

# History of British Columbia

## HIST 305

Dr. Laura Ishiguro

University of British Columbia  
Winter 2020-2021, Term 2 (online)

Course home & asynchronous work: [Canvas](#)  
Optional synchronous classes, Thursdays 11am-12:20pm: [Zoom](#)



*Image citation: City of Vancouver Archives, [AM1545-S3:-CVA 586-7058](#), [Violet Sankey, Mrs. O. Larson and Hazel Stafford at Nelson Brothers Salmon] Cannery, Steffens-Colmer Studios Ltd. and Don Coltman Company, Prince Rupert, 1941, public domain.*

**! Important!** This course deals with topics that might be sensitive or monitored in some locations. Find out more information and review UBC's statement on this issue in the Course Policies & Principles section of this syllabus or on the [General Course Policies page](#) on Canvas.

The Point Grey campus of UBC is located on the ancestral territory of the hənq̓əminəm-speaking [xʷməθkʷəy̓əm \(Musqueam\) people](#). xʷməθkʷəy̓əm have never ceded these lands and waters through treaty, war, surrender or other means. My position as an employee of UBC and as a settler occupying this territory shapes my responsibilities here, including in my role as an instructor. I encourage you to learn from xʷməθkʷəy̓əm, for example from the [xʷməθkʷəy̓əm: q̓w̓i:lq̓w̓əlʔə kʷθə snəw̓eyəl ct \(Musqueam: giving information about our teachings\) Teaching Kit and Teacher’s Resources](#). I also encourage you to learn from the nations on whose territories you are studying if you are elsewhere. [The Native Land website](#) offers one starting place for identifying those nations, while keeping in mind its disclaimer.

## What does this syllabus contain?

<b>Basic course information</b> .....	<b>2</b>
<b>What is this course about?</b> .....	2
<b>Who is teaching the course?</b> .....	2
<b>How is this course structured?</b> .....	3
<b>What are the course’s learning objectives?</b> .....	4
<b>What materials will you need?</b> .....	5
<b>What will we do?</b> .....	<b>5</b>
<b>Course schedule</b> .....	<b>5</b>
Unit I: time immemorial~1870s.....	6
Unit II: ~1880s-1950s.....	7
Unit III: ~1950s-present.....	9
<b>Assignments &amp; grading</b> .....	<b>10</b>
General principles, procedures, and policies.....	10
Specific assignment details.....	11
Regular engagement, participation & contributions (quizzes & participation) .....	12
Examining BC History (2 of 3) .....	14
Research project (proposal & essay).....	14
<b>What else do you need to know? Course policies &amp; principles</b> .....	<b>16</b>
<b>Where can you find help or support?</b> .....	<b>19</b>

## Basic course information

 To find out more, see the [Course Overview](#) and [Teaching Team](#) pages on Canvas.

### What is this course about?

HIST 305 examines the historical events and processes that have shaped the place currently called British Columbia, with a particular focus on the late eighteenth century to the present. Key themes include colonialism and migration; the role of race, gender, and class in shaping British Columbia and people’s experiences of it; and power, protest, and the making of a modern state. We will also reflect on how this past continues to shape the province and lives here today. HIST 305 also emphasizes understanding British Columbia through story-telling and original research. Overall, the course aims to provide you with a solid understanding of British Columbia’s past and why it matters, as well as useful experience and expertise to take with you into the future. There are no pre-requisites or co-requisites, and no expectations of prior knowledge. Welcome!

### Who is teaching the course?

**Instructor: Dr. Laura Ishiguro** (she/her/hers). Call me Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice of the three.

**Teaching assistant: Dane Allard** (he/him/his). In this course, Dane will be facilitating discussion and marking, and is available for one-on-one consultation by appointment.

**We are available to support you, so please get in touch!** I aim to answer student queries in the following formats within about 36 hours on weekdays:

→ **For general questions or logistical issues related to the course:** read and/or post in the [Course Q&A and General Discussion](#) on Canvas.

→ **For one-on-one consultation:** both Dane and I are available for virtual meetings.

- My regular office hours are held on Zoom on Tuesdays between 3:30 and 4:30pm. [Join directly using this link](#) (or this Meeting ID: 642 8146 2274 and Passcode: 446820). These operate on a drop-in basis – first come, first served. When you join, you will be in a waiting room; wait there until I add you to the room where we can communicate by your choice of video, audio, or chat.
- If you would like to meet with me but are unable to attend my regular office hours, no problem! Please send me an email ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)) to make alternative arrangements. If we have scheduled a meeting, you will access my virtual office using the same Zoom link as above.
- Meet with Dane on Zoom by appointment. Contact him by email ([Dane.Allard@alumni.ubc.ca](mailto:Dane.Allard@alumni.ubc.ca)) to arrange a day and time for your meeting.

→ **To contact either of us by email:** [Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca) and [Dane.Allard@alumni.ubc.ca](mailto:Dane.Allard@alumni.ubc.ca) (not 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.

### How is this course structured?

HIST 305 is organized on a weekly schedule from Tuesday to Monday. New Canvas modules will be released by 11am on Tuesdays, and you will have until Mondays at 11:59pm to complete the week's work. (All times are in the Pacific time zone.) The modules will begin with an overview page that outlines your work for the week, big take-home points, and any reminders. Review this as early in the weekly work cycle as possible so that you can keep track and plan your work.

After the initial introductory week, the course is organized into three four-week units. As outlined in the table below, the units are organized chronologically, examining key people and stories, turning-point events, and major themes in the history of northwestern North America - what is currently called British Columbia - between time immemorial and the present, with a particular focus on the last century and a half.

Unit	Weeks	Time period	Key themes
I	2-5	Time immemorial- ~1870s	<ul style="list-style-type: none"> <li>• Indigenous &amp; colonial histories and history-telling</li> <li>• Settler colonialism – making, experiencing &amp; contesting “British Columbia”</li> </ul>
Reading break (Week 6)			
II	7-10	~1880s-1950s	<ul style="list-style-type: none"> <li>• Land, migration, race &amp; labour</li> <li>• Making, experiencing &amp; contesting “modern”</li> </ul>
III	11-14	~1950s-present	<ul style="list-style-type: none"> <li>• High modernism, neoliberalism, settler colonialism, and their late-20th- and early-21st-century discontents</li> <li>• Activism, resistance, and other futures</li> <li>• Representations &amp; uses of BC history today</li> </ul>

As you will see in the [course schedule](#), the first three weeks of each unit will focus on key topics, events, and stories from a particular time period. You can complete HIST 305 entirely asynchronously *or* through a combination of asynchronous and synchronous work. **During the first three weeks of each unit, your work will involve four main elements:**


- **Asynchronous:** lecture (recorded videos, text overview of key points or learning objectives, occasional other materials).
- **Asynchronous:** assigned readings or other materials.
- **Asynchronous:** a small quiz on lecture and assigned materials in order to support your regular engagement, review, and understanding of key points.
- **Asynchronous or synchronous:** participation in discussion, through which you will integrate, reflect on, and further build your learning, as well as contributing to our collective learning.

In the final week of each unit, there will be no new content. We will focus on summary, synthesis, analysis, and reflection. **During these weeks, your work will involve two main elements:**

- **Asynchronous or synchronous:** participation in discussion, through which you will integrate, reflect on, and further build your learning, as well as contributing to our collective learning. The focus will be working to draw thematic, analytical, historical connections across the unit.
- **Asynchronous:** work on assignments. Following each unit, there is an “Examining BC History” assignment that asks you to use course materials (lectures, readings, discussions, etc) to identify and analyze overarching theme or point from the unit; you will complete two of the three of these.

While it may vary across the term and by person, you should anticipate spending an approximate average of 3-4 hours per week on regular coursework (eg. lecture videos, readings, and discussion).

### What are the course’s learning objectives?


 You will likely have your own goals for the course, depending on your existing knowledge, understanding, skills, and interests. No matter where you start, though, the course is organized to build your learning gradually and logically over the term through regular work, small-stakes exercises, and larger assignments. **As a result of this work, by the time you submit the final assignment in April, you should be able to:**


1. Identify, explain, analyze, and narrate key events and themes in British Columbian history. This includes being able to:
  - a. Identify and explain the significance of key events, people, places, or other topics.
  - b. Tell stories about these topics in a way that demonstrates their significance.
  - c. Discuss thematic or causal connections among topics.
  - d. Formulate interpretations of themes or topics, and support using specific examples and evidence.
2. Demonstrate developed (and transferable!) skills in historical research, analysis, and communication. This includes being able to:
  - a. Summarize, discuss, and evaluate primary and secondary sources.
  - b. Design and conduct an independent original research project that locates and centres primary sources, and formulate a clear and supported historical argument from this research.
  - c. Communicate and support ideas in styles appropriate to medium, genre, and context – oral and/or written – including attention to detail in citation.
3. Discuss how and why British Columbian history matters today. This includes being able to:
  - a. Identify its relevance to and impact on the present.

- b. Explain contemporary issues in historical perspective.
- c. Recognize and assess the significance of different historical interpretations, experiences, and perspectives today.


! To achieve these objectives, you should consistently engage with the required work (including lectures, reading activities, and participation exercises), and complete the assignments. You should also contact the instructor or TA if you have questions or concerns, as this will allow us support you in a timely and effective manner. We will assess your achievement of course objectives based on your work on course assignments.

### What materials will you need?

 This course has no textbooks or extra supplies to purchase. Information about the assigned reading or other materials is listed in the [class schedule](#), as well as in the weekly Canvas [Modules](#). All assigned materials are available online for free or at no additional cost to registered students. You will find them linked in the associated Canvas modules and/or through the UBC Library. \*\*If you discover that you are unable to access an assigned source in your current location, please contact me.



 This is an [online course](#), which means that you will need access to a computer (or similar device) and the internet. The main course home will be Canvas, accessible with your CWL. The course will include some higher bandwidth activities including lecture videos, a small number of films, and the optional synchronous discussion pathway on Zoom.

### What will we do?

 To find out more, see the [Course Schedule](#) and [Assignments Overview](#) pages on Canvas. Specific pages for each assignment can also be found in the [Assignments](#) section of the Canvas site, and the specific schedule and instructions for the week will be included in the weekly [modules](#), to be released each Tuesday morning.

### Course schedule

#### Week 1 (12-18 January) – Introductions

-  **Asynchronous.** Complete the [Introductions module](#) on Canvas.
  - o Complete the initial survey for the teaching team, linked in the module.
  - o Check out the Canvas discussion board and post in “Introduce yourself (class forum),” linked in the module.
-  **Optional-but-encouraged synchronous class for introductions.** Thursday 14 January, 11am-12:20pm, Zoom. Access this (and all other synchronous sessions) by joining the [meeting link](#) in “Zoom,” in the left menu on Canvas.





? Join the course late? Welcome! Please do this week’s [asynchronous work](#) when you join us, and check the “[Course Q&A and Discussion](#)” forum or email a member of the teaching team if you have any questions or concerns.

## UNIT I: TIME IMMEMORIAL-~1870S







*qiyəplənə:ʷ* (Capilano) met José Narváez's ship as it arrived at Musqueam territory here in July 1791. Image: City of Vancouver Archives, AM54-S4-W at N42, View of Spanish Banks from the Point Grey cliffs, [192-?]. Cropped, public domain.


### Week 2 (19-25 January)




- ❑  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: many beginnings – history-telling, place, and source.
  - Explore: the Sq'ewlets people, *Sq'ewlets: A Stó:lō-Coast Salish Community in the Fraser River Valley*, the following pages – "[Sq'ewlets & Stó:lō Sxwōxwiyám](#)," "[Sxwōxwiyám Places](#)" and "[Ancient Village](#)" (Qithyil). For each of these pages, please take note of the Traditional Knowledge Labels in the top right-hand corner; click on them for more information. For explanation and pronunciation of all the Halq'eméylem words used in the website, refer to [Language Resources](#).
  - Read: Brittany Luby, Kathryn Labelle, and Alison Norman, "[\(Re\)naming and \(De\)colonizing the \(I?\)ndigenous People\(s\) of North America – Part I](#)," *Active History* (7 November 2016).
- ❑  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 25 January.
- ❑ Select a discussion pathway for Unit I and participate accordingly:
  -  **Asynchronous.** Sign up for a Canvas discussion group by Thursday 21 January at 11am, then post as instructed by 11:59pm on Monday 25 January **OR**
  -  **Synchronous.** Attend and participate Thursday 21 January, 11am-12:20pm, Zoom.

### Week 3 (26 January-1 February)




- ❑  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: storying encounters & exchanges.
  - Read: Wendy Wickwire, "'To See Ourselves as the Other's Other': Nlaka'pamux Contact Narratives," *Canadian Historical Review* 75, 1 (March 1994): 1-20.
  - Read: excerpt from Simon Fraser's journal, in W. Kaye Lamb, ed., *The Letters and Journals of Simon Fraser, 1806-1808* (Toronto: Dundurn, 2007), 107-109.
- ❑  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 1 February.
- ❑ Participate in whichever pathway you have selected for Unit I:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 1 February **OR**
  -  **Synchronous.** Attend and participate Thursday 28 January, 11am-12:20pm, Zoom.


### Week 4 (2-8 February)

- ❑  **Asynchronous.** Engage with week's materials on Canvas:

- Lecture: making and contesting “British Columbia” – colonialism, gold fever, confederation.
- Read: Alice Gorton, “Civilized, Roughly: Gender, Race, and the Politics of Leisure in Colonial British Columbia, 1860-1871,” *BC Studies* 200 (Winter 2018/19), 273-299.
- Find and read: one article from the [Cariboo Sentinel](#) (digitized through UBC Open Collections, BC Historical Newspapers database) that Gorton cited. Compare the original source to her use and analysis of it.
- ☐  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 8 February.
- ☐ Participate in whichever pathway you have selected for Unit I:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 8 February **OR**
  -  **Synchronous.** Attend and participate Thursday 4 February, 11am-12:20pm, Zoom.

### Week 5 (9-15 February) – Unit conclusions, synthesis, & reflection

- ☐  **Asynchronous.** Review the week’s reflections and instructions on Canvas.
- ☐ Participate as instructed in whichever pathway you have selected for Unit I:
  -  **Asynchronous.** Post as instructed – noting the expectations for posts throughout week – by 11:59pm on Monday 15 February **OR**
  -  **Synchronous.** Attend and participate Thursday 10 February, 11am-12:20pm, Zoom.

 **Deadline!** The project proposal is due on Canvas by 11:59pm on Friday 12 February.



### Week 6 (16-22 February) – Reading break!



### UNIT II: ~1880s-1950s




*Image, left: City of Vancouver Archives, AM54-S4-: Mi P4, Employees Hastings Sawmill, Vancouver, ca. 1889. Public domain. Image, right: Library and Archives Canada, MIKAN 3196779, 3625968, Logger using pike pole to create a boom, Richard Wright, Haida Gwaii, 1943. License: [CC BY 2.0](#).*





### Week 7 (23 February-1 March)

- ☐  **Asynchronous.** Engage with week’s materials on Canvas:
  - Lecture: land, colonialism, migration – remaking British Columbia.
  - Read: Marianne Ignace and Ronald E. Ignace, “Tsel̓ilcstem re Stsq̓ey̓’s-kucw | The Indian Rights Movement of the Early Twentieth Century,” chapter thirteen in *Secwépemc People, Land, and Laws: Yeri7 Re Stsq̓ey̓’s-kucw* (Kingston: McGill-Queen’s University Press, 2018), 462-489.
  - Share: post about your research project as instructed in the module.
- ☐  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 1 March.
- ☐ Select a discussion pathway for Unit II and participate accordingly:





-  **Asynchronous.** Sign up for a discussion group by Thursday 25 February at 11am, then post as instructed by 11:59pm on Monday 29 February **OR**
-  **Synchronous.** Attend and participate Thursday 25 February, 11am-12:20pm, Zoom.

 **Deadline!** Examining BC History #1 is due on Canvas by 11:59pm on Friday 26 February. Remember that there are three of these, and you should submit any two of them.




### Week 8 (2-8 March)

-  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: histories of work (or not).
  - Listen: Leah-Simone Bowen and Falen Johnson, "[Shout Out to Chow Dong Hoy](#)," *The Secret Life of Canada* podcast (2018) (3 minutes 29 seconds; no transcript available, but the link includes a textual summary that can be read as an alternative).
  - Watch: Hayley Gray, [Hayashi Studio](#) (Storyhive, 2019) (25 minutes 14 seconds; YouTube auto-generated closed captioning available).
  - Explore: [photograph collection from the Hayashi/Matsubishi/Kitamura Studio](#).
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 8 March.
- Participate in your chosen discussion pathway for Unit II:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 8 March **OR**
  -  **Synchronous.** Attend and participate Thursday 4 March, 11am-12:20pm, Zoom.

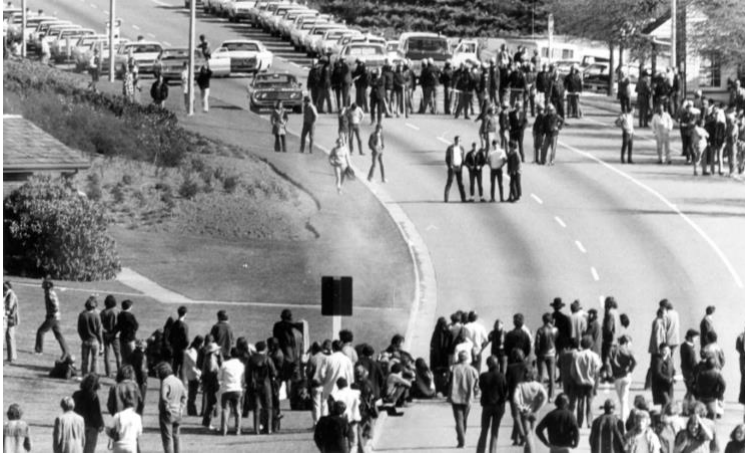
### Week 9 (9-15 March)

-  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: storying the war & imagining the postwar.
  - Listen: CBC, *The Homemaker's Program*, "[Women Plan for the Post-War World](#)," Dorothy Maudsley (guest), 3 January 1945, CBC Archives (14 minutes, 40 seconds; no transcript currently available).
  - Explore: how were British Columbian newspapers reporting on Second World War? Choose one digitized BC newspaper, and find and read one article from January 1945 that speaks to this question.
  - Share: post about your research project as instructed in the module.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 15 March.
- Participate in your chosen discussion pathway for Unit II:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 15 March **OR**
  -  **Synchronous.** Attend and participate Thursday 11 March, 11am-12:20pm, Zoom.

### Week 10 (16-22 March) – Unit conclusions, synthesis, & reflection





-  **Asynchronous.** Review the week's reflections and instructions on Canvas.
  - Share: post about your research project as instructed in the module.
- Participate in your chosen discussion pathway for Unit II:
  -  **Asynchronous.** Post as instructed – noting the expectations for more posts this week – by 11:59pm on Monday 22 March **OR**
  -  **Synchronous.** Attend and participate Thursday 18 March, 11am-12:20pm, Zoom.










*In 1970, some Canadians invaded Washington to protest the American invasion of Cambodia! Image: City of Vancouver Archives, AM1667-: CVA 134-140, "Riot equipped American police and youths from Blaine confront Canadian group at Peace Arch Park," Vancouver Express, 12 May 1970. Copyright: Pugstem Publications, reuse permitted with credit.*

### Week 11 (23-29 March)





-  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: remaking & contesting British Columbia – high modernism & its discontents.
  - Read: Tina Loo, "People in the way: Modernity, environment, and society on the Arrow Lakes," *BC Studies* 142/3 (2004): 161-196.
  - Watch: *Secret Vancouver: Return to Hogan's Alley* (Storyhive, 2016) (16 minutes 29 seconds; YouTube auto-generated closed captioning available).
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 29 March.
- Select a discussion pathway for Unit III and participate accordingly:
  -  **Asynchronous.** Sign up for a discussion group by Thursday 25 March at 11am, then post as instructed by 11:59pm on Monday 29 March **OR**
  -  **Synchronous.** Attend and participate Thursday 25 March, 11am-12:20pm, Zoom.


 **Deadline!** Examining BC History #2 is due on Canvas by 11:59pm on Friday 26 March. Remember that there are three of these, and you should submit any two of them.

### Week 12 (30 March-5 April)




-  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: neoliberalism, protest, and sovereignty – British Columbia at the end of the twentieth century.
  - Read: David Rossiter, "The Nature of a Blockade: Environmental Politics and the Haida Action on Lyell Island, British Columbia," in *Blockades or Breakthroughs? Aboriginal Peoples Confront the Canadian State*, eds. Yale D. Belanger and P. Whitney Lackenbauer (Kingston and Montreal: McGill-Queen's University Press, 2014), 70-89.
  - Read: Gord Hill, "1995 Standoff at Ts'peten," in *The 500 Years of Resistance Comic Book* (Vancouver: Arsenal Pulp, 2010), 78-83.
-  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 5 April.
- Participate in your chosen discussion pathway for Unit III:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 5 April **OR**
  -  **Synchronous.** Attend and participate Thursday 1 April, 11am-12:20pm, Zoom.

### Week 13 (6-12 April)


- ❑  **Asynchronous.** Engage with week's materials on Canvas:
  - Lecture: British Columbian history and/in the present.
  - Share: post about your research project as instructed in the module.
- ❑  **Asynchronous.** Complete the review quiz. It must be completed before it closes at 11:59pm on Monday 12 April.
- ❑ Participate in your chosen discussion pathway for Unit III:
  -  **Asynchronous.** Post as instructed by 11:59pm on Monday 12 April **OR**
  -  **Synchronous.** Attend and participate Thursday 8 April, 11am-12:20pm, Zoom.

 **Deadline!** The research project is due on Canvas by 11:59pm on Friday 9 April.

### Week 14 (13-14 April) – Unit & course conclusions, synthesis, & reflection

- ❑  **Asynchronous.** Review the week's reflections and instructions on Canvas.
- ❑  **Asynchronous.** Participate in asynchronous discussion forums as instructed. **\*\*Note:** because classes officially end on Wednesday, we cannot hold the usual Thursday synchronous session this week. Instead, all participation this week will be  **asynchronous.** Please follow the instructions in the module. You have until 11:59pm on Monday 19 April to complete all posts.

### Exam period (19-29 April)

 **Deadline!** Examining BC History #3 is due on Canvas by 11:59pm on Friday 23 April.  
Remember that there are three of these, and you should submit any two of them.

## Assignments & grading


### GENERAL PRINCIPLES, PROCEDURES, AND POLICIES

- **Ask for help!** If you have questions or concerns about assignments, post on the [Course Q&A](#), attend office hours, or email the instructor or TA. We cannot comment on draft assignments in this course, but we are available to answer questions and otherwise support your work.
- **All assignments and discussion contributions absolutely must be your own work, and follow the practices of academic integrity.** This means that all ideas, information, and wording or phrasing gleaned from other sources must be properly cited. I ask that you use Chicago-style footnotes and, when indicated, a bibliography too. Any direct quotations must be in quotation marks; if there are no quotation marks, the phrasing must be entirely different (not lightly paraphrased) from the original source. For more, see the [course policies related to academic conduct](#) on Canvas, which includes a PDF of the course guide to citation.
- **Submit written assignments on Canvas as one file (.doc or .docx or .pdf).** These should be typed, double-spaced, Times New Roman or similar 12-point font, with 1-inch margins.
- **Policies on extensions or late submissions: 1) Quizzes and discussion contributions will close by the indicated deadlines and must be completed by then.** At the end of the term, I will automatically drop the lowest quiz mark (including non-completion). I will also automatically excuse one absence from discussion, no questions asked. If you cannot complete more than one quiz or participate in more than one week's discussion for reasons that qualify as grounds for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)), contact me by email

as soon as possible so that I can excuse their non-completion. Do not send me documentation of those reasons (eg. no doctor's notes).

- **Policies on extensions or late submissions: 2) Unexcused late submissions of other assignments (Storying BC's Past, proposal, project)** will be penalized at a rate of 5% per day including weekends. **Exceptions to this penalty** will be granted in either of two circumstances:
  - If you contact me by email at least 24 hours before the deadline and we agree on an extension (available for any reason), and you then submit it by the agreed-upon extended deadline. Do not send documentation of your reasons.
  - If you submit an assignment late due to reasons that qualify as grounds for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)) in which case the penalty will be waived. Contact me by email as soon as possible if you submit work late with grounds for academic concession. Do not send me documentation of those reasons.
- **I will not accept assignments submitted after 29 April 2021** without special arrangements. If you will still have outstanding assignments at that point, I will recommend speaking to an Advisor in your faculty to see if you qualify for a deferred standing in the course. The Arts Advising website has a useful [summary of academic concessions](#).
- **When you get an assignment back, please take the time to read the feedback.** Assignments will be returned on Canvas with a mark, a rubric, and comments. The comments are always intended to explain the mark and to support your future work, and we expect – and will look for – you to try to incorporate feedback into the next assignments.
- **If you have questions or concerns about the evaluation of an assignment, make sure that you have read and reflected on the feedback first, then please meet with Dane or me.** We are happy to discuss the feedback if you drop into office hours or arrange another meeting time. We will not re-mark revised and resubmitted assignments in this course. If you still have concerns about the evaluation of your work following a 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 your work and you still have concerns, then there are university procedures in place for reviewing your assigned standing in a course. The next step would be to speak to the Head of the History department (Prof. John Roosa, [jroosa@mail.ubc.ca](mailto:jroosa@mail.ubc.ca)) about submitting an appeal. You can find out more about the “[Review of Assigned Standing](#)” process in the UBC Calendar.

#### SPECIFIC ASSIGNMENT DETAILS

Assignment	Percent	Due date
<b>Regular engagement, participation &amp; contributions</b>		
Review quizzes (Canvas)  	8%	Mondays 11:59pm in weeks with new lectures/readings: <ul style="list-style-type: none"> <li>- Weeks 2, 3, 4</li> <li>- Weeks 7, 8, 9</li> <li>- Weeks 11, 12, 13</li> </ul>

Discussion participation & contributions  <i>Choose either the asynchronous or synchronous pathway for each unit</i>	12%	Weeks 2-13 (except reading break): - Asynchronous – post as instructed by 11:59pm Mondays. <b>OR</b> - Synchronous – 11am-12:20pm Thursdays.  Week 14: all asynchronous.
<b>Examining BC History (unit-based assignments)</b>		
Submit any two of the following: - Unit I - Unit II - Unit III	2x20%	By 11:59pm on their respective deadlines: - Friday 26 February (Week 7) - Friday 26 March (Week 11) - Friday 23 April (Exam period)
<b>Research project</b>		
Research proposal	5%	11:59pm on Friday 12 February (Week 5)
Research project	35%	11:59pm on Friday 9 April (Week 13)

### Regular engagement, participation & contributions (quizzes & participation)

This portion of your grade focuses on regular engagement with and understanding of course materials, and contributions to our collective work through discussion. While the weekly portion of this mark is small, please remember that it adds up, with the potential to make a significant impact on your final grade. If you have concerns about your ability to engage regularly, please speak with me or Dane as soon as possible so that we can discuss strategies and options as appropriate.

### Review quizzes (Canvas)

8% of your grade will be assessed based on short review quizzes on Canvas – one per week for the first three weeks of each unit. These are not intended to be onerous, but are rather low-stakes exercises intended to support your regular engagement, review, and comprehension. They also serve to lay foundations of knowledge for larger assignments and help me to assess class understanding.

**Deadlines:** Each week’s quiz will be open from Tuesday 11am to Monday 11:59pm. It will then close and cannot be completed late. For planning purposes, this means the specific deadlines are:

- Week 2: 11:59pm on Monday 25 January
- Week 3: 11:59pm on Monday 1 February
- Week 4: 11:59pm on Monday 8 February
- Week 7: 11:59pm on Monday 1 March
- Week 8: 11:59pm on Monday 8 March
- Week 9: 11:59pm on Monday 15 March
- Week 11: 11:59pm on Monday 29 March
- Week 12: 11:59pm on Monday 5 April
- Week 13: 11:59pm on Monday 12 April

**Assessment:** Each quiz will be assessed out of 1 mark. Canvas will mark them automatically. If you ever think that Canvas has made an error in marking, please contact me. At the end of the term, I will drop your lowest score (or one non-completion, no questions asked) to determine a total out of 8%. If you must miss more than one quiz for reasons that qualify as grounds for concession, contact me by email so that it can be excused.

[Find out more about these quizzes on Canvas.](#) *Learning objective 1*

## Discussion participation & contributions

12% of your grade will be assessed based on participation in group discussion and, through this, contributions to collective learning. There are two possible pathways for participating in group discussion in this course. In the first week of each unit (Weeks 2, 7, and 11), you will be prompted to choose one for the unit:



1. **Asynchronous pathway: posting in group discussion forum on Canvas.**

If you choose this option for a unit, you will be prompted to join a discussion group in the first week; please do so by 11am on the Thursday.

Then, you should follow the instructions in the Canvas modules each week. During the first three weeks of each unit, it will include, at minimum, posting a summary reflection by the end of the week (11:59pm on Mondays). In the final week of each unit (Weeks 5, 10, and/or 14), you will be asked to post several times throughout the week in order to work with your group members to synthesize, analyze, and reflect on the unit as a whole.

2. **Synchronous pathway: participating in group discussion sessions on Zoom.** If you choose this option, attend weekly Zoom sessions on Thursdays from 11am-12:20pm throughout the unit. These classes will involve real-time discussion and activity. If you choose this option, please be willing and able to turn on at least your mic for small group discussions. If you are not able to do this or would prefer not to do so, please choose the asynchronous option instead.

Please plan to stay in the same pathway for the whole unit. If you know you will not (or might not) be able to attend all of the synchronous sessions in the unit, or if you do not want to turn on your mic in a Zoom session, you should choose the asynchronous pathway. You are very welcome to switch pathways *between units* depending on what is best for your circumstances, availability, and learning. If something unexpected happens and you must switch pathways mid-unit, please contact the instructor or the TA to discuss the options.

**Assessment:** Your engagement with and contributions to discussion will be assessed out of 12%. Participation is assessed on a rubric. You can find this and more details on the [Canvas assignment page](#), but broadly the evaluation is based on four main, if interconnected, factors:

- Adherence to instructions; timely completion of asynchronous activities or punctual attendance in synchronous sessions. (~25%)
- Demonstrated preparation; use of appropriate specific examples; concrete knowledge, understanding, and engagement with the course. (~25%)
- Engaged presence, including respectful listening and treatment of others' contributions. (~25%)
- 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. (~25%)

You can miss one week's discussion in the term without penalty, no questions asked. If you must miss more than one, please consult with me or Dane. If it is a reasonable alternative in the circumstances, we might arrange switching pathways for the unit. If this is not possible, then additional "absences" can be excused if there are grounds for academic concession (eg. medical circumstances, conflicting responsibilities, compassionate grounds).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation of your participation and contributions. This will ask you to reflect on your participation over the term, to consider it in relation to the rubric and expectations, to identify the mark that you think you

earned based on the rubric, and to write up to one paragraph explaining why. This will be optional, and you will not lose marks for not completing it. You will also not risk marks by completing it! We will not use your self-evaluation to penalize you, should you suggest a lower mark than what we calculate. If you suggest a higher mark, we will also not automatically raise the mark. However, your explanation might give the teaching team additional factors to consider that we had not been able to assess ourselves. More generally, this is intended as a tool for addressing the varied strengths and differences of the asynchronous and synchronous discussion formats.

[Find out more about participation on Canvas.](#) *Learning objectives 1-3*

### Examining BC History (2 of 3)

There is one “Examining BC History” assignment for each of the three units in HIST 305. You will complete and submit any two.

In approximately four to five pages (typed, double-spaced, including footnotes that reference course materials; no bibliography required), each paper will develop and support a direct response to the question: **what was the most significant theme or point in this unit?** It should demonstrate your analytical understanding of the unit’s content; synthesize and make connections across the unit; and draw meaningfully and specifically from a range of course materials (eg. lectures, readings, films, discussions) to support an historical answer to the question. For these assignments, you are only expected to use course materials; outside research will not be rewarded in the assessment.

**Deadline:** The papers are due on Canvas by 11:59pm on their respective deadlines: any two of 26 February (Unit I), 26 March (Unit II), and 23 April (Unit III).

**Assessment:** The papers will be evaluated based on demonstrated knowledge, understanding, and synthesis of course content (~40%), analytical insight and effective use of evidence to develop an historical response to the question (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass).

[Find out more on Canvas.](#) *Learning objectives 1-3*

### Research project (proposal & essay)

40% of your grade will be assessed based on an original research project that centres primary source investigation of an historical topic related to British Columbia – either a topic that we will not otherwise explore in the course (but is still feasible to research with existing, accessible sources as required by the assignment) or a significant elaboration on something we will explore in the course. More specifically, you will examine how one topic, event, or theme was represented in one body of primary sources produced at the time/in the context. The final product will be an essay that develops and supports an historical argument growing from your work with the primary sources, and supported by an understanding of historical context based on peer-reviewed scholarship. We will talk a lot more about this throughout the term, and I will distribute a list of suggested topics and primary sources prior to the proposal. The work will be assessed in two stages: 5% for the proposal and 35% for the final project (including a reflection).

[Find out more about the project on Canvas.](#) *Learning objectives 1-3*

### Research proposal

This assignment is your first official step towards the final project. It should contain the following:

1. Approximately two pages (typed, double-spaced, full sentences and paragraphs, with footnotes as required) in which you
  - a. Identify your topic and your key research question (not an argument yet!);
  - b. Explain why you are interested in this topic and why you think it is significant to research;
  - c. Identify the one body of primary sources (eg. a newspaper, a collection of letters) that will form the basis of your research. You must have ensured that you can access it.
  - d. Describe what you have done so far and outline a timeline for completing the project.
2. On a separate final page, provide a properly formatted bibliography with at least four relevant peer-reviewed scholarly secondary sources that you anticipate will help you to understand the historical topic, context, and/or significance of your primary source research.

**Deadline:** The project proposal is due on Canvas by 11:59pm on Friday 12 February.

**Assessment:** The project proposal will be evaluated on a pass/fail basis (100% or 0%) based on completion, adherence to instructions, and principles of academic integrity. Unexcused late submissions will be accepted subject to the usual penalty. **It is very important that you read the feedback!** The main point is to get you started, to check that your plans are feasible and appropriate, and to provide you with feedback that will support and improve the project. I expect that you will engage with the feedback, and this will form part of the assessment of the final product.

### Essay

Building on your proposal and the feedback, conduct original primary source research on a topic related to British Columbian history, and write an essay (approximately eight pages, double-spaced and including footnotes, plus a bibliography) based on that research. This essay should develop an historical argument that centres, grows from, and is directly supported by the primary sources, as well as a solid understanding of the relevant context as developed through engagement with at least four related peer-reviewed scholarly secondary sources.

Your project will also include a short reflection (approximately one to two pages, double-spaced) in which you explain your research choices and experiences, and assess the final product's success. This gives you an opportunity to explain, evaluate, and reflect on your work, and it will help me to understand what you have accomplished, how, and why.

**Deadline:** The essay is due on Canvas by 11:59pm on Friday 9 April.


**Assessment:** I will assess the essay based on quality of historical argument and analysis (~40%), demonstrated historical research and effective use of evidence (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass). Your incorporation of earlier feedback will be factored into each category as relevant.


### Grading scale

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


## What else do you need to know? Course policies & principles

 To find out more, see the [General Course Policies](#) and [Assignments Overview](#) pages on Canvas, which are located in the Introductions module and linked from the Home page.

 **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! Check the Canvas discussion board, including the [course Q&A](#). Attend office hours or set up a meeting with me or Dane. Send us an email. Let us know.

 **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 as we do this work online, at a distance, in variously challenging circumstances. We all bring to the course different positions, 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 do respect others' boundaries.** I want you to engage with the course and challenge yourself to learn from wherever you start. Sometimes this involves work that is personally difficult. However, this does not mean personally risky! It is possible that topics will arise that are censored, monitored, or illegal in your current location or that of your peers; see below for a policy related to this. It is also possible that topics will arise that are connected to personal trauma. 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 I can determine appropriate accommodations. Note, too, that there is some flexibility already built into the course assessments so, for example, if you have concerns about one unit, you could choose to complete the other two Examining the Course papers. If you are concerned about all or most of the course, you might consider postponing or not taking it, though I am happy to speak with you if you need more information to make this decision. You will never be required to disclose to me the reasons for any of your concerns.


 **If you choose to attend synchronous sessions, follow general principles for behaviour in Zoom sessions.** See also the [How to Use Canvas and Zoom in this Course](#) and the [Participation assignment](#) pages on Canvas.


- You do not need a Zoom account to attend. Click the direct link in the module, or 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.
- I will never require you to turn on your camera in a Zoom session. Meetings in my office hour (or as scheduled) can take place by your preference of video, audio, or chat. If you choose to attend the synchronous discussion sessions, I will not require you to turn on your camera or to unmute yourself in the main room/full class. However, please be able and willing to turn on at least your mic to contribute to small group work in breakout rooms.
- During discussion, make sure that you have access to any readings or other materials, as discussion might require your active use (rather than your general memory) of them.
- Keep your mic muted unless you are talking. 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. Turn your phones to silent and minimize 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. If you are waiting for a while, it just means I am meeting with someone else; rest assured that I see you and I will add you as soon as I am available to meet with you.
- You should never record any aspect of synchronous sessions without express permission to do so, nor should you share anyone's personal information outside of the class.

 **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. **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. I am committed to reducing as many barriers to access as I can. You will never be asked or required to disclose to me the reasons for such concerns.

 **"Absence" policy.** While the predominantly or exclusively asynchronous nature of this course offers you more flexibility, it does *not* mean that I expect you to do coursework if you are sick or have other circumstances that qualify for concession (eg. an excused absence). With this in mind, remember that I will drop your lowest review quiz and I will automatically excuse one absence from discussion. If you are unable to participate in the course for more than that due to reasons that qualify as grounds for concession, 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.

 **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 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](#)). 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](#).

**! Topics that might be sensitive, censored, or illegal in some locations: this course focuses on the history of the place currently called British Columbia.** It will include examination of topics or themes that might be considered sensitive or illegal or otherwise monitored in some locations – such as colonialism, state violence, gender, sexuality, activism and protest, and


controversies about the past and its commemoration. In each week's module, I will endeavour to indicate clearly the specific content and key topics of our work.

The main emphasis of the course is historical, but these are all issues with immediate contemporary relevance, both political and personal. The course might include discussion of current events with a Canadian emphasis. Members of the course community will have different relationships to, experiences with, and beliefs, knowledge, and ideas about these topics.

If you have concerns that any of the content of this course will put you at risk, please read UBC's statement (above, in grey) closely, contact me if you would like to discuss it further, and consider postponing or not taking this course if you determine that it will not be safe for you.

Regardless of your current location, please be mindful that, for some members of the class community, sensitive material might result in repercussions, so respect each other's boundaries, privacy, and safety as well as your own.

On this topic, 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


---


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


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 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?

 On Canvas, see [Where can you find help or support?](#), [How to succeed in this course](#), and [How to use Zoom and Canvas in this course](#) also have relevant supports.

 For course-related support, use Canvas Discussions, email and/or set up a meeting with the TA Dane Allard ([Dane.Allard@alumni.ubc.ca](mailto:Dane.Allard@alumni.ubc.ca)), drop into the instructor's regular office hours or set up another meeting time and/or email ([Laura.Ishiguro@ubc.ca](mailto:Laura.Ishiguro@ubc.ca)).

 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

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](#)."

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