OFFICIAL UNDERGRADUATE COURSE OUTLINE (page 1)

COURSE IMPLEMENTATION DATE:	September 2005
COURSE REVISED IMPLEMENTATION DATE:	September 2013
COURSE TO BE REVIEWED:	March 2018
(six years after UEC approval)	*(month, year)*

OFFICIAL UNDERGRADUATE 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

POSC 482	Political Science	3
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS

Special Topics in Canadian Politics
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will give students the opportunity to pursue an advanced topic in political science through a detailed exploration of one or more topics in Canadian politics, such as Aboriginal treaty negotiations, the Charter of Rights and Freedoms, or political parties and elections. The course topic is determined by the instructor and will vary from semester to semester under different letter designations.

Note: Students may take this course for credit more than once provided it is under different topics.

PREREQUISITES: 60 university-level credits including POSC 110, or instructor's permission
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: **45**

STRUCTURE OF HOURS:

Lectures:	**30**	Hrs
Seminar:	**15**	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: 25
Expected frequency of course offerings: Periodically, as required.
(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):	**Hamish Telford**		
Department Head:	**Hamish Telford**	Date approved:	**January 2012**
Supporting area consultation		Date of meeting:	**February 17, 2012**
Curriculum Committee chair:	**Tetsuomi Anzai**	Date approved:	**March 2012**
Dean/Associate VP:	**Jacqueline Nolte**	Date approved:	**March 2012**
Undergraduate Education Committee (UEC) approval		Date of meeting:	**March 30, 2012**

LEARNING OUTCOMES:

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

1) identify major concerns in the field of Canadian politics generally
2) demonstrate a sophisticated understanding of a major issue in Canadian politics, such as Aboriginal Treaty negotiations the Charter of Rights and Freedoms, or political parties and elections
3) explain the major or theoretical approaches to the study of Canadian politics
4) undertake advanced research in Canadian politics and write a comprehensive research paper on the selected topi

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

Methods will vary with instructors but will typically include lecture, seminar, video presentations, and guest speakers.

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): As a special topics course there is no standard curriculum to measure prior learning.

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

The reading list will vary depending on the content of the course. It will typically consist of one or more texts supplemented with additional readings.

SUPPLIES / MATERIALS:

None

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Evaluation procedures will vary, but students are always evaluated on a variety of performances that may include essays, contributions to class, presentation of reports, papers, and projects. A typical distribution of work would assign 20% to in-class presentations and contributions, 20% to research assignments, 30% to essays and 30% to projects which connect the work of this course to areas of interest in the students' career.

COURSE CONTENT:

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

The Constitution and Aboriginal Peoples
The Indian Act
Aboriginal Peoples and the Courts
The Numbered Treaties in Western Canada
The BC Treaty Process
Aboriginal or Public Government?
Property Rights and Aboriginal Peoples
Case Study: Nunavut
Case Study: Nisga'a
Case Study: Tsawwassen First Nation