

# Researching Local History from the Ground Up History 304

Dr. Laura Ishiguro

University of British Columbia  
Winter 2019-2020 (Term 1)

Tuesdays and Thursdays, 11:00 am–12:20 pm  
ORCH 4052 (Tu.), ORCH 3052 (Th.), or as listed in class schedule below



*Image: City of Vancouver Archives, AM640-S1-: CVA 260-726, Man using a movie camera, James Crookall, [Vancouver], May 1937. Public domain, cropped.*

## **Contact basics**

How to address me: Laura, Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers.

Office: Buchanan Tower 1110.

Office hours: Tuesdays 9:30–10:30 am or by appointment. (You are always welcome to drop into my scheduled office hours. If you would like to set up a meeting at a different time, send me an email or speak with me in person so we can arrange a time that works for both of us.)

Email: [Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca). (I endeavour to answer all student emails within twenty-four hours on weekdays. Email is excellent for setting up meetings and asking questions with straightforward answers; I will ask to meet instead if your query requires more substantial discussion. Please do not use Canvas messages to contact me.)

Course website: Canvas (<https://canvas.ubc.ca>, HIST 304).

*This course meets on the traditional, ancestral, unceded, and occupied territory of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people.*

## What does this syllabus contain?

|                            |  |    |
|----------------------------|--|----|
| Basic course information   | What is this course about? _____                               | 2  |
|                            | How is the course structured? _____                            | 2  |
|                            | What are the course’s learning objectives? _____               | 3  |
|                            | What materials will you need? _____                            | 3  |
| What will we do?           | Unit I _____   | 4  |
|                            | Unit II _____  | 6  |
|                            | Unit III _____   | 7  |
| Assignments & marking      | General principles, procedures, and policies _____             | 9  |
|                            | Specific assignment details _____                              | 10 |
| Other policies & resources | What else do you need to know about being in this course? ____ | 15 |
|                            | Where can you find help or support? _____                      | 18 |

## What is this course about?



*Image: City of Vancouver Archives, AM54-S4.: LP 153.1, Oblique view of Vancouver, Fraser River and Richmond looking north, B.C. Government Air Photograph, 5 June 1948. Public domain, cropped.*

Are you interested in learning how to conduct historical research? Do you want to make new discoveries or uncover new stories about a local community? Are you wondering how you can connect your History courses with the wider world, or hoping to use your studies to contribute to public knowledge about the past? HIST 304 is a practical course designed around these priorities. Through lectures, discussions, and assignments – as well as unique hands-on opportunities to conduct historical research – the course will introduce local history as a field of study, build your research skills, and offer you the chance to contribute to new teaching resources about a local history topic. No pre-requisites or co-requisites.

## How is this course structured?

**Units:** HIST 304 is organized into three units: “Researching,” “Local History,” and “From the Ground Up.” In Unit I, we will focus on learning and practicing key research strategies, generally exploring one major site or type of local historical research per week. In Unit II, we will engage with local history as a field of study, and with specific topics in our local history here. Finally, in Unit III, we will connect the lessons and skills from the previous two units in order to embark on our own local history research, developing teaching resources related to BC’s new school curriculum.

**Classes:** We will meet for two hour-and-a-half classes per week. These will involve a mixed mode of teaching/learning: some lecture, some discussion and in-class activity, and some skills



*Image: Library and Archives Canada, PA-011228, Fishing in the Skeena River, Gitwangaak or Gitwangaak, 1915. Cropped, license: <https://creativecommons.org/licenses/by/2.0>.*

*Project Naming wants to know if you recognize this girl. Find out more: <https://v.gd/h9c62U>.*

workshops, including “in the field” (ie. in the library and archives). I have designed the content and approach of these classes so that they relate directly to and support the assignments; that is to say, the assignments ask you to demonstrate or apply what you’ve actually learned or done in class.

*Outside class time:* While it will vary by individual and week, I anticipate that you will spend about an average of an hour per week reviewing from and preparing for class, in addition to time spent on assignments. However, you might note that there are comparatively few assigned readings listed below. This is because I am asking you to spend most of this review/preparatory time in practice, applying what we learn, conducting your own research, and reflecting on your experiences doing so.

## What are the course’s learning objectives?

You will all have different hopes and goals for HIST 304, but no matter where you start, the course is designed so that by the time you submit the final assignment in December, you should be able to:

1. Design and conduct an historical research project. (Units I and III especially)
  - a. Formulate a project: define a topic, construct a question, and identify relevant sites of research.
  - b. Perform primary source research in libraries, archives, and online: locate, handle, interpret, and assess primary sources in various forms, including manuscript, published, digital, and microform.
  - c. Perform secondary source research in libraries and online: locate, summarize, and evaluate secondary sources.
2. Define and discuss local history as a field of study. (Unit II)
3. Identify and explain the historical significance of specific topics in our local history. (Units II and III)
4. Create new teaching resources by applying the above skills and knowledge to the new BC Social Studies curriculum. That is to say, design and conduct a research project, and demonstrate how it relates to and supports a specific element of the curriculum (Big Idea, Competency, and/or Content). (Unit III)
5. Describe, support, and appraise the skills and knowledge that you have gained in the course. Discuss what you are able to do and explain why it might support your future goals. (Units I-III)

To achieve these objectives, you should attend, engage, and participate in class; complete the required preparation; and complete the assignments. I will assess your achievement of the course objectives based on your class participation and assignments, as explained below.

## What materials will you need?



*Image: City of Vancouver Archives, AM640: CVA 260-758, Men reading posted newspapers in Chinatown, James Crookall, Vancouver, 1937. Public domain, cropped.*

This course has no costs for textbooks or other materials. Most of your work (class preparation and assignments) will involve conducting your own research in libraries or archives, online, or out in the world. There are also a small number of assigned readings for class, as listed in the schedule below. All of these readings are available online – either for free on the internet, or at no extra cost to registered students through the UBC Library.

## What will we do?

### UNIT I RESEARCHING



*Image: City of Vancouver Archives, AM54-S4-: Bu P706.1, University of British Columbia Library, Leonard Frank, [1929?]. Public domain, cropped.*

Week 1

### Welcome!

#### **Thursday 5 September – introductions.**

- We'll talk about why we're here, what we want to gain from or build in the course, and how we're going to do that.
- No preparation required.

Week 2

### What is research? Where do we begin?

#### **Tuesday 10 September – lecture & discussion: sources, topics, and questions.**

- Please read the syllabus before today's class (or as soon as you join the course), and check in with me if you have any questions or concerns about it. No other preparation required.

#### **Thursday 12 September – workshop: the library, lit searches, and entering conversations.**

- Required preparation: observe a local place for at least fifteen minutes. What signs, traces, or layers of the past(s) can you find, see, hear, feel, or otherwise sense there? As far as you can tell, what is there from when? In the present, how would you describe the place? What kinds of sources might remain in fifty years or a century to tell a historian about what it was like to be in this place in 2019? Come to class prepared to describe the place you chose, discuss what you observed there, and reflect on these questions together.
- Please also make sure that you or a partner has a laptop that can access the internet in today's class. (A phone or other internet-enabled device will work too, but is less preferable. Please plan for only one person per device with a small screen.) You can borrow laptops from the UBC Library: <https://services.library.ubc.ca/computers-technology/technology-borrowing/>. If you have any concerns about this, please speak with me and we can make alternative arrangements.

**Tuesday 17 September – lecture & discussion: finding & assessing sources online.**

- No preparation required.

**Thursday 19 September – workshop & discussion: searching, browsing, and the internet.**

- Required preparation: read Ian Milligan, “Exploding the Library,” in *History in the Age of Abundance? How the Web is Transforming Historical Research* (Montreal and Kingston: McGill-Queen’s University Press, 2019), 29-61. Find this on Canvas. Come to class prepared to discuss the chapter: what Milligan explores and means, why it matters, what questions or uncertainties you have after reading it, and what any of this has to do with what we’re doing now.
- Please make sure that you or a partner has a laptop that can access the internet again today.

**Tuesday 24 September – workshop: an introduction to archival research.**

- No preparation required.
- Instead of our usual room, we will meet in UBC 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 it is, you can find a map here: <http://www.maps.ubc.ca>. Please be punctual. When you arrive, you will be asked to leave coats, bags, pens, and food and drink in a (free) locker at the entrance to the archive, as these are not allowed inside; make sure to bring your student card so that you can access a locker. In class, we’ll hear from Chelsea Shriver, Rare Books and Special Collections Librarian.

The Research Self-Introduction assignment is due on Canvas by 5pm today at the latest.

**Thursday 26 September – activity & discussion: working with archival sources.**

- Required preparation: read Michelle T. King, “Working With/In the Archives,” in *Research Methods for History*, eds. Simon Gunn and Lucy Faire (Edinburgh: Edinburgh University Press, 2011): 13-29. Find this through the UBC Library catalogue. Come to class prepared to discuss the chapter: what King explores and means, why it matters, what questions or uncertainties you have after reading it, and what any of this has to do with what we’re doing now.
- We will meet in UBC Rare Books & Special Collections again today. The same entrance procedure applies every time you come to RBSC, so don’t forget your student card.

**Tuesday 1 October – workshop: an introduction to microforms.**

- No preparation required.
- We will meet today on the second floor of Koerner Library. If you don’t know where it is, you can find a map here: <http://www.maps.ubc.ca>. There, we will split into two groups: half of your time will be spent on an introduction to using microform readers in KR 216, and half of your time will be spent touring the Microforms section of the library.

**Thursday 3 October – lecture & discussion: thinking critically about research.**

- No preparation required.





*Image: City of Vancouver Archives, AM1533-S2-4: 2009-005.582, Musqueam lacrosse team, Dunbar History Project, ca. 1930. Public domain, cropped.*

Week 6                      **What's local history?**

**Tuesday 8 October – lecture & discussion: local history as a field or approach to research.**

- No preparation required.

The Unit I research journal is due on Canvas by 5pm today.

**Thursday 10 October – discussion: purposes, possibilities, & problems in local history.**

- Required preparation: begin a literature search on local history as a field, choose relevant one peer-reviewed journal article or chapter in a scholarly book, and read it. Come to class prepared to share and teach your colleagues about this topic through your chosen source, as well as to discuss issues in local history. Please also bring a full citation for your source.

Week 7                      **Local history, here**

**Tuesday 15 October – lecture: a brief introduction to the history of here.**

- No required preparation.

**Thursday 17 October - lecture & discussion: understanding our local.**

- Required preparation: begin a literature search on Vancouver history, choose one peer-reviewed journal article or chapter in a scholarly book on a specific local topic that interests you, and read it. Come to class prepared to teach your colleagues about this topic through this source, as well as to discuss issues in Vancouver history. Please also bring a full citation for your source.

Week 8

### Local history in the archive

**Tuesday 22 October – lecture & activity: researching local history, a case study.**

- No required preparation.
- We will meet in UBC Rare Books & Special Collections today.

**Thursday 24 October – activity & discussion: researching local history, a case study.**

- Required preparation: come to class having spent about half an hour searching the Rare Books & Special Collections database for local history materials. Come to class prepared to discuss your experience and findings, and to identify one RBSC collection that you found related to Vancouver history.
- We will meet in UBC Rare Books & Special Collections today.

Week 9

### Local history research & then what?

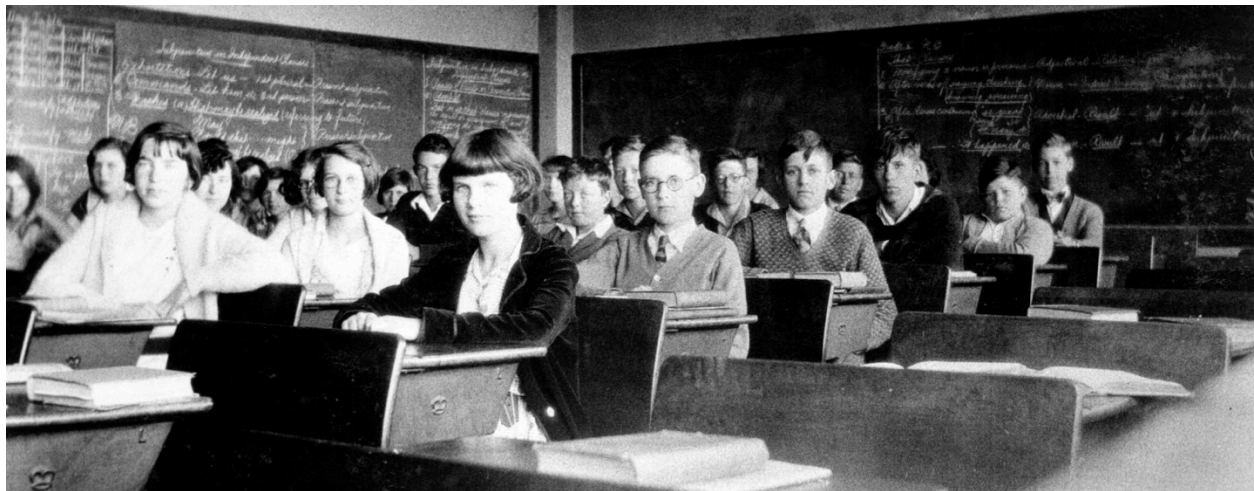
**Tuesday 29 October – activity & discussion: researching local history, a case study.**

- No required preparation.
- We will meet in UBC Rare Books & Special Collections today.

**Thursday 31 October – unit reflections: understanding local history through research.**

- Required preparation: come to class prepared to reflect on what you learned in this unit.

## UNIT III FROM THE GROUND UP



*Image: City of Vancouver Archives, AM1533-S24-: 2009-005.404, Classes eight and nine of Lord Byng, Dunbar History Project, 5 June 1930. Public domain, cropped.*

Week 10

### Designing the project

**Tuesday 5 November – lecture & discussion: teaching resources & project design.**

- No required preparation for class.

The Unit II research journal is due on Canvas by 5pm today.

**Thursday 7 November – discussion & activity: designing your projects.**

- Required preparation: spend about half an hour exploring and reading the new BC Social Studies curriculum, which you can access online at <https://curriculum.gov.bc.ca/social-studies>. Come to class prepared to discuss the curriculum's possible relationship or application to the research project ahead of us, as well as any other observations you make.

Week 11

**Researching the project**

**Tuesday 12 November – discussion & activity: starting your research.**

- Required preparation: conduct a preliminary search of local library and archives databases to identify possible primary and secondary sources for your research. Come to class prepared to report on your findings, ask questions and troubleshoot problems, and discuss the project more generally. Please also come prepared to tell me the call numbers of any relevant RBSC materials that you would like me to pre-order for Thursday's class.

**Thursdays 14 November – activity: researching your project.**

- We will meet in UBC Rare Books & Special Collections today, unless you have made prior arrangements with me.
- No required preparation beyond being ready to hit the ground running in your research!

Week 12

**Analyzing, evaluating, & communicating research**

**Tuesday 19 November – lecture & discussion: analyzing primary sources.**

- No required preparation.

**Thursday 21 November – activity & discussion: evaluating & communicating research.**

- By this point, you should have completed (or very nearly completed) your research on the project. No other required preparation for class.

Week 13

**Researching local history from the ground up!**

**Tuesday 26 November – activity & discussion: lessons on researching local history.**

- Required preparation: come prepared to discuss any final questions or concerns about the research project, and to examine what we have learned in the course.

**Thursday 28 November – course conclusions & reflections.**

- Come prepared to celebrate your projects; prepare for the final assignment; and continue reflecting on what we learned in the course.

The Local History Research Contribution assignment is due on Canvas by 5pm today.

---

**Exam period**

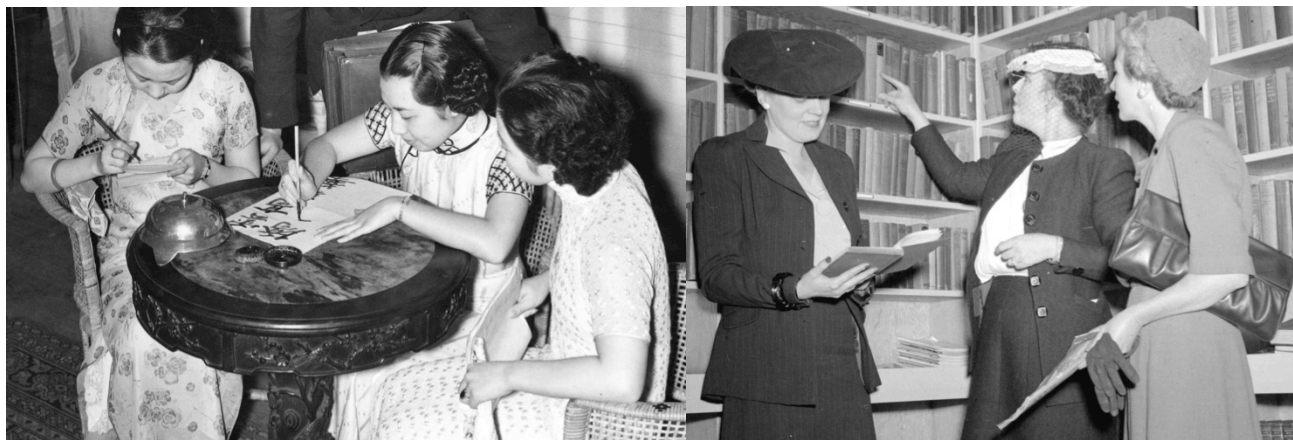
The Take-Home Exam assignment is due on Canvas by 5pm on Thursday 12 December.



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

### GENERAL PRINCIPLES, PROCEDURES, AND POLICIES

- **Ask me if you aren't sure.** I believe that assignments should ask you to apply, demonstrate, and build on your learning (knowledge, understanding, skills) from the course, and that they should therefore also enable me to evaluate your achievement of key learning objectives. This means that I am committed to preparing you for every assignment, and to making my expectations for them clear. So, if you ever have any questions or concerns about assignments, please check in with me: drop into my office hours, arrange another meeting time by email or in person, and/or ask me questions with straightforward answers by email.
- **Submit each written assignment on Canvas as one Word (.doc or .docx) document.** Assignments should be typed, double-spaced, Times New Roman or similar 12-point font, with 1-inch margins. They absolutely must be your own work; any ideas, information, and wording or phrasing gleaned from other sources must be properly cited and, when necessary, put in quotation marks. (For more on this, see pp. 16-17 of the syllabus.) In this course, I ask that you use Chicago style footnotes. We will speak more about what this means in class.
- **When you get an assignment back, please take the time to read my feedback,** as well as looking at the mark. I will return it to you on Canvas. My comments are always intended both to explain the mark and to support your future work in the class (and beyond!), and I will be expecting you to try to incorporate my feedback into the next assignments.
- **Late submissions will be penalized at a rate of 5% per day including weekends.** Exceptions to this penalty will be granted if you qualify for an in-term concession (eg. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>) or if you have spoken with me and we have agreed on alternative arrangements before the deadline. **Please contact me via email as soon as you are aware that you might need an in-term concession, but do not send me documentation of your reasons.** If you require a second concession during the term, make your request to your Faculty Advising Office.
- **I will not accept course assignments submitted after 18 December 2019.** If you still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you might qualify for a deferred standing in the course. More information is here: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>.
- **If you have questions or concerns about my evaluation of an assignment, make sure that you have read and reflected on my written feedback first, and then please come to speak to me in my office.** I am always very happy to talk about my feedback if you drop into my office hours or arrange another meeting time. I will not re-mark revised and resubmitted assignments in this course. However, if you still have concerns about my evaluation of your assignment following an in-person meeting, I will re-mark the original submission on your request. Please be aware, though, that the mark can go up or down (or remain the same) during this process. If I do re-mark an assignment and you still have concerns, then there are university procedures in place for reviewing your assigned standing. The next step would be to speak to the Head of the History department (Eagle Glassheim, [eagle.g@ubc.ca](mailto:eagle.g@ubc.ca)) about submitting an appeal. More information is here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,49,0,0>.



Images: City of Vancouver Archives, AM54-S4:- Port P1157.1, Young women practice calligraphy, 1936; and AM1184-S3:- CVA 1184-460, Women in the library of the Burrard Servicemen's Centre, 636 Burrard Street, Jack Lindsay, Vancouver News Herald, ca. September 1943. Public domain, cropped.

**SPECIFIC ASSIGNMENT DETAILS**

| Assignment                                     | Percent  | Due date                            |
|--|----------|-------------------------------------|
| Attend & contribute (ie. participation)        | 23       | Ongoing                             |
| Research self-introduction & reflection        | 2        | Any time up to Tuesday 24 September |
| Research journal                               | 25 total |                                     |
| → Unit I                                       | 12.5     | Tuesday 8 October 2019              |
| → Unit II                                      | 12.5     | Tuesday 5 November 2019             |
| Local history research contribution (Unit III) | 25       | Thursday 28 November 2019           |
| Take-home examination                          | 25       | Thursday 12 December 2019           |

**Attend & contribute (23%)** *(Learning objectives 1-5)*

This portion of your grade will be assessed on a number of factors related to class participation: your attendance, your engaged classroom presence (including respectful listening), your demonstrated preparation for class (including familiarity with any assigned materials or activities), and the quality of your participation in discussions, workshops, or other exercises. Strong participation also involves framing comments and questions in a manner that opens up further analytical discussion, making space for others' productive contributions to class, and choosing appropriate moments to make interventions. On occasion, I might ask you to submit in-class exercises, which will enable me to assess the class's understanding or progress in certain areas; these will also help to inform your participation grade for the day.

While the weekly portion of this grade is small, remember that it adds up, with the potential to impact your final mark significantly. (It's the difference between a B+ and a D, for example.) If you have concerns about your ability to attend and participate, please speak with me as soon as possible so that we can discuss strategies and options as appropriate.

I will automatically excuse one absence. If you must miss more than one class for reasons that might qualify for consideration as an excused absence, such as illness, please contact me as soon as possible. (Do not send me unrequested documentation of these reasons, though.)



Image: City of Vancouver Archives, AM1545-S3: CVA 586-1515, Reading Vancouver News Herald, Don Coltman, Steffens-Colmer Studios Ltd., 1943. Public domain, cropped.

*How will I calculate this mark?* I will distribute a rubric in class and on Canvas in the first week of term. Starting in Week 2, I will then use this rubric to assess your participation out of 1% per class. At the end of the term, I will compile these marks and drop your lowest for one class (including an absence, either excused or unexcused); this will then yield a mark out of 23. If you had more than one excused absence during the term or if you joined the course late, I will instead determine your average mark based on all of the other classes, and calculate its equivalent mark out of 23. At this point, I will sometimes use my discretion to raise – but never lower – the overall participation grade to account for additional factors such as demonstrated improvement over the course. In other words, while I keep track of participation throughout the course, I will not determine the final mark until the end of term. If you would like to check your interim participation grade during the course, please drop into my office hours or arrange another meeting time so that we can discuss it.

### **Research self-introduction & reflection (2%)**

*(Learning objective 5)*

This is intended as a small assignment to serve as a foundation for the course; to start you writing and reflecting early; to introduce me to your priorities and interests; and to encourage you to begin articulating goals and skills related to research – something to which we will return at the end of the course. More specifically, in approximately two double-spaced pages, you will write a short introduction to what I’m calling your “research self” by addressing the following questions:

- What previous experiences, if any, do you have with historical research? Briefly, how would you describe these experiences?
- In what historical research skills, if any, do you feel personally confident? In other words, what do you know that you *are* able to do as well as you’d like?
- In what historical research skills, if any, do you know that you aren’t confident? In other words, what do you know that you *aren’t* able to do as well as you’d like?
- Why are you in this course? Now that you’re here, what do you hope to gain in terms of knowledge, experience, skills, and so forth?



Image: City of Vancouver Archives, AM1663: CVA 300-23, Woman with three children, Karl Haspel, between 1936 and 1938. Public domain.

You can and should use the first person (ie. I, me, my, mine) in this assignment. You can also write more informally than you might in most academic assignments, although I still expect to see clarity and appropriate language.

This assignment is due on Canvas by 5pm on Tuesday 24 September 2019. *Note:* this is a week after the last day for adding the course. However, if you are registered in HIST 304 from the beginning of term, I encourage you to complete the assignment earlier as it is intended as a small introduction for which you do not need to know or engage with course content.

This assignment will be evaluated on a pass/fail basis (100% or 0%) based on completion, adherence to instructions, and principles of academic integrity.

**Research journal (25% total, submitted as Unit I 12.5% & Unit II 12.5%)** (*Learning objectives 1-5*)

Between Weeks 2 and 9, you will keep a research journal with weekly entries. (This does not need to involve any kind of fancy bound journal – just a word processing document on your computer will do.) More specifically: every Tuesday, I will distribute a prompt in class and on the course website. Following its instructions, you will complete a written entry (approximately one to one-and-a-half double-spaced pages per entry). Compile these in one document, with each week's entry beginning with its associated prompt. You will submit the research journal in two halves: the first half following Unit I, and the second following Unit II. For each half, you will also include a short concluding reflection. In approximately one to one-and-a-half double-spaced pages, this reflection will identify, summarize, and explain whatever you think is the most important lesson you learned in the unit.

*What do you mean, "prompt"?* In general, these will be short activities or questions that set you up to demonstrate, engage with, analyze, and/or reflect on what we learned in class that week. Most of the time, they will ask you to *do* some form of historical research and then *discuss* it in some way. For example, I might ask you to find a source using the research strategy we learned that week, and then briefly explain and reflect on the process you used. Or, another week, I might ask you to examine a specific issue that we discussed related to local history, such as identifying and explaining the significance of a topic in Vancouver's past that we explored in lecture. These weekly entries are not intended to be onerous, but rather serve as an intentional way to practice, keep track of, and demonstrate your learning throughout the first two units. I plan to distribute the prompts weekly, rather than all ahead of time, so that I am better able to incorporate issues that come up in class.

The first half of the research journal (four entries plus a concluding reflection from Unit I) is due on Canvas by 5pm on Tuesday 8 October 2019.

The second half of the research journal (four entries plus a concluding reflection from Unit II) is due on Canvas by 5pm on Tuesday 5 November 2019.

In general, the research journal will be evaluated based on demonstrated knowledge and skills developed in the course (~40%), analytical clarity and insight (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass). I will distribute a more specific marking rubric in class and on the website.



Image: City of Vancouver Archives, AM1533-S24-: 2009-005.466, The Nakajima school on Middle Island (also known as Deering Island), Saturo Akazawa, Dunbar History Project, 1915. Last on the right in the back row is Yukata Shintani. Public domain, cropped.

### **Local history research contribution (25%)**

*(Learning objectives 1, 3-5)*

In the final unit of the course, you will apply your skills and knowledge from the first two units to research and communicate about a topic in local history. Unless we agree on an alternative, this assignment will involve contributing to teaching resources for the new British Columbia school curriculum. More specifically, you will find, evaluate, compile, explain, and analyze a body of sources related to a local history topic in order to support a specific element of the Social Studies curriculum. I expect that you will not simply reproduce existing teaching resources, but rather will research and create your own. We will discuss all elements of this project in more detail throughout the unit.

The assignment itself will include:

- A short introduction, approximately one-and-a-half pages, that identifies and briefly explains the local history topic you have chosen (based on primary and/or secondary sources), and identifies the element of the BC Social Studies curriculum (including grade level and Big Idea, Competency, and/or Content) on which you are focused.
- Three primary sources (reproduced if possible, quoted in full or described in detail if not) that you have found and selected for teachers seeking to fulfil your chosen element of the curriculum through your chosen specific local history topic. These should include at least two different types of sources (eg. a newspaper article, a photograph, a letter, meeting minutes) *and* have involved at least two different strategies or sites of research (eg. online, in the archive, on microfilm, in the library). My expectation is that these will not have been the

only relevant sources that you found in your research, but rather that you evaluated and selected them as particularly significant or useful for teachers.

- For each of these three primary sources: a full citation and concise description of each source, a paragraph identifying its relevance and significance to the chosen historical topic, and a paragraph analyzing the source.
- A discussion, approximately one page, of how and why these sources relate to and support your chosen element of the curriculum. (You do not need to develop a lesson plan since this is not a course on teaching or pedagogy; however, you should establish a clear, concrete, specific connection between the sources and the curriculum.)
- An annotated bibliography identifying three scholarly secondary sources that provide further information on the topic or explain its wider historical context. The citation for each source should be formatted properly in Chicago bibliographic style. Annotations should be two sentences per source, one identifying its argument and the other identifying its relevance for a teacher using your materials.
- A bibliography identifying all sources that you used in the project, whether or not you have included them in the annotated bibliography. This should be formatted in Chicago bibliographic style.
- A final reflection on the project, approximately one-and-a-half to two pages. This should explain your choice of sources and research strategies, reflect on your research experience or lessons learned, and assess the final product's success in achieving your aims for it. (Writing in first person makes sense here.)
- Throughout the assignment, footnotes formatted in Chicago style any time they are required.

This assignment is due on Canvas by 5pm on Thursday 28 November 2019.

In general, this assignment will be evaluated based on demonstrated knowledge and skills developed in the course (~40%), analytical clarity and insight (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass). I will distribute a more specific marking rubric in class and on the website.



*Image: City of Vancouver Archives, AM336-S3-2: CVA 677-421, English Bay [Joe Fortes teaching a woman to swim, West End], Stuart Thomson, ca. 1905. Public domain, cropped.*



### Take-home examination (25%)

*(Learning objectives 1-5)*

In this final assignment, you will write approximately ten double-spaced pages (including any required footnotes) responding to several questions that we will develop collaboratively in Unit III. Whatever those questions, the take-home exam should give you an opportunity to articulate and demonstrate the knowledge, skills, and experiences that you gained from HIST 304, and it should give me an opportunity to evaluate your achievement of the course's learning objectives. I also hope that it will provide you with language and examples that might be useful – or even serve as the foundation – for a future cover letter, application, or e-portfolio (<https://ubcarts.ca/>). The take-home format is intended to give you enough time to develop thoughtful, supported responses based on course material; it should take approximately the same amount of time as a scheduled exam plus studying for a scheduled exam.

The take-home exam is due on Canvas by 5pm on Thursday 12 December 2019.

While I will design the specific marking rubric in collaboration with you when we write the questions, I generally expect to assess this assignment based on a combination of demonstrated knowledge and skills developed in the course (~40%), analytical clarity and insight (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass).

### 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+     |



*Image: City of Vancouver Archives, AM54-S4-: In P10, Squamish reserve, C.S. Bailey, 1888; AM1533-S24-: 2009-005.288, Dunbar Heights Realty, Dunbar History Project, [192-?]; and AM1184-S1-: CVA 1184-2740, Looking at a deed of land, Jack Lindsay, between 1940 and 1948. Public domain, cropped.*

### **What else 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 my office hours, or email me to arrange a meeting at a different time.

*Create community.* Our success depends on a respectful classroom where it is okay to make mistakes but never okay to be malicious. Hold space for each other and each other's learning. During discussion and group activity, please give your colleagues your complete, respectful, and engaged attention.

*Come to class prepared, and make sure that you have access to any required readings or preparatory activities, as discussion and activities will require your active use (rather than your general memory) of them.*

*Practice common sense and respect in your use of technology, and be aware that your choices affect others as well as you.* Phones should be turned to silent and put away. If you use a laptop, please use it only for note-taking or other class-related activities, and be aware that others might be distracted by your screen; minimize its use in discussions so that your primary attention is with your colleagues. You may be asked to put technology away if it is a barrier to anyone's active and attentive participation. If you require the use of technology beyond these parameters, ensure that you have given me the paperwork from the Centre for Accessibility and/or otherwise contacted me on this point.

*Accommodations and accessibility.* Students with disabilities can seek academic accommodations from the Centre for Accessibility under the terms of UBC Policy 73. You can find out more here: <https://students.ubc.ca/academic-success/academic-supports/academic-accommodations-disabilities>. If you have such accommodations, ensure that I have the documentation from the Centre for Accessibility as soon as possible, as you have a right to have these needs met. If there are other aspects of this course that are barriers to your learning or meaningful inclusion, please speak with me so that we can develop strategies or adjustments that will meet your needs and course requirements. You are never required or expected to disclose to me the reasons for any access needs.



*Image: City of Vancouver Archives, AM427-S4-F2:- CVA 289-002.348, Student campaign U.B.C., the pilgrimage: Arts float, Old Women Government in the shoe, 28 October 1922. Public domain, cropped.*

*Academic conduct.* This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are “expected to behave as honest and responsible members of

an academic community.”<sup>1</sup> This includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used. Why should you do this? The consistent and thorough practice of citation (including footnotes, bibliography, and quotation marks) is an important component of being part of an academic community and conversation; it enables you to show (off!) your work; it gives credit to the people whose work and expertise has been essential for your own; and it is a useful set of skills that will be applicable and necessary to future courses, jobs, and more. In addition, there are serious repercussions for academic misconduct. These can include a zero on the assignment, failure of the course, a notation on your transcript, and suspension or expulsion.

So, what is academic misconduct? UBC policy explains that it includes the following:

- “1. Cheating, which may include, but is not limited to:
  - I. falsification of any material subject to academic evaluation, including research data;
  - II. use of or participation in unauthorized collaborative work;
  - III. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
  - IV. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
  - V. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).

2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person’s words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else’s work as one’s own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student’s own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.”<sup>2</sup>

Please keep in mind that UBC’s standards of academic conduct might differ from those at other institutions. It is your responsibility to ensure that you understand UBC’s expectations, and the ways to practice academic honesty in this course. The university’s policies and regulations can be found here: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>. For more, see this Learning Commons guide: <http://learningcommons.ubc.ca/academic-integrity/> and consult the UBC History Writing Centre: <http://www.history.ubc.ca/content/common-questions-about-citations>. If you have any questions or concerns at any point as you work on an assignment, please come to see me *before* you submit it.

---

<sup>1</sup> UBC Policies and Regulations, “Academic Honesty and Standards,” <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>.

<sup>2</sup> UBC Policies and Regulations, “Academic Misconduct,” <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>.

## 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. Other places where you can find support or community include:

**1. If you are in crisis, 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, academic support, and information about borrowing equipment like laptops.
4. *UBC Library* (<http://www.library.ubc.ca/>): among other things, a useful series of guides to doing research, as well as a place to do it!
5. *Centre for Accessibility* (<https://students.ubc.ca/about-student-services/centre-for-accessibility>): support designed to remove barriers for students with disabilities.
6. *First Nations House of Learning* (<http://aboriginal.ubc.ca/longhouse/fnhl/>): services including academic advising and a computer centre for Indigenous students.
7. *International Student Guide* (<https://students.ubc.ca/international-student-guide>): resources, information, and services for international students.
8. *Student Services – Health and Wellness* (<https://students.ubc.ca/health-wellness>): support and resources for stress and overwhelm, mental and physical health support, and studying advice.
9. *Counselling Services* (<https://students.ubc.ca/health-wellness/counselling-services>): counselling.
10. *Arts Advising* (<https://students.arts.ubc.ca/advising/>): advising services for Arts students, including handling requests for academic concession.
11. *AMS Sexual Assault Support Centre* (<http://amssasc.ca/>): confidential support for people of all genders who have experienced sexual assault, partner violence, or harassment. The *UBC Sexual Assault Prevention and Response Office* (<https://svpro.ubc.ca/>) also provides resources and support, including help with academic concessions and reporting options, should you choose them.
12. *Speakeasy* (<http://www.ams.ubc.ca/services/speakeasy/>): confidential, one-on-one peer support.
13. *AMS Tutoring* (<http://www.ams.ubc.ca/services/tutoring/>): AMS-run student tutoring.
14. *Advocacy and Ombudsperson Offices* (<http://www.ams.ubc.ca/services/advocacy-ombuds/>): responsible for representing students and resolving disputes.
15. *AMS Food Bank* (<http://www.ams.ubc.ca/services/food-bank/>): emergency food relief.
16. *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.
17. *VICE* (<http://www.ams.ubc.ca/services/vice/>): AMS group providing education, dialogue, and mentorship regarding substance use and harm reduction.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>).