

# Researching Local History from the Ground Up

## History 304

Dr. Laura Ishiguro

University of British Columbia  
Winter 2020-2021, Term 1 (online)

Course home: [Canvas](#)



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

**Course basics:** HIST 304 is organized on weekly schedule, from Tuesday to Monday. All times in the syllabus and on Canvas are in the Pacific time zone (eg. Vancouver).

→ **This is an asynchronous course.** All coursework will be completed and submitted on Canvas. In addition to the [assignments](#), the coursework includes engaging regularly with lecture materials, activities, and discussions that will be posted in [weekly modules](#) by 2pm on Tuesdays. Complete this work on your own schedule during the week, keeping in mind that your first discussion contribution for the week should be made by 2pm on the Thursday so that there is time for follow-up discussion before the end of Monday.

→ There are no synchronous (live/streamed in real-time) classes that you are required to attend. On **Thursdays from 2-3:20pm, there are optional drop-in class sessions on Zoom** that you can choose to attend - regularly, occasionally, or never. This will be an unstructured and flexible space for group study, conversation, and real-time interaction with me and your peers, *not* an actively taught class like a lecture. You do not need a Zoom account; access these sessions via [“Zoom”](#) in the left menu of the course Canvas site.

*The Point Grey campus of UBC Vancouver is located on the ancestral, unceded territory of the hən̓q̓əmin̓əm̓-speaking [xʷməlkʷəyəm \(Musqueam\) people](#). “Unceded” means that the xʷməlkʷəyəm people have never sold, lost, surrendered, or otherwise relinquished these lands and waters. UBC has a work-in-progress relationship with the xʷməlkʷəyəm. I am doing my work in this course on xʷməlkʷəyəm territory, where I am a settler. This positioning shapes my work and responsibilities on this territory, including in my role as an instructor. I encourage you to learn from xʷməlkʷəyəm, as well as to identify and learn from the Indigenous nations on whose territories you are studying if you are elsewhere this term. [The Native Land website](#) offers one starting place for this work, while keeping in mind its disclaimer.*

## Table of Contents

<b>Basic course information .....</b>	<b>2</b>
<b>What is this course about?.....</b>	<b>2</b>
<b>Who is teaching this course?.....</b>	<b>3</b>
<b>How can you connect with your peers? .....</b>	<b>3</b>
<b>How is this course structured?.....</b>	<b>4</b>
<b>What are the course’s learning objectives? .....</b>	<b>4</b>
<b>What materials will you need? .....</b>	<b>5</b>
<b>What will we do? .....</b>	<b>5</b>
<b>Course schedule .....</b>	<b>6</b>
<b>What assignments will you do? On what will your grade be based? .....</b>	<b>9</b>
General principles, procedures, and policies.....	9
Specific assignment details.....	10
Engagement, participation & contributions.....	10
Research self introduction .....	11
Research journal.....	12
Project .....	12
Take-home exam.....	13
Grading scale.....	14
<b>What else do you need to know about being in this course?.....</b>	<b>14</b>
<b>Where can you find help or support?.....</b>	<b>17</b>

## Basic course information

### What is this course about?

Interested in learning how to conduct historical research? Want to make new discoveries or uncover stories about a local community? 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 designed around these priorities, with an emphasis on learning through hands-on practice and regular reflection. Through interactive lectures, guided activities, discussions, and assignments, the course will introduce you to local history as a field of study, build your research skills, and offer you the chance to apply this learning to the world beyond the university by creating new resources that support the British Columbia Social Studies curriculum. In fall 2020, HIST 304 is also tailored to supporting you in the COVID-19 era and beyond. We are likely working at a distance not only from each other but also from libraries, archives, and other major or traditional sites of in-person research. While you will learn about doing research in such contexts, the course particularly explores how we can do good local historical research even in limited, changing, or challenging circumstances. Through this, you can expect to build and deepen skills that will serve you well in other online courses, as well as being transferable to future studies and employment, whatever lies ahead of us. No pre-requisites or co-requisites. Welcome!

## Who is teaching this course?



**Instructor: Dr. Laura Ishiguro**

### **Contact basics**

- What to call me? Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers.
  - How to contact me? There are several ways that you can get in touch with me this term – and I hope you do! Despite the distance, I am here to support you and your work. I do my best to answer all student communications in the following formats within 24 hours on weekdays.
- **Canvas discussion board:** If you have general questions or logistical issues related to the course, post in “[Course Q&A and General Discussion](#).” I encourage you to respond to your peers here too, if you have answers to their questions or want to chime in about issues they have raised.
  - **Zoom office hours (Tuesdays 2-3:20pm).** For one-on-one consultation with me, visit my office hours. [Join directly using this link](#) (or this Meeting ID: 642 8146 2274 and Passcode: 446820).
    - My regular Tuesday office hours are drop-in; first come, first served. You will enter in a waiting room; please wait there until I add you to the room where we can communicate by your choice of video, audio, or chat. (If you are waiting, don’t worry! It means that I am meeting with someone else. I will add you to the room as soon as I am available to meet with you one-on-one.)
    - If you are unable to meet in my scheduled office hours, no problem! Please send me an email ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)) to make alternative arrangements that work for both of us. I am happy to accommodate different schedules and time zones, and other circumstances that might shape how and when we can talk.
  - **Email ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)).** Please use this email address instead of Canvas messages. Email is great if you want to touch base about personal circumstances that aren't appropriate for the general course discussion board, if you have questions with likely straightforward answers, or if you want to set up a meeting outside of my regular office hours. If your question requires more substantial discussion, I might ask if we can arrange a meeting instead.

## How can you connect with your peers?

In addition to being in touch with me, I also encourage you to connect with your classmates for support and community. You will discuss course material with them in asynchronous weekly discussions, and you can see them in the optional Thursday drop-in sessions on Zoom. I have also created two other channels dedicated to student communication in this course:

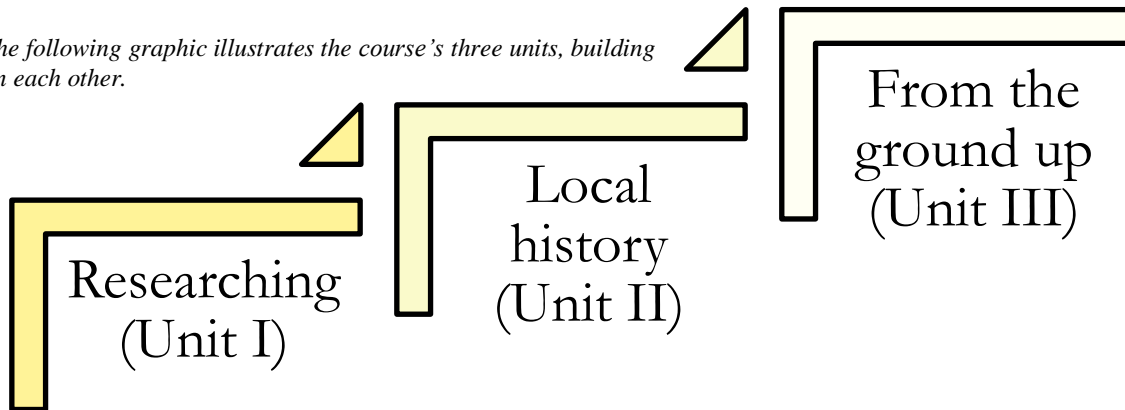
- If you want to talk to each other in asynchronous discussion, head to the “[Student Café](#)” on Canvas Discussions. This is a student space where you can talk about the course, discuss non-course-specific topics, or go totally off-topic from your studies.
- If you want to arrange a real-time synchronous meeting with one or more classmates – whether you’re starting a study group to work through asynchronous materials together outside of the Thursday drop-in time, you want to bounce ideas off each other as you troubleshoot your projects, or you just want to chat – you can use the course room on [Canvas Collaborate Ultra](#). The room is unlocked and available to you through Canvas any time, and there are video, audio, and chat options there.

Please note that I will not be actively monitoring either of these spaces. They are intended for student-only use, and I expect that any use of them will be respectful. I will intervene or moderate if topics or tone become harmful, disrespectful, or unsafe; please email me if you have concerns about anything of this nature.

### How is this course structured?

After the initial introductory week, HIST 304 is organized into three four-week units. Each has a different focus, but they intentionally connect and build on each other, adding up to an overall course focus on researching local history. There is an assignment due after each unit, and this relates directly to what we did - asking you to practice and demonstrate what you learned, apply it to new contexts, and reflect on and evaluate this work.

*The following graphic illustrates the course's three units, building on each other.*



<p>Unit I: Researching</p> <ul style="list-style-type: none"> <li>• Focus: historical research methods, skills &amp; strategies.</li> <li>• Primary assessment: research journal.</li> </ul>	<p>Unit II: Local history</p> <ul style="list-style-type: none"> <li>• Focus: local history as a field of study &amp; applying Unit I skills to explore (y)our local history.</li> <li>• Primary assessment: research journal.</li> </ul>	<p>Unit III: From the ground up</p> <ul style="list-style-type: none"> <li>• Focus: connecting &amp; applying Unit I &amp; Unit II to conduct a local history research project with applicability beyond the university.</li> <li>• Primary assessment: teaching resources on local history.</li> </ul>
<p>In addition to the primary unit-based assessments, you will also build and demonstrate your learning in two main ways across the course:</p> <ul style="list-style-type: none"> <li>• Small-scale, regular participation in activity &amp; discussion each week.</li> <li>• Reflective self-evaluation over the term, in the arc from your research self introduction (September) to the take-home exam (December).</li> </ul>		

### 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. Describe, discuss, and practice key historical research skills (Units I-III), including:
  - a. Formulate a project: define a topic, construct a question, identify relevant sites of research, and choose and evaluate appropriate research strategies.
  - b. Explain academic integrity and its significance, develop strategies for practicing it, and implement these in your own work.
  - c. Perform a literature review and secondary source research online: locate, summarize, and evaluate secondary sources.

- d. Perform primary source research online: locate, summarize, interpret, and assess primary sources in reliable online databases. (This course will not focus on other forms of research like interviewing.)
  - e. Explain and plan for research in libraries and archives. Given extensive and unpredictable closures due to COVID-19, you will not be required to conduct any research anywhere other than online this term. However, you should be able to describe some basic skills and strategies for researching in libraries and archives, and construct an appropriate plan for employing them.
2. Define and discuss local history as a field of study. (Unit II)
  3. Identify and explain the historical significance of specific local history topics. (Units II-III)
  4. Apply the above skills and knowledge to the new BC Social Studies curriculum by creating new teaching resources: design and conduct a research project, and demonstrate how it supports a specific element of the curriculum (Big Idea, Competency, and/or Content). (Unit III)
  5. Describe 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 engage regularly and thoroughly with class materials, activities, and discussions online; complete the assignments; read and reflect on my feedback; and contact me for help if/when you have questions. I will assess your achievement of the learning objectives based on your completion of course activities and assignments.

### What materials will you need?

 This course has no textbooks or extra supplies to purchase. Any required materials or resources for this course will be accessible online for free or through UBC at no additional cost to registered students. Indeed, there are no specific readings assigned to everyone in the course! HIST 304 includes weekly activities that, in some cases, will ask you to find, select, and read articles on a given topic – implementing the research skills and strategies at the heart of the course – but it will be up to you to determine what exactly you will read.

 This is an asynchronous online course, which means that you will need access to a computer (or similar device) and the internet, but you do not need to be able to attend synchronous class sessions at a particular day and time each week. All required coursework will be completed and/or submitted on Canvas, which is accessible with your CWL.

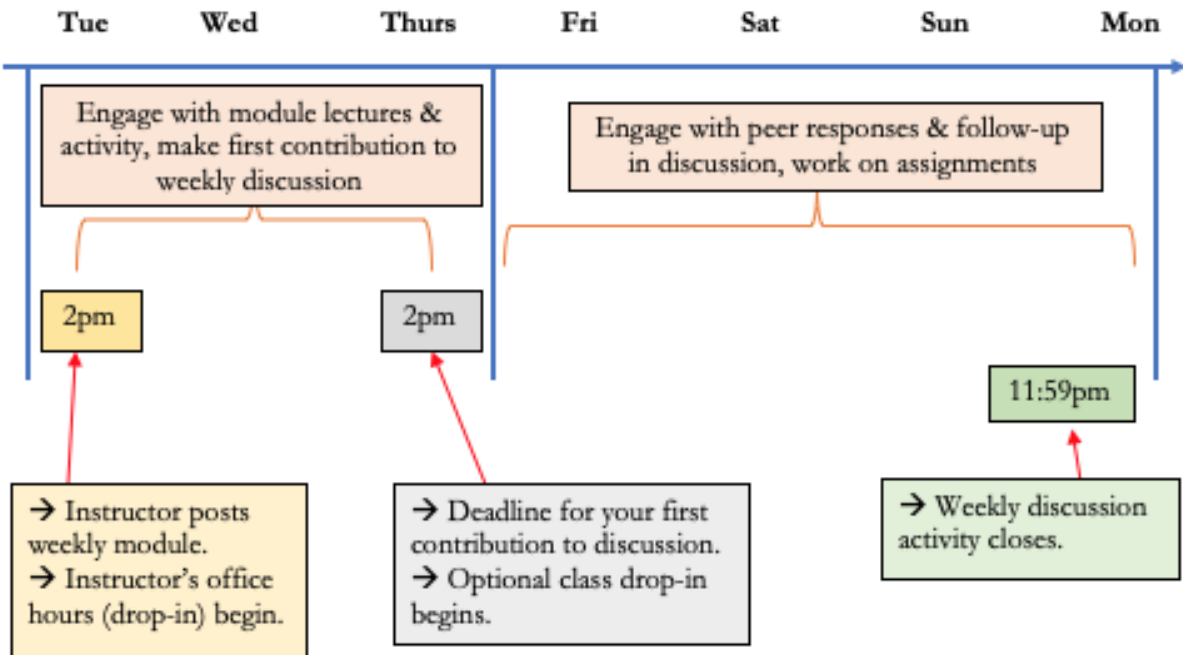
### What will we do?

**Each week, your work will involve four main elements:**

- Lecture content.
- An activity to explore and practice what you learned in lecture.
- A class/group discussion about this.
- Work on your own assignment.



**The following diagram illustrates the weekly timeline for work in this course.** (Text summary below.)



- Each week’s lecture materials, activity, and discussion prompt will be posted by 2pm on the Tuesday, and can be accessed through the [weekly modules](#). You can complete this work on your own schedule during the week, though I recommend doing so between 2pm Tuesday and 2pm Thursday so that you are best prepared to contribute to discussion.
- Your first contribution to the weekly discussion should be made by 2pm on the Thursday.
- Any responses to peer posts or other follow-up discussion should be completed by 11:59pm on the Monday. I recommend also spending time between Thursday and Monday working on your assignments, as these will typically relate directly to what you have done and learned in the week.

**Course schedule**

*Note:* While I do not intend to make changes to this course schedule, it is subject to change if our circumstances this term require it. I will check in with you and notify you of any such changes using [Canvas Announcements](#). (I recommend configuring your notifications so that you receive course announcements by email as well as finding them on Canvas.)

*The following table provides an overview weekly schedule of class topics, required and optional work, and assignment deadlines.*

Week	Dates	Topic	Required	Optional	Due!
1	8-14 Sept	Welcome & introductions	<b>Week 1 module (introduction to the course)</b> Submit introductory survey & “Introduce yourself on the discussion board) (as explained in Week 1 module)	Drop-in Zoom, Thursday 10 September, 2-3:20pm	



<b>Unit I: Researching</b>					
2	15-21 Sept	What is historical research, why do it & where do we begin?	<b>Week 2 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 17th, follow-up discussion by 11:59pm Monday 21st	Drop-in Zoom, Thursday 17 September, 2-3:20pm	
3	22-28 Sept	Finding the right words: searching, browsing & making friends with secondary sources	<b>Week 3 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 24th, follow-up discussion by 11:59pm Monday 28th	Drop-in Zoom, Thursday 24 September, 2-3:20pm	Research Self Introduction by 11:59pm on Thursday 24 September
4	29 Sept- 5 Oct	Sleuthing & the magic of primary sources (from wherever we are)	<b>Week 4 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 1st, follow-up discussion by 11:59pm Monday 5th	Drop-in Zoom, Thursday 1 October, 2-3:20pm	
5	6-12 Oct	Primary sources & thinking about research  Unit review & reflections	<b>Week 5 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 8th, follow-up discussion by 11:59pm Monday 12th	Drop-in Zoom, Thursday 8 October, 2-3:20pm	
<b>Unit II: Local history</b>					
6	13-19 Oct	Looking local: purposes, possibilities & problems	<b>Week 6 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 15th, follow-up discussion by 11:59pm Monday 19th	Drop-in Zoom, Thursday 15 October, 2-3:10pm* Note earlier end time this week	Unit I Research Journal by 11:59pm on Thursday 15 October
7	20-26 Oct	Analyzing (y)our local: brief introductions to the history of here	<b>Week 7 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 22nd, follow-up discussion by 11:59pm Monday 26th	Drop-in Zoom, Thursday 22 October, 2-3:20pm	
8	27 Oct-2 Nov		<b>Week 8 module (lecture &amp; activity)</b>	Drop-in Zoom,	

		Researching local history: a case study	Discussion: first contribution by 2pm Thursday 29th, follow-up discussion by 11:59pm Monday 2nd	Thursday 29 October, 2-3:20pm	
9	3-9 Nov	Where did that get us? Understanding local history through research  Unit review & reflections	<b>Week 9 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 5th, follow-up discussion by 11:59pm Monday 9th	Drop-in Zoom, Thursday 5 November, 2-3:20pm	
<b>Unit III: From the ground up</b>					
10	10-16 Nov	Applications: project design & teaching resources	<b>Week 10 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 12th, follow-up discussion by 11:59pm Monday 16th	Drop-in Zoom, Thursday 12 November, 2-3:20pm	Unit II Research Journal by 11:59pm on Thursday 12 November
11	17-23 Nov	From best laid plans to research in practice: your project, underway	<b>Week 11 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 19th, follow-up discussion by 11:59pm Monday 23rd	Drop-in Zoom, Thursday 19 November, 2-3:20pm	
12	24-30 Nov	From research to writing: analyzing, evaluating & communicating your findings	<b>Week 12 module (lecture &amp; activity)</b> Discussion: first contribution by 2pm Thursday 26th, follow-up discussion by 11:59pm Monday 30th	Drop-in Zoom, Thursday 26 November, 2-3:20pm	
13	1-3 Dec	Now what?  Big-picture lessons, course reflections & review	<b>Week 13 module (lecture &amp; activity)</b> Discussion: contribution by 2pm Thursday 3rd, no follow-up required	Drop-in Zoom, Thursday 3 December, 2-3:20pm	
Exam period	7-22 Dec	🔔 <b>Due!</b> Project by 11:59pm on Monday 7 December  🔔 <b>Due!</b> Take-home exam by 11:59pm on Monday 21 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.** If you have any questions or concerns, please check in with me by email, post on the Course Q&A, or come to a class drop-in session or my office hours.
- **Submit each written assignment on Canvas as one file (doc, docx, or pdf).** These 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. In this course, I ask that you use Chicago style footnotes. For more, see the section on Academic Conduct in this syllabus; we will also discuss this during the term and I will post resources on Canvas.
- **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. due to conflicting responsibilities, medical circumstances, or compassionate grounds, as [defined in the UBC Calendar](#)) *or* if you have contacted me and we have agreed on alternative arrangements before the deadline. In other words, if you contact me ahead of the deadline, I will grant reasonable extensions for any reason. If you contact me after the deadline, I will waive the late penalty only for reasons that qualify for a concession. **Contact me via email as soon as you are aware that you might need an extension or other form of concession. Please do not send me documentation of your reasons (eg. no doctor's notes).**
- **Absence policy.** I do not expect you to do coursework if you are sick or encounter other circumstances that qualify for concession. With this in mind, remember that I will drop your lowest week's participation mark at the end of term; if needed, this can serve as one automatically excused "absence" (ie. non-participation) from the week's discussion. If you are unable to participate in the course for more than two weeks for reasons that qualify for concession (eg. illness), email me – though do not send me documentation like doctor's notes, please. In such circumstances, I can excuse additional absences from participation, as well as check about other ways to support you in the course.
- **I will not accept course assignments submitted after 22 December 2020.** If you still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you might qualify for a deferred standing in the course. The Arts Advising website contains useful [information about academic concessions](#), including this process.
- **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 in the next assignments.
- **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 set up a time to speak with me.** I am always happy to talk about my feedback! I will not re-mark revised and resubmitted assignments in this course, but if you still have concerns about my evaluation of your assignment following a meeting, I will re-mark the original submission on your request; note, though, that the mark can go up or down (or remain the same) during this process. If I do re-mark an assignment and you still have concerns, then there are university procedures in place for reviewing your assigned standing. You can find out more about the "[Review of Assigned Standing](#)" process in the UBC Calendar.

### Specific assignment details

Assignment	Percent	Due date
Engagement, participation & contributions	16.5	Weekly, Weeks 2-13.  First contributions to discussion posted by 2pm Thursdays; follow-up contributions completed by 11:59pm Mondays.
Research self introduction	3.5	11:59pm on Thursday 24 September
Research journal	30 total	
→ Unit I	15	11:59pm on Thursday 15 October
→ Unit II	15	11:59pm on Thursday 12 November
Project (Unit III)	25	11:59pm on Monday 7 December
Take-home exam	25	11:59pm on Monday 21 December

### Engagement, participation & contributions



16.5% of your grade will be assessed based on your participation in asynchronous weekly group discussion and activity and, through this, your contributions to our collective learning.

Each module will contain specific instructions for participation that week. This will include a question, prompt, or activity, as well as expectations for participation (such as number of comments and/or length of post). All marked discussions will take place on Canvas. Some will use the [Collaborative Learning Annotation System \(CLAS\)](#) too [for discussion that involves interacting with and commenting on a specific item like a video or PDF] and others will be a standard Canvas discussion forum [for discussion that is more text-based responses to a question].

Following the module's instructions, make your first contribution to the discussion by 2pm on Thursday, with any follow-up contributions, responses, and further discussion completed by 11:59pm on Monday. Your participation in discussion should take an average of ~60 minutes per week, divided into multiple visits; this time will be spent thinking about the discussion, considering and writing your own contributions, and reading and engaging with others' contributions.

How will this be marked? Participation will be assessed weekly beginning in Week 2. You can find a detailed rubric on the Assignment page on Canvas, but broadly, this mark will be based on:

- Timely completion of participation activities and adherence to the week's instructions.
- Demonstrated preparation and engagement, including concrete reference to course materials when relevant.
- Respectful treatment of others and their ideas.
- Quality of contributions – that is, contributions that make our collective work and learning better. Strong participation in this course does *not* take the form of a mic drop; rather, it includes framing comments and questions in a manner that opens up and improves further discussion, and makes space for others' productive contributions.

Participation will be assessed on this basis out of 1.5 marks per week. At the end of the term, I will drop the lowest week's mark to determine a total out of 16.5% of your final grade. At this point, I will also sometimes use my discretion to raise (but never lower) the overall participation mark in order to account for additional factors such as demonstrated improvement over the term. In other words, I record participation regularly but will not determine the final mark until the end. If you would like to check your interim participation mark during the term, book a meeting or drop into my office hours so that we can discuss it. *Learning objectives 1-5*

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 C, for example.) If you have concerns about your ability to participate in the course, please contact me as soon as possible so that we can discuss strategies and options as appropriate.

### Research self introduction

The research self introduction, worth 3.5% of your grade, 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 the priorities, interests, and experiences that you are bringing to the course; to consider what kinds of challenges might generate new learning and skills; 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 to three double-spaced pages, 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?

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 language appropriate to what we might call informal professionalism.

The research self introduction is due on Canvas by 11:59pm on Thursday 24 September. *Note:* if you are registered in HIST 304 from the beginning of term, I encourage you to consider completing the assignment earlier as it does not require you to know or engage with course content. If you join the course on the last possible day, you will have three days to complete the assignment before the deadline. If you have concerns about meeting the deadline for this or any other reason, please contact me by email ahead of the deadline to arrange for an extension.

This assignment will be evaluated on a pass/fail basis (100% or 0%) based on completion, adherence to instructions, and principles of academic integrity. Late submissions without an extension will be accepted subject to the usual late penalty (5% per day). *Learning objective 5*

## Research journal



Between Weeks 2 and 9, you will keep a research journal with weekly entries. You will submit the journal in two halves: the first following Unit I, and the second following Unit II. It will be assessed out of 15% per unit, to a total of 30% of your overall grade.

More specifically: for the first two units, each weekly module will include a prompt for your journal. Following these instructions, complete a written entry each week (approximately one-and-a-half to two double-spaced pages per entry). Each unit, compile these entries in one document, with each week's entry beginning with its associated prompt. At the end of the unit, write a short concluding reflection, which – in approximately one-and-a-half to two double-spaced pages – identifies, summarizes, and explains what you think was the most important lesson you learned in the unit. Again, you can use the first person and write more informally than you might in most academic assignments, although the entries should be clear and at least informally professional.

→ **What do you mean, “prompt”?** In general, these are short activities or questions that set you up to demonstrate, engage with, analyze, and/or reflect on what you learned that week. Most of the time, they 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 a research strategy we learned that week, and briefly explain and reflect on the process you used. These entries are not intended to be onerous, but rather serve as an intentional and regular way to practice, keep track of, demonstrate, and reflect on your learning throughout the first two units.

The first half of the research journal (four entries plus a concluding reflection from Unit I) is due on Canvas by 11:59pm on Thursday 15 October.

The second half of the research journal (four entries plus a concluding reflection from Unit II) is due on Canvas by 11:59pm on Thursday 12 November.

The research journal will be evaluated based on demonstrated knowledge and skills developed in the course (~45%), analytical clarity and insight (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass), with each entry and final reflection weighted equally. You can find a more detailed marking rubric on the Canvas Assignments page. *Learning objectives 1-5*

## Project

In Unit III, you will apply your skills and knowledge from the first two units to design and conduct a research project about a topic in local history, which will be assessed out of 25% of your final grade. More specifically, you will research a local history topic, then organize your research and analyze into a package of teaching resources that supports a specific element of the British Columbia Social Studies school curriculum. Unit III is designed specifically to support your work on this project. 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. two different digitized archival collections). 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, approximately 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 11:59pm on Monday 7 December.

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). You can find a more specific marking rubric on the Canvas Assignment page. *Learning objectives 1, 3-5*

### Take-home exam



In this final assignment, assessed out of 25% of your overall grade, you will write approximately seven-and-a-half to ten double-spaced pages (including footnotes) responding to several questions that we will develop collaboratively in Unit III. The take-home exam will give you an opportunity to articulate and demonstrate the knowledge, skills, and experiences that you gained from HIST 304, and 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](#). 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 writing *and* studying for a scheduled exam.


The take-home exam is due on Canvas by 11:59pm on Monday 21 December.


While I will design the specific marking rubric in response to your input at the end of term, I generally expect to assess this assignment based on demonstrated knowledge and skills developed in the course (~45%), analytical clarity and insight (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass). *Learning objectives 1-5*


**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+

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

 **Don't suffer in silence.** Please be in touch if you have any questions or concerns, if you want to check in, if you want to say hi, if you need help... even if you think you might need help but aren't sure! Check the Canvas discussion board, including the course Q&A. Attend office hours. Drop into the optional Thursday sessions. Send me an email.


 **Hold space for each other, be patient, engage with each other and offer generous challenges, and contribute to a respectful collective community where we can all learn and contribute.** A community of learning is essential for our work at the best of times, but these principles is perhaps especially important this term; for many of us, the online course structure will involve a new learning curve, while we are all carrying into the course other (and differing) responsibilities, challenges, needs, and circumstances that will affect our work here. For further principles to guide discussion, see the [Assignment page for Participation](#).

 **Challenge yourself, but do not put yourself at risk and respect others' boundaries.** I want us to engage critically with course content, and sometimes this involves doing work that is personally challenging. However, this does not mean personally risky! Although it is unlikely to be the main focus of the course, it is possible that topics will arise that are censored, monitored, or illegal in your current location or that of your peers. It is also possible that topics will arise that are connected to personal trauma. (The course design focuses primarily on skills and ideas, with the specific historical content to be comparatively minimal for a History course, primarily related to your own projects, and largely determined by the interests and directions of the class itself.) I do not want to put you at risk or do harm in this course. If you are not able to participate in a particular discussion or you have concerns about accessing or engaging in the course in another way, please be in touch with me by email or attend my office hours so that we can discuss the situation and I can determine appropriate accommodations. You will not be required to disclose the reasons for your concerns.


 **Follow [general guiding principles in Zoom sessions](#).** Since the only Zoom sessions in this course are optional, they will be flexible, with the specific form, etiquette, and expectations subject to change or negotiation depending on what is best for those in attendance. In general, though, please remember:



- You do not need a Zoom account to attend any of these sessions. Go to Zoom in the left menu of Canvas and click Join to join a session.
- You can choose to join using just a first name or a nickname. If you use a name that is different from your UBC record, please let me know by email so I know who you are.
- You can keep your microphone and/or camera off. Meetings in my office hour can take place by your preference of video, audio, or chat.
- In drop-in sessions with multiple people, try to remember to keep your mic muted unless you are talking. This helps to cut down on background noise and distractions. Likewise, though I know we can't all perfectly control our spaces in these circumstances, please be mindful of the background and possible distractions if you turn your camera on. You might also consider turning your phones to silent and minimizing multi-tasking or other distractions as much as possible.
- When you join my office hours, you will be in a waiting room. Please wait there until I add you to the room where we can communicate by your preference of video, audio, or chat. (If you are waiting, it just means I am already talking with someone else; I will add you as soon as I am available.)

 **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 from UBC's "[Academic Accommodations for Students with Disabilities](#)." If you have such accommodations, ensure that I have the paperwork from the Centre for Accessibility as soon as possible, as you have a right to have these needs met.

Whether or not you have formal accommodations: if you find that any aspect of the course is a barrier to your learning or meaningful inclusion, please set up a meeting, drop into my office hours, or email me so we can discuss possible strategies or adjustments that will meet your needs and course requirements. You will never be asked or required to disclose to me the reasons.


 **Respect each other's privacy and safety.** Do not record or share any course materials or personal information, including names, unless you have express permission to do so. As a general rule, all Canvas materials (including my lecture materials) must stay on Canvas, and you should not record Zoom sessions.

Please also note this statement from UBC:

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit the Calendar for an articulation of the values of the University conveyed in [the Senate Statement on Academic Freedom - links to an external site](#)). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider

postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please read more about UBC's position on [Freedom of Expression - links to an external site](#).

As noted above, I believe it is unlikely that this course will centre such topics, though it is possible that they might arise during the term. If they do, they will not be a required part of the course activities and accommodations are possible. If you have concerns that the content of the course will put you at risk, please discuss it with me. Regardless of your location, please be mindful that, for some members of the class, sensitive material might result in repercussions, so respect each other's boundaries, privacy, and safety. UBC also recommends using myVPN. You can find more information about this on the [General Course Policies page on Canvas](#).

 *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, thorough practice of citation is an important component of being part of academic communities and conversations; it enables you to show (off!) your work; it gives fair credit to the people whose work and expertise has been essential for your own; and it reflects skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more. 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? As outlined in UBC policy, 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>

<sup>1</sup> UBC Policies and Regulations, “[Academic Honesty and Standards](#).”

<sup>2</sup> UBC Policies and Regulations, “[Academic Misconduct](#).”

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 how to practice academic honesty in this course. For more, read "[Discipline for Academic Misconduct](#)" in UBC's Academic Calendar; the Chapman Learning Commons guide, "[Academic Integrity](#)"; and the [UBC History Writing Centre's](#) sections about citation. If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

### Where can you find help or support?

✓ For course-related support, you are always encouraged to use Canvas Discussions, drop into my office hours or set up another meeting time, or email me. I'm here to support you.

Here are some other important resources to support you and your work. See [Canvas for a more extensive list](#) related to tech, academics, finances, health, wellbeing, and advocacy.

#### ✓ Free, confidential, 24/7 support for mental health & well-being:

- As a UBC student, you have access to [Empower Me](#), including a 24/7 helpline at 1-844-741-6389 (toll-free) from anywhere in North America.
- Either in or outside North America, as a UBC student you have access to single-session 24/7 mental health support and community referrals via app, phone, and web through [Here2Talk](#).
- The [Crisis Centre of BC](#) is an off-campus resource with phone and chat options in BC. If you are not in BC, there might be similar services in your local area.
- If you are worried about a friend, you might find [UBC's Crisis Support](#) information helpful.
- For longer-term strategizing, you also might be interested in exploring a free e-book, [It's All Good \(Unless It's Not\): Mental Health Tips and Self-Care Strategies for your Undergrad Years](#), written by Nicole Malette and published by UBC Press this summer

#### ✓ Support, advice & resources for online learning & otherwise navigating life, work, and study during the COVID-19 pandemic:

- Explore the [UBC Keep Learning](#) site. I recommend reading it now *and* bookmarking it for later!
- Similarly, explore the [AMS COVID-19 list of resources](#).
- For general information and updates, UBC's [COVID-19 Information for Students](#).
- UBC's [Your Mental Health during the COVID-19 Outbreak](#).
- Read more about [UBC's student discount packages for technology related to remote learning](#).

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 from the UBC Senate, "[Policies and Resources to Support Student Success](#)."