



**HIST 499**

COURSE NAME/NUMBER

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

To be knowledgeable about the themes and debates scholars have identified as essential to an understanding of the subject; to familiarize students with the major events and participants in the history of the subject; where possible, to introduce students to the sources available for the study of the subject.

**METHODS:**

Methods may include lectures to provide the historical and historiographical context to the subject and its sub-themes; but the majority of time will be spent in seminar discussions; use of a variety of readings to challenge students and introduce them to the diversity of historical interpretation of the subject; discussions and of student presentations.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR

 Yes No**METHODS OF OBTAINING PLAR:**

Challenge exam.

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Will vary with the instructor, but will be consistent with the History Department's and the Arts Curriculum Committee's criteria for 400-level courses (see addendum). For example, a fourth-year course on the Russian Revolution would include a wide enough sampling of monographs (or selections) and articles to enable students to become familiar with the major historiographical traditions in the subject or to enable students to master a particular theme within this topic.

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Written assignments and research papers	50%-80%
Exams (not all upper level courses have exams)	20%-30%
Participation	10%-30%

Oral presentations (5%-15%) may also be included.

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**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Topics in the History of Sexuality: 19<sup>th</sup> and 20<sup>th</sup> Century Europe

The following topics would be the subject of lectures with supporting seminar discussions:

- I. Introduction
- II. Conceptualizing Sexuality in History: the Big Questions
- III. Changing Definitions of Gender
- IV. Victorian Ideology / Victorian Behaviour
- V. Prostitution
- VI. Identities and Boundaries: “Hermaphroditism” and Homosexuality
- VII. Sexual Sciences: Sexology, Psychoanalysis, Eugenics
- VIII. The New Woman and the New Man – and the Old and New Racism
- IX. Sexuality under Fascism, War, and Cold War
- X. The Sexual Revolution and Women’s Lib
- XI. Lesbian and Gay Liberation
- XII. Contemporary Conflicts: Porn and Violence against Women
- XIII. Contemporary Conflicts: Abortion

**ADDENDUM**

**HISTORY DEPARTMENT**Criteria for Courses at the 400 Level

- 400: Seminars and advanced research projects. A sophisticated grasp of historiographical and methodological issues is expected. Students are expected to make substantial contributions to class discussions and assume an instructional role vis-a-vis both classmates and the instructor on the subject area of their research project. Students work with primary sources more regularly and are again encouraged to rely more heavily on them in their research assignments.

**ARTS CURRICULUM COMMITTEE**Criteria for Courses at the Upper Level

**Method:** Most 300 and 400 courses may combine lecture with seminar and/or highly interactive small classes or advanced research projects. Students are expected to make substantial contributions to class discussions. For example, students may assume an instructional role with both classmates and the instructor on the subject area of their research projects, and/or be expected to serve as effective colleagues for one another and the instructor in advancing or facilitating debate on any topic. Students exercise increasingly greater independence and initiative as scholars.

**Content:** Increasingly specialized and/or thematic courses. Reading loads may be heavier, or may expect students to digest increasingly complex material with less assistance. Students develop a more sophisticated grasp of methodological issues and greater independence as scholars.