



**GEOG 309: Geography of British Columbia**  
University of Victoria, Fall Term 2019  
Monday, Wednesdays, Thursdays, 2:30-3:20pm

Room: Cornett A125  
Instructor: Neil Nunn  
Office: DTB B208

Email: [neil.nunn@mail.utoronto.ca](mailto:neil.nunn@mail.utoronto.ca)  
(basic questions only; please use  
office hours for other inquiries)

Office Hours: Mondays, Wednesdays, Thursdays 1:00-2:00pm (or by appointment)

### **Course Description:**

What is British Columbia? What does BC do? How does it work? Who has it historically been intended to work for? Guided by these questions, this course examines the context surrounding the creation and maintenance of this relatively new province. In this class we use the year 1858—the year the colony was established in response to an unprecedented flood of people seeking to profit from gold—as an entry point to engage a number of conceptual, temporal, and comparative digressions that refer back to a primary consideration: BC as a project, process, and potentiality. As a class we will explore the inseparability of cultural, physical, environmental, historical, and economic geographies and how they are relationally intertwined through such topics as: BC's Black history; queer and disability geographies in BC; pipeline politics; colonial reconciliation and repair; and various imminent ecological threats we face in BC (climate change, South Resident Orca whales on the brink of extinction, mass mine-waste disasters). The goals of this course are for students to develop a firm grasp of key concepts and frameworks while analyzing myriad aspects of what we currently refer to as British Columbia and to explore how these concepts and frameworks are inseparable from other processes, issues, and histories around the world. Which is to say, to think about British Columbia relationally, always and necessarily located amidst an expansive web of relationships.

### **Course Objectives:**

My aim as a course instructor are to help you develop the skills to:

- Engage various aspects of the geographies of BC that draw on, and you can apply to, your lives outside the classroom
- Develop verbal communication, concise writing, careful/care-filled reading, and critical thinking skills that will contribute to efforts outside the classroom
- Engage diversity of voices, perspectives, and worldviews to come to a richer understanding of British Columbia

- Carefully examine and critique the world around you, while learning to mobilize critique in practical and meaningful ways
- Destabilize and denaturalize taken-for-granted ideas about the province of BC and offer insight into your active participation in it
- Gain perspective on the changes you would like to see in the province and how you can contribute to these changes
- Learn to engage in difficult discussions carefully, openly, and with respect in order to maximize the potential to learn from the experiences of your classmates

### **The Class Environment:**

The class space is produced collectively. Given this, it is your responsibility to:

(1) read the specified materials for a particular day and to come to class ready to ask questions and foster conversations about those readings and the related lecture content.

(2) participate in creating an enjoyable, open, and safe environment for conversation. The material covered in this course might be unsettling and upsetting. A large part of this course will be to confront and work through discomfort together through open conversation. If you are ever uncomfortable in class for any reason please feel free to come and speak with me after class, during office hours, or by email. It is important that we create a classroom space that is both challenging and safe.

### **Evaluation:**

In-class Participation: 10%

Assignment One (overview of 3 issues/interests): 10%

Mid-term quiz: 15%

Assignment Two (precis on research topic): 15%

Assignment Three (Final Research Essay): 30%

Final Exam: 20%

### **The Readings:**

There is no textbook assigned for this class. Given this is an upper year course, I would like us to explore and push back against standardized understandings of British Columbia that are offered through available textbooks. The reading list is drawn from academic journal articles, book chapters, and web-based material. You can access journal articles through the Library's E-journals search option. Online materials can be accessed with URLs below. Book chapters are available via course reserve. If you are unable to access any source, please e-mail me.

### **Class Schedule and Required Readings:**

Readings will be folded into lectures. Lectures will include additional cases and details. We will be discussing the readings in class and also film and Youtube clips, podcasts, and other media. The lecture slides will not be posted online and are available only upon request.

### **Texts on Reserve:**

Compton, W. (2001). *Blueprint: Black British Columbian literature and orature*. Arsenal Pulp Press Ltd.

Divine, D. (Ed.) (2009). *Multiple lenses: Voices from the diaspora located in Canada*. Cambridge Scholars Publishing.

Estes, N., & Dhillon, J. (2019). *Standing with Standing Rock: Voices from the #NoDAPL Movement*. University of Minnesota Press. (interview with Freda Huson)

Ignace, M., & Ignace, R. E. (2017). *Secwépemc people, land, and laws: Yerí7 re Stsqéy's-kucw*. Montreal; Kingston ; London ; Chicago: McGill-Queen's University Press.

Manuel, A. (2015). *Unsettling Canada: A national wake-up call*. Between the Lines.

Simpson, L. (2008). *Lighting the eighth fire: The liberation, resurgence, and protection of Indigenous*

- nations. Arbeiter Ring Pub.
- Roy, P. E. (1990). *A white man's province: British Columbia politicians and Chinese and Japanese immigrants, 1858-1914*. UBC Press.
- Mawani, R. (2010). *Colonial proximities: Crossracial encounters and juridical truths in British Columbia, 1871-1921*.

## Course Overview

### Week 1: Introductions, Contextualizing BC

- Pope Alexander VI (1493) Doctrine of Discovery.  
<https://www.gilderlehrman.org/content/doctrine-discovery-1493>
- King Charles II (1670) The Hudson's Bay Company Charter  
<http://www.hbcheritage.ca/things/artifacts/the-charter-and-text>

**Wednesday September 4:** Course Introduction (No reading)  
**Thursday September 5:** What is BC?

### Week 2: Contextualizing BC (continued...)

- Wynter, S. (1995). *1492: A new world view. Race, Discourse, and the Origin of the Americas: A New World View*, 5–57.
- Ignace, M., & Ignace, R. E. (2017). *Secwépemc people, land, and laws: Yerí7 re Stsáqéys-kucw*. Montreal; Kingston; London; Chicago: McGill-Queen's University Press. (pp. 425-461)
- Chiefs of the Shuswap, Okanagan and Couteau Tribes of British Columbia. (1910). Memorial: To Sir Wilfred Laurier, Premier of the Dominion of Canada From the Chiefs of the Shuswap, Okanagan and Couteau Tribes of British Columbia.  
<https://www.sfu.ca/~palys/OpenLetterToWilfredLaurier-1910.pdf>
- Podcast: Interview with Benjamin Madley on his book *An American Genocide*. New Books in History. <https://newbooksnetwork.com/benjamin-madley-an-american-genocide-the-united-states-and-the-california-indian-catastrophe-1846-1873-yale-up-2016/>

**Monday Sept 9:** Royal Proclamations and Modernist Ideologies  
**Wednesday Sept 11:** In the wake of the Gold Rush  
**Thursday Sept 12:** Settlement...

### Week 3: Nature, The Environment, Climate Action

- IPCC. (2018). *Global Warming of 1.5 °C: IPCC special report on the impacts of global warming of 1.5 ° (Intergovernmental Panel on Climate Change Report No. Special Report 15)*. Seoul, Korea. (Summary version:  
[https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15\\_SPM\\_version\\_report\\_LR.pdf](https://www.ipcc.ch/site/assets/uploads/sites/2/2019/05/SR15_SPM_version_report_LR.pdf))
- Cohen, B. I., & Commission of Inquiry into the Decline of Sockeye Salmon in the Fraser River. (2012). *The Uncertain Future of Fraser River Sockeye: The Sockeye Fishery*. Commission of Inquiry into the Decline of Sockeye Salmon in the Fraser River. (Executive summary 85-114). [http://publications.gc.ca/collections/collection\\_2012/bcp-pco/CP32-93-2012-3-eng.pdf](http://publications.gc.ca/collections/collection_2012/bcp-pco/CP32-93-2012-3-eng.pdf)
- Jackaman & Nunn (2018) Times Columnist Op-ed: BC Hydro's Jordan River Crisis

<https://www.timescolonist.com/opinion/op-ed/island-voices-b-c-hydro-s-jordan-river-crisis-1.23658355>

Podcast: CBC's Front Burner. "Why B.C.'s orcas are at risk, and what's at stake"

<https://www.cbc.ca/radio/frontburner/why-b-c-s-orcas-are-at-risk-and-what-s-at-stake-1.5230999>

Podcast: CBC's Front Burner. "The Uninhabitable Earth: A grim portrait of the future of climate change" <https://www.cbc.ca/radio/frontburner/the-uninhabitable-earth-a-grim-portrait-of-the-future-of-climate-change-1.5171572>

**Monday Sept 16:** Infrastructure and the Environment (possible field trip to Jordan river?)

**Wednesday Sept 18:** The Disaster at Mt. Polley and a politics of devastation

**Thursday Sept 19:** Climate Action (?) / peer-review

#### **Week 4: Indigenous Law and BC**

Napoleon, V. (2013). Thinking about Indigenous legal orders. In *Dialogues on Human Rights and Legal Pluralism* (pp. 229–245). New York: Springer. [available online through UVIC library]

Clifford, R. (2016). WSÁNEĆ Legal Theory and the Fuel Spill at SELEKTEE (Goldstream River). *McGill Law Journal/Revue de Droit de McGill*, 61(4), 755–793.

Claxton, N. xumthoult. (2008). The Douglas Treaty and WSÁNEC Reff-Net Fisheries. In L. B. Simpson (Ed.), *Lighting the Eight Fire: Liberation Resurgence, and Protection of Indigenous Nations* (pp. 47-58). Winnipeg: ARP Books.

**Monday Sept 23:** Thinking about Indigenous legal orders; **Assignment 1 Due**

**Wednesday Sept 25:** The DFO and the disruption of Indigenous Law

**Thursday Sept 26:** Indigenous Law and resource management in BC

#### **Week 5: Race, Migration, and the making of BC**

Compton, W. (2001). Introduction. In W. Compton (Ed.), *Bluesprint: Black British Columbian literature and orature* (pp. 17–40). Vancouver, BC: Arsenal Pulp Press Ltd.

Roy, P. E. (1990). *A white man's province: British Columbia politicians and Chinese and Japanese immigrants, 1858-1914*. UBC Press. (Preface: vii-xvii)

Mawani, R. (2010). *Colonial proximities: Crossracial encounters and juridical truths in British Columbia, 1871-1921*. (Introduction: 1-34)

**Monday Sept 30:** Modernity and the standardized idea of "Man" in BC

**Wednesday Oct 2:** Black BC

**Thursday Oct 3:** Case study: Vancouver housing

#### **Week 6: Queer politics in BC**

Hunt, S., & Holmes, C. (2015). Everyday Decolonization: Living a Decolonizing Queer Politics. *Journal of Lesbian Studies*, 19(2), 154–172.

Hyslop, K. (2017, July 17). What It's Like to Grow up LGBTQ2S+ in British Columbia. *The Tyee*. Retrieved from <https://thetyee.ca/News/2017/07/17/Growing-Up-LGBTQ2S/>

Podcast: TBD

**Monday Oct 7:** What is queer theory?

**Wednesday Oct 9:** Queer politics in BC: rainbow cross walks and binary bathrooms  
**Thursday Oct 10:** Intersectionality and Intro to critical disability theory  
**Mid-term quiz at beginning of class**

### **Week 7: Critical disability geographies of BC / Peer-Reviews**

Titchkosky, T. (2005). Disability in the news: A reconsideration of reading. *Disability & Society*, 20(6), 655–668.

Reading: TBD

Podcast: NPR's Invisibilia "How to Become Batman"

<https://www.npr.org/programs/invisibilia/378577902/how-to-become-batman>

**Monday Oct 14:** THANKSGIVING DAY

**Wednesday Oct 16:** Disability as a gift in BC

**Thursday Oct 17:** Peer-review session

### **Week 8: Political Geographies of BC**

Rose-Redwood, R. (2016). "Reclaim, Rename, Reoccupy": Decolonizing Place and the Reclaiming of PKOLS. *ACME: An International E-Journal for Critical Geographies*, 15(1), 187–206.

Spice, A., & Huson, F. (2019). Heal the People, Heal the Land: And Interview with Freda Huson. In N. Estes & J. Dhillon (Eds.), *Standing with Standing Rock: Voices from the #NoDAPL Movement* (pp. 221–231). Minneapolis: University of Minnesota Press.

**Monday Oct 21:** Provincial politics; **Assignment 2 Due/Federal Election Day**

**Wednesday Oct 23:** What is political geography? (Case study: pipeline politics)

**Thursday Oct 24:** Ideology and power (Case study: statues and place names)

### **Week 9: (Western) Legal Geographies in BC**

Blomley, N. (2009). Homelessness, rights, and the delusions of property. *Urban Geography*, 30(6), 577–590.

Borrows, J. (1999). Sovereignty's alchemy: An analysis of *Delgamuukw v. British Columbia*. *Osgoode Hall LJ*, 37, 537.

Clogg, J., Richie, K., & Lehrer, E. (2013). Modernizing BC's Free Entry Mining Laws for a Vibrant, Sustainable Mining Sector [Policy Report]. Retrieved from West Coast Environmental Law Research Foundation website:

[http://www.wcel.org/sites/default/files/publications/WCEL\\_Mining\\_report\\_web.pdf](http://www.wcel.org/sites/default/files/publications/WCEL_Mining_report_web.pdf)

**Monday Oct 28: Monday Oct 28:** Property

**Wednesday Oct 30:** Sovereignty

**Thursday Oct 31:** Environmental Law

### **Week 10: Urban geographies of BC: gentrification, poverty, and the unhoused**

Burnett, K. (2014). Commodifying poverty: Gentrification and consumption in Vancouver's Downtown Eastside. *Urban Geography*, 35(2), 157–176.

Compton, W. (2009). Hogan's Alley Mapping Vancouver's lost black neighbourhood. In D. Divine (Ed.), *Multiple lenses: Voices from the diaspora located in Canada* (pp. 289–292). Cambridge Scholars Publishing.

Wallstam, M., & Crompton, N. (2015). City of perpetual displacement: 100 years since the destruction of the Kitsilano Reserve. *The Mainlander*. Retrieved from <http://themainlander.com/2013/07/25/city-of-perpetual-displacement-100-years-since-the-destruction-of-the-kitsilano-reserve/>

**Monday Nov 4:** Gentrification – Case study: Hogan’s Alley Vancouver

**Wednesday Nov 6:** Housing

**Thursday Nov 7:** Mid-term quiz / Transportation

### **Week 11: Reading Week**

**Monday Nov 11:** No class

**Wednesday Nov 13:** No class

**Thursday Nov 14:** Topic (and reading) to be determined by the class

### **Week 12: In the Wake of Colonialism in BC**

The National Inquiry into Missing and Murdered Indigenous Women and Girls. (2019).

Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. Retrieved from [https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final\\_Report\\_Vol\\_1a-1.pdf](https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Final_Report_Vol_1a-1.pdf)

De Leeuw, S. (2007). Intimate colonialisms: The material and experienced places of British Columbia’s residential schools. *The Canadian Geographer/Le Géographe Canadien*, 51(3), 339–359.

Podcast: TBD

**Monday Nov 18:** On not “getting over it”

**Wednesday Nov 20:** Socio-ecological legacies of colonialism

**Thursday Nov 21:** TBD / peer review

### **Week 13: Reconciliation and Repair: Beyond Recognition**

Murdock, E. G. (2018). Unsettling reconciliation: Decolonial methods for transforming social-ecological systems. *Environmental Values*, 27(5), 513–533.

Truth and Reconciliation Commission of Canada. (2015). *Canada’s Residential Schools: The Final Report of the Truth and Reconciliation Commission of Canada*.

Manuel, A. (2015). *Unsettling Canada: A national wake-up call*. Between the Lines. (Chapter 1)

Podcast: Yale University’s Slavery and Its Legacies Podcast: “Bryan Stevenson”

<https://glc.yale.edu/SlaveryandItsLegacies/episodes/BryanStevenson>

**Monday Nov 25:** Decolonizing BC

**Wednesday Nov 27:** Politics of Recognition

**Thursday Nov 28:** Reconciliation, ending relations of supremacy

### **Week 14: Topic - To be determined by the class**

**Monday Dec 2:** TBD FINAL ASSIGNMENT DUE

**Wednesday Dec 4:** TBD

## Evaluation and Assignment Breakdown:

**In-class Participation (10%):** Attendance will be taken at every class. You may have one unexcused absence and after that absences will count as deductions from your participation grade. If you have difficulties with attending class, please contact me to make alternative arrangements. A significant portion of what is learned in this class will be during class time so being present and participating is important. Participation is not based on who speaks the most, but evaluated on the quality of your comments, how well you listen, evidence that you have read and reflected on readings, and collegiality. There will also be three peer-review exercises throughout the term that will contribute to your participation grade.

Texting or using your cell phones for anything other than emergency situations is not permitted. You may use your computer to take notes, but please do not use the Internet. Using your computer for anything other than taking notes or searching class-related material will affect your participation grade. When students engage in non-class related activities in class it is distracting to those around you and compromises your learning experience. Be respectful of your classroom community. From experience I have found that find that students learn more, and also enjoy class so much more, when they are fully engaged IRL.

**Assignments 1 (10%), 2 (15%), and 3 (30%):** The course will include three writing assignments (and three coinciding peer-review sessions) that are intended build on each other in preparation for the final paper. General details for these assignments are below. We will go over each of these assignments in much greater detail in class.

**Assignment 1 (due Sept. 23):** For this assignment, I would like you to think about possible areas to write about for your final paper and outline three issues or areas of interest in the context of BC. For each topic I would like you to describe: What are the topics? Why do you find them important and interesting? How do you think you might be able to provide new insight into understanding into them? This assignment should be between 1-1.5 pages, single spaced, in 12-point font.

**Assignment 2 (due October 21):** For this assignment you will write a research précis that summarizes the main ideas and arguments of the paper you are hoping in particular. A key element of this will be clearly outlining the central thesis for your paper. This assignment should be 2 pages, single spaced, in 12-point font.

**Assignment 3 (due December 4):** This 10-12 page (double spaced) research essay, will be a topic of your choice directly related to BC or a topic presented in class and will ideally be a topic explored in the previous two assignments. This assignment is intended to demonstrate your academic knowledge of a subject. While a précis is meant to convince the audience of the value of a research project, this research essay can be thought of as the finished product.

**Mid-term quiz (15%, November 7):** The mid-term exam will be a short exam based on lectures and readings.

**Final Exam (20%, date TBA):** The final exam will cover the entire term and will feature both short-

answer and short essay-form questions. I will highlight important points to note throughout the term and will provide a list of topics that will be examined, therefore, the content of the exam should not be a surprise.

**Grading system** as per the Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+	9	90-100%	<b>Exceptional, outstanding and excellent</b> performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	<b>Very good, good and solid</b> performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	<b>Unsatisfactory</b> performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not write examination or complete course requirements by the end of term or session; no supplemental.

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#### GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
  - Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)
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#### POLICY ON LATE ASSIGNMENTS:

Late assignments will be penalized at 5%/day unless arrangement with the instructor is made prior to or on the day of the deadline.

**\*\*Instructor's note:** I know that life and university can be challenging at times. If you get in touch in advance to an assignment we can work together to get your assignments in on time. \*\*

#### ACADEMIC INTEGRITY:

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.

Policy on Academic Integrity: [web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

**ACCESSIBILITY:**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible (<https://www.uvic.ca/services/cal/>). The RCSD staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

**POSITIVITY AND SAFETY:**

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

**SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC:**

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting [uvic.ca/svp](http://uvic.ca/svp). If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250.721.8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: [uvic.ca/svp](http://uvic.ca/svp)

**COURSE EXPERIENCE SURVEY (CES):**

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**DISCLAIMER:**

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

**NOTE:** A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services - *Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.* [uvic.ca/services/counselling/](http://uvic.ca/services/counselling/)

Health Services - *University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.* [uvic.ca/services/health/](http://uvic.ca/services/health/)

Centre for Accessible Learning - *The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [uvic.ca/services/cal/](http://uvic.ca/services/cal/). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*

Elders' Voices - *The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.*

[uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)

### **Further course readings:**

- Barman, J. (2007). *The West beyond the West: A history of British Columbia*. Toronto: University of Toronto Press.
- Braun, B. W. (1997). Buried Epistemologies: The Politics of Nature in (Post)colonial British Columbia. *Annals of the Association of American Geographers*, 87(1), 3–31.
- Chang, K. (2008). Enforcing transnational white solidarity: Asian migration and the formation of the US-Canadian boundary. *American Quarterly*, 60(3), 671–696.
- De Leeuw, S. (2012). Alice through the looking glass: Emotion, personal connection, and reading colonial archives along the grain. *Journal of Historical Geography*, 38(3), 273–281.
- Fisher, R. (2011). *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890*. Vancouver: UBC Press.
- Harris, C. (1997). *The resettlement of British Columbia: Essays on colonialism and geographical change*. Vancouver, BC: UBC Press.
- Harris, D. C. (2001). *Fish, law, and colonialism: The legal capture of salmon in British Columbia*. University of Toronto Press.
- Harris, D. C. (2009). *Landing native fisheries: Indian reserves and fishing rights in British Columbia, 1849-1925*. Vancouver: UBC press.
- Harris, R. C. (2011). *Making native space: Colonialism, resistance, and reserves in British Columbia*. Vancouver: UBC Press.
- Johnson, W. H. H. (2019). *The New Race: Selected Writings, 1901-1904*. Waterloo: Wilfred Laurier University Press.
- Loo, T. (1994). Making law, order, and authority in British Columbia, 1821-1871. *Toronto: University of Toronto Press*, 239, 1–2.
- Loo, T. (2001). Of moose and men: Hunting for Masculinities in British Columbia, 1880–1939. *Western Historical Quarterly*, 32(3), 296–319.
- Marshall, D. (2018). *Claiming the Land: British Columbia and the Making of a New El Dorado*. Vancouver: Ronsdale Press.
- Nunn, N. (2018). Toxic Encounters, Settler Logics of Elimination, and the Future of a Continent. *Antipode: A Radical Journal of Geography*, 50(5), 1330–1348.
- Ormsby, M. A. (1958). *British Columbia: A history*. Vancouver, BC: Macmillan.
- Roe, G. W. (2009). Vancouver's Downtown Eastside and the Community of Clients. *BC Studies: The British Columbian Quarterly*, (164), 75–101.
- Sellars, B. (2013). *They called me number one: Secrets and survival at an Indian Residential School*. Vancouver, BC: Talon Books.
- Harris, C. (1997). *The resettlement of British Columbia: Essays on colonialism and geographical change*.