OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	May 2004
COURSE REVISED IMPLEMENTATION DATE:	September 2009
COURSE TO BE REVIEWED:	December 2012
(four years after UPAC approval)	*(month, year)*

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 – see course syllabus available from instructor

HIST 340	History	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UCFV CREDITS

Colonial America and the Early Republic to 1815
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course explores the forces shaping the establishment of the American colonies, the development of a distinct colonial society within the British empire, the colonist's revolt, and the challenges facing the inhabitants of the new independent republic. The course 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 or 45 university-level credits.
COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):
(a) Replaces:
(b) Cross-listed with:
(c) Cannot take: for further credit.

SERVICE COURSE TO: *(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:

OTHER:
Maximum enrolment: **30**
Expected frequency of course offerings: Every second year
(every semester, annually, every other year, etc.)

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

Course designer(s):	**Dr. David Milobar**		
Department Head:	**Robin Anderson**	Date approved:	**n/a**
Supporting area consultation (UPACA1)		Date of meeting:	**n/a**
Curriculum Committee chair:	**Moira Gutteridge-Kloster**	Date approved:	**n/a**
Dean/Associate VP:	**Dr. Eric Davis**	Date approved:	**n/a**
Undergraduate Program Advisory Committee (UPAC) approval		Date of meeting:	**May 22, 2009**

LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

- Demonstrate knowledge of the major themes and debates essential to understanding the history of colonial America and the early republic.
- Demonstrate an awareness of the major events and peoples who shaped the history of early America.
- Demonstrate knowledge of the major primary and secondary materials on the subject and an ability to research, discuss, and write on early American history.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

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

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☒ Examination(s) ☐ Portfolio assessment ☐ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

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***.** University of North Carolina, 1988.
Mary Rowlandson, *The Narrative of the Captivity and Restoration of Mrs Mary Rowlandson.* Whitefish, MT: Kessinger Publishing, 2008.
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written By Himself***.** Whitefish, MT: Kessinger Publishing, 2004
J. Hector St. John de Crevecoeur, *Letters from an American Farmer.* New York: Dover Publications, 2005.
Plus readings on reserve.

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.