



ORIGINAL COURSE IMPLEMENTATION DATE: September 2004
 REVISED COURSE IMPLEMENTATION DATE: January 2025
 COURSE TO BE REVIEWED (six years after UEC approval): September 2030
 Course outline form version: 28/10/2022

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: HIST 397	Number of Credits: 4 <u>Course credit policy (105)</u>										
Course Full Title: Topics in European History Course Short Title: Topics in European History											
Faculty: Faculty of Humanities	Department (or program if no department): History										
Calendar Description: Students examine topics in the field of European history. Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit provided the letter designation differs.											
Prerequisites (or NONE):	9 credits of lower-level history or 45 university-level credits.										
Corequisites (if applicable, or NONE):											
Pre/corequisites (if applicable, or NONE):											
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>	Course Details Special Topics course: Yes <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See <u>policy 207</u> for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Every other year Maximum enrolment (for information only): 30										
Typical Structure of Instructional Hours <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Lecture/seminar</td> <td style="width: 20%; text-align: center;">60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td style="text-align: right;">Total hours</td> <td style="text-align: center;">60</td> </tr> </table>	Lecture/seminar	60							Total hours	60	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.
Lecture/seminar	60										
Total hours	60										
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	Transfer Credit (<i>See <u>bctransferguide.ca</u>.</i>) Transfer credit already exists: No Submit outline for (re)articulation: No <i>(If yes, fill in <u>transfer credit form</u>.)</i>										
Department approval	Date of meeting: April 12, 2024										
Faculty Council approval	Date of meeting: May 31, 2024										
Undergraduate Education Committee (UEC) approval	Date of meeting: September 27, 2024										

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Analyze key components in the selected historical topic defined by theme and/or period.
2. Debate themes and issues related to the history in question, utilizing chronological and thematic approaches.
3. Demonstrate the importance of context, evidence, and research in the study of history.
4. Employ multiple primary and secondary sources in support of an historical argument.
5. Actively engage high impact in-class learning practices, such as team-based learning, and curricular gamification.
6. Articulate historical debates on the subject by integrating a non-European centered perspective, including Indigenous perspectives, in an equitable respectful way.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Final exam:	20%	Assignments:	50%	%
Project:	30%		%	%

Details:

Examples of assignments: mid-semester reflection (15%), project (30), book analysis (15%), primary document analysis (5%), oral presentation (5%), seminar co-facilitation (5%), final exam (20%), participation 5%.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional 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 on a variety of readings to challenge students and to introduce them to the diversity of historical interpretation of the subject. Relevant audio/visual materials will also be used.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. Open Educational Resources (OER) should be included whenever possible. If more space is required, use the Supplemental Texts and Resource Materials form.)*

Examples for "Spy Game: Modern Intelligence":

Type	Author or description	Title and publication/access details	Year
1. Textbook	Intelligence, The Secret World of Spies, An Anthology	Loch K. Johnson and James J. Wirtz. Oxford University Press. Fifth edition (Cost-free E-book version is available)	2019
2. Textbook	No Place to Hide, Edward Snowden, the NSA, and the US Surveillance State	Glen Greenwald. Metropolitan Books	2014
3.			
4.			
5.			

Required Additional Supplies and Materials *(Software, hardware, tools, specialized clothing, etc.)*

N/A

Course Content and Topics

Example for "Spy Game: Modern Intelligence":

- What is intelligence?
- Historical overview of American secret intelligence
- Historical overview of Soviet secret intelligence
- Historical overview of British secret intelligence
- Intelligence analysis and the politicization of intelligence
- Historical overview of German and Egyptian secret intelligence
- Covert actions and assassinations as tools of foreign policy
- Counterintelligence and its challenges
- Intelligence, civil liberties, and the aftermath of 9/11
- The role of intelligence communities in foreshadowing and prevention of armed conflicts