Due: Examining the Course #3. Submit by 3:30 pm on 12 April to my mailbox in the History Department office (room 1297, Buchanan Tower).

City of Vancouver Archives, AM281-S8-CVA 180-7527, PNE Honey-O's concession stand, 1978. CC-BY 2.0, <https://creativecommons.org/licenses/by/2.0/>.

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

All assignments will be discussed in class, and detailed instructions and marking rubrics will be distributed and posted on Canvas. You are strongly encouraged to speak with me if you have any questions or concerns.

Submitted work should be typewritten and double-spaced in an easy-to-read 12-point font (such as Times New Roman) with page numbers, your name, my name, and the course number.

Late submission of assignments will be penalized at a rate of 5% per day, including weekends. Exceptions to this penalty will be granted if you qualify for concession as outlined in university policy (such as medical emergencies or religious observance, as outlined here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>) or if you have spoken with me and we have agreed on alternative arrangements before the deadline.



City of Vancouver Archives, AM281-S8-CVA 180-2219,

Eating foot-long hotdogs at the PNE, 1953.

CC-BY 2.0, <https://creativecommons.org/licenses/by/2.0/>

Assignment	Percentage	Due date
Participation	25	Ongoing
Examining the course	30 (2x15%)	1) 6 February 2018 2) 13 March 2018 3) 12 April 2018 <i>*You can submit two or three of these assignments. The top two marks will be counted.</i>
Research project plan and bibliography	15	27 February 2018
Research project	30	27 March 2018

Participation (25%)

Learning objectives 1-4

20% of this grade is based on a number of factors related to class: your attendance, your engaged classroom presence (including respectful listening), your demonstrated preparation for class, and the quality of your contribution and participation in discussions, workshops, or activities. On occasion, you may also be asked to submit in-class exercises, which will enable me to assess the class's understanding or progress in particular areas, and which will help to inform your participation grade. While the weekly portion of this grade is small, remember that it adds up, with a significant impact on your final grade. (It's the difference between a B and D, for example.) If you have concerns about your ability to participate, please speak with me as soon as possible so that we can discuss strategies and options as appropriate.

5% of this grade is reserved for an in-person meeting with me. Specifically, this percentage will be granted in full if and when you come to my office to meet with me about your research project between early February and the due date in late March. (Of course, you are welcome and encouraged to do so more than just once.) Drop in to my scheduled office hours, or email to arrange a meeting.

Examining the course (30%)

Learning objectives 1-4

There will be three “Examining the Course” assignments: one due on 6 February, one due on 13 March, and one due on 12 April. You can choose to complete either two or three of these; I will only count your top two marks (out of 15% each).

Each ETC assignment will pose a question that focuses on the previous units (to be distributed throughout the term), to which you will develop a written response that demonstrates your critical understanding of course material to date. Each response should be approximately 3-4 pages (double-spaced, including footnotes that reference course readings, as needed). You might think about these as mini take-home tests in lieu of a final exam. The format is designed to give you time to produce analytical, well-developed, and well-supported responses based on course material, while the number and distribution of assignments is intended to encourage you to use, connect, and reflect on course material consistently throughout the term.

The assignments are due by 3:30 pm on their respective deadlines, and should be submitted either in class or to my mailbox in the History Department office (room 1297, Buchanan Tower).

Research project plan and bibliography (15%)

Learning objectives 1 and 3

This will be your first formal step towards the final project. There are three parts to this assignment:

1. In approximately two pages (double-spaced, full sentences and paragraphs, and with footnotes as needed):
 - a. Provide a general introduction to your chosen topic and indicate your key research question(s).
 - b. Explain why you are interested in this topic and/or why you think it is significant to research.
 - c. Indicate the medium/genre through which you intend to present your research, and explain why this is an appropriate fit for your imagined audience and objectives.
2. Then provide a plan or outline for your final project, which includes an indication of your overall point, sub-points, and structure and/or content. The exact format and length of this section will vary depending on the specifics of your project. Either full sentences or point form is fine, as long as there is enough detail for me to understand what you mean.
3. On a separate final page(s), provide an annotated bibliography with at least six relevant scholarly secondary sources. Each bibliographic entry should be properly formatted, followed by one sentence identifying the work’s argument and one sentence indicating how you plan to use the source in your project.

We will talk more about this in class, and a handout with suggested topics and media/genres will be posted on Canvas, along with a guide to formatting bibliographies and a marking rubric. I highly recommend that you meet with me prior to developing and submitting this assignment.

Submit the project plan and bibliography by 3:30 pm on 27 February 2018, either in class or to my mailbox in the History Department main office (Buchanan Tower 1297).

Research project (30%)

Learning objectives 1 and 3

For this assignment, you will conduct research on an historical topic related to gender and sexuality in Canada, and present your research either in an essay (approximately 10 double-spaced pages, including footnotes, plus a bibliography) or in another medium/genre (selected in consultation with me). No matter what approach you choose, the final product must demonstrate rigorous and scholarly historical research; clearly indicate and give appropriate credit to your sources; be produced in a style appropriate to the chosen medium/genre and intended audience; and reflect a solid, nuanced, and analytical understanding of your topic as developed through your research. Your final project must also include a short written reflection (approximately one to two pages) at the end, which briefly explains your choice in medium/genre, and assesses your project's success in relation to the intentions of your research. I strongly encourage you to meet with me as you work on the project. We will also share, workshop, and discuss the projects in class throughout the term.

Submit the final research project by 3:30 pm on 27 March 2018, either in class or to my mailbox in the History Department main office (Buchanan Tower 1297).

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+



City of Vancouver Archives, AM1535-CVA 99-4511, Two couples on their wedding day, Stuart Thomson, [192-?]; and AM1108-S4-CVA 689-59, Wedding portrait of Yip Kew Him and Lee Lan Fan, Duryea Photo Co., 1914. Public domain.

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

Don't suffer in silence. I really encourage you to speak with me if you have any questions or concerns. Drop by during office hours, or email to arrange a meeting.

Your course, your responsibility. Course content and assignments build in complexity, and 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.

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.

Create community. We will deal with some challenging topics, and our success depends on the classroom being a respectful space where it is okay to make mistakes but never okay to be malicious. During discussion and class activities, give your colleagues your complete attention.

Practice common sense and respect in your use of technology, and be aware that your choices affect others. Phones should be turned to silent and put away. If you use a laptop in lecture, be aware that everyone around you can see your screen, and consider sitting at the back of the room. Also minimize the use of laptops in tutorial so that your primary attention can be with your colleagues. You may be asked to put technology away if it is a barrier to anyone's active participation. If you require its use beyond these parameters, ensure that you have given me the paperwork from Access and Diversity and/or otherwise contacted me.

Accommodations and accessibility. Students with disabilities or ongoing medical conditions can request academic accommodations from Access and Diversity under the terms of UBC's Policy 73. You can find out more here: <https://students.ubc.ca/academic-success/academic-supports/academic-accommodations-disabilities>. If you have been granted accommodations, ensure that I have the documentation from Access and Diversity as soon as possible, as you have a right to have these needs met. And always, if there are aspects of this course that are barriers to your learning or inclusion, please speak with me so that we can develop strategies to meet your needs and course requirements. You are never required or expected to disclose to me the reasons for any access needs.

Academic conduct. This course is rooted in the principles of academic integrity. In its simplest form, this means we are all expected to do responsible and honest work. It involves submitting your own original work produced for this course, and giving appropriate credit to everyone whose research, ideas, and writing have been essential for your own (ie. citing others properly). These practices are important for being part of an academic community and conversation; they help you demonstrate the research you have done; they are a way to acknowledge debts and be accountable to others; they are a valuable part of the course's learning experience; and they constitute a useful set of skills that are expected in a range of professions. In addition, there are serious repercussions for academic misconduct. These can include a zero on the assignment or in the course, a notation on your transcript, and suspension or expulsion from university.

How can you practice academic integrity and avoid plagiarism? A few tips include:

1. Start your assignments as early as you can, so that you are less pressed at the deadline.
2. Do the work yourself but remember that you can ask me for help if you are struggling with any stage of an assignment, or if you have had difficulty with plagiarism in the past. You can also see the final page of this syllabus for campus resources that can help.
3. Take careful notes when you research. That includes distinguishing between quotations (or anything close to a quotation) and notes written completely in your own words, as well as keeping track of the specific sources and page numbers where you found any ideas or evidence that you note.
4. When you edit, ask yourself: Where did I find this information or argument? Are these words mine? Is this idea mine? Can this sentence be clearly distinguished from someone else's work? These questions will help you to identify whether a citation is needed.

See this Library guide for more: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>. Consult the UBC History Department's Writing Centre for details on the proper use of citations: <http://www.history.ubc.ca/content/common-questions-about-citations>. UBC's policies and definitions related to academic misconduct 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.



City of Vancouver Archives, SGN 139, Playing cards in the middle of a logging road in Stanley Park, [189-?]). Public domain.

Where can you find help or support?

You are always encouraged to speak with me if you need help, have questions or concerns, or just want to chat about the course. Here are some other places where you can find support or community in other forms:

1. If you are in crisis and need to talk about anything, the Crisis Centre (<https://crisiscentre.bc.ca/>) is an off-campus resource with phone and chat options that are available 24 hours a day, 7 days a week.
2. 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.
3. UBC Learning Commons (<http://learningcommons.ubc.ca/>): a range of useful learning resources.
4. UBC Writing Centre (<https://extendedlearning.ubc.ca/study-topic/writing>): non-credit writing courses if you wish to improve your academic, professional, business, and creative writing.
5. UBC Library (<http://www.library.ubc.ca/>): among other things, a useful series of workshops.
6. Academic English Support Program (<https://extendedlearning.ubc.ca/study-topic/english-additional-language>): support for those who use English as an additional language.
7. Live Well, Learn Well (<https://students.ubc.ca/health-wellness>): advice on time and stress management, and other counselling, health, and wellness issues.
8. UBC Counselling Services (<https://students.ubc.ca/health-wellness/mental-health-support-counselling-services>): counselling for UBC Students.
9. UBC First Nations House of Learning (<http://aboriginal.ubc.ca/longhouse/fnhl>): services including academic advising and a computer centre for Indigenous students.
10. International Student Guide (<https://students.ubc.ca/international-student-guide>): resources, information, and services for international students.
11. Arts Advising (<https://students.arts.ubc.ca/advising>): advising services for Arts students, including handling requests for academic concession.
12. UBC Access and Diversity (<https://students.ubc.ca/about-student-services/access-diversity>): a range of services, including those related to 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.
13. AMS Sexual Assault Support Centre (<http://amssasc.ca/>): free and confidential support for people of all genders who have experienced sexual assault, partner violence, and harassment.
14. Speakeasy (<http://www.ams.ubc.ca/services/speakeasy>): free, confidential, one-on-one peer support through the AMS.
15. AMS Tutoring (<http://www.ams.ubc.ca/services/tutoring>): AMS-run student tutoring.
16. Advocacy and Ombudsman Offices (<http://www.ams.ubc.ca/services/advocacy-ombuds>): resolving student disputes and representing students.
17. AMS Food Bank (<http://www.ams.ubc.ca/services/food-bank>): emergency food relief.
18. Enrolment Services Professional (<https://students.ubc.ca/about-student-services/enrolment-services-professionals-esp>): support for a range of issues, including if you experience financial distress.
19. VICE (<http://www.ams.ubc.ca/services/vice>): AMS group providing education, dialogue, and mentorship regarding substance use and harm reduction.