

History of British Columbia

HIST 305

Dr. Laura Ishiguro
Winter 2021-22, Term 2 (hybrid)

Course home: [Canvas](#)

Asynchronous materials: released by 10am, Tuesdays, Canvas modules.
Synchronous or in-person classes*: Thursdays 3:30-4:50pm, [Zoom](#) (until 24 January)
& BUCH D317 (after 24 January, unless otherwise announced).

**There is an online asynchronous alternative on Canvas for all synchronous/ in-person classes.*



Image: 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.

*The Point Grey campus of UBC Vancouver is located on the traditional, ancestral, unceded, and occupied territory of the *hən̓q̓əmin̓əni̓*-speaking *xʷməθkʷəy̓əm* (Musqueam) people. *xʷməθkʷəy̓əm* have lived here since time immemorial – since the beginning of people, history, and memory; for millennia – and continue to do so. “Unceded” means that *xʷməθkʷəy̓əm* have never sold, surrendered, or otherwise relinquished these lands or title to them despite historical and ongoing colonialism. All of this is central to our work in this course, which is focused on understanding the history of these territories currently called British Columbia. Wherever you are, I encourage you to attend to the histories that shape your own presence, relationships, and work here, and to learn more directly from [xʷməθkʷəy̓əm](#) and any other nations on whose territories you live. (The [Native Land](#) website offers one starting place for identifying those nations, though keep in mind its disclaimer.)*

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Basic course information

What is this course about?

HIST 305 examines the historical events and processes that have shaped the territories currently called British Columbia. While this includes millennia of change and continuity between time immemorial and the present, the course primarily focuses on the nineteenth and twentieth centuries. Key themes include Indigenous history; colonialism, migration, and mobility; the role of race, gender, class, sexuality, and labour in shaping British Columbia and people's experiences of it; and power, politics, protest, and the making of a modern state. We will also particularly explore the importance of people's stories and original research. Overall, the course aims to provide you with a new understanding of British Columbia's past and why it matters, as well as useful experience and expertise to take with you into the future, whatever that entails for you. There are no pre-requisites or co-requisites, and no expectations of prior knowledge. Welcome!

How is this course structured?

HIST 305 is a hybrid course. You can complete it entirely online on an asynchronous basis *or* through a combination of asynchronous and synchronous/in-person work.

- New Canvas modules will be released by 10am Tuesdays. Engage with the module materials as instructed, completing each week's work by Monday at 11:59pm.
- There is also a weekly discussion component. For this, you can choose either asynchronous online discussion *or* synchronous/in-person discussion. You can switch back and forth between the options depending on what is best for you from week to week.
 - If you choose asynchronous discussion, you should post at least once by 11:59pm on Thursday, and complete follow-up post(s) as instructed by 11:59pm on Monday.
 - Synchronous/in-person discussions will take place on Thursdays from 3:30-4:50pm, either on [Zoom](#) or in BUCH D317.

- While it will vary by week and person, you should anticipate spending an approximate average of 3-4 hours per week on regular coursework (asynchronous module materials plus discussion), in addition to working on assignments as scheduled during the term.


What are the learning objectives?


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, or places.
 - 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 changes, continuities, themes, and topics, and support these interpretations 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 centres primary sources, and formulates a clear, 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. Recognize and assess the significance of different historical interpretations, experiences, and perspectives today.

To achieve these objectives, you should consistently engage with the regular coursework 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 your work in the assignments listed below.

What materials will you need?

 **No textbooks or extra supplies to purchase!** All assigned materials are available online for free or at no additional cost to registered students. They will be linked in the associated week's module, or find them any time through the Library Online Course Reserves (Canvas).

 **A computer or other device & internet access!** The course takes place either partly or exclusively online, depending on your choice of discussion format. The online course home is Canvas, accessible with your CWL. All synchronous discussions will take place on Zoom, as will my office hours or other meetings. You are not required to have a Zoom account, nor are you required to turn on your camera unless you choose to do so. However, I do ask that you be prepared to unmute yourself in breakout rooms if you choose the synchronous discussion option.

 **A face covering if you attend in-person classes!** You are required to wear a mask that covers your nose and mouth unless you qualify for an exemption on grounds included in the current Provincial Health Officer order, in which case you should seek an official accommodation. Find out more on pp. 12-14 (below) or "[Policies & principles related to COVID-19](#)" on Canvas. Remember that there are online (asynchronous) alternatives available for all in-person classes and you are welcome to choose these for any reason.

Who is teaching the course?

How can you communicate with me?

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. If you want to find out more about me and what you can expect from me as an instructor, visit “[The Instructor](#)” on Canvas.

How can you contact me? Please be in touch with questions or concerns. I am here to support you! I aim to answer student communications in the following ways within 48 hours on weekdays:

- **For questions and logistical issues related to the course**, read and/or post in the [Course Q&A and General Discussion Forum](#) on Canvas. As you will see, I have already posted answers to some FAQs. Please post other questions if/when you have them. I encourage you to respond to your peers here too, if you have answers or want to chime in about issues that they raise.
- **For one-on-one consultation**, attend my office hours on Zoom on Thursdays 10am-11am. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).
 - My scheduled office hours operate on a drop-in basis – first come, first served. You will first enter in a Zoom waiting room. Please wait there and, when I am available for one-on-one conversation, 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. I will not hold in-person meetings.
- **To contact me about personal circumstances not appropriate for the general 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 the Canvas inbox! Please do not send messages via Canvas! Please email me directly using this address! It helps me to manage my workload and workflow (and related stress levels), and helps me to help you in a timely way. Thank you!

How will I contact you? When I need to communicate with the class outside of the weekly modules or the Canvas Q&A discussion forum, I will use the following methods:

- To communicate with the class as a whole, I will use Canvas [Announcements](#). If you would like to receive email notifications about new announcements, you can adjust your Canvas settings (Account → Notifications).
- To communicate with individual people, I will use the UBC system that contacts you by email. Please remember to check the email account that UBC has on file for you.

What will we do?

Course schedule

Week 1 (10-17 January) – Introductions

- **Required asynchronous.** Complete the Introductions module on Canvas. This will introduce you to the course, then ask you to complete two small tasks: an initial survey for me, and a post in an introductory discussion forum so that the class can get to know each other.

- ❑ **Optional synchronous.** Thursday 13 January, 3:30-4:50pm, [Zoom](#). Attendance is not mandatory. This will primarily be an opportunity to meet me and your colleagues, and I will not provide any information that is not also included in the Introductions module. If you cannot attend, you do not need to let me know; simply complete the asynchronous work for the week.
- ❑ **Join the course after the start of term?** Welcome! Please do this week's [asynchronous](#) work when you join us, and contact me if you have questions or concerns.

Week 2 (18-24 January) – Time immemorial to 1770s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 18 January:
 - Lecture: many beginnings – history-telling, place, time, 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).
 - Review exercise: complete by 11:59pm on Monday 24 January.
- ❑ **Required discussion – choice of format:**
 - **Synchronous.** Thursday 20 January 3:30-4:50pm, [Zoom](#) **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 20 January, follow-up post(s) by 11:59pm Monday 31 January.

Week 3 (25-31 January) – 1770s to 1810s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 25 January:
 - 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.
 - Review exercise: complete by 11:59pm on Monday 31 January.
- ❑ **Required discussion – choice of format:**
 - **In person*.** Thursday 27 January 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 27 January, follow-up post(s) by 11:59pm Monday 31 January.

*** Note:** this is the first class scheduled to take place in person. If you choose to attend any in-person class, review and follow all “[Policies & principles related to COVID-19](#)” (on Canvas or pp. 12-14 below) – including by completing a self-assessment for symptoms before attending and following the mask mandate. **Do not attend any in-person class if you are sick, maybe-sick, or “just a little bit” sick!** This or any other in-person class will transition to [Zoom](#) if required by UBC or the Provincial Health Officer. I will use Canvas Announcements to inform you of any such changes.

Week 4 (1-7 February) – 1810s-1870s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 1 February:
 - Lecture: making and contesting “British Columbia” as a colonial place.
 - 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.
 - Review exercise: complete by 11:59pm on Monday 7 February.
- ❑ **Required discussion – choice of format:**
 - **In person.** Thursday 3 February 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 3 February, follow-up post(s) by 11:59pm Monday 7 February.

Week 5 (8-14 February) – 1870s-1910s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 8 February:
 - Lecture: moving stories – rail and the early province.
 - Read: excerpt from Dukesang Wong’s diary in David McIlwraith, ed., *The Diary of Dukesang Wong: A Voice from Gold Mountain* (Vancouver: Talonbooks, 2020), 57-64.
 - Read: excerpt from Daisy Oxley Phillips’s letters in Cole Harris and Elizabeth Phillips, eds., *Letters from Windermere, 1912-1914* (Vancouver: UBC Press, 1984), 8-14.
 - Review exercise: complete by 11:59pm on Monday 14 February.
- ❑ **Required discussion – choice of format:**
 - **In person.** Thursday 10 February 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 10 February, follow-up post(s) by 11:59pm Monday 14 February.

Week 6 (15-21 February) – 1900s-1920s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 15 February:
 - Lecture: resisting and remaking British Columbia for the twentieth century?
 - Read: Marianne Ignace and Ronald E. Ignace, “Tselilcstem re Stsqey’ s-kucw | The Indian Rights Movement of the Early Twentieth Century,” chapter thirteen in *Secwépmc People, Land, and Laws: Yeri7 Re Stsq’ey’s-Kucw* (Kingston: McGill-Queen’s University Press, 2018), 462-489.
 - Read: excerpts from testimony from the Kitwancool Band (18 April 1915), McKenna-McBride commission, pp. 16-24; PDF on Canvas or via [Union of BC Indian Chiefs](#).
 - Review exercise: complete by 11:59pm on Monday 21 February.
- ❑ **Required discussion – choice of format:**
 - **In person.** Thursday 17 February 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 17 February, follow-up post(s) by 11:59pm Monday 21 February.
- ❑ **Deadline!** The project proposal is due on Canvas by 11:59pm on Friday 18 February.

Week 7 (22-28 February) – Midterm break!

- ❑ **Midterm break.** No new Canvas module or discussion this week. My office hour is cancelled on 24 February. I am available by email or on the [Course Q&A and General Discussion Forum](#).

Week 8 (1-7 March) – 1920s-1930s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 1 March:
 - 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: [Yucho Chow Studio photographs](#), City of Vancouver Archives.
 - Review exercise: complete by 11:59pm on Monday 7 March.
- ❑ **Required discussion – choice of format:**
 - **In person.** Thursday 3 March 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 3 March, follow-up post(s) by 11:59pm Monday 7 March.
- ❑ **Deadline! Examining BC History #1 is due on Canvas by 11:59pm on Friday 4 March.**

Week 9 (8-14 March) – 1930s-1940s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 8 March:
 - Lecture: storying the war & imagining the postwar.
 - Read: Nicole Yakashiro, “Powell Street is dead’: Nikkei Loss, Commemoration, and Representations of Place in the Settler Colonial City,” *Urban History Review* 48, 2 (Spring 2021): 32-55.
 - Explore: how were British Columbian newspapers reporting on Second World War? Choose any two digitized BC newspapers (list available in the Canvas module), and find and read one March 1942 article in each paper that speaks to this question.
 - Review exercise: complete by 11:59pm on Monday 14 March.
- ❑ **Required discussion – choice of format:**
 - **In person.** Thursday 10 March 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 10 March, follow-up post(s) by 11:59pm Monday 14 March.

Week 10 (15-21 March) – 1950s-1970s

- ❑ **Required asynchronous.** Canvas module released by 10am Tuesday 15 March:
 - 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. If you prefer to listen instead of reading, you can [find an audio version of this article](#) on the *BC Studies* website.
 - Watch: Melinda Friedman, [Secret Vancouver: Return to Hogan’s Alley](#) (Storyhive, 2016) (16 minutes 29 seconds; YouTube auto-generated closed captioning available).
 - Review exercise: complete by 11:59pm on Monday 21 March.
- ❑ **Required discussion – choice of format:**

- **In person.** Thursday 17 March 3:30-4:50pm, BUCH D317 **OR**
- **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 17 March, follow-up post(s) by 11:59pm on Monday 21 March.

Week 11 (22-28 March) – 1960s-1980s

- ☐ **Required asynchronous.** Canvas module released by 10am Tuesday 22 March:
 - Lecture: The people’s province – in protest and in the everyday.
 - Review exercise: complete by 11:59pm on Monday 28 March.
- ☐ **Required discussion – choice of format:**
 - **In person.** Thursday 24 March 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 24 March, follow-up post(s) by 11:59pm Monday 28 March.

Week 12 (29 March-4 April) – 1980s-2000s

- ☐ **Required asynchronous.** Canvas module released by 10am Tuesday 29 March:
 - Lecture: neoliberalism, sovereignty, organizing – BC 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.
 - Review exercise: complete by 11:59pm on Monday 4 April.
- ☐ **Required discussion – choice of format:**
 - **In person.** Thursday 31 March 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed – at least once by 11:59pm Thursday 31 March, follow-up post(s) by 11:59pm Monday 4 April.
- ☐ **Deadline! The essay is due on Canvas by 11:59pm on Friday 1 April.**

Week 13 (5-11 April) – Past & present

- ☐ **Required asynchronous.** Canvas module released by 10am Tuesday 5 April:
 - Final reflections: British Columbian history and/in the present.
 - Review exercise: complete by 11:59pm on Monday 11 April.
- ☐ **Required discussion – choice of format:**
 - **In person.** Thursday 7 April 3:30-4:50pm, BUCH D317 **OR**
 - **Asynchronous.** Sign up for a Canvas discussion group for the week and post as instructed by 11:59pm Monday 11 April.

Exam period (12-27 April)

- ☐ **Deadline! Examining BC History #2 is due on Canvas by 11:59pm on Tuesday 19 April.**
*Note that this deadline falls on a Tuesday, not a Friday!

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

Assignment	%	Due date
Regular engagement, participation & contributions		
Review exercises	5	Weeks 2-13 (except midterm break): 11:59pm on Mondays.
Discussion	15	Weeks 2-13 (except midterm break) – <i>either</i> <ul style="list-style-type: none"> - Zoom or in-person – 3:30-4:50pm, Thursdays <i>or</i> - Asynchronous – post as instructed by 11:59pm Thursdays & Mondays.
Research project		
Proposal (pass/fail)	5	11:59pm on Friday 18 February (Week 6)
Essay	25	11:59pm on Friday 1 April (Week 12)
Examining BC History		
Examining BC History #1	20	11:59pm on Friday 4 March (Week 8)
Examining BC History #2	30	11:59pm on Tuesday 19 April (Exam period)

REGULAR ENGAGEMENT, PARTICIPATION & CONTRIBUTIONS

This component of your grade focuses on regular engagement with and understanding of course materials, and contributions to our collective learning through discussion. While the weekly portion of the mark is small, 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 as soon as possible so that we can discuss strategies and options as appropriate.

Review exercises

5% will be assessed based on review exercises, which will be released weekly in the Canvas module (Weeks 2-13 except reading break). These are not intended to be onerous or busywork. Rather, they are low-stakes exercises designed to encourage your regular engagement and support your digestion of course materials; to provide structure for reviewing and assessing your learning; to guide and evaluate your understanding of key points and examples; and to serve as a foundation for the larger assignments. They will take the form of short quizzes on Canvas, each consisting of about five closed-ended questions focused on major points and examples from the week's work. They can be completed open-book and multiple attempts are allowed within the week. I anticipate that the review exercise will take about 5-10 minutes to complete each week.

Deadlines: Each week's review exercise will be open from 10am Tuesday to 11:59pm Monday. It will then close and cannot be completed late.

Assessment: They will be automatically marked on Canvas. At the end of term, I will drop your lowest score (or non-completion, no questions asked) to determine a total mark out of 5. If you must miss more than one for a reason that qualifies as grounds for academic concession, email me so that it can be excused.

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

Discussion



15% will be assessed based on your engagement and participation in weekly discussion and, through this, your contributions to collective learning. There are two ways to participate each week. You will choose one. You can change your choice from week to week depending on what is best for you.

If you choose the asynchronous Canvas discussion:

- Opens by 10am Tuesday. Follow instructions in Canvas module to join a group and, based on the week's work and the discussion prompt, make initial post by 11:59pm on Thursday. Complete follow-up post(s) by 11:59pm on Monday.
- Although asynchronous discussion and in-class participation can differ, plan to spend approximately the same amount of time (eg. ~75-80 minutes per week). For the asynchronous option, this time includes thinking about the prompt, considering and writing your own initial contribution, reading and considering others' posts, and making follow-up post(s) as instructed.

If you choose the synchronous/in-person class discussion:

- 3:30-4:50pm, Thursdays. These classes will take place on Zoom until 24 January, and in person in BUCH D317 after 24 January unless otherwise announced. Engage with the week's module prior to attending, and come prepared to discuss the materials as instructed.

Assessment. Discussion participation and contributions will be evaluated based on four factors:

- Adherence to instructions (~40%).
- Demonstrated preparation and engagement with the course (~20%).
- Respectful treatment of other people 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; rather, it includes framing comments and questions in a manner that opens up and improves discussion, and makes space for others' productive contributions.

At the end of term, I will drop the lowest week's mark (including the first non-completion/absence, excused or unexcused), and use the remaining weeks to calculate a mark out of 15. You will also have an opportunity to complete an optional self-evaluation at the end of term, which might be factored into the grade. If you must miss more than one week for a reason that qualifies as grounds for academic concession, email me so that it can be excused.

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

RESEARCH PROJECT (PROPOSAL & ESSAY)

This component of your grade is based on an original research project focused on a British Columbian history 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 a topic, event, theme in BC history was represented in one body of primary sources at the time; understand those primary sources in their wider historical context using at least four related peer-reviewed scholarly secondary sources; and then produce an essay that develops and supports an argument based on this research. The project will be assessed in two stages: 5% for a proposal and 25% for an essay.

Proposal

The proposal will be approximately two pages of writing (typed, double-spaced, with footnotes as required), plus a bibliography (on a separate final page, not included in the two pages of writing).

Deadline: The proposal is due on Canvas by 11:59pm on Friday 18 February.

Assessment: The 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 of 5% per day. **It is very important that you read my feedback prior to completing the final project!**

[Find out more about the proposal on Canvas.](#) This page includes a detailed explanation of what to include in the proposal, as well as a list of suggested topics and primary sources. *Learning objectives 1-3*

Essay

The final project will take the form of an essay (approximately eight pages, double-spaced, including footnotes) *plus* a bibliography and a two-page reflection (both in addition to the eight pages).

Deadline: The essay is due on Canvas by 11:59pm on Friday 1 April.

Assessment: The essay will be evaluated 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.

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

EXAMINING BC HISTORY

This component of your grade is based on two Examining BC History assignments in the term: one, due after the midterm break (20%), and one, due in the exam period (30%). Both assignments ask you to use and demonstrate what you have learned in the course, synthesize and connect course materials, articulate larger take-home points and historical arguments, and reflect on why it matters.

Examining BC History #1

In approximately four to five pages (typed, double-spaced, including footnotes), develop and support a response to the question: **what was the most significant change, continuity, or theme in the history of (what's currently called) British Columbia between time immemorial and about the 1920s – and why was it so significant?** (In other words, what was the most significant change, continuity, or theme that connects our work between Weeks 2 and 6?) **Write your response as *either* a short academic-style essay *or* as a more informal letter to someone (eg. a relative or friend) explaining what you have learned in the course so far.**

Whichever genre you pick, you must include footnotes that reference all sources used (eg. lectures, readings, discussions). No bibliography required. You should only use course materials to develop the response; outside research will not count. The response should demonstrate an analytical understanding of the history in question; synthesize and make connections across the weeks; and draw meaningfully and specifically from a range of course materials (including from at least four of

the five weeks). There is no single right answer to the question! It is your job to make a case for your response using course materials and specific historical examples.

Deadline: This assignment is due on Canvas by 11:59pm on Friday 4 March.

Assessment: This assignment will be evaluated based on demonstrated knowledge, understanding, and synthesis of course content (~45%), analytical insight and effective use of evidence to develop an historical response to the question (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass).

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

Examining BC History #2

This assignment will consist of two sections: a short answer (approximately two pages including footnotes) and an essay (approximately five pages including footnotes). In both sections, you will have a choice of questions – to be distributed near the end of term – and you will be asked to support a response using only course materials from across the term. No bibliography required.



Deadline: This assignment is due on Canvas by 11:59pm on Tuesday 19 April.

Assessment: The short answer will be worth ~30% and the essay ~70% of the total. In general, I will assess each response based on demonstrated knowledge, understanding, and skills developed in the course (~45%), analytical clarity, insight, and use of evidence (~45%), written expression (~10%), and adherence to instructions and principles of academic integrity (required to pass).

[Find out more about Examining BC History #2 on Canvas.](#) *Learning objectives 1-3*

COURSE GRADING SCALE


<i>Exceptional</i>		<i>Excellent</i>		<i>Very good</i>		<i>Good</i>			<i>Fair</i>		<i>Poor</i>
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 about being in this course?


Policies & expectations related to COVID-19

!When in doubt, choose the more cautious and generous option. 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 two years, 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.**


! 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.

 **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, “just a little bit” sick, or even maybe-sick! If you are sick, stay home.

- **If you do not attend an in-person class but you are able to work**, participate in the week’s asynchronous discussion on Canvas instead.
- **If you are too sick to work, I do not expect you to work. Please focus on your health first.** There is flexibility built into the course for precisely this purpose. Review the related policies on the [“Assignments overview & policies” page on Canvas](#) or pp. 14-15 below.

 **If you attend any in-person class, you are required to wear a mask that covers your nose and mouth in all indoor public spaces** unless you qualify for an exemption on grounds included in the current Provincial Health Officer order, in which case you should seek an official accommodation. There are online (asynchronous) alternatives available for all in-person classes in this course and you are welcome to choose these for any reason.

- Some people can be exempted from the mask mandate. For example, Section 7 of the [Provincial Health Officer Order on Face Coverings \(COVID-19\) \(3 December\)](#) 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 Centre 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.
- The current PHO Order exempts instructors from wearing a mask while teaching if they can maintain a 2m distance from everyone else. Despite this, I still intend to remain masked in the classroom due to personal health and other considerations. It is unlikely but possible that this will change during the term; if this is the case, I will let you know ahead of time, but for now, expect me to be masked in the classroom at all times.
- With reference to mask-wearing, exemptions, and all other matters, please help to maintain a [respectful environment](#) on campus.

 **If I am sick, I will cancel the in-person class.** I will make every reasonable attempt to let you know about any such cancellation as soon as possible using Canvas Announcements. There are two possible alternatives for a cancelled in-person class:


- If I am unable to attend class in person but I am well enough to teach, 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, and ask that you participate in the asynchronous discussion on Canvas instead.


! **Backup plan for scheduled in-person classes in general!** Any class currently scheduled as in-person will transition to Zoom if required by public health order, university policy, and/or instructor


discretion in specific circumstances (eg. if I need to isolate, but I am well enough to work). I will announce any such changes using Canvas Announcements.

! If syllabus changes are required. I have designed the course to accommodate diverse circumstances and significant unknowns as much as possible, and I will try to avoid or minimize further changes. However, if revision to the syllabus is required, I will communicate with you about these in accordance with [UBC Senate Policy V-130, Section 9](#).

Policies & expectations related to assignments


 **Have questions? Check the specific instructions on the Assignment page and the [Course Q&A and General Discussion Forum](#).** If your question hasn't been answered there, post in the forum, drop into my office hours, or email me directly.

 **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.

 **Missed classes, deadline extensions, and late submissions.** This course is structured so that all components work together to build your skills, knowledge, and understanding in a linear way over the term. On the one hand, this assumes and requires your regular, timely engagement. On the other hand, I understand that sometimes you might need to miss a discussion 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 for precisely this reason.

- **Missed discussions (in person or online) and/or review exercises.** I absolutely 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 else in the course, and everyone with whom we all gather, live, study, work, and care. With this in mind:
 - **If you do not attend an in-person class but you are able to work**, participate in the week's asynchronous discussion instead. Complete the Canvas review exercise as usual.
 - **If you are too sick to work, I do not expect you to work.** Please focus on your health first. One week's discussion and one review exercise (the first absence/non-completion, or otherwise the lowest mark) will be automatically dropped at the end of term, no questions asked. If this is your first absence/non-completion in the term, you can simply miss it; you do not need to be in touch.
 - **If you are unable to participate in discussion or complete the review exercise for more than one week due to illness or other medical circumstance, conflicting responsibilities, or compassionate grounds (as defined in UBC policy)**, send me an email to say that the missed work was due to a reason that qualifies as grounds for academic concession. In this case, I can excuse the missed work as well as check in about other ways to support you in the course. You are not required to disclose the specific reason. Do not ever send me documentation as proof of your reason – ie. no doctor's notes, photographs, or detailed descriptions, please!
 - If you miss more than one discussion and/or review exercise and you do not inform me that it was due to a reason that qualifies as grounds for academic concession, your mark for this work in the second and any subsequent missed weeks will be recorded as zero.
- **Late submission of written assignments.** Unexcused late submissions of assignments will be accepted with a late penalty of 5% per day. Late submissions will be excused (ie. no late penalty applied) in either of two circumstances:

- **If you email me at least 24 hours before the deadline to request an extension** (for any reason; no documentation or details required), I will grant an extension. There will be no late penalties as long as you then submit it by the agreed-upon extended deadline.
- **If you submit an assignment late without contacting me ahead of time, but you then email to say that it was due to a reason that qualifies as grounds for academic concession under UBC policy** (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, [as defined in UBC policy](#)), I will waive the late penalty. You are not required to disclose the specific reason. Do not ever send me documentation – ie. no doctor’s notes, photographs, or detailed descriptions, please!

 **I will not accept assignments submitted after 27 April 2022, or extend deadlines past this point.** If you still have outstanding assignments then, I recommend contacting your faculty Advising office to see if you might qualify for a deferred standing or other end-of-term academic concession. Find out more about [academic concessions on the Arts Advising website](#).

!All of your work must follow the principles of academic integrity. In short, this means:


- All assignments and discussion contributions must be your own original, independent work.
- All ideas, information, and wording/phrasing from other sources must be properly cited.
 - Any direct quotations must be in quotation marks. If there are no quotation marks, the wording must be entirely your own (not lightly paraphrased with synonyms).
 - For assignments, use Chicago-style footnotes to reference sources. When indicated in the assignment instructions, include a Chicago-style bibliography as well. For quick reference, find a course citation style guide on all Canvas assignment pages.
 - For asynchronous discussion posts, I do not require that you create actual footnotes! However, you should use quotation marks if quoting directly from a source. Please also try to give credit to your sources when relevant, even if it is in an informal way (for example, mention the author’s name if you are referencing their work).
- Why does this matter? Citation is an important component of being part of academic communities and conversations; it enables you to show (off!) your research; it gives fair credit to the people whose labour and expertise has been essential for your own work; and it hones skills, including attention to detail, that are applicable and necessary to future courses, jobs, and more. In addition, there are serious repercussions for this kind of academic misconduct, including failing marks in the assignment and/or course, a notation on your transcript, or suspension or expulsion from the university.


What exactly is “[academic misconduct](#)”? UBC policy, explains, in part:

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


2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person's words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else's work as one's own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student's own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.
3. Submitting the same, or substantially the same, essay, presentation, or assignment more than once (whether the earlier submission was at this or another institution) unless prior approval has been obtained from the instructor(s) to whom the assignment is to be submitted."


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

 **When you get an assignment back**, please take the time to read my feedback. Written assignments will be returned on Canvas with a mark, a rubric, and comments. 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 relevant feedback in the next assignments.

 **If you have questions or concerns about my evaluation of an assignment**, make sure that you have read and reflected on the feedback first, and then set up a meeting 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, there are university procedures for such situations. Find out more about the "[Review of Assigned Standing](#)" process in the UBC Calendar.

Other course policies & expectations

 **Get in touch!** I am here to support you. I cannot comment on draft assignments, but I am happy to answer questions, address concerns, chat about course stuff, or just say hello! Use the [Course Q&A and General Discussion Forum](#), drop into office hours, or email me directly.


 **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, please 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. You will never be asked or required to disclose to me the reasons for any 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 are starting. Often 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 are connected to personal trauma. I do not want to put you at risk or do harm in this course.

Topics that might be sensitive or monitored in some locations. The course focuses on the history of the place currently called British Columbia. It will include examination of topics or themes related to colonialism, individual and state violence, racism, gender, sexuality, disease, and activism and protest. It might also include mention of current events with a Canadian emphasis.

In each week's module, I will endeavour to indicate clearly the specific topics of our work. 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 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. If you are concerned about all or most of the course, I might recommend that you consider postponing or not taking it, though I am happy to speak with you if you need more information to make this decision. Regardless of your current situation, please be mindful that this can be sensitive material and such topics might result in repercussions for other members of the class community. With this in mind, look out for and respect each other's boundaries, privacy, and safety as well as your own.

UBC's official statement on this: "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](#)."

 **Respect privacy, safety, boundaries, and intellectual property.** Do not record or share any course materials or personal information, including your peers' names and my lecture videos, unless you have express permission to do so.

 **Contribute to a respectful, generous course community.** This is essential for our work at the best of times, but it is perhaps especially important in circumstances that are – in shared and diverse ways – particularly challenging for many of us. Members of the course will also have different relationships to, experiences with, and beliefs, knowledge, and ideas about the topics we are examining. In addition, we will be discussing historical people who experienced marginalization

or violence in their lifetimes. In all of this, please be mindful and respectful of the humanity and dignity of others – as well as that of yourself!

Where can you find help or support?

 See “[Where can you find help or support?](#)” on Canvas for an extensive list of UBC 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’s official statement on this: 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](#).”

Note: I also participate in the [Early Alert Program](#), which helps to connect you with relevant resources and supports in a timely way if you run into difficulties. If I have concerns about your academic progress or well-being, I might identify them through Early Alert as well as contacting you. This does not affect your academic record! Only specialized UBC advisors are able to access its information, and then only for the purpose of offering you assistance as soon as possible.