

Researching Local History from the Ground Up

History 304 101

Dr. Laura Ishiguro

University of British Columbia
Winter 2022-23, Term 1

In-person classes: Mondays, 11:00am-1:50pm
Ponderosa Commons North – Oak/Cedar House 1302*
**unless otherwise announced or listed in the class schedule.*

Online course home: [Canvas](#)

Find course information and submit assignments on Canvas.



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 hən̓q̓əmin̓əm'-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” (not “unseated”!) means that xʷməθkʷəy̓əm have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonialism.

I encourage you to learn more directly from [xʷməθkʷəy̓əm](#) as well as 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

 The following information is also available on the [Course overview page](#) on Canvas.

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, with an emphasis on library, archival, and online research. Overall, 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?

Mode of delivery. This is an in-person course. You can find course and assignment information, key reminders, and supplementary materials on Canvas, but you are expected to attend the Monday in-person classes. That said, please do NOT come to any in-person class if you are sick or maybe-sick. I can excuse absences and/or arrange for online alternatives depending on the circumstances. Please review [the absence policy](#) and follow it at all times without exception.

Unit structure. HIST 304 is organized into two units. Unit I, “Researching Local History,” is focused on learning about local historical research, building a wide range of related skills, and assessing key issues, challenges, or considerations in this work. Our regular work will include lectures, assigned materials (readings, videos, and/or other activities), workshops and discussions. Unit I will also include a number of guest speakers and on-campus “field trips.” These will introduce key research strategies and give you opportunities to practice them yourselves.

Then Unit II, “From the Ground Up,” is focused on conducting your own local historical research! Drawing and building on Unit I’s work, you will develop and execute your own research project. The unit’s work will include class discussion, independent work, and guest speakers who will share favourite or important stories about their own research experiences.

Course assignments relate directly to what we do in each unit, asking you to practice and demonstrate what you learned, apply it to new contexts, and reflect on and evaluate this work.

Weekly work cycle and class structure. Aside from the first week, you are asked to complete assigned preparation before each Monday class.

Then, Monday class time will typically include some combination of interactive lecture, hands-on research activity, and peer discussion. In general, these will introduce key ideas, histories, and skills, then give you an opportunity to practice, discuss, and make connections with the assigned preparation. Many classes will also feature guest speakers and/or on-campus “field trips” as well.

- Most weeks, we will meet in the assigned classroom. However, please check the syllabus or Canvas first, as some weeks we will meet in other locations on campus. Sometimes, we will also move from site to site on campus during class time; this is either indicated in the schedule already or will be announced ahead of time. If you would like more information or if you have any concerns about plans to move around campus, please let me know – no details needed, no questions asked. This will help me to ensure that everyone can participate in the class.
- Depending on the specific class content and location, we will take either two shorter breaks or one longer break during the three-hour block.

What are the course’s learning objectives?


By the time you submit the final assignment in December, you should be able to:


1. **Describe, discuss, and practice key historical research skills**, including:
 - a. **Formulate a project**: define a topic, construct a question, identify relevant sites of research, and choose and evaluate appropriate research strategies.
 - b. **Explain academic integrity and its significance**, develop strategies for practicing it, and implement these in your own work.

- c. **Plan and perform 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, microform, and digital; recognize the limits of this research and troubleshoot when barriers are encountered. (Note: this course will not focus on all forms and methods of historical research. For example, while we will discuss using existing oral history collections, we will not focus on interviewing ourselves; there is a separate HIST course on oral history and, particularly given ethics requirements and concerns, it is beyond the scope of what we can do here.)
 - e. **Discuss issues that shape or guide good historical research,** including those related to ethics, power, and silence.
2. **Define and discuss local history as a field of study.**
 3. **Identify and explain the historical significance of some specific local history topics.**
 4. **Apply the above skills and knowledge to your own research project.**
 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.

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 your class contributions and assignments.

What materials will you need?


 **No textbooks or extra supplies to purchase!** All assigned readings/videos and research exercises are available online for free or at no additional cost to registered students. The assigned materials are listed in the syllabus and Canvas class schedule. In some cases, specific sources or links will be available in Canvas modules; in other cases, you should use the listed information and your research skills to locate and access the assigned sources yourself. If you are unable to find or access a source, please email me as soon as possible (and definitely before class itself).

 **A computer or other device & internet access!** Although classes take place in person, everyone will use the Canvas site to find information about the course and submit assignments. The weekly assigned preparation and some of your independent research in this course will also be done online. I hold office hours and other meetings on Zoom; we can communicate using your preference of video, just audio, or just chat.

UBC has wifi. There are also several options for using and/or borrowing computers, including:

- Accessing a [computer at a public workstation in the UBC Library](#).
- Borrowing a [laptop \(or other technology\) from the UBC Library](#).
- Accessing a computer in Arts drop-in lab (Buchanan B101).

Who is teaching this course?


 To find out more about me, see the [Instructor page](#) on Canvas.

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


- **For one-on-one consultation,** attend my office hours on Zoom on Mondays from 3:30-4:30pm. [Join directly using this link](#) (or Meeting ID: 642 8146 2274 and Passcode: 446820).

- My office hours operate on a drop-in basis – 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 office hours, email me to arrange an alternative time that works for both of us. We will meet in the same Zoom office linked above.
- All of my meetings will be held on Zoom. I do not hold in-person meetings.
- **To email me**, use Laura.Ishiguro@ubc.ca. (I do not use the Canvas inbox! Please do not send me messages via the Canvas inbox! Please use this email address instead!) I aim to answer student emails within 48 hours on weekdays. Email is excellent for setting up meetings outside of my regular office hours; for [requesting extensions or other accommodations](#); and for asking questions with straightforward answers. If your email query requires more substantial discussion or conversation, I will ask to set up a meeting instead.

What will we do?

 **This is an overview for reference, also available on the [Course Schedule page](#) on Canvas.** You certainly do not need to memorize this! There will be an overview on Canvas each week that reminds you of the requirements, assigned preparation, class meeting locations, and any deadlines.

Course schedule

 Please do not attend any classes with symptoms of contagious illness. Prior to attending any class, complete a [self-assessment for COVID-19 symptoms](#), as well as considering other potential symptoms of concern. When in doubt, I ask that you follow a path of abundant caution, collective care, and respect, as well as any Provincial Health Officer, UBC, and course requirements. I have a [generous absence and extension policy](#) if you are too sick to work. I can also arrange for online alternatives to in-person classes if appropriate and needed.

Day	Topic	Meeting location	Assignment deadlines
UNIT I – Researching local history			
<ul style="list-style-type: none"> ● No required preparation for the first class! ● Optional: if you are interested, you are welcome to explore the Canvas site (I recommend starting with the Introductions module, which will offer a structured guide through the site) or this syllabus (available on Canvas and compiling the most important information about the course in one downloadable file). 			
12 September	Introductions	PCN 1302	
Preparation for 19 September class <ul style="list-style-type: none"> ● Please ensure that you have familiarized yourself with the course, either by attending the first class, reading the syllabus, and/or exploring the Canvas Introductions module. Optional but very encouraged: complete the initial survey for instructor (Canvas Introductions module). ● Watch Dominique Luster (she/her*), “Archives Have the Power to Boost Marginalized Voices,” TEDxPittsburgh (2018). Via YouTube, 8 mins 23 secs; captions available. ● Read excerpts from David McIlwraith (he/him), ed., and Wanda Joy Hoe (she/her), trans., <i>The Diary of Dukasang Wong: A Voice from Gold Mountain</i> (Vancouver: Talonbooks, 2020), 3-12 and 60-61. Available on Canvas (Library Online Course Reserves or weekly module). 			

*Note. Throughout the course schedule, I have identified authors' pronouns based on publicly available biographies, with a preference for recent ones that appear to have been self-authored. Errors are possible; if you note any, please let me know.

19 September	The search and the surprise: the local, the library, & other beginnings	PCN 1302 You will be asked to visit Koerner Library during class time.	🔔 Deadline! Research self intro is due on Canvas by 11:59pm on Friday 23 September.
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Preparation for 26 September class

- *Read Krista McCracken (they/them), “Archival Photographs in Perspective: Indian Residential School Images of Health,” *British Journal of Canadian Studies* 30, 2 (2017): 163-182.
- *Watch Mary Jane Logan McCallum (she/her) and Erin Millions (she/her), “[Historical Photographs are Health Records: Indigenous Tuberculosis History](#),” presentation to the Shingwauk Residential School Center Archive, 2021. Via YouTube, 35 mins 51 secs; auto-captions available. (Dr. McCallum’s contribution was briefly interrupted by some internet connectivity issues; if you want to review the history she discusses, see the “[TB History](#)” page on the Manitoba Indigenous Tuberculosis History Project website.)

* Note. These sources – and some of our work during the 26 September class – focus on histories of Indian residential schooling and Indigenous people’s experiences with tuberculosis hospitals in Canada. These entail discussion of colonialism and colonial violence, illness and death, medical experimentation, genocide, and abuse. [National crisis line for Indian Residential School survivors and family](#): 1 866 925 4419. [Hope for Wellness Helpline and Online Chat](#) for all Indigenous people across Canada. For other mental health and crisis supports, see the week’s module, the [Help and Support page](#) on Canvas, and/or the final page of this syllabus.

26 September	Not just the search: working (much, much) better with digitized sources & databases	BUCH B202 (Arts computer lab) No food or drink is permitted.	
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Preparation for 3 October class


- Read Louise Boilevin et al (the collective authors: they/them), *Research 101: A Manifesto for Ethical Research in the Downtown Eastside* (2019). Available in [UBC Library Open Collections](#).
- Read Pamela Sugiman (she/her), “The Power of Silence: Personal Memories and Historical Consciousness in Experiences of Racism in Canada,” in Kristina R. Llewellyn and Nicholas Ng-A-Fook, eds., *Oral History, Education, and Justice: Possibilities and Limitations for Redress and Reconciliation* (New York: Routledge, 2020), 70-87.

3 October	Small sources, big questions: microforms, oral histories, & why it matters how we research Guest: Betty Tse	Level 2, Koerner Library unless otherwise announced We will return to our regular	
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		classroom during the class time.	
10 October	<p>No class. Classes cancelled on Monday due to holiday.</p> <p>My regular office hours are also cancelled today. Contact me by email (Laura.Ishiguro@ubc.ca) with questions or to set up a different meeting time.</p>		<p>🔔 Deadline! Research journal #1 is due on Canvas by 11:59pm on Friday 14 October.</p>
<p>Preparation for 17 October class</p> <ul style="list-style-type: none"> • Read Annette Henry (she/her), “Power, Politics, Possibilities Thoughts Toward Creating a Black Digital Oral History Archive,” <i>Language and Literacy</i> 20, 3 (2018): 89-99. • Read Harvey Amani Whitfield (he/him), “White Archives, Black Fragments: Problems and Possibilities in Telling the Lives of Enslaved Black People in the Maritimes,” <i>Canadian Historical Review</i> 101, 3 (2020): 323-345. • Read excerpt from Harvey Amani Whitfield (he/him), <i>Biographical Dictionary of Enslaved Black People in the Maritimes</i> (Toronto: University of Toronto Press, 2022), 3-7. Available on Canvas (Library Online Course Reserves or weekly module). 			
17 October	<p>Great power, great responsibility: archives & manuscript sources</p> <p>Guest: Krisztina Laszlo</p>	PCN 1302	
<p>Preparation for 24 October class</p> <ul style="list-style-type: none"> • Read Zhongping Chen (he/him), “In Search of the Lost Chinese Canadian Story: A Review and Research Note for the Diary of Dukesang Wong,” <i>BC Studies</i> 211 (2021): 79-91. • Read Peter Seixas (he/him), “Doing History with Wah Chong’s Washing and Ironing,” <i>Canadian Issues</i> (October 2006): 1-4. Available on Canvas (Library Online Course Reserves or weekly module). • Locate the Wah Chong family photograph in an archival database. 			
24 October	<p>And then what? Moving from scattered fragments to story & meaning</p>	PCN 1302 unless otherwise announced	
<p>UNIT II – From the ground up</p>			
<p>Preparation for 31 October class</p> <ul style="list-style-type: none"> • Read Janet Nicol (she/her), “‘Girl Strikers’ and the 1918 Vancouver Steam Laundries Dispute,” <i>BC Studies</i> 203 (Autumn 2019): 53-81. 			
31 October	<p>Planning a project: objectives, genre, & feasible questions</p>	PCN 1302	<p>🔔 Deadline Research journal #2 is due on Canvas by 11:59pm on Friday 4 November.</p>
<p>Preparation for 7 November class</p>			

<ul style="list-style-type: none"> Plan your project's research, and then get started! Come to class prepared to discuss. 			
7 November	Researching a project	PCN 1302 With permission, you might spend part of this class time conducting research at a site outside of the classroom.	
Preparation for 14 November class			
<ul style="list-style-type: none"> Conduct the rest/majority of your research. Come to class prepared to discuss research progress and problems, and how to move towards analysis. 			
14 November	Researching & analyzing sources	PCN 1302 With permission, you might spend part of this class time conducting research at a site outside of the classroom.	
Preparation for 21 November class			
<ul style="list-style-type: none"> Conduct the majority of your analysis. Come to class prepared to discuss research and analysis, progress and problems, and moving towards writing. 			
21 November	Analyzing & writing a project	PCN 1302	
Preparation for 28 November class			
<ul style="list-style-type: none"> Conduct the rest/majority of your writing. Come to class prepared to discuss project progress and problems, and moving towards revision and reflection. 			
28 November	Writing, revising, & reflecting on a project	PCN 1302	🔔 Deadline! The project is due on Canvas by 11:59pm on Friday 2 December.
Preparation for 5 December class			
<ul style="list-style-type: none"> Come to class prepared to celebrate your projects, reflect on what you learned, conclude the course and shape the take-home exam, and consider significant take-away lessons. 			
5 December	Reflecting & concluding the course	PCN 1302	
	The take-home exam will be distributed following this class.		
Exam period	🔔 Deadline! The take-home exam is due on Canvas by 11:59pm on Monday 19 December.		

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

 This is an overview for reference. For general information about assignment expectations and requirements, please review the [Course FAQs & Policies page](#) on Canvas. To find out more about individual assignments, and to submit them, check the relevant [Assignments page](#) on Canvas. We will discuss all assignments and practice related skills during the term.

Assignment	Percent	Due date
Engagement, participation & contributions	15	Monday classes (12 weeks)
Research self introduction	5	11:59pm on 23 September
Research journal	30 total	
→ Part I	15	11:59pm on 14 October
→ Part II	15	11:59pm on 4 November
Research project	25	11:59pm on 2 December
Take-home exam	25	11:59pm on 19 December

Engagement, participation & contributions

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

- Adherence to instructions, punctual attendance and active presence in class (~40%)
- Demonstrated preparation and engagement with coursework (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.

At the end of the term, I will automatically drop the lowest week’s mark – the first absence for any reason or, if you did not miss any classes, then the lowest mark. If you need to miss more than one week of classes, please review [the absence policy](#).

You will also have an opportunity to complete an optional self-evaluation of your engagement and contributions at the end of term. I will not use this 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 was not able to assess myself. *Learning objectives 1-5*

Research self introduction



The research self introduction, worth 5%, is intended as a small 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, to complete this assignment: 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 Friday 23 September. *Note:* I have chosen this deadline in part because it is after the add/drop deadline for the course. However, the assignment does not actually require you to know or engage with any course content, so if you are registered in HIST 304 from the beginning of term, you are welcome complete it earlier.

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 Unit I, you will keep a research journal with weekly entries. You will submit the journal in two halves. Each will be assessed out of 15% of your final mark (30% total).

More specifically, to complete this assignment: in each class between 19 September and 24 October (inclusive), you will receive a prompt for completing an entry based on that week’s work. Follow those instructions. Each entry should be approximately one-and-a-half double-spaced pages.



→ What do I mean by “prompt”? In general, the week’s journal instructions will involve a short activity or question that sets 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 *describe and 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 writing is often more personal, descriptive, and reflective than many academic assignments, though I still expect to see clarity and language appropriate to what we might call informal professionalism.

Compile the entries for 19 September-3 October in one document. This constitutes Research Journal #1, and should contain three entries to a total of approximately 4.5 double-spaced pages. Submit by 11:59pm on 14 October.

Compile the entries for 17 and 24 October in one document. Then write one additional concluding entry (approximately one-and-a-half double-spaced pages) that identifies 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. This constitutes Research Journal #2, and should contain three entries to a total of approximately 4.5 double-spaced pages. Submit by 11:59pm on 4 November.

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

Project

In Unit II, you will apply your skills and knowledge built in the course so far in order to design and conduct a project about a topic in local history. This will be assessed out of 25% of your final grade.

More specifically, to complete this assignment: you will research a local history topic, then communicate your research and analysis in one of the following ways:

- Organize your research and analysis into a package of teaching resources that supports a specific element of the British Columbia Social Studies school curriculum.
- Develop an academic History essay (approximately ten pages, double-spaced).

Whichever option you choose, the project must also be accompanied by a bibliography and a final reflection (approximately two pages, double-spaced).

Please note that Unit II is designed specifically to support your work on this project! A sample package of teaching resources will be distributed at the beginning of the unit, along with further instructions, guidance, and support for both options. The majority of our class time in Unit II will be focused on conducting, discussing, troubleshooting, and supporting the projects.

The project is due on Canvas by 11:59pm on Friday 2 December.

In general, it will be evaluated based on demonstrated knowledge and skills developed in the course (~40%), analytical clarity and insight, effective use of evidence (~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



This final assignment, assessed out of 25%, 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.

More specifically, to complete the assignment: you will write approximately six-and-a-half to nine double-spaced pages (including footnotes) responding to questions that I will develop based on your input. The exam will be distributed two weeks ahead of the deadline. Although I will determine the specifics based on our final class discussion, the exam will likely be divided into two or three separate sections. The questions will be open-ended, and you will definitely have a choice of which to answer.

The take-home exam is due on Canvas by 11:59pm on Monday 19 December.

In general, this assignment 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). *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?

Course policies & FAQs

 The following section outlines the main course policies. For these *and* answers to other frequently asked questions, see the [Course FAQs & Policies page](#) on Canvas.

COVID-19 & other health emergencies or issues

- **General principles to guide us.** 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, mpox, and other contagious illnesses. This can impact our ability to work and learn. You can judge your own risk and risk tolerance, but you cannot decide others’ for them. With this in mind, I ask and expect that we all approach this course through the principles of collective care and responsibility. When in doubt, choose the more cautious option. For example, you should never attend an in-person class if you are sick or maybe-sick. Even if you feel able to attend, it is a risk to other people’s health and learning. I have a generous [absence policy](#) if you are too sick to work. I can also arrange for online alternatives to in-person classes if appropriate and needed.
- **Public health orders and university requirements.** In general, you are required to follow all related public health orders and university requirements. These might change throughout the term. Please monitor your email account for updates from UBC, and Canvas for announcements from the course. You can adjust your Canvas settings to notify you of new Announcements by email (Account -> Notifications).
- **Masks.** As of the start of term, face coverings are not required in UBC indoor spaces. However, you are strongly encouraged wear a mask in class if you are able to do so. At this time, I intend to remain masked in class; I plan to use a microphone and auto-captioning while lecturing.

- **Possible changes to the course syllabus.** I will try to avoid or minimize revising the syllabus, but if required by circumstances, I will communicate with you about any such changes in accordance with [UBC Senate Policy V-130, Section 9](#).
- **Possible cancelled classes.** If I am sick (or maybe-sick) on a Monday, 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). If I have to cancel a class, one of two things will happen:
 - If I am well enough to teach but am taking precautions to avoid infecting others, I will hold a synchronous class 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. In this case, my Canvas announcement will explain whether there is an asynchronous alternative for the week and/or whether there are other class schedule adjustments as a result.

Accommodations & access

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 with me, drop into my office hours, or email me so we can discuss possible strategies or adjustments. 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, or to share related documentation directly with me.

Absences, extensions, & late assignments

Note! Do not send me detailed descriptions of illness/injury or supporting documentation (eg. doctor’s notes or photographs) if you contact me about absences, extensions, or late assignments. It is a violation of your privacy, it is not required, I do not want to receive this information, and it does not impact whether I grant extensions/excuse absences or late work!

Missed attendance

Absences from class will be addressed as follows:

- I will automatically drop one week’s participation mark at the end of term. This will be your first absence (for any reason, whether you contacted me or not) or your lowest week’s mark (if you did not have any absences). I will do this automatically for everyone when I calculate grades at the end of term – no questions asked, no need to contact me.
- If you are unable to attend class for additional week(s) due to reasons that qualify for excused absences (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)), email to tell me that it was due to a reason that qualifies for an excused absence. You do not need to specify the reason or provide documentation. I will excuse the absence as well as check in about ways to support you in the course as appropriate.
- If you miss a class and you do not let me know that it was due to a reason qualifying for an excused absence, a zero will be recorded for that week. If you only miss one week during term,

that zero will be dropped at the end of term. If you miss more than one week, second and subsequent zeros will be factored into your participation grade.

Assignment extensions or late submissions

- Unexcused late submissions will be penalized at a rate of 5% per day including weekends.
- Excused late submissions 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.** You can do this for any reason, and you do not need to tell me a reason at all. Simply request an extension, and specify your preferred new deadline. If you contact me at least 24 hours ahead of a deadline, I will always grant an extension; I will usually be able to accommodate your specific preference for a new deadline, but I will let you know if this is not possible. When we agree on a specific extension, that will be your new deadline. If you then submit the assignment by the agreed-upon time, there will be no late penalty. If you miss the extended deadline, I will begin to apply the late penalty (5% per day) from that point. You are allowed to request multiple extensions during the term.
 - **If you submit an assignment late without letting me know at least 24 hours ahead, but you then email me to let me know that the late submission was due to a reason that qualifies for academic concession** (ie. conflicting responsibilities, medical circumstances, or compassionate grounds, as defined in [UBC policy](#)). In such circumstances, please email as soon as possible, and tell me that your assignment was/will be late due to a reason that qualifies for concession. You do not need to specify the reason or provide documentation. I will waive the late penalty in this circumstance, as well as check in about ways to support you in the course as appropriate.
- I will not extend deadlines beyond or accept assignments submitted after 22 December 2022. 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](#).

Assignment support, marking, feedback, & concerns

- **If you want support with assignments as you work on them, please reach out!** I am available to support you. I cannot provide detailed feedback or provisional marks on drafts, but I am happy to answer questions, address concerns, or otherwise discuss coursework with you. Check for answers on the [Course FAQs & Policies page](#) on Canvas. Drop into my regularly scheduled office hours or contact me by email; if you cannot attend my office hours, email so that we can arrange a meeting time that works for both of us.
- **When you get an assignment back, please take the time to read the feedback.** I return all assignments on Canvas. You can expect a percentage mark, a completed rubric, and an overall comment that is intended to explain the mark and support your future work. I expect – and will look for – you to try to incorporate feedback into future assignments as relevant and appropriate.
- **If you have questions or concerns about the evaluation of an assignment, make sure that you have read and reflected on the 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.

Academic honesty & integrity

This course is rooted in the principles of academic integrity and honesty. In its simplest form, this means that you are, as [UBC policy puts it](#), “expected to behave as honest and responsible members of an academic community.” As we will discuss during the term, this is an important component of doing good research and being part of a community; 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.

So, what is academic honesty? It includes submitting assignments that are your own original and independent work, and that always give appropriate credit to all sources that you used.

- All ideas, information, and wording or phrasing from other sources must be cited using Chicago-style footnotes and, when indicated in the assignment instructions, a bibliography.
- Any direct quotations must be in quotation marks; if there are no quotation marks, your phrasing must be entirely different (not lightly paraphrased with synonyms) from the original.
- I know that this can be stressful, but you can find a helpful summary guide to citation on the [Course FAQs & Policies page](#) on Canvas, and I am happy to help.

Put another way, what is academic misconduct? [UBC policy](#) notes that it includes the following:

- “1. Cheating, which may include, but is not limited to:
 - I. falsification of any material subject to academic evaluation, including research data;
 - II. use of or participation in unauthorized collaborative work;
 - III. use or possession in an examination of any materials (including devices) other than those permitted by the examiner;
 - IV. use, possession, or facilitation of unauthorized means to complete an examination (e.g., receiving unauthorized assistance from another person, or providing that assistance); and
 - V. dishonest practices that breach rules governing examinations or submissions for academic evaluation (see the Student Conduct during Examinations).
2. Plagiarism, which is intellectual theft, occurs where an individual submits or presents the oral or written work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others. However, when another person’s words (i.e. phrases, sentences, or paragraphs), ideas, or entire works are used, the author must be acknowledged in the text, in footnotes, in endnotes, or in another accepted form of academic citation. Where direct quotations are made, they must be clearly delineated (for example, within quotation marks or separately indented). Failure to provide proper attribution is plagiarism because it represents someone else’s work as one’s own. Plagiarism should not occur in submitted drafts or final works. A student who seeks assistance from a tutor or other scholastic aids must ensure that the work submitted is the student’s own. Students are responsible for ensuring that any work submitted does not constitute plagiarism.”

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. 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, read [“Discipline for Academic Misconduct”](#) in UBC’s 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.

Do not record or share any course materials or personal information outside of the course unless you have express permission to do so. This includes your peers' names, my teaching materials and assignments, and other content. This is essential for respecting copyright law, intellectual property, and people's safety and privacy.

Do not put yourself at risk, and do respect others' boundaries and positions. I want you to challenge yourself to learn from wherever you start. Often this can be difficult. However, it does not necessarily mean 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 current location, and/or that are connected to personal trauma. I do not want to put you at risk or do harm in this course. With this in mind, please note:

- Our work in this course might include discussion of racism, colonialism, enslavement, medical experimentation and the failure of medical care, illness, death, genocide, and abuse, workplace violence or discrimination, and other topics that might be sensitive or difficult for all or some in the class. Our work will also include discussing the role of History (as a discipline) and historical research in understanding and failing to understand these topics in the past. Since we will be conducting original historical research, you will likely also encounter primary sources that contain offensive language and harmful ideas from the past; often this is unpredictable and may happen without warning.
- As a general rule, I ask and expect that we work to create a respectful community where we can all learn and contribute. This includes being patient and generous (with ourselves and others), listening actively and engaging with each other in good faith, and recognizing that we are working from different positions and backgrounds. That said, there is never space for malicious behaviour, provocation, or discrimination. Your coursework is not assessed based on personal politics or beliefs; please review assignment rubrics and instructions for more.
- If you have concerns about engaging with specific course content or a particular discussion, you are encouraged to contact 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. Remember, too, that one discussion absence will be automatically excused, no questions asked.
- If you have broader concerns that the content of this course might put you at risk, please read UBC's related statement (below) and contact me by email if you would like to discuss it further. Regardless of your current location, please be mindful that, for some members of the class community, sensitive material might result in repercussions, so respect each other's boundaries, privacy, and safety as well as your own.


→ *UBC's statement:* "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](#)."

Where can you find more help or support?

Don't suffer in silence! Please in touch with me if you have any questions or concerns, if you want to check in, or if you just want to say hi! For specific course-related support, you are always encouraged to check the [Course FAQs & Policies page](#) on Canvas, drop into my office hours, and/or email, including to set up a meeting.

I participate in the [Early Alert Program](#), which can help 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.

 **For help and support beyond the course community**, see Canvas for an [extensive list of resources](#) related to tech, academics, finances, health, wellbeing, and advocacy. (These resources range widely from "how do I use Canvas," to "where can I find fentanyl test strips or free menstrual products on campus," to "where can I borrow laptops or laptop chargers," to "how can I access emergency food supplies," to "where can international students find support," and much more.)

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.

→ *UBC's statement*: 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 information about accessing support are available from the UBC Senate, "[Policies and Resources to Support Student Success](#)."