UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2

COURSE IMPLEMENTATION DATE: September 1999
COURSE REVISED IMPLEMENTATION DATE: September 2007
COURSE TO BE REVIEWED: September 2008
(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 399	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Special Topics in History I
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 subject areas currently offered by our faculty (e.g. topics in Early Modern European History or East/Central/Southern European History).

PREREQUISITES: Nine credits of lower-level history or 45 university-level credits. Familiarity with the basic skills of historical inquiry is expected.

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:	**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: **35**
EXPECTED FREQUENCY OF COURSE OFFERINGS: **Once every 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): Sylvie Murray
Chairperson: *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date: _____
PAC Final Approval Date: Oct. 27, 2006

HIST 399
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, a variety of readings to challenge students and to introduce them to the diversity of historical interpretation of the subject; discussion of readings.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
Credit can be awarded for this course through PLAR ☒ 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:]

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:

None.

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:]

Renaissance Humanism in Italy

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 Platonism
10. Macchiavelli 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

HIST 399
COURSE NAME/NUMBER

ADDENDUM

HISTORY DEPARTMENT
Criteria for courses at the 300 level

300: 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.