

COURSE IMPLEMENTATION DATE: September 1999  
 COURSE REVISED IMPLEMENTATION DATE:  
 COURSE TO BE REVIEWED: Septmeber 2003  
 (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:	<b>HISTORY</b>	
<b>HISTORY 399</b>		<b>4</b>
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>SPECIAL TOPICS IN HISTORY I</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

The topics will vary with the instructor, but will be limited to those which our library resources can support and those which lie outside the areas of expertise of our current full-time faculty (e.g., topics in Early Modern European History or East/Central/Southern European History).

PREREQUISITES: **Nine credits of lower-level history.**  
 COREQUISITES: **None**

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: <b>60</b>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____
Lectures: <b>30</b> Hrs	HOURS PER DAY: _____
Seminar: <b>30</b> Hrs	
Laboratory: Hrs	
Field Experience: Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT: **35**

EXPECTED FREQUENCY OF COURSE OFFERINGS: \_\_\_\_\_

**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): \_\_\_\_\_ Chairperson: \_\_\_\_\_  
 E. Davis (Curriculum Committee)

Department Head: \_\_\_\_\_ Dean: \_\_\_\_\_  
 J.D. Tunstall

PAC Approval in Principle Date: \_\_\_\_\_ PAC Final Approval Date: October 28, 1998

**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 will include lectures to provide the historical and historiographical context to the subject and its sub-themes; use of a variety of readings to challenge students and introduce them to the diversity of historical interpretation of the subject; discussions of the readings.

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

Credit can be awarded for this course through PLAR (Please check : )  Yes  No

**METHODS OF OBTAINING PLAR:****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 (see addendum). For example, in a third-year course on "Humanism in the Italian Renaissance," students could expect to read a textbook and a monograph or two, as well as about two articles a week.

**SUPPLIES / MATERIALS:**

Will vary with the instructor.

**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.

**COURSE CONTENT:**

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

Obviously, the course content will vary with the expertise of the visiting or leave replacement instructor, but here is a possible example:

Renaissance Humanism in Italy

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

1. What is Renaissance Humanism?
2. The Origins of Humanism
3. Dante – a humanist?
4. Petrarch – the first true humanist?
5. Early Florentine Humanism
6. "Civic Humanism": The Contribution of Hans Baron
7. Lorenzo Valla – the Acme of Humanism?
8. The Humanists on Humanity
9. The Revival of Platoism
10. Machiavelli as Humanist
11. Guicciardini – a humanist?

12. Humanism and the ideal of the Refined Life; Baldassare Castiglione
13. Humanism and Art
14. The Legacy of Renaissance Humanism

## **ADDENDUM**

### **History Department**

#### **Criteria for Courses at the 300 Level**

Advanced surveys and thematic courses (e.g. Canadian Family History). Assumes lower-level familiarity with subject-matter and methods. Higher conceptual level, more reading and writing and research. Seminars combined with lectures. More sophisticated exploration of historical methods. Textbooks are supplemented or replaced by monographs and articles, and students are encouraged to rely more heavily on primary sources. Students should become more self-conscious about what it means to be a historian or to look at things historically. Students begin to acquire “expertise” on a given area or topic.

#### **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:**

More specialized and/or thematic courses and/or advanced surveys. Students are assumed either to have a lower level familiarity with subject matter and methods, or to be capable of researching and grasping them without instructor assistance. Higher conceptual level, which may involve more reading, writing, and research and/or increased sophistication in reasoning and discussion. Textbooks are supplemented or replaced by monographs and articles and/or students are expected to be more independent in finding supplementary resources. Students are expected to acquire a limited “expertise” on a given area or topic and its literature. Their grasp of the controversies in the discipline should increase in sophistication.