UNIVERSITY OF THE FRASER VALLEY

OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE: September 2004
COURSE REVISED IMPLEMENTATION DATE: May 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 396	History	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Topics in North American History
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Course topics will be in the field of North American history and will vary with the instructor. Typically this course will be offered by a visiting scholar. Different topics will be identified by adding a letter to the course numbers, e.g., 396C, 396D.

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:	**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:

OTHER:
Maximum enrolment: **36**
Expected frequency of course offerings: As needed
(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. Sylvie Murray**
Department Head: **Robin Anderson** Date approved: **October 28, 2008**
Supporting area consultation (UPACA1) Date of meeting: **November 7, 2008**
Curriculum Committee chair: **Moira Gutteridge-Kloster** Date approved: **December 5, 2008**
Dean/Associate VP: **Dr. Eric Davis** Date approved: **December 10, 2008**
Undergraduate Program Advisory Committee (UPAC) approval Date of meeting: **December 19, 2008**

LEARNING OUTCOMES:

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

- Clearly communicate their ideas, both in writing and in class discussions
- Critically examine primary and secondary sources
- Identify the distinct nature of history as a discipline
- Explain the various interpretive controversies and historiographical debates related to the chosen topic in North American history

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

Methods will include lectures to provide the historical and historiographical context to the subject and its sub-themes and seminar discussions of a variety of readings to challenge students and to introduce them to the diversity of historical interpretations of the subject. 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:]

Will vary with the instructor but will be consistent with the History department's and the Arts Curriculum Committee's criteria for 300-level courses. For example, in a third-year course on "Slavery and the Old South," students could expect to read a textbook and a monograph or two, as well as about two articles a week.

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	10-20%
Oral presentations may also be included	(5-15%)

COURSE CONTENT:

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

Slavery and the Old South:
Week 1: Introduction; southern nationalism and nostalgia; historical memory.
Week 2: Settlement patterns and differences. The origins of the plantation economy and slavery.
Week 3: Tobacco slavery; the foundations of southern culture.
Week 4: The South during the Revolution and the early national era
Week 5: The ideology of slavery and responses to Abolitionism.
Week 6: Nullification and Cherokee removal
Week 7: The cotton kingdom and plantation slavery
Week 8: The slaves' world: daily life, religion, culture, and society.
Week 9: Slave resistance and rebellion
Week 10: Southern yeomen; non-slaveholding whites
Week 11: Women in the Old South
Week 12: Other forms of slavery; free black people in the ante-bellum South
Week 13: Honour, violence, and intellectual life