

Researching Local History from the Ground Up History 304 101

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University of British Columbia
Winter 2021-22, Term 1

Online course home: [Canvas](#)

This is a blended course, combining asynchronous online learning with in-person class discussion, activities, and workshops.

In-person classes: Tuesdays, 2:00-3:20pm, BUCH D205* unless otherwise listed.

*This is a new, larger classroom than the one originally listed in SSC, in order to allow more distancing and (literal) breathing room. Please update your records accordingly!

Online (asynchronous) learning: Canvas modules released on Thursdays, 2:00pm.

Optional: IBLC 185 will be open to you on Thursdays, 2:00-3:20pm, if you would like a designated place on campus to engage with the asynchronous work. The instructor will not be present, and you are welcome to do this work elsewhere on your own schedule in the week if you prefer.



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

The Point Grey campus of UBC Vancouver is located on the traditional, ancestral, unceded, and occupied territory of the [hən̓q̓əmin̓əm̓](#)-speaking [x̣ʷməθḳʷəy̓əm \(Musqueam\)](#) people. [x̣ʷməθḳʷəy̓əm](#) have lived here since time immemorial – since the beginning of people, history, and memory; for millennia – and continue to do so. “Unceded” means that [x̣ʷməθḳʷəy̓əm](#) have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonialism. I encourage you to learn more directly from [x̣ʷməθḳʷəy̓əm](#) as well as from other nations on whose territories you live; I also encourage you to attend to the histories that shape your own presence, relationships, and work in this place.

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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 slowing down to understand and practice historical research in a deeper way, and learning through hands-on practice and regular reflection. Through lectures, guided activities, discussions, skills workshops, 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 explore how to translate course learning into something meaningful beyond the university. You can expect to gain some familiarity with Vancouver’s past as you will conduct research on local history topics, but this is not a course that aims to “cover” the history of the city. The research work is central, and you can expect to build and deepen skills that will serve you well in other courses, as well as being transferable to future studies and employment, whatever lies ahead. No pre-requisites or co-requisites. Welcome!

How is this course structured & delivered?

Structure. Aside from the introductory week (Week 1) and a final concluding class (Week 14), HIST 304 is organized into three four-week units. Each has a different focus, but they connect and build on each other, adding up to an overall focus on researching local history. There is an assignment due after each unit, and this relates directly to what we did in the unit – asking you to practice and demonstrate what you learned, apply it to new contexts, and reflect on and evaluate this work.

Unit I: Researching <ul style="list-style-type: none"> Focus: historical research methods, skills & strategies. Main assessment: research journal. 	Unit II: Local history <ul style="list-style-type: none"> Focus: local history as a field of study & applying Unit I skills to explore a local history case study. Main assessment: research journal. 	Unit III: From the ground up <ul style="list-style-type: none"> Focus: connecting & applying Unit I & Unit II to conduct a local history research project with applicability beyond the university. Main assessment: the project (ie. teaching resources on local history).
<p>In addition to the main unit-based assessments, you will also build and demonstrate your learning in two other ways across the course:</p> <ul style="list-style-type: none"> Small-scale, regular engagement and contributions (activity/discussion each week). Reflective self-evaluation and summative demonstration of learning (research self introduction, take-home exam). 		

Delivery. **This is a blended course, which combines online and in-person learning.** More specifically, your regular weekly coursework will involve three main elements:

- ONLINE:** Canvas modules, asynchronous, on your own schedule between Thursday 2pm and Tuesday 2pm. Involves lecture videos, short research activities and/or assigned readings.
- IN-PERSON:** class, Tuesdays 2-3:20pm, BUCH 205 unless otherwise listed in the schedule. (Please note that this is a new, larger classroom than the one originally listed in SSC. This is to allow for more distancing and some additional [literal] breathing room. Please update your records accordingly.) Involves discussion, activity, and/or skills workshop to explore, practice, and build on what you learned through the asynchronous work. Come to class having engaged with the asynchronous work posted on the previous Thursday so that you are prepared to participate.
- ON YOUR OWN:** work on your own assignments to deep, practice, demonstrate, and reflect on your learning.



**If you ever want to know more about my rationale for this course structure, you can [read a bit more on the Canvas page with my tips for asynchronous learning](#), or you are welcome to ask and I will happily over-explain! The short story is that it reflects my commitment to a fair, clear, accessible, and meaningful course that balances my approach to quality teaching and learning in general, my understanding of best practices in ongoing crisis learning, and the shifting public health orders and university or department policies that I am required to follow.*

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:


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


- d. Plan and perform primary source research in libraries, archives, and online: locate, handle, summarize, interpret, and assess primary sources in various forms such as manuscript, published, and digital; recognize the limits of this research and troubleshoot when barriers are encountered. (This course will not focus on all forms and methods of historical research; for example, we will not focus on interviewing as there is a separate HIST course on oral history and it is beyond the scope of what we can do here.)
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 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, demonstrate, and appraise the skills and knowledge that you have gained in the course. Show what you are able to do and explain why it might be useful for you. (Units I-III)

To achieve the objectives, you should consistently engage with the required work for each week and complete the assignments. You should also contact me if you have questions or concerns. I will assess your achievement of course objectives based on the assignments, as outlined below.

What materials will you need?

 **No textbooks!** This course has no extra supplies to purchase. All readings and research exercises are available for free or at no additional cost to registered students. Assigned readings or instructions for research exercises will be in the weekly Canvas modules.

 **A computer or other device & internet access!** As a blended course, HIST 304 takes place partly online (asynchronous), which means that you will need access to a computer or similar device as well as the internet. The online course home will be Canvas, accessible with your CWL. My office hours and any other meetings will be held on Zoom; when meeting with me, you will always have a choice of video, just audio, or just chat.

 **A face covering!** You are required to wear a medical or non-medical mask that covers your nose and mouth in all indoor public spaces, including the classroom (as well as hallways, lobbies, stairwells, and elevators on the way to the classroom) unless you qualify for an exemption on grounds included in the Provincial Health Officer order, in which case you should seek an accommodation as explained below.

- If you don't have a mask or you forget a mask, there will be masks available in various locations around campus including in the Dean of Arts office, Arts Advising, and Buchanan Tower.
- Please note that some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(2 September\)](#) outlines exemptions for students in certain situations including: “(a) If the student is unable to wear a face covering because of (i) a psychological, behavioural or health condition, or (ii) a physical, cognitive or mental impairment; (b) if the student is unable to put on or remove a face covering without the assistance of another person.” Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order. Such requests must be made through the Center for Accessibility. After review, students who are approved for this accommodation will be provided with a letter of accommodation to share with instructors teaching courses in which they are registered. In the intervening time, you are very welcome in the class.

- With reference to mask-wearing, mask exemptions, and all other matters, please help to maintain a **respectful environment** on campus. The mask mandate is very important and I urge us to respect it fully; that includes wearing masks if they are required of us *and* respecting exemptions and those of us who qualify for them.
- Note: the PHO Order exempts instructors from wearing a mask while lecturing if they can maintain a 2m distance from everyone else. Despite this exemption, I still intend to remain masked in the classroom at this time due to personal health and other considerations. It is possible that this will change during the term, in which case I will let you know; for now, expect me to be masked in the classroom.

Who is teaching this course?

 To find out more about me, see the [Instructor page](#) on Canvas, which is located in the Introductions module and linked from the Home page.

Instructor: Dr. Laura Ishiguro. Call me either Laura, or Dr. Ishiguro, or Professor Ishiguro – your choice among the three. My pronouns are she/her/hers.

I aim to answer student communications in the following formats within 48 hours on weekdays:

- **For general questions, comments, or logistical issues related to the course**, read and/or post in the [Course Q&A and General Discussion](#) on the Canvas discussion board. I encourage you to respond to your peers here too, if you have answers to their questions or want to chime in about issues that they have raised.
- **For one-on-one consultation**, attend my office hours on Zoom on Tuesdays 10-11am. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).
 - My scheduled office hours are drop-in – first come, first served. You will enter in a waiting room; please wait there and, when I am available, I will add you to the room where we can communicate by your choice of video, just audio, or just chat.
 - If you are unable to meet in my scheduled office hours, send me an email (Laura.Ishiguro@ubc.ca) to arrange an alternative time that works for both of us. We will meet in the same Zoom office linked above.
- **To contact me about personal circumstances not appropriate for the discussion board or to set up a meeting outside of my regular office hours**, email me at Laura.Ishiguro@ubc.ca. I do not use Canvas messages! Please use this email address instead!

What will we do?




Course schedule

! Remember: in order to attend any in-person class, you must first complete a [self-assessment for COVID-19 symptoms](#); wear a mask (unless you qualify for an exemption under the terms of the Provincial Health Officer order, in which case you should seek an accommodation through the Centre for Accessibility); and generally follow a path of abundant caution, collective care, and respect, as well as all COVID-19 safety policies in effect. **Do not attend in-person classes if you are sick, or even maybe-sick.** One absence is automatically excused; additional absences can be excused if you contact me to let me know you have grounds for academic concession; and we can discuss the possibility of online alternatives in the case of exceptional extended absences during which you are not able to attend in-person classes but able to complete remote coursework.

! Although I will avoid it if/as much as possible, this schedule is subject to change, particularly if public health orders, university policy, and/or course circumstances require it. **For more information, see [COVID-19 policies & principles](#) on Canvas or later in this syllabus.**

Introductions


Thursday 9 September

-  **Asynchronous.** The course Canvas site will be released by 2:00pm. Complete the Introductions module on Canvas before 2pm on Tuesday 14 September (or as soon as you join the course). This will walk you through an introduction to the course.
 -  **Asynchronous.** Complete the initial survey for the instructor. This is located in the Introductions module on Canvas.
-  **Synchronous class on Zoom.** There will be no in-person class. Instead, there will be a [synchronous class session on Zoom](#) from 2-3:20pm on Thursday 9 September.
 - You do not need a Zoom account to attend. You are not required to use your full name when you join; you can use just a first name or nickname if you prefer. I never require you to turn on your cameras should be unable or unwilling to do so.
 - If you are going to be on campus and need a designated place to sit while you attend the Zoom class, **IBLC 185** is booked for HIST 304 on Thursdays from 2-3:20pm all term. (FYI: this is not the same room as was originally listed in SSC.)
 - This class meeting is an exception; for the rest of term, there will be *no* synchronous or in-person commitments on Thursdays. However, I wanted to begin with an opportunity to meet me and each other, and to touch base about the term ahead.
 - If you cannot attend this class, it's fine – please simply complete the asynchronous work for the week.

Unit I: Researching

What is historical research, why do it & where do we begin?


- **Tuesday 14 September**  **In-person class.** BUCH D205.

- **Thursday 16 September**  **Asynchronous.** Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Assigned reading:

- David E. Kyvig and Myron A. Marty, “Traces and Storytelling,” chapter 3 in *Nearby History: Exploring the Past Around You*, 3rd ed. (Toronto: AltaMira, 2010), 45-60.
- Excerpts from David McIlwraith, ed., and Wanda Joy Hoe, trans., *The Diary of Dukasang Wong: A Voice from Gold Mountain* (Vancouver: Talonbooks, 2020).


- **Tuesday 21 September**  **In-person class.** BUCH D205.

Searching, browsing & making friends with sources

- **Thursday 23 September**  **Asynchronous.** Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Assigned reading and activity:

- Megan Blair, “Miss Canadian University, 1970: Campus Pageants as Places of Protest,” *Histoire Sociale / Social History* 52, 106 (2019): 355-368.

- Then, there will be a short research activity that asks you to build on this article using your primary source research skills.

 **Deadline!** Research self introduction is due on Canvas by 11:59pm on Thursday 23 September.

- **Tuesday 28 September**  **In-person class.** Location to be confirmed.

National Day for Truth and Reconciliation

- **Thursday 30 September** ☆ **Classes are cancelled for the National Day for Truth and Reconciliation.** I will release a Canvas module by 2:00pm. There will be no lecture videos, assigned readings or activities, or research journal entry this week. Instead, this week's module will contain resources related to the history of Indian residential schooling in Canada. I strongly encourage you to take some time to engage with these or other resources on the topic, selected depending on your existing knowledge of and relationship to this history. Two recommendations will include:

- Read from the [Truth and Reconciliation Commission on Canada's final reports](#), including any of the summary report ("Honouring the Truth, Reconciling for the Future") and Calls to Action, "The Survivors Speak," and/or the volumes on the history of residential schooling.
- Practice your online research skills by exploring the [Indian Residential School History and Dialogue Centre online collections](#) database of primary sources.

Note: these resources focus on the history of Indian residential schooling in Canada, which entails discussion of colonialism and colonial violence, death and genocide, and abuse.

If you want to talk to someone, there is support available for you 24 hours a day, including:

Indigenous people:

- National crisis line for Indian Residential School survivors: 1 866 925 4419
- KUU-US Crisis Line: 1 800 588 8717
- Métis Crisis Line: 1 833 638 4722


UBC Students:

- The [UBC Student Assistance Program](#) (SAP): phone, video, face-to-face, and instant messaging or chat in multiple languages. By phone: toll-free 1 833 590 1328 (in North America) or call collect 1 604 757 9734 (outside North America).
- [Here2Talk](#): single-session 24/7 counselling support and community referrals via app, phone, and web from anywhere in the world. Call toll-free: 1 877 857 3397 or direct: 604 642 5212.


Anyone in British Columbia:

- BC Crisis Centre: 1-800-784-2433 (1-800-SUICIDE) if you or anyone you know is having thoughts of suicide, or the Mental Health Support Line: 310-6789. Both lines are available in over 140 languages using a language service, and are available 24 hours a day toll-free.

Archival sleuthing & the magic of primary sources

- **Tuesday 5 October**  **In-person class.** Meet in [UBC Rare Books and Special Collections](#) in the basement of the IK Barber Learning Centre. Guest speaker: RBSC archivist Krisztina Laszlo.

- Please be punctual. When you arrive, you will be asked to leave coats, bags, pens, and food and drink in a (free) locker at the entrance to the archive, as these are not allowed inside; make sure to bring your student card so that you can access a locker.


- **Thursday 7 October**  **Asynchronous.** Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Assigned reading and activity:

- Michelle T. King, “Working With/In the Archives,” in *Research Methods for History*, eds. Simon Gunn and Lucy Faire (Edinburgh: Edinburgh University Press, 2011): 13-29.
- Then, there will be a short research activity based on your learning this week.


- **Tuesday 12 October**  **In-person class.** BUCH D205.

Unit II: Local history

Here & then – What is local history? What is local history, here?


- **Thursday 14 October**  **Asynchronous.** Canvas module released by 2:00pm. Engage with the materials on your own schedule prior to Tuesday 2:00pm. Assigned reading and activity:

- Peter Seixas, “Doing History with Wah Chong’s Washing and Ironing,” *Canadian Issues* (October 2006): 1-4. Available on Canvas.
- Then, based on the information in the reading, locate the Wah Chong family photograph in an archival database.

 **Deadline!** Unit I Research Journal is due on Canvas by 11:59pm on Thursday 14 October.


- **Tuesday 19 October**  **In-person class.** BUCH D205.

Researching local history: a case study

- **Thursday 21 October**  **Asynchronous.** Canvas module released by 2:00pm. Engage with the materials on your own schedule prior to Tuesday 2:00pm. Assigned reading:

- Lisa Rose Mar, “Beyond Being Others: Chinese Canadians as National History,” *BC Studies* 156 (2007/8): 13-34.

- **Tuesday 26 October**  **In-person class.** Meet in [UBC Rare Books and Special Collections](#).

- **Thursday 28 October**  **Asynchronous.** Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Assigned reading and activity:

- Timothy J. Stanley, “By the Side of Other Canadians?: The Locally Born and the Invention of Chinese Canadians,” *BC Studies* 156 (Winter 2007/8): 109-139.
- Then the module will ask you to conduct a short research exercise based on the lecture materials and the archival research that you have done so far.

- **Tuesday 2 November**  **In-person class.** Meet in [UBC Rare Books and Special Collections](#).

Unit III: From the ground up

Designing the project

- **Thursday 4 November** 📺 **Asynchronous**. Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Assigned reading:
 - ❑ Janet Nicol, “‘Girl strikers’ and the 1918 Vancouver Steam Laundries Dispute,” *BC Studies* 203 (Autumn 2019): 53-81.
 - ❑ The combined lesson plan from “[The 1918 Vancouver Steam Laundries Strike](#),” BC Labour Heritage Centre and the BC Teachers’ Federation’s Labour History Project (2020).

🔔 **Deadline!** Unit II Research Journal is due on Canvas by 11:59pm on Thursday 4 November.

- **Tuesday 9 November** 📅 **In-person class**. BUCH D205. Please come to class prepared to discuss possible topics and sites of research for your project.

Researching the project

- **Thursday 11 November** *Mid-term break from 10-12 November. Classes are cancelled. There will be no new module today. Instead, I recommend taking a break and/or starting your research!
 - **Tuesday 16 November** 📅 **In-person class**. Meet in [UBC Rare Books and Special Collections](#) unless you have made other arrangements with me regarding your project research.
 - **Thursday 18 November** 📺 **Asynchronous**. Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Its sole focus will be guidance for your project research.
- *Optional event that might be of interest.* 2-3:30pm, 21 November, Zoom. [Friends of the BC Archives event](#). Archivist Genevieve Weber will offer a virtual tour of the BC Archives. Registration required.

Evaluating & analyzing the research

- **Tuesday 23 November** 📅 **In-person class**. BUCH D205. Come to class prepared to discuss your project process and progress, your research findings, and any questions or issues; you should also be prepared to offer your colleagues support in their own projects.
- **Thursday 25 November** 📺 **Asynchronous**. Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Its sole focus will be guidance for your project analysis.

Communicating the research

- **Tuesday 30 November** 📅 **In-person class**. BUCH D205. Come to class prepared to discuss your project progress; you should also be prepared to offer your colleagues support in their own projects.
- **Thursday 2 December** 📺 **Asynchronous**. Canvas module released by 2:00pm. Engage on your own schedule prior to Tuesday 2:00pm. Its sole focus will be guidance for writing up your analysis and finalizing your project.

Researching local history from the ground up! Reflections & lessons

- **Tuesday 7 December** 📅 **In-person class.** BUCH D205. Come to class prepared to discuss and celebrate your project, and to reflect on the course's lessons.

🔔 **Deadline!** The project is due on Canvas by 11:59pm on Tuesday 7 December.

Exam period

🔔 **Deadline!** The take-home exam is due on Canvas by 11:59pm on Tuesday 21 December.

COVID-19 & HIST 304 – policies & principles

Members of the course community (myself included) – as well as the people with whom we live, work, and gather, and for whom we care – have varied and potentially very serious risks in relation to COVID-19 and other contagious illnesses; you can judge your own risk and risk tolerance, but you cannot decide others' for them. We are also facing another difficult term, which – for many of us, in shared and different ways – might be shaped by the exhaustion, trauma, anxiety, and uncertainty wrought by COVID-19 over the past year and a half, as well as varied needs, feelings, and relationships to teaching and learning in person and online. With all of this in mind, **I ask and expect that we all approach our work in this course through the principle of collective care and responsibility. When in doubt, choose the more cautious and generous option.**

Given how rapidly things have changed in the weeks and days leading up to term, I can't avoid acknowledging that everything is subject to change! For now, specific policies include:


! **You are required to follow all public health orders, university requirements, and course policies.** These might change throughout the term. Please monitor the [UBC COVID-19 page](#) or your email account for updates from UBC, and Canvas for updates from the course. You can adjust your Canvas settings to notify you of new Announcements by email (Account -> Notifications).

! **If syllabus changes are required.** While I have designed the course to accommodate diverse circumstances and significant unknowns as best as possible, further changes might be required. I will try to avoid or minimize this, but if it becomes apparent that revision to the class structure or content is needed, I will communicate with you about this in accordance with [UBC Senate Policy V-130, Section 9](#).


🤒 **Before attending any in-person class, you must complete a [self-assessment for COVID-19 symptoms](#).** Under absolutely no circumstances should you attend any in-person class if you are sick or maybe-sick! **If you are sick, stay home.**

- One week's discussion (absence/non-participation, or otherwise the lowest mark) will be automatically dropped at the end of term, no questions asked.
- If you are unable to participate in the course for more than one week due to reasons that qualify for an excused absence (eg. illness or other medical circumstance, conflicting responsibilities, compassionate grounds), just send me an email. Do *not* also send me documentation as proof (ie. no doctor's notes, no photographs or detailed descriptions, please!). In such circumstances, I can excuse additional absences, as well as check in about other ways to support you in the course.

- Likewise, if you are unable to meet a deadline for a written assignment due to illness, just send me an email and I will grant an extension or excuse its late submission.

 **A face covering!** You are required to wear a medical or non-medical mask that covers your nose and mouth in all indoor public spaces, including the classroom (as well as hallways, lobbies, stairwells, and elevators on the way to the classroom) unless you qualify for an exemption on grounds included in the Provincial Health Officer order, in which case you should seek an accommodation as explained below.


- If you don't have a mask or you forget a mask, there will be masks available in various locations around campus including in the Dean of Arts office, Arts Advising, and Buchanan Tower.
- Please note that some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(2 September\)](#) outlines exemptions for students in certain situations including: “(a) If the student is unable to wear a face covering because of (i) a psychological, behavioural or health condition, or (ii) a physical, cognitive or mental impairment; (b) if the student is unable to put on or remove a face covering without the assistance of another person.” Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds for exemption detailed in the PHO Order. Such requests must be made through the Center for Accessibility. After review, students who are approved for this accommodation will be provided with a letter of accommodation to share with instructors teaching courses in which they are registered. In the intervening time, you are very welcome in the class.
- With reference to mask-wearing and all other matters, please help to maintain a [respectful environment](#) on campus. The mask mandate is important and I urge us to respect it fully; that includes wearing masks if they are required of us *and* respecting exemptions and those of us who qualify for them.
- Note: the PHO Order exempts instructors from wearing a mask while lecturing if they can maintain a 2m distance from everyone else. Despite this, I still intend to remain masked in the classroom at this time due to personal health and other considerations. It is possible that this will change, in which case I will let you know; for now, expect me to be masked in the classroom.

 **If I am sick on a Tuesday, I will cancel the in-person class.** I will make every reasonable attempt to let you know about any such cancellation and alternative plans as soon as possible using the Announcements feature on Canvas. I recommend adjusting your Canvas settings to email you any new Announcements (Account -> Notifications). There are two possible alternatives to replace a cancelled in-person class:

- If I am well enough to teach but am taking precautions to avoid infecting others, I will hold a synchronous discussion session on Zoom during the scheduled class time. The usual classroom will be open if you want a designated space on campus from which to attend a Zoom class.
- If I am not well enough to teach, I will cancel the class altogether. As long as I am able to do so, I will open an asynchronous Canvas discussion as an alternate space to discuss the week's work.

! Hopefully unnecessary backup plan for the scheduled in-person classes in general! Any Tuesday class listed as in-person will transition online (synchronous class on **Zoom** in the same time slot if required by public health order, university policy, and/or instructor discretion in specific circumstances (eg. if I need to isolate to avoid infecting others, but I am well enough to work). I will announce any such changes using the **Announcements** feature on Canvas.

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

 To find out more about related policies, see p. 15 of the syllabus or the [Assignments & general policies overview page](#) on Canvas.

Assignment	Percent	Due date
Engagement, participation & contributions	15	Weekly, Tuesday in-person classes
Research self introduction	5	11:59pm on Thursday 23 September
Research journal	30 total	
→ Unit I	15	11:59pm on Thursday 14 October
→ Unit II	15	11:59pm on Thursday 4 November
Project (Unit III)	25	11:59pm on Tuesday 7 December
Take-home exam	25	11:59pm on Tuesday 21 December

Engagement, participation & contributions

15% will be assessed based on your engagement and participation in Tuesday classes and, through this, your contributions to our collective learning. Broadly, this will be based on:

- Attendance, punctuality, adherence to instructions (40%).
- Demonstrated preparation and engagement (20%).
- Respectful treatment of others and their ideas (20%).
- Quality of contributions (20%). By this, I mean contributions that make our collective work and learning better. Strong participation in this course does *not* take the form of a mic drop and nobody should be aiming to “win” a discussion or activity! Rather, strong participation 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 out of 1.25/week. At the end of the term, I will automatically drop the lowest week’s mark (including an absence of any sort) to determine a total out of 15. If you need to miss more than one week, review the absence policy (pp. 15-16 of the syllabus).

At the end of the term, you will also have an opportunity to complete a self-evaluation of your engagement, 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! I will not use your self-evaluation to penalize you, should you suggest a lower mark than what I calculate. If you suggest a higher mark, I will also not automatically raise the mark. However, your explanation might give me additional factors to consider that I had not been able to assess myself.

 For general principles and expectations to guide participation, as well as a specific rubric, see the [Engagement, participation & contributions](#) Assignment page on Canvas.

Research self introduction

The research self introduction, worth 5%, is intended as a small and simple assignment to serve as a foundation for your work in 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 throughout the term.



More specifically, in approximately two to three double-spaced pages, write a short introduction to 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 23 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.

This assignment 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 late penalty. *Learning objective 5*

Research journal



In Units I and II, you will keep a research journal with weekly entries. You will submit the journal in two halves: the first following Unit I (15%), and the second following Unit II (15%).

More specifically: in each Thursday module (except 30 September), there will be a prompt for completing a journal entry (approximately one-and-a-half to two double-spaced pages) based on that week’s work. Follow those instructions.

Then, at the end of the unit, you will write a 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, and revisits your initial research self introduction assignment to identify any significant growth or change.

→ **What do you mean, “prompt”?** In general, the week’s journal instructions will involve 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 will ask you to *do* some form of historical research and then *discuss* it in some way. For example, I might ask you to find a source using 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 (three entries plus a concluding reflection from Unit I) is due on Canvas by 11:59pm on Thursday 14 October. Compile all entries into one document before submission.

The second half of the research journal (three entries plus a concluding reflection from Unit II) is due on Canvas by 11:59pm on Thursday 4 November. Compile all entries into one document before submission.

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 Assignment 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 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, and this will be the focus of the asynchronous and in-person work throughout the final unit. A sample project will be distributed during Unit III.



The project is due on Canvas by 11:59pm on Tuesday 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 six-and-a-half to nine double-spaced pages (including footnotes) responding to several questions that I will develop based on your input 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 or application. 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 Tuesday 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 do you need to know about being in this course?


Assignment & general course policies

Please ensure that you have reviewed the [policies specifically related to COVID-19](#). The following outlines other policies related to assignments or the course.

 **Ask for help!** Post on the [Course Q&A](#), attend office hours, or contact me by email. I cannot comment on draft assignments, but I am available to answer questions and otherwise support.

! All assignments 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.


 **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 missed classes or extensions/late submissions for assignments.** This course is structured so that all components work together, building your skills, knowledge, and understanding in a linear logical way throughout the term. On the one hand, this design assumes on your regular and timely engagement with the work at hand. On the other hand, I understand that sometimes you might need to miss an in-person class or submit an assignment late; your coursework is not inherently and necessarily the most important thing in your life, nor should it be, and there is flexibility built into the course assessments and policies for precisely this reason.


- **In-person class attendance and absences.** Your regular attendance in the Tuesday classes is an expected part of the course, and the engagement, participation, and contributions component of your grade will be assessed in these classes. However, I do not want you to attend in-person classes if you are sick; learning in person is *not* more important than your health; the health of


everyone in the course, and everyone with whom we gather, live, study, work, and care; and indeed, the health of everyone else in the world! With this in mind:

- I will automatically drop one week's participation mark at the end of term (the first absence for any reason, or your lowest mark). No questions asked, no need to email.
 - If you miss more than one in-person class *and* you have reasons for the absence that qualify for academic concession under UBC policy (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in the [UBC Calendar](#)), please send me an email as soon as possible to let me know. In such circumstances, I can excuse further absences (or, if appropriate, suggest an online alternative – eg. in cases of necessary extended absence when you are well enough to work). Never send me documentation (eg. no doctor's notes, no photographs, no detailed descriptions).
 - If you miss an in-person class and you do not let me know that the absence was due to reasons qualifying for concession, a zero will be recorded for that week's discussion.
- **Late submission of written assignments.**
- **Unexcused late submissions of assignments** will be penalized at a rate of 5% per day including weekends.
 - **Excused late submissions of assignments** will not be penalized. This happens in either of two circumstances:
 - If you contact me by email at least 24 hours before the deadline to request an extension for any reason (no documentation or details required) and we agree on an extension, and you then submit the assignment by the agreed-upon date.
 - If you submit an assignment late without letting me know ahead of time, but you then email me to let me know that the late submission was 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](#)). Please email as soon as possible if this applies to you. Do *not* send me documentation of your reasons.

 **I will not accept course assignments submitted after 22 December 2021.** 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 has a useful [summary of academic concessions](#).


 **When you get an assignment back, please take the time to read the feedback.** Written 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 I expect – and will look for – you to try to incorporate feedback into the next assignments.


 **If you have questions or concerns about my evaluation of an assignment, make sure that you have read and reflected on the written feedback first, and then set up a time to speak with me.** I will not re-mark revised and resubmitted assignments, 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.

 **Accommodations and accessibility.** Students with disabilities can seek academic accommodations from the Centre for Accessibility. 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 access barriers as I can. You will never be asked or required to disclose to me the reasons for such concerns.

! 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. Often this involves work that is personally difficult. However, this does not mean personally risky! Although our primary focus will be historical research skills with some local-to-Vancouver history case studies, it is possible that topics will arise that are censored, monitored, or illegal in your home country, or 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 we can determine a good way forward. You will never be required to disclose to me the reasons for any such concerns. Note, too, that one absence will be automatically excused, no questions asked.

 **Respect privacy, safety, and intellectual property.** Do not record or share any course materials or personal information, including your peers’ names, unless you have express permission to do so. As a general rule, all Canvas content (including my lecture materials) must stay 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.”¹ 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 care? As we will discuss, 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, including a zero on the assignment, failure of the course, a notation on your transcript, and/or suspension or expulsion.

What exactly 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.


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

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."²

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 and the Chapman Learning Commons guide, "[Academic Integrity](#)." If you have any questions or concerns as you work on an assignment, please contact me *before* you submit it.

Where can you find more help or support?

 **Don't suffer in silence.** Please be in touch if you have questions or concerns. Use the course [Q&A Discussion on Canvas](#), drop into my office hours or set up another meeting time, or email me.

 **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.** This is important even at the best of times, but perhaps especially so as we do this work in shared, diverse, uncertain, and particularly challenging circumstances this term.

✓ See [Canvas for an extensive list of resources](#) related to tech, academics, finances, health, wellbeing, and advocacy.

✓ Quick reference – free, confidential, 24/7 support for mental health & well-being:

- [Crisis Centre of BC](#): off-campus, phone and chat in BC (over 140 languages). If you or someone you know is having thoughts of suicide, call **1-800-784-2433 (1-800-SUICIDE)**.
- [UBC Student Assistance Program \(SAP\)](#): supports for mental, emotional, physical, and financial health via phone, video, face-to-face, and instant messaging/chat (multiple languages). By phone toll-free **1 833 590 1328** (North America) or collect **1 604 757 9734** (outside North America).
- [Here2Talk](#): single-session counselling support and community referrals via app, phone, and web from anywhere in the world.
- 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 in 2020.

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](#)."

² UBC Policies and Regulations, "[Academic Misconduct](#)."