UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2

COURSE IMPLEMENTATION DATE: Fall 1996
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 499	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Special Topics in History II
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.

Note: As of September 2008 the prerequisites will change to the following:
Nine credits of lower-level history and four credits of 300-level history.

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:	**10**	Hrs
Seminar:	**50**	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: **20**
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): Eric Davis
Chairperson: *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: Oct. 27, 2006

HIST 499
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 may include lectures to provide the historical and historiographical context to the subject and its sub-themes; but the majority of time will be spent in seminar discussions; use of a variety of readings to challenge students and introduce them to the diversity of historical interpretation of the subject; discussions and of student presentations.

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 400-level courses (see addendum). For example, a fourth-year course on the Russian Revolution would include a wide enough sampling of monographs (or selections) and articles to enable students to become familiar with the major historiographical traditions in the subject or to enable students to master a particular theme within this topic.

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.

HIST 499
COURSE NAME/NUMBER

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

Topics in the History of Sexuality: 19th and 20th Century Europe

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

I. Introduction
II. Conceptualizing Sexuality in History: the Big Questions
III. Changing Definitions of Gender
IV. Victorian Ideology / Victorian Behaviour
V. Prostitution
VI. Identities and Boundaries: "Hermaphroditism" and Homosexuality
VII. Sexual Sciences: Sexology, Psychoanalysis, Eugenics
VIII. The New Woman and the New Man – and the Old and New Racism
IX. Sexuality under Fascism, War, and Cold War
X. The Sexual Revolution and Women's Lib
XI. Lesbian and Gay Liberation
XII. Contemporary Conflicts: Porn and Violence against Women
XIII. Contemporary Conflicts: Abortion

ADDENDUM

HISTORY DEPARTMENT
Criteria for Courses at the 400 Level

400: Seminars and advanced research projects. A sophisticated grasp of historiographical and methodological issues is expected. Students are expected to make substantial contributions to class discussions and assume an instructional role vis-a-vi s both classmates and the instructor on the subject area of their research project. Students work with primary sources more regularly and are again encouraged to rely more heavily on them in their research assignments.

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: Increasingly specialized and/or thematic courses. Reading loads may be heavier, or may expect students to digest increasingly complex material with less assistance. Students develop a more sophisticated grasp of methodological issues and greater independence as scholars.