PAC FORM #2

UNIVERSITY OF THE FRASER VALLEY

COURSE IMPLEMENTATION DATE: [September 1995]
COURSE REVISED IMPLEMENTATION DATE: [September 2009]
COURSE TO BE REVIEWED: [September 2007]
(Four years after implementation date)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: **History**

HIST 329		**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Canadian Family History
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course is a detailed examination of the changing Canadian family, from the 18th century to the present.

PREREQUISITES: Nine credits of lower-level history or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.
COREQUISITES: None.

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* For further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **60**
STRUCTURE OF HOURS

Lectures:	**30**	Hrs
Seminar:	**30**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: **30**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once per year**

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): **Bonnie Huskins**
Chairperson: *(Curriculum Committee)*
Department Head:
Dean: **Dr. Eric Davis**
PAC Approval in Principle Date:
PAC Final Approval Date: May 22, 2009

HIST 329
COURSE NAME/NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To encourage the student to think historically about the family. There is a widespread belief that the prevailing structure of the family has always been that of a "nuclear family." History 329 seeks to debunk this myth by examining the changing nature and structure of the Canadian family.
2. To consider the effects of the rise of capitalism and the growth of the modern regulatory state on the family.
3. To aid the development of critical thinking and writing skills.

METHODS:

Seminar/lecture format with some audio/visual supplementation.
Students will also visit an archives and engage in archival research.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Essay.

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

Joy Parr, Childhood and Family in Canadian History
Bettina Bradbury ed., Canadian Family History
History 329 Coursepack

SUPPLIES / MATERIALS:

N/A

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

Major project	35%
Document analysis	10%
Mid-term exam	15%
Final exam	25%
Class participation	15%

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

Theoretically, History 329 is an examination of the changing nature and structure of the Canadian family; methodologically, it is an exercise in "historical thinking" and "historical understanding." The student will be encouraged to analyse scholarly articles, books, and primary documents and to question preconceived notions about the family. The student will also be responsible for a major archival project and a document analysis. Background material will be covered in weekly lectures, but many of the issues and controversial questions will be teased out in seminar discussions.