UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE: May 2004
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2008
(Four years after implementation date) (MONTH YEAR format)

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 340	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Colonial America and the Early Republic to 1815
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will explore the forces shaping the establishment of the American colonies, their development as a distinct people within the British empire, and the challenges facing them as an independent republic. It will seek to explain colonial America and the early republic from a trans-Atlantic perspective. Topics will include: Europe and the 'imagined landscape' of the 'New World', settlers and indigenous peoples, community formation, Europe, Africa and America, communication and the creation of an Atlantic culture, Empire and constitution, wars and revolution, establishing the republic, slavery, gender and family, frontier and the American identity, and the War of 1812.

PREREQUISITES: **Nine credits of lower-level history, which must include HIST 241.**
COREQUISITES:

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:	**40**	Hrs
Seminar:	**20**	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: **35**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once every second 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): David Milobar
Chairperson: Jim Andersen *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: February 25, 2004

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: lectures, seminar discussions and individual research projects.

Teaching method will be a combination of classroom lectures and discussions of assigned readings. Relevant audio/visual materials will also be used.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check :) ☒ 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:]

Jack P. Greene, **Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture.**
Mary Rowlandson, **The Narrative of the Captivity and Restoration of Mrs Mary Rowlandson.**
Olaudah Equiano, **The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written By Himself.**
J. Hector St. John de Crevecoeur, **Letters from an American Farmer.**
Plus readings on reserve.

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

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

Participation: 15%
Weekly Reading Assignments 10%
Document Analysis 15%
Term Paper 30%
Final Exam 30%

COURSE CONTENT:

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

Week 1: Introduction.
Week 2: European Expansion and the 'Idea of America'.
Week 3: European-Aboriginal Contact: A Clash of Civilizations.
Week 4: Community Formation: Metropolitan or Frontier Cultures?
Week 5: Europe, Africa and America.
Week 6: Communication, Commerce and the Creation of an Atlantic Culture.
Week 7: America as a Theatre of Global War For Empire: Seven Years War.
Week 8: Constitutional Crisis in a Trans-Atlantic Context: The American Revolution as a Civil War.
Week 9: Challenge of Establishing the Republic.
Week 10: Slavery in the Context of Republican Society.
Week 11: Impact of the Revolution on Gender and Family.
Week 12: Frontier and the American Identity.
Week 13: War of 1812: The United States Asserts Its Independence.