

History Department - University of British Columbia

Honours Programme

Honours seminars and tutorials, 2021/2022

- *For third year honours students*, a typical programme consists of HIST 333 (the third-year seminar) and six credits of honours tutorials (HIST 321)
- *For fourth year honours students*, a typical programme consists of HIST 433 (the fourth-year seminar), HIST 449 (the honours graduating essay), and six credits of honours tutorials (HIST 421)

In addition to the requirements specific to the third year and the fourth year, students must complete in either the third or fourth year:

- HIST 490 (or one of its equivalents) (3 credits): History department upper division seminar
- 9 upper division history credits which must include a course in a field related to essay topic; and
- an exam confirming reading knowledge of a foreign language

For more information please see: <https://history.ubc.ca/undergraduate/ba-history-program/honours/>

Seminars (six credits), September 2021 to April 2022

History 333, 001 Third year seminar: (Full-year, September 2021 to April 2022)

Instructor: Prof. W. French wfrench@mail.ubc.ca

Title: tba

Description: tba

HIST 433, 001 Fourth year seminar: (Full-year, September 2021 to April 2022)

Instructor: Prof. R. Brain, rbrain@mail.ubc.ca

Manifesting History: Narrative, Research, Memory

This course, which is mandatory for all fourth-year Honours students, has two primary objectives. The first is to introduce students to some fundamental issues of historical theory and practice. We shall examine not only how people remember, forget, and restructure the past as an ongoing part of the construction of themselves and their worlds, but also the expression of this construct in diverse forms and genres, with their attendant possibilities and constraints. The readings and topics will be general and not limited to any historical period or geography. The second goal of the course is to help students conceptualize and write their honours graduating essays. To support this objective we read about and discuss many of the practical elements of historical research, including archival research, digital techniques, and more.

We will read a range of texts selected both for their thematic content and for their utility as models of historical writing. In the first semester, close readings of texts will allow students to explore the “nuts and bolts” of how writers ask historical questions, make their arguments, find and use sources, and situate their work in relation to relevant historiographies. The second semester will focus closely on students’ own theses in progress. The focus of these class meetings will be critical (but supportive and constructive) engagement with one another’s writing. Course evaluations will be based on participation in discussion and various writing assignments.

Tutorials (HIST 321 and 421) (six credits), September 2021 to April 2022

History 321A, 101/421A, 101 Honours Tutorial (Term 1, September to December 2021)

Instructor: Prof. A. Kojevnikov n.nikov@ubc.ca

Public Intellectuals and Historical Reflexivity

The seminar will explore political dilemmas and moral challenges of intellectual life during the turbulent times in the course of the violent twentieth century, from Leo Tolstoy, Albert Einstein, and Alexandra Kollontai to Angela Davis, Jean-François Lyotard, and subcomandante Marcos. We shall analyze the peripeteia of historical developments through their eyes and existential experiences, their attempts to envision and rationalize the flow of time, to improve the world, or at least to make some sense of it. Texts by public intellectuals and about them will help us understand through cultural contextualization their illusions, insights, and frustrations of the clash between imaginative wishful thinking and the hard realities of history. Their often referenced but also often misinterpreted ideas provide uncommon perspectives and alternative views on the past century and its lost vision of the future. The hubris and the sometime unpredictable power of big, weird, dangerous, or incomprehensible ideas can also provide a humble reflection on contemporary intellectual attempts to comprehend the chaotic historical process of our own times.

History 321B, 101/421B, 101 Honours Tutorial (Term 1, September to December 2021)

Instructor: Prof. L. Paris leslie.paris@ubc.ca

Histories of Life and Death

This course will consider varied approaches to the history of life and death. Drawing on case studies from around the world, our themes will include pregnancy, childbirth, and child-rearing; age cohorts and generations; war, duels, and capital punishment; illness and medical treatment; rituals of death and dying; and the place of ghosts and ancestors in the lives of the living. How should we think about historical subjects whose age-bound identities are always in transition? How has the life cycle acquired meaning in particular political, temporal, and community contexts? How do the dead influence the living? With attention to other intersectional categories of identity such as gender, race, and class, we will consider how age and life stages matter in history.

History 321D, 201/421D, 201 Honours Tutorial (Term 2, January to April 2022)

Instructor: Prof. S.F. Yin, email: tba

History with Animals

This course invites us to consider the relationship between humans and animals from a historical perspective. How, we ask, can recent developments in the fields of animal and environmental studies enrich historical research? Conversely, how can historical inquiry shed light on the lives we share with and as animals today? Our course eschews an exclusive focus on any one region or period. Instead, we follow the paths of elephants, wolves, horses, giraffes, dogs, cats, rats, and mosquitos across Afro-Eurasia and America. As we engage with the historiographical trajectories sometimes called “the animal turn,” we situate these trends in the broader context of the development of our field. In this process, we will become familiar with the set of methodological tools historians use to study animals from different sources—archeological, textual, material, visual, etc. A constitutive goal of this course is to help students to develop their own projects. By the end of the course, students can either write a paper of original research or a historiographical essay that sets up projects they want to pursue in the future.