

History of British Columbia

HIST 305

Dr. Laura Ishiguro

University of British Columbia
Winter 2022-23, Term 2 (multi-access)

Course home: [Canvas](#)

Lectures. Either in-person: Wednesdays 2:00-3:20pm, PCN 1001. Recorded.
Or online (asynchronous): lecture recording available on Canvas after class has finished.

Discussions. Either in-person: Wednesdays ~3:30-4:50pm, PCN 1001. Not recorded.
Or online (asynchronous): Canvas discussions, post by 11:59pm on Saturdays & Tuesdays.



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 Colman 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 hənq̓əminəm-speaking [xʷməθkʷəy̓əm \(Musqueam\) People](#). xʷməθkʷəy̓əm have lived here since time immemorial – the beginning of people, history, and memory; for millennia – and have never sold, surrendered, or otherwise relinquished these lands despite historical and ongoing colonial occupation. All of this is central to our work in this course, which is focused on histories of the territories currently called British Columbia. I encourage you to learn more directly from [xʷməθkʷəy̓əm](#) as well as from other Nations on whose territories you live; I also encourage you to attend to the histories that shape your own presence, relationships, and work in this place.

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Basic course information

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

What is this course about?

This place has not always been called British Columbia. Indeed, it is a very recent and contested idea that this might be a single place at all, let alone one called “BC.”

In HIST 305, we will explore how this British Columbia has come to be, how it has changed, and what it has meant for the diverse people, communities, and Nations who have lived here. We will begin with published accounts that introduce Indigenous knowledge about millennia of change and continuity here. The course’s primary focus, though, will be the nineteenth and twentieth centuries. We will examine a range of events, processes, stories, and sources that shed light on the making of British Columbia in this period and the wide range of ways in which people have experienced, contested, and shaped it. Key themes will include Indigenous histories, endurance, and resurgence; settler colonialism and its complexities; migration and movement; environment, industry, and labour; gender, race, class, and sexuality; and power, politics, protest, and the modern settler state. The course also places a particular emphasis on the importance of “everyday” people’s stories, and on the power of original research to understand histories of this place. Overall, HIST 305 aims to provide you with a new understanding of British Columbia’s past and why it matters, as well as experiences, skills, 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, delivered, & accessed?

This is a multi-access course. You can choose to attend classes in person *or* engage with the coursework online (asynchronous) *or* a combination of the two. You do not need to do anything

special to declare your choice; simply either attend the class in person or complete the online option as instructed on Canvas. You can switch between the options depending on what is best for your circumstances throughout the term.

The regular coursework involves three components organized on the same schedule each week:

- **Assigned preparation** (readings, short videos, podcast episodes, etc). Everyone: do this work on your own time prior to engaging in discussion.
- **Lecture** (sometimes includes films). Option: in-person or recording on Canvas. Complete either option prior to engaging in discussion.
- **Discussion** (based on lecture and assigned preparation for the week). Option: in-person or asynchronous Canvas discussion forum. Complete either option.

In practice, you have three options for how and when to do this work:

→ 1. **In-person lecture & in-person discussion**

Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.
- Complete assigned preparation by 2pm. - Attend lecture starting at 2pm. - Participate in discussion starting around 3:30pm. - Check for assignment deadlines (11:59pm).			- Next module available by the end of day at latest.			

→ 2. **Online (asynchronous) lecture & online (asynchronous) discussion**

Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.
- Lecture recording available in Canvas module after in-person class has finished. - Check for assignment deadlines (11:59pm).			- Complete assigned preparation & watch lecture recording by 11:59pm. - Join a discussion group and post at least once by 11:59pm. - Next module available.			- Complete all discussion posts by 11:59pm.

→ 3. **In-person lecture & online (asynchronous) discussion**

Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tues.
- Attend lecture starting at 2pm. - Check for assignment deadlines (11:59pm).			- Complete assigned preparation by 11:59pm. - Join a discussion group and post at least once by 11:59pm. - Next module available.			- Complete all discussion posts by 11:59pm.

(Because you need to have engaged with the lecture prior to discussion, it will not be possible to watch the asynchronous lecture recording and then participate in the in-person discussion.)

What are the course's learning objectives?


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


1. **Identify, explain, and analyze topics and themes in British Columbian history.** This includes being able to:
 - a. Identify key events, people, or places, and explain their significance in historical context.

- b. Formulate interpretations of change, continuity, themes, and sources, and support these interpretations using specific examples and evidence.
2. **Demonstrate developed skills in historical research, analysis, and communication.** This includes being able to:
 - a. Summarize, discuss, connect, 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, including in your own life.
 - 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.

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. Find these materials linked in the weekly modules, or any time through the Library Online Course Reserves on Canvas. If you are unable to access an assigned source, please email me.

 **A computer or other device & internet access!** Whether you choose to attend in-person classes or engage online, everyone will use the Canvas site to find information about the course, submit assignments, and access the weekly assigned preparation. In addition, if you choose the online option for lectures and/or discussions, you will need a device with internet access to complete this work. I also hold office hours and other meetings on Zoom. 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 the course? How can you communicate with me?

 If you would like to find out more about me, see the [Instructor page](#) on Canvas.

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

How can you contact me?

- **For one-on-one conversation**, 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 regular office hours operate on a drop-in basis – first come, first served. You will enter in a waiting room; 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 a 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 Canvas! 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.

How will I contact you? When I need to communicate with the class outside of the regular weekly modules or recorded in-person classes, I will use the following methods:




- To the class as a whole: [Canvas Announcements](#). To receive email notifications about new announcements, adjust your Canvas settings (Account → Notifications).
- To individual people in the class: 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

 This is an overview for reference, also available on the [Course Schedule page](#) on Canvas. Each weekly module will outline the required work and options, and remind you of upcoming deadlines. I will also use Canvas Announcements and lecture to provide reminders.

Week 1 (11-17 January) – Introductions

- **Get started in the course with the first class!** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 11 January, 2pm, PCN 1001 [or](#)
 -  **Asynchronous.** Watch the recorded class, posted to the Week 1 module on Canvas after class has finished.
-  **Asynchronous.** Please complete the initial survey for the instructor and post an introduction on the discussion forum (Week 1 module). Neither is graded, but both are strongly encouraged!

Week 2 (18-24 January) – Knowledge: history-telling, time immemorial to the present

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Musqueam, “[x^wməθk^wəyəm Musqueam: An Introduction](#),” ch. 1 in *Musqueam Teachers Kit – Musqueam: Giving Information about our Teachings*, pp. 7-11.
 - Read: Courtney Dickson, “[New Interactive Map Shares Indigenous Arts, Language and Culture Throughout B.C.](#),” *CBC* (15 June 2021).
 - Explore: First Peoples’ Cultural Council, [First Peoples’ Map of B.C.](#). See the Canvas module for more specific instructions.
- **Lecture.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 18 January, 2-3:20pm, PCN 1001 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 18 January, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

Week 3 (25-31 January) – Stories: moving & meeting, ca. 1770s-1830s





- **Assigned preparation.** 📺 **Asynchronous.** Complete prior to participating in discussion.
 - 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.
 - Read: Louis Miranda and Philip Joe, “How the Squamish Remember George Vancouver,” in *From Maps to Metaphors: The Pacific World of George Vancouver*, ed. Robin Fisher (Vancouver: UBC Press, 1993), 3-5.
- **Lecture.** → **Your choice – either:**
 - 📍 **In-person.** Attend class, Wednesday 25 January, 2-3:20pm, PCN 1001 [or](#)
 - 📺 **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 - 📍 **In-person.** Attend class, Wednesday 25 January, ~3:30-4:50pm, PCN 1001 [or](#)
 - 📺 **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

Week 4 (1-7 February) – Colonialisms: making “British Columbia” (?), ca. 1840s-1870s






- **Assigned preparation.** 📺 **Asynchronous.** Complete prior to participating in discussion.
 - 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. Then read one other article in the same issue.
 - *Optional!* Explore: Frederick Dally, “[Views in British Columbia](#),” 1868, photograph album (including the Cariboo, pp. 69-107). UBC Special Collections, Uno Langmann Family Collection of B.C. Photographs, UL-1001; digitized in UBC Open Collections.
- **Lecture.** → **Your choice – either:**
 - 📍 **In-person.** Attend class, Wednesday 1 February, 2-3:20pm, PCN 1001 [or](#)
 - 📺 **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 - 📍 **In-person.** Attend class, Wednesday 1 February, ~3:30-4:50pm, PCN 1001 [or](#)
 - 📺 **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

Week 5 (8-14 February) – People: sources & settler colonialism, ca. 1870s-1910s

- **Assigned preparation.** 📺 **Asynchronous.** Complete prior to participating in discussion.
 - Listen: Milan Singh, Naveen Girn and Paneet Singh, “When Annie Wright Became Labh Kaur,” *The Nameless Collective* podcast (2017). Stream or download wherever you prefer to access podcasts. Just two options include [Apple](#) and [Stitcher](#). No transcript currently available; 46 minutes. See the Canvas module page for a guide to the episode.

- 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.
- **Lecture.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 8 February, 2-3:20pm, PCN 1001 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 8 February, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.
- **Deadline!** The project proposal is due on Canvas by 11:59pm on Wednesday 8 February.


Week 6 (15-21 February) – Conflict: resistance, survival, & remaking BC, ca. 1900s-1920s

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Allan Downey and Susan Neylan, “Raven Plays Ball: Situating ‘Indian Sports Days’ within Indigenous and Colonial Spaces in Twentieth-Century Coastal British Columbia,” *Canadian Journal of History* 50, 3 (Winter 2015): 442-468.
 - Read: excerpts from testimony from the Kitwancool Band (18 April 1915), McKenna-McBride commission, pp. 16-24, via [Union of BC Indian Chiefs](#).
- **Lecture & short film.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 15 February, 2-3:20pm, PCN 1001 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. The film – “[The Surprising Story of Canada’s Enemy Aliens](#)” (Storyhive, 2017; 4 minutes 51 seconds; captions available) – is accessible on YouTube. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 15 February, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

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

- **UBC’s midterm break is scheduled from 20-24 February.** There will be no class on 22 February. If you choose asynchronous discussion for Week 6, you should complete those posts, but there will be no new Canvas module, assigned preparation, or discussion for Week 7. My regular office hour is also cancelled on 23 February; I will be available by email.

Week 8 (1-7 March) – Work: industry, environment, & organizing, ca. 1910s-1930s

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Andrea Geiger, “Photo Vignette: Erasures,” *BC Studies* 200 (Winter 2018/19): 103-106.
 - Explore: BC Labour Heritage Centre, “[Putting Working People on the Map](#).” Focusing on the “Stories of Working People” sites, find the locations or commemorations of two events that took place between 1900 and 1940. Read the information provided.

- **Lecture.** → **Your choice – either:**
 - **1** **In-person.** Attend class, Wednesday 1 March, 2-3:20pm, PCN 1001 **or**
 - **📺** **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 - **1** **In-person.** Attend class, Wednesday 1 March, ~3:30-4:50pm, PCN 1001 **or**
 - **📺** **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.
- **Deadline! Peopling the Past is due on Canvas by 11:59pm on Wednesday 1 March.** Also, a reminder: the research update can be completed any time between 1 March and 22 March. I recommend reviewing the instructions and your workload, and scheduling it now. This is particularly important if you would like to book a meeting time with me.

Week 9 (8-14 March) – Perspective: re-thinking the Second World War, ca. 1940s

- **Assigned preparation.** **📺 Asynchronous.** Complete prior to participating in discussion.
 - Read: Nicole Yakashiro, “Daffodils and Dispossession: Nikkei Settlers, White Possession, and Settler Colonial Property in Bradner, BC, 1914-51,” *BC Studies* 211 (2021): 49-79.
 - Read: the introduction and any two letters from “[I Know We’ll Meet Again: Correspondence and the Forced Dispersal of Japanese Canadians](#)” (UBC Library, 2022).
- **Lecture & film.** → **Your choice – either:**
 - **1** **In-person.** Attend class, Wednesday 8 March, 2-3:20pm, PCN 1001 **or**
 - **📺** **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. The film – [Force 136](#) (Storyhive, 2017; 16 mins, 45 seconds; captions available) – is accessible on YouTube. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 - **1** **In-person.** Attend class, Wednesday 8 March, ~3:30-4:50pm, PCN 1001 **or**
 - **📺** **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.
- **Deadline reminder:** the research update can be completed any time between 1 March and 22 March. The follow-up response is due within a week of our meeting or my feedback.

Week 10 (15-21 March) – Power: high modernism & its discontents, ca. 1950s-1970s

- **Assigned preparation.** **📺 Asynchronous.** Complete prior to participating in discussion.
 - 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.
 - Read: Ben Mussett, “[Cheslatta Lose Their Land](#)” and “[The Birth of Kitimat](#),” *British Columbia: An Untold History* (Knowledge Network, 2021).
- **Lecture & film.** → **Your choice – either:**
 - **1** **In-person.** Attend class, Wednesday 15 March, 2-3:20pm, PCN 1001 **or**
 - **📺** **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module.

The film – Melinda Friedman, [Secret Vancouver: Return to Hogan's Alley](#) (Storyhive, 2016; 16 minutes 29 seconds; auto-captions available) – is accessible on YouTube. Complete prior to participating in discussion.

❑ **Discussion.** → **Your choice – either:**

- **1** **In-person.** Attend class, Wednesday 15 March, ~3:30-4:50pm, PCN 1001 [or](#)
- **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

❑ **Deadline reminder:** the research update can be completed any time between 1 March and 22 March. The follow-up response is due within a week of our meeting or my feedback.

Week 11 (22-28 March) – Protest: the people's province, ca. 1960s-1980s

❑ **Assigned preparation.** **Asynchronous.** Complete prior to participating in discussion.

- Read: Becki Ross and Rachael Sullivan, "Tracing Lines of Horizontal Hostility: How Sex Workers and Gay Activists Battled for Space, Voice, and Belonging in Vancouver, 1975-1985," *Sexualities* 15, 5/6 (2012): 604-621.
- Read/look at: "['We want action now': Indigenous Women, Prison Activism, and the 1983 Kent Hunger Strike](#)," short essay by Sarah Nickel and Eryk Martin, and poster by Tania Willard (Graphic History Collective, 2022).

❑ **Lecture.** → **Your choice – either:**

- **1** **In-person.** Attend class, Wednesday 22 March, 2-3:20pm, PCN 1001 [or](#)
- **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Complete prior to participating in discussion.

❑ **Discussion.** → **Your choice – either:**

- **1** **In-person.** Attend class, Wednesday 22 March, ~3:30-4:50pm, PCN 1001 [or](#)
- **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

❑ **Deadline!** **The research update must be completed by 11:59pm on 22 March.** The follow-up response is due within a week of our meeting or my feedback.

Week 12 (29 March-4 April) – Action: sovereignty, neoliberalism, & survival, ca. 1980s-2000s



❑ **Assigned preparation.** **Asynchronous.** Complete prior to participating in discussion.

- 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.






❑ **Lecture & film.** → **Your choice – either:**

- **1** **In-person.** Attend class, Wednesday 29 March, 2-3:20pm, PCN 1001 [or](#)
- **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week's Canvas module. Anand Patwardhan and Jim Monro, dir., *A Time To Rise* (National Film Board of Canada, 1982; 39 minutes 45 seconds; no captions currently available) is accessible through the UBC Library. Ed's story, "[1999 | Addressing Diversity](#)," from the 30 30 AIDS






Vancouver Campaign (9 mins 32 secs, auto-captions available) is accessible on YouTube. Complete prior to participating in discussion.

- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 29 March, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.
- **Deadline!** The research update follow-up response is due within a week of our meeting or my feedback. This will be before 11:59pm on Wednesday 29 March at the very latest.

Week 13 (5-11 April) – Relation: positioning BC history in the 21st century & vice versa

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Read: Jaskwaan, “Gyaahlaangee Diinaa Iijang Here is My Story,” *BC Studies* 200 (Winter 2018/19), 111-121.
 - Read intro & watch videos: “[Clam Garden Restoration](#),” WSÁNEĆ Leadership Council. The videos are Parks Canada, “Clam Gardens: Learning Together – Gulf Islands National Park Reserve” (3 mins 26 seconds; captions available) and Jude Isabella and Meigan Henry, “A Wall Worth Building: Making Clam Habitat Great Again,” *Hakai Magazine* (2017) (3 mins 56 seconds; captions available).
- **Lecture.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 5 April, 2-3:20pm, PCN 1001 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 5 April, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.
- **Deadline!** The essay is due on Canvas by 11:59pm on Wednesday 5 April.


Week 14 (12-18 April) – Reflection: so what? What now?

- **Assigned preparation.**  **Asynchronous.** Complete prior to participating in discussion.
 - Engage with: recent media piece(s). This material will be selected closer to the time in order to account for any recent events, but it will be short. It will be listed on Canvas.
- **Lecture.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 12 April, 2-3:20pm, PCN 1001 [or](#)
 -  **Asynchronous.** The recording will be available after class has finished. You will be able to access it and any accompanying materials through the week’s Canvas module. Complete prior to participating in discussion.
- **Discussion.** → **Your choice – either:**
 -  **In-person.** Attend class, Wednesday 12 April, ~3:30-4:50pm, PCN 1001 [or](#)
 -  **Asynchronous.** Participate in Canvas discussion forum online. Available in the weekly module. Sign up for group and make your first post by 11:59pm on Saturday; complete follow-up posts by 11:59pm on Tuesday.

Exam period

Deadline! The take-home exam is due on Canvas by 11:59pm on Friday 21 April.

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

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

Assignment	%	Due date
Course-based		
Discussion engagement, participation, & contributions	15	Weeks 2-14 (except midterm break) – your choice each week: - In-person – Wednesday classes (~3:30-4:50) OR - Asynchronous – post in Canvas discussions as instructed by 11:59pm Saturdays & Tuesdays.
Peopling the past	20	11:59pm on Wednesday 1 March (Week 8)
Take-home exam	25	11:59pm on Friday 21 April (Exam period)
Research project		
Proposal	5	11:59pm on Wednesday 8 February (Week 5)
Research update & response	5	Your choice within the following parameters: - Update: scheduled meeting or written submission between 1 and 22 March (Weeks 8-11) - Response: one week after meeting or written feedback (ie. before 11:59pm on Wednesday 29 March at latest, Week 12)
Essay	30	11:59pm on Wednesday 5 April (Week 13)

COURSE-BASED WORK (DISCUSSION, PEOPLING THE PAST, TAKE-HOME EXAM)

Discussion engagement, participation, & contributions

15% will be assessed based on your engagement and participation in weekly discussion and, through this, your contributions to our collective learning. The discussion will be based on the week's lecture and assigned preparation; you are expected to have engaged with both prior to participating.

There are two ways to participate each week: in-person and asynchronous online. Each week, choose one. You do not need to choose the same option each time; feel free to do what is best for your circumstances from week to week.

In-person discussion:

- Wednesdays, PCN 1001, approximately 3:30-4:50pm (following the in-person lecture and a break). The discussion portion of the in-person class will not be recorded.
- To choose this option, show up for the in-person class and participate as instructed.

Asynchronous online discussion:

- Each weekly module will contain a Canvas discussion forum. It will open by 2pm on Wednesday.

- To choose this option, follow the instructions to join a group and post at least once by 11:59pm on Saturday. Then, by 11:59pm on Tuesday, follow the instructions to complete follow-up posts in your group's discussion. The forum will automatically close at the end of Tuesday, so posts cannot be made after that point.
- Although asynchronous discussion and in-class participation can be very different, plan to spend approximately the same amount of time (ie. ~75-80 minutes per week). For the online option, this time includes thinking about the discussion prompt in relation to the lecture and assigned preparation, considering and writing your own contributions, and reading and engaging with others' contributions over multiple short visits. Each discussion will include specific instructions, but typically your initial post will be approximately a paragraph, and then you will make several follow-up responses (varied length) that respond to and build on your peers' ideas.

Assessment: It will be evaluated based on adherence to instructions (~40%), demonstrated preparation, knowledge, understanding, and engagement with course materials (~20%), respectful treatment of others and their ideas (~20%), and quality of contributions (~20%). By the latter, I mean contributions that make our collective work and learning better. Strong participation does *not* take the form of a mic drop; rather, it includes framing comments and questions in a manner that opens up and improves further discussion, and makes space for others' productive contributions. See the rubric on Canvas for more detail. *Learning objectives 1-3*

At the end of the term, I will automatically drop the lowest week's mark – the first absence/non-completion (excused or unexcused) or, if you did not miss any discussions, then the lowest mark. If you need to miss more than one week, review and follow [the absence/non-participation policy](#).

At the end of the term, you will also have an opportunity to complete an optional self-evaluation of your engagement, participation, and contributions, which might also be factored into the mark. See Canvas for more information.

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.

Peopling the Past

What can people's stories and lives tell us about the past? How and why have people (famous or not) mattered in British Columbian history? In this assignment, you will explore these questions through one person's life. More specifically, you will select one person from the list on Canvas, read the provided short biography, and reflect on how their life connects and adds to what you have learned in the course so far. Based on this, you will then write a paper (approximately 3.5 to 5 pages, double-spaced, including footnotes) that draws on the biography and course materials to summarize who the person was, describe the wider historical context in which they lived (British Columbia, sometime between the early nineteenth century and the 1920s; up to and including Week 6), and explain their significance for this context and our understanding of it. This is not a research project; you should only use course materials and the provided biography. No bibliography required. See Canvas for further information, including an outline of the paper structure.

Deadline: This assignment is due on Canvas by 11:59pm on Wednesday 1 March.

Assessment: It will be evaluated based on demonstrated knowledge, understanding, and skills developed in the course (~40%), analytical clarity and insight, effective use of evidence, summary and synthesis (~40%), written expression (~20%), and adherence to instructions and principles of academic integrity (required to pass). Of the three main sections, the analysis of historical significance will be weighted as ~60% in my assessment of each rubric category, the description of historical context as ~25%, and finally the biographical summary ~15%. *Learning objectives 1-3*

Take-home exam

The take-home exam will ask you to demonstrate what you have learned (knowledge, understanding, and skills), synthesize and connect course materials, articulate larger take-home points, and reflect on why it matters. It will consist of two sections: 1) a short-answer section focused on primary sources (approximately 1-2 pages); and an essay in which you will develop a response to an open-ended question and support this argument with course materials from across the term (approximately 4-5 pages). You will have a choice of questions to answer. The specific questions will be distributed near the end of term. The completed exam will be approximately 5-7 pages (double-spaced, including footnotes). No bibliography required.

Deadline: This assignment is due on Canvas by 11:59pm on Friday 21 April.

Assessment: The short answer will be weighted as ~25% and the essay as ~75% of the total. I will assess both 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). *Learning objectives 1-3*

RESEARCH PROJECT (PROPOSAL, UPDATE & RESPONSE, ESSAY)

In this course, you will design and conduct an original research project. More specifically, you will examine how a topic, event, or theme in British Columbian history was represented in one body of primary sources at the time; understand those primary sources in their wider historical context using a minimum of four related peer-reviewed scholarly secondary sources; then produce an essay that develops and supports an argument based on this research. The project will be assessed in three stages: 5% for a proposal, 5% for a research update & response, and 30% for the essay.

Proposal

This small assignment is designed to get you started and to get you helpful feedback early in the research process. The proposal will be approximately 2 pages of writing (double-spaced, including footnotes as needed), plus a bibliography (on a separate final page, not included in the two pages of writing). See the Canvas assignment page for a detailed explanation of the required components, plus a list of suggested topics and primary sources.

Deadline: The proposal is due on Canvas by 11:59pm on Wednesday 8 February.

Assessment: The proposal will be evaluated on a simple scale of 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. I expect that you will read and incorporate the feedback as appropriate, and this will form part of the assessment of the essay! *Learning objectives 1-3*

Research update & response

In March, you will provide an update on your project research and respond to my feedback. This is another small check-in designed to encourage and guide your project research, and to get you another round of helpful feedback before you complete the essay.

It can take either of two forms:

- A meeting with me (Zoom, by appointment, approximately 10 minutes, informal conversation – not a formal presentation!), and a brief response (3-5 sentences) submitted to Canvas within one week of our meeting or
- A short written update submitted on Canvas (approximately 250-375 words, can be informal writing and/or clear point-form), and a brief response (3-5 sentences) submitted to Canvas within one week of my written feedback on the update.

Find more detailed instructions and information on Canvas.

Deadlines: Your choice within the following parameters:

- Schedule and attend the meeting or submit the written update between 1 March and 22 March. (Please note that meetings must be scheduled ahead of time. I will make every reasonable effort to provide a range of meeting times, but I cannot guarantee availability for everyone at any time or promise that I will be able to hold a meeting with little notice.)
- The follow-up response is due on Canvas within one week of the meeting or me releasing feedback on your written update. This will be before 11:59pm on 29 March at the very latest.

Assessment: The update will be weighted as 75% and the response as 25%. I will provide a provisional mark and rubric after the update, then revise it after the response. Both components will be evaluated on a simple 100%, 50%, or 0% scale on the basis of completion, adherence to instructions, and principles of academic integrity; and demonstrated evidence of some project work and engagement with feedback as appropriate. See Canvas for more details. *Learning objectives 1-2*

I will comment on written updates in the order that I receive them. You should not expect an immediate response (the meeting option is better for that!), but given the potential importance of timely feedback, I will mark these on a rolling basis over the course of the three-week period, and return my comments to each person as soon as I can, rather than waiting to return everyone's at the same time. This means that, if you complete it earlier, you will get feedback earlier.

I will try to provide useful feedback on late submissions (excused or unexcused) if I can, but it might be very brief and I cannot guarantee its timing.

As with the proposal, I expect that you will incorporate the feedback as appropriate, and this will form part of the assessment of the final project!

Essay

The final product will take the form of an essay (approximately 8-10 pages, double-spaced, including footnotes) *plus* a bibliography and a two-page reflection (both in addition to the 8-10 pages). We will discuss the essay more throughout the term.

Deadline: The essay is due on Canvas by 11:59pm on Wednesday 5 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. *Learning objectives 1-3*

COURSE GRADING SCALE

<i>Exceptional</i>	<i>Excellent</i>	<i>Very good</i>	<i>Very good</i>	<i>Good</i>	<i>Good</i>	<i>Fair</i>	<i>Fair</i>	<i>Fair</i>	<i>Poor</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?

Course policies

 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.

CONSIDERATIONS RELATED TO COVID-19, OTHER ILLNESSES, & OTHER EMERGENCIES

- **General principles to guide us.** Members of the course community – 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. This can impact our ability to work and learn. You can judge your own risk and risk tolerance, but you can't 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.
- **Do not attend any in-person class if you are sick or maybe-sick.** Even if you feel able to attend class, it is a risk to other people's learning and health. As part of your decision, please complete a [self-assessment for COVID-19 symptoms](#), as well as considering your situation more generally. There are always online alternatives and an absence policy if you are too sick to work.
- **Masks.** As of the start of term, masks are not required in UBC indoor spaces. However, you are strongly encouraged wear one in class if you are able to do so. At this time, I intend to remain masked in class; I plan to use auto-captioning (on slides and in recordings) while lecturing.
- **Public health orders and university requirements.** In general, you are required to follow all related public health orders and university policies. These might change throughout the term. Monitor your email account for updates from UBC, and Canvas for announcements from me.
- **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 Wednesday, 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. There will be an asynchronous option (Zoom recording) as usual.

- 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 any such points, or to share related documentation with me.

ABSENCES, EXTENSIONS, & LATE ASSIGNMENTS

Note! Do not send me detailed descriptions of illness/injury or supporting documentation (eg. doctor's notes, photographs, death certificates, etc.) 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, and it does not impact whether I grant extensions/excuse absences or late work!

Missed attendance/participation

I do not take attendance in in-person lectures or track your online engagement with the recordings. This work is essential for discussions and assignments, and therefore will be assessed in other ways.

Missed discussions (in-person absences/no asynchronous posts) will be addressed as follows:

- I will 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 no absences). I will do this automatically – no questions asked, no need to contact me.
- If you are unable to engage in discussion 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 discussion 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's participation. If you only miss one week, that zero will be dropped automatically at the end of term. If you miss more than one week, second and subsequent zeros will be factored into your participation grade.
- If you are participating in an asynchronous discussion, a late initial post is allowed, but might be penalized (see "Adherence to instructions" in the rubric). The discussion will automatically close after 11:59pm on Tuesdays, and posts will not be possible after that point.

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 do so 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 simply 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.
 - Assignments that are submitted ten or more days after the initial deadline during term or within the final week of the exam period (with or without an extension) will be accepted and marked, but might receive little or no written feedback depending on workload considerations.
 - I will not extend deadlines beyond or accept assignments submitted after 28 April 2023. 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, please reach out!** I cannot provide detailed feedback or provisional marks on drafts, but I am happy to answer questions, address concerns, or otherwise provide support or discuss the course with you. Email me (Laura.Ishiguro@ubc.ca). Check for answers on the [Course FAQs & Policies page](#) on Canvas. Drop into my regular office hours or email so 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 with a percentage mark, a rubric, and (unless the assignment is submitted ten or more days after the initial deadline or in the final week of the exam period) a 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.” This is an important component of 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 builds and demonstrates 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 summary guide to citation on the [Course FAQs & Policies page](#) on Canvas, and I am also happy to help.
- You are not permitted to use AI tools (eg. Chat GPT, online paraphrasing tools, etc.) to write discussion posts or assignments. This will constitute cheating in this course. If I am concerned that work submitted in your name might have been produced by A.I or by someone else, I might require a meeting to discuss it prior to assessing the assignment.

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.

SAFETY, RISK, PRIVACY, COLLECTIVE CARE, & RESPECT

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, lecture

recordings, my teaching materials and assignments, and other content. This is essential for respecting copyright law, intellectual property, and everyone's safety and privacy.

Do respect others' boundaries and positions. 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. There is never space for malicious behaviour, provocation, or discrimination. This is all the more important given the focus of our course. The main emphasis is historical, but we are talking about issues with contemporary relevance, and which can be both political and deeply personal. Please be mindful that members of the course community will have different relationships to, experiences with, and beliefs, knowledge, and ideas about the topics and people we are discussing. We will also be discussing historical people who experienced marginalization and violence in their lifetimes; please be mindful of their humanity and dignity, as well as that of people (including yourself!) in the present day.

Do respect your own boundaries and position, and do not put yourself at risk. I want you to challenge yourself to learn from wherever you start. Often this can be difficult. However, it does not necessarily mean risky! I do not want to put you in danger or do harm in this course. 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. With this in mind, please note:

- The course focuses on the history of 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 will include mention of current events with a Canadian emphasis.
- You will work with a wide range of sources in this course. These will reflect ideas, attitudes, and language of their particular context (eg. place, time, and perspective of their production). Often, these will have done harm and/or might not be considered acceptable today. In each module, I will endeavour to indicate clearly the specific topics of our work, though I cannot guarantee that I will catch everything and I cannot tell you in advance what you will find in your essay research.
- If you are not able to participate in a particular discussion, remember that one absence/non-participation will be automatically excused, no questions asked. If you have concerns about engaging in the course in another way, please contact me so that we can determine a good way forward. You will never be required to disclose to me the reasons for any such concerns.
- Your work is not assessed on personal politics or beliefs; review assignment rubrics for more.

→ *UBC's statement on this:* "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 get 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 regular office hours, and/or email me, including to set up a meeting at a different time.

There is also a student-only “[Open discussion space](#)” on Canvas. Connect with your colleagues there to talk about the course, share resources, discuss non-course-specific topics, or go totally off-topic.

I also 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**, see Canvas for an [extensive list of resources](#). (These 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 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.

→ *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](#).”



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