

THE UNIVERSITY OF BRITISH COLUMBIA
POLITICAL SCIENCE 304 001:
British Columbia Government and Politics
11am-12:30pm
2024 Winter Term 1

Instructor: Dr. Stewart Prest (he/him)

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The website formerly known as twitter: @stewartprest

- Office: Buchanan C 304A
- Office hours this term:
 - Mondays and Wednesdays: 3:45-5pm (drop-in is fine)
 - Tuesdays and Thursdays: 10am-2pm (by appointment)

Teaching Assistant: Denali YoungWolfe (they/them, she/her)

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- Office hours by appointment (at least 24 hours before an assignment's due date!)

Course web page: UBC Canvas

Course Description:

This course will take students through the fundamentals of politics in British Columbia, both past and present, with a particular emphasis on the place of Indigenous peoples in the province's political life. The course will include the study of formal political institutions such as the provincial executive and legislature, the provincial electoral and party systems, and the evolution of the political province's political culture and voter behaviour.

It will also adopt explore the dominant lines of political discourse and contention in the province, including regional divides, settler colonial relations, economic debates, and pressing for and ideas behind political parties. We will also look at pressing contemporary issues including land tenure, health and the poison drugs crisis, the environment, and issues of inclusivity in BC politics, including both their historical origins, present dynamics, and potential future resolutions.

Through a mixture of lecture, small and large group discussions and debates, in-class participatory activities, audio-visual content, and both participatory and scholarly assignments students will develop an empirically grounded, critical understanding of politics in BC in general, and the place of Indigenous peoples in these conversations, institutions, and practices.

Course Learning Objectives:

This course has six core learning objectives. Students will be able to:

1. Describe the key essential elements of the colonial history of BC and how it bears upon contemporary political and policy struggles;
2. Differentiate the main economic and societal forces that frequently shape debates in BC politics;
3. Analyse the causes of significant political dynamics in the province;
4. Explain the strategies Indigenous nations and political movements in BC have deployed to challenge authority and governance in the province over many decades;
5. Research and synthesize a contemporary political issue facing the province, tracing its historical antecedents, present obstacles, and potential solutions; and
6. Use theories and concepts from this course to reimagine how politics can be practiced to make reconciliation a reality in BC.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Prerequisites:

See UBC's Student Workday online for details.

Required Texts:

All readings will be available either through the university library reserves, university library website, the course Canvas course website, or online.

Course Assignments:

Students are responsible for material covered in lectures and class discussions as well as in the assigned readings. Regular attendance in class is required. Grades will be determined based on the following:

Attendance and participation in class <ul style="list-style-type: none"> As part of their participation, students must complete regular in-class exercises. Assignments are graded on a reasonable effort pass/fail basis. 	10%
Community profile (due Sunday 29 Sept at 11:59pm) <ul style="list-style-type: none"> Students will write an in-depth analysis of a municipality or regional district in the province, synthesizing key data on key socioeconomic and demographic facts, political history, Indigenous-settler relations in the community, and the major political struggles at present and their origins. Graded according to 	20%

rubric (see detailed assignment description, to be posted to the class website).	
Critical book review (due Sunday 27 Oct at 11:59pm) <ul style="list-style-type: none"> Students will read and critically review one book related to the study of politics in British Columbia. Graded according to rubric (see detailed assignment description, to be posted to the class website). 	20%
Policy memo (due Sunday 1 Dec at 11:59pm) <ul style="list-style-type: none"> Students will write a memo to a member of the provincial cabinet outlining an existing policy challenge, analyzing possible government solutions, and providing a well justified recommendation. Graded according to rubric (see detailed assignment description, to be posted to the class website). 	25%
Final exam (time/date TBD) <ul style="list-style-type: none"> Will be written in-person during the exam period 	25%

General written submission guidelines

All graded writing assignments are due *via Canvas* at the specified time and date. Your time stamp on Canvas counts as your submission time. **Late assignments will be penalized 5% per 24-hour period.** All assignments are to be double-spaced, 12 pt. times new roman font, black ink, with 1-inch margins, pages numbered, **name and student number included (unless otherwise instructed)**, and word count noted. Unless otherwise noted, word counts include all text including footnotes, but exclude the bibliography.

As per department policy, all graded assignments must be submitted to both Turnitin and Canvas. See course website for additional information.

Participation:

Grade will be based upon regular attendance in class, as well as active participation in small and large group discussions and completion of assigned class activities. Lectures will feature regular short assignments to be completed as part of the class and submitted via Canvas. These assignments must be completed at the time of the lecture, and will be graded on a reasonable effort pass/fail basis—simply put, if it looks like you made a reasonable effort, you'll get full credit.

Community profile:

Students will prepare community profile regarding a municipality or regional district of your choice within British Columbia.

The profile will require students to research and synthesize key data on demographics, economy, political history, Indigenous-settler relations in the community, and the major political struggles at present and their origins. The profile must have a clear thesis, linking contemporary challenges to what you see as the relevant explanations grounded in the politics and other facts of the past of the past you unearth.

You are encouraged to draw on official data sources from BC Stats (<https://www.bcstats.gov.bc.ca>), Statistics Canada (<https://www.statcan.gc.ca>), Elections BC (<https://elections.bc.ca/>), the Indian Residential School History and Dialogue Centre (<https://irshdc.ubc.ca/>), and Union of BC Indian Chiefs (<https://www.ubcic.bc.ca/>), in addition to secondary sources of information like news media.

Your community profile should be written such that it helps a person who has no knowledge of this community put into context its contemporary political debates and dynamics. You may draw on photographs, maps, diagrams, etc. you find in the course of your research, and just as with the primary data and information you use, you must provide citations for your sources.

Your time stamp on Canvas counts as your submission date.

Length: 1500-2000 words (including everything).

Book Review:

Each student will complete an in-depth review of a significant book related to the study of British Columbia politics. Books can do not have to specifically relate to the place of Indigenous peoples within the province's politics, but the reviews must spend some time reflection on the implications of the work —its topic, or its conclusions, or even its silences — for settler-Indigenous relations.

Length: 1500-2000 words (including everything).

The review must have four parts:

- **Part 1:** A brief introduction, introducing the topic of the book and explaining its importance and conclusions, outlining your own review's purpose and conclusions (i.e. identifying the overarching **thesis** of the review), and laying out a roadmap for the balance of the paper. (This should be 10% of the paper's length.)
- **Part 2:** A **short** summary of the book's purpose, arguments, methods, evidence, and conclusion. (This should be 10% of the paper's length):
 - Clear statement of topic, research question, and thesis
 - Summary of theoretical framework (including the arguments in support of the thesis, and the main alternatives to the author's thesis considered)
 - Brief statement of analytical approach and evidence used
- **Part 3:** Internal critical evaluation of the readings. (This should be 40% of the paper's length):
 - Assessment of the theoretical framework, and central argument(s) of each author. Do they make sense?

- Evaluation of the evidence used: (why) were cases selected good ones? How (well) does the evidence support the argument?
 - Critique of the analysis in the book. (How) does the author use evidence to support their argument? Do they do a good job of contrasting it with alternatives?
 - What are the biggest strengths and weaknesses in the book? What would improve it?
- **Part 4:** A discussion of the book's place within larger scholarly debates. (This should be 40% of the paper's length):
 - What larger debate(s) does the book address?
 - What is the main contribution of the book?
 - What are the alternatives to the argument presented here? With whom does the author agree and disagree? Do you side with the author or not (and why)? **This must include, but need not be limited to, readings from the course.**
 - What does the book tell us about how we may understand relations between Indigenous peoples and settlers in BC? If the work is silent on the subject, what insights may we draw from that silence?

Policy Memo:

For this assignment, you will prepare a briefing memo for a government minister in the province of BC. The memo should introduce a contemporary policy challenge facing the province and make clear why it matters. It should also present possible three possible options available to the province in order to address that challenge in a manner consistent with larger government priorities. One of the options must be the null alternative (i.e. do nothing and/or maintain the status quo). The other two options should be the most plausible changes available to the province, appropriately adapted to the policy context. The memo must conclude with a well-justified recommendation regarding the preferred strategy or strategies based on your analysis.

The memo note will be 1500 words (+/- 10%, including everything) and should be written from the perspective of *nonpartisan* civil servants. That is, the report should provide concise and accurate information to inform the decision-making of elected representatives based on what is in the interest of the province, **not** the government, the party, or the politician in question. Additional information will be provided in class and via Canvas.

Final exam:

The final exam will be written in person during the final exam period, at a time to be determined by the University. The exam will include a combination of short-answer and essay-style responses to prompts based on course materials. Responses **must** synthesize themes that we have encountered throughout the course, using information from lectures, readings, and other learning experiences during the semester. Students will have some choice as to what prompts they write on.

TurnItIn

As mentioned above, in addition to uploading copies of your graded assignments to the Canvas site, students are required to submit an electronic copy of each to **TurnItIn**. This is an internet-based service to which UBC subscribes that checks textual material for originality, and it is Political Science Department policy to utilize it for essays. For more information about the policy and TurnItIn go [here](#). **Students who fail to submit their own original papers and final exam for this class to TurnItIn will not receive credit for that requirement.** To turn in your paper at TurnitIn, log onto the site at [TurnItIn.com](https://turnitin.com). To enroll, you will be asked to enter your e-mail address and create your own password if you don't already have one. You will then need to enroll in a new class. To add this class, click on "Enroll in a class." You will need the "Class ID" and "enrollment key." For this course, **class ID** and **enrollment key** are posted to the course Canvas website.

TurnItIn servers are located outside of Canada. As such, to be compliant with BC's Freedom of Information and Protection of Privacy, students are permitted to submit work that is anonymous. The easiest way to do this if you want to (you do not have to) is to use an alias when using TurnItIn and then share the alias with the Professor so you can be matched to the submitted work. It is the student's responsibility to inform the Professor what their TurnItIn name is if it is not the same as their class listed name.

General Academic Policies

Regular attendance and participation in lectures and is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Grading

UBC courses are graded on a percentage basis; corresponding letter grades will be assigned by the Registrar automatically. Grades will be assigned according to the following criteria:

80% to 100% (A- to A+)

Exceptional performance: exceptional original thinking, superior understanding of subject matter, strong and consistent evidence of ability to critically evaluate, superior capacity to synthesize materials, excellent organization of materials. Work at this level will be clearly written, with no spelling or grammatical mistakes.

68% to 79% (B- to B+)

Competent performance: evidence of original thinking, good grasp of subject matter, ability to critically evaluate, capacity to synthesize and critically compare arguments, good organization of materials. Work at this level will generally be clearly written, containing at most a few, if any, spelling and grammatical mistakes.

50% to 67% (D to C+)

Adequate performance: adequate understanding of subject matter, some ability to critically evaluate, ability to sum up arguments but not always able to make connections between them, adequate organization of materials, some evidence of original thought. Work at this level is sometimes unclear, and contains some spelling and grammar problems.

0% to 49% (F)

Inadequate performance: little or no evidence of original thought, little or no evidence of understanding of subject matter, little or no critical analysis, limited or irrelevant use of the literature, poor organization of materials. Work at this level is usually poorly written, with numerous spelling and grammar problems.

Grade Appeals

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor who marked your assignment.

Before appealing the grade, take 24 hours to read and consider the feedback you have been given. This is a cooling off period, to give you a chance to reflect on the remarks provided by the grader.

You are welcome to contact the grader for additional information as to why you received the grade you did, and what you can work on to achieve a better grade in future.

If after 24 hours, you still believe the grade should be reconsidered, write and submit a short (100-200 words) explanation of how you think your assignment compares to the grading criteria (see assignment guides on Canvas) and precisely where you think you should get a different grade.

Make sure you address the feedback you have already been given. Grade appeals should not focus on personal matters (e.g. illness, other work, etc.). Personal matters are dealt with via course and university accommodation processes.

If, after appealing to the initial grader you are still unsatisfied with the grade, you may follow up with the instructor, requesting a regrade. The instructor will then grade the paper “from scratch” (ie. considering the paper in its entirety, not just the focus of the appeal).

If the student remains unsatisfied with this process, they may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays

UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with an [Centre for Accessibility](#) advisor to determine what accommodations/services you are eligible for.

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available [here](#) (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Accommodations and Concessions:

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising: <https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/>

If you miss marked coursework (assignment or exam) and you are an Arts student, review the Faculty of Arts' [academic concession page](#) and then complete Arts Academic Advising's [online academic concession form](#), so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's [Sexual Violence Prevention and Response Office \(SVPRO\)](#) (604 822 1588) who can assist you with your academic concession.

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit:

<https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions>

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment.

The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

- Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit <http://sja.ucdavis.edu/files/plagiarism.pdf>

Artificial Intelligence

The emergence of ChatGPT and other generative search engines (sometimes referred to as artificial intelligence or AI) are a source of fascination, debate and controversy within the academic community, and in society more broadly.

For this class, submission of work written with the assistance of Artificial Intelligence software is considered collaboration and is not permitted. Simply put, the words you submit for evaluation should be your own, and you must provide verifiable citations for any words or ideas that originate elsewhere.

That said, in this class we will also explore legitimate uses for such tools in research. Students who do use ChatGPT or any other analogous software will be asked to provide an additional comment clarify why and how they used it, and to what effect. Students will make a declaration on each graded assignment whether and how they have used AI-style software in the creation of their assignment.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with

Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. (Please do this even if you aren't!)

If you do encounter a problem, the sooner you reach out, the better. The earlier the I know about a challenge a student is facing, the more I can do to help.

I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer students support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at <http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science

Department, UBC's Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life. Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
<http://amssasc.ca>

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
<http://equity.ubc.ca>

Lecture Outline and Readings:

NOTE: READINGS AND SCHEDULE ARE SUBJECT TO CHANGE. PLEASE CONSULT COURSE WEBSITE FOR AN UPDATE-TO-DATE LIST

(Note: some works contain substantial statistical analysis. As there is no statistical prerequisite for this course, we will focus on the arguments presented rather than the statistical modelling techniques being used. That said we will spend some time developing the ability to read statistical analyses presented, to ensure that all are

able to discuss and evaluate results. More generally, students are encouraged to develop statistical fluency, and/or make use of the knowledge they do have.)

Week	Dates	Readings, topics, and due dates
<i>Introduction to the course and BC Politics</i>		
1	4 Sept	<p><i>Course overview and introduction</i></p> <ul style="list-style-type: none"> Barman, Jean. (2007). "The British Columbian Identity", in <i>The West Beyond the West: A History of British Columbia</i>. University of Toronto Press: Toronto, pp 399-420. Miller, James R. (2017, 4th Edition). <i>Skyscrapers hide the heavens: A history of native-newcomer relations in Canada</i>. University of Toronto Press. Chapter 8: "Contact, Commerce, and Christianity on the Pacific", pp 144-161. <p>OPTIONAL FURTHER READING:</p> <ul style="list-style-type: none"> James-Abra, Erin, and J. Lewis Robinson. (2022) "Politics in British Columbia." https://www.thecanadianencyclopedia.ca/en/article/politics-in-british-columbia Resnick, Phillip. (2001). "British Columbia as a Distinct Region of Canada", in <i>The Politics of Resentment: British Columbia Regionalism and Canadian Unity</i>. UBC Press: Vancouver, pp 3-20.
<i>Part 1: BC Politics in context</i>		
2	9-11 Sept	<p><i>Historical context, part 1: Indigenous lands and governance</i></p> <p>REQUIRED READING:</p> <ul style="list-style-type: none"> Harris, Cole. (2004). How did colonialism dispossess? Comments from an edge of empire. <i>Annals of the Association of American Geographers</i>, 94(1), 165-182. Perry, Adele. (2001). <i>On the edge of empire: Gender, race, and the making of British Columbia, 1849-1871</i>. University of Toronto Press. Introduction, pp 3-19. <p>OPTIONAL FURTHER READING:</p> <ul style="list-style-type: none"> Tenant, Paul. (1990/2011). "The Douglas 'System': Reserves, Pre-emotions, and Assimilation", in <i>Aboriginal Peoples and Politics: The Indian Land Question in British Columbia, 1849-1989</i>. UBC Press: Vancouver, pp 26-38.
3	16-18 Sept	<p><i>Historical context, part 2: Colonial settlement/displacement, and entry into confederation</i></p> <p>REQUIRED READING:</p> <ul style="list-style-type: none"> McDonald, Robert. (2021). "Confederation and the Birth of Popular Politics: 1871-83", in <i>A Long Way to Paradise: A New History of British Columbia Politics</i>. UBC Press: Vancouver, pp 14-33. Stanger-Ross, Jordan. (2008). "Municipal colonialism in Vancouver: City planning and the conflict over Indian

		<p>reserves, 1928–1950s”. <i>Canadian Historical Review</i>, 89(4), 541-580</p> <ul style="list-style-type: none"> Podcast: Land Back, episode 1: The Eviction. https://www.cbc.ca/listen/cbc-podcasts/1341-landback <p>OPTIONAL FURTHER READING:</p> <ul style="list-style-type: none"> Mawani, Renisa (2010). “Heterogeneity and Interraciality in British Columbia’s Colonial “Contact Zone”, in <i>Colonial Proximities: Crossracial Encounters and Juridical Truths in British Columbia, 1871-1921</i>. UBC Press: Vancouver, pp 1-34.
4	23-25 Sept	<p><i>The multiple political cultures of BC</i></p> <p>REQUIRED READING:</p> <ul style="list-style-type: none"> Blake, Donald. (1996). “Value Conflicts in Lotusland: BC Political Culture.”, In <i>Politics, Policy, and Government in British Columbia</i>. UBC Press: Vancouver, pp 3-17. Nickel, Sarah. (2019). “Unity: United we stand, divided we perish”, <i>Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs</i>. UBC Press: Vancouver, pp 19-54. <p>OPTIONAL FURTHER READING:</p> <ul style="list-style-type: none"> Wiseman, Nelson. (2008). <i>In search of Canadian political culture</i>. UBC Press: Vancouver. Chapter 10: The Far West: Parvenu Political Culture, pp 237-262. Larsen, Soren. (2006). “The future's past: politics of time and territory among Dakelh first nations in British Columbia”. <i>Geografiska Annaler: Series B, Human Geography</i>, 88(3), 311-321.
5	30 Sept-2 Oct	<p><i>Deconstructing land acknowledgements</i></p> <p><i>NOTE THE UNIVERSITY IS CLOSED MONDAY 30 SEPT FOR CANADA’S NATIONAL DAY FOR TRUTH AND RECONCILIATION</i></p> <ul style="list-style-type: none"> A video overview of Canadian-Indigenous policy and politics. Look for the video titled "Indigenous and Canadian Histories 101. Sarah Robinson." https://www.whose.land/en/ âpihtawikosisân. “Beyond territorial acknowledgements. https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/ Rebecca Thomas. 2016. “Etuaptmumk: Two-Eyed Seeing.” TEDx. TEDxNSCCWaterfront. Dartmouth, NS. https://www.youtube.com/watch?v=bA9EwcFbVfg
<i>Part 2: BC Political institutions</i>		

6	7-9 Oct	<p><i>BC elections, past and present</i></p> <p>REQUIRED READING</p> <ul style="list-style-type: none"> • McDonald, R. A. (2021). "Chapter 11: Bennett's defeat BC's First Social Democratic Government, 1965-1972." In <i>A long way to paradise: a new history of British Columbia politics</i>. UBC Press. • Blake, Donald. (1996). "The Politics of Polarization: Parties and Elections in British Columbia", in <i>Politics, Policy, and Government in British Columbia</i>, Ed. R. K. Carty, UBC Press: Vancouver, pp 67-84. • Mark Pickup and Stewart Prest (forthcoming) "B.C. Politics." In <i>Big Worlds</i>, 2nd Ed. [Available on Canvas] <p>OPTIONAL FURTHER READING:</p> <ul style="list-style-type: none"> • Smith, P. J. (2010). Completing the 'Three-Peat': Recent Provincial Elections in British Columbia. <i>Canadian Political Science Review</i>, 4(2-3), 90–96. https://doi.org/10.24124/c677/2010252 • Mike Hager and Andrea Woo. 2024. "Opposition party BC United collapses, won't participate in October election campaign." <i>The Globe and Mail</i>. 28 August. https://www.theglobeandmail.com/canada/article-once-powerful-right-of-centre-bc-united-party-collapses/
7	14-16 Oct	<p><i>BC's party politics, past and present</i></p> <p><i>NOTE: UNIVERSITY IS CLOSED FOR THANKSGIVING ON MONDAY 14 OCTOBER.</i></p> <p>REQUIRED READING</p> <ul style="list-style-type: none"> • Phillips, Stephen. (2010). "Party Politics in British Columbia: the Persistence of Polarization", In <i>British Columbia Politics and Government</i>. Michael Howlett, Dennis Pilon, Tracy Summerville (eds.). Toronto: Emond Montgomery, 2010. • Dabin, Simon, Daoust, Jean-Francois, & Papillon, Martin. (2019). "Indigenous peoples and affinity voting in Canada". <i>Canadian Journal of Political Science</i>, 52(1), 39-53.
8	21-23 Oct	<p><i>Electoral reform in BC?</i></p> <ul style="list-style-type: none"> • Carty, Ken, Blais, Andre, & Fournier, Patrick. (2008). "When citizens choose to reform SMP: The British Columbia Citizens' Assembly on electoral reform". In <i>To keep or to change first past the post</i>, Ed. Andre Blais, Oxford University Press, pp 140-163.

		<ul style="list-style-type: none"> • Pilon, D., 2010. The 2005 and 2009 referenda on voting system change in British Columbia. <i>Canadian Political Science Review</i>, 4(2-3), pp.73-89. • Cameron, Maxwell A., Megan Dias and Chuka Ejeckam. "The 2018 BC Referendum on Electoral Reform: The Challenge of Citizen Consultations," <i>Journal of Parliamentary and Political Law</i>, Vol. 13, Special Issue on Elections. 2019. https://blogs.ubc.ca/cameron/2020/09/26/the-2018-bc-referendum-on-electoral-reform-the-challenge-of-citizen-consultations/
<i>Part 3: Changing politics in BC</i>		
9	28-30 Oct	<p><i>The multiple political identities of BC</i></p> <p>REQUIRED READING</p> <ul style="list-style-type: none"> • Passy, P.M. and Gueye, A. (2019). Ethnoracial Identities and Political Representation in Ontario and British Columbia. <i>Canadian parliamentary review</i>, 42(4), p.17-24. • Rose-Redwood, C. and Rose-Redwood, R. (2017). 'It definitely felt very white': race, gender, and the performative politics of assembly at the Women's March in Victoria, British Columbia. <i>Gender, Place & Culture</i>, 24(5), pp.645-654. • Bukhari, S.N. (2019). Ethnic media as alternative media for South Asians in Metro Vancouver, Canada: Creating knowledge, engagement, civic and political awareness. <i>Journal of Alternative & Community Media</i>, 4(3), pp.86-98. <p>OPTIONAL FURTHER READING</p> <ul style="list-style-type: none"> • James, Matt (2010). "Memory, Identity and Diversity in BC", In <i>British Columbia Politics and Government</i>. Michael Howlett, Dennis Pilon, Tracy Summerville (eds.). Toronto: Emond Montgomery, 2010.
10	4-6 Nov	<p><i>Indigenous governance and resistance in BC</i></p> <p>REQUIRED READING:</p> <ul style="list-style-type: none"> • Nickel, Sarah. (2019). "Sovereignty: "If you really believe that you have the right, take it!", in <i>Assembling Unity: Indigenous Politics, Gender, and the Union of BC Indian Chiefs</i>. UBC Press: Vancouver, pp 146-167. • Coulthard, Glen. (2020). "Once Were Maoists: Third World Currents in Fourth World Anti-colonialism, Vancouver, 1967–1975". In <i>Routledge Handbook of Critical Indigenous Studies</i>, pp. 378-391. • Blomley, Nicolas. (1996). "'Shut the Province Down': First Nations Blockades in British Columbia, 1984-1995". <i>BC Studies: The British Columbian Quarterly</i>, (111), 5-35.

11	11-13 Nov	<i>University closed for Remembrance Day and the mini reading break</i>
12	18-20 Nov	<p><i>Modern treaty-making in BC</i></p> <ul style="list-style-type: none"> • Belanger, Yale. (2017) “The Road to Reconciliation? Premier Gordon Campbell and BC Aboriginal Policy”, in <i>The Campbell Revolution? Power, Politics, and Policy in British Columbia</i>. MQUP, pp 177-193. • Fetzer, Joel (2016). “Politics of BC’s 2002 Aboriginal Treaty Negotiations Referendum,” in <i>Canadian Ethnic Studies</i>, 48 (2): 156-166. • Penikett, Tony. (2009). <i>Reconciliation: First nations treaty making in British Columbia</i>. D & M Publishers. Pp 252-272.
13	25-27 Nov	<p><i>Resources and the environment</i></p> <ul style="list-style-type: none"> • Hoberg, George. (2017). “Ambition without Capacity: Environmental and Natural Resource Policy in the Campbell Era”, in <i>The Campbell Revolution? Power, Politics, and Policy in British Columbia</i>. MQUP, pp 177-193. • Luoma, Michael. (2022). “Collective Self-Determination, Territory and the Wet’suwet’en: What Justifies the Political Authority of Historic Indigenous Governments over Land and People?” <i>Canadian Journal of Political Science</i>, 55(1), 19-39. • Earley, Sinead. (2023). “Deadwood: People, place, and neoliberal forest policy in British Columbia, Canada”. <i>Environment and Planning E: Nature and Space</i>, Early view: DOI: 25148486231165447.
14	4-6 Dec	<i>Choose your own adventure, and review Readings TBD.</i>