



ORIGINAL COURSE IMPLEMENTATION DATE:

September 1994

REVISED COURSE IMPLEMENTATION DATE:

January 2019

COURSE TO BE REVIEWED (six years after UEC approval):

June 2024

Course outline form version: 10/27/2017

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

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

Course Code and Number: HIST 415		Number of Credits: 4 Course credit policy (105)															
Course Full Title: Continuity and Change in Victorian Britain Course Short Title: (Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)																	
Faculty: Faculty of Humanities		Department (or program if no department): History															
Calendar Description: Considers the impact of consumption, class, science, technology, and empire on the evolution of Victorian Britain. Also examines the construction of popular historical narratives and their impact on scholarly and popular interpretations of Victorian Britain.																	
Prerequisites (or NONE):		Nine credits of lower-level history and one 300-level history course.															
Corequisites (if applicable, or NONE):																	
Pre/corequisites (if applicable, or NONE):																	
Antirequisite Courses (Cannot be taken for additional credit.) Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): (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.)		Special Topics This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Double-click on box to select it as checked.) If yes, different lettered courses may be taken for credit: <input type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit (The specific topic will be recorded when offered.)															
Typical Structure of Instructional Hours <table border="1"><tr><td>Lecture/seminar hours</td><td>60</td></tr><tr><td>Tutorials/workshops</td><td></td></tr><tr><td>Supervised laboratory hours</td><td></td></tr><tr><td>Experiential (field experience, practicum, internship, etc.)</td><td></td></tr><tr><td>Supervised online activities</td><td></td></tr><tr><td>Other contact hours:</td><td></td></tr><tr><td>Total hours</td><td>60</td></tr></table>		Lecture/seminar hours	60	Tutorials/workshops		Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	60	Transfer Credit Transfer credit already exists: (See bctransferguide.ca) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit revised outline for rearticulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (If yes, fill in transfer credit form.)	
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Total hours	60																
		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Expected Frequency of Course Offerings: Every second year (Every semester, Fall only, annually, every other Fall, etc.)															
Department / Program Head or Director: Dr. Adrianna Bakos		Date approved: March 16, 2018															
Faculty Council approval		Date approved: April 11, 2018															
Dean/Associate VP: Dr. Jacqueline Nolte		Date approved: April 11, 2018															
Campus-Wide Consultation (CWC)		Date of posting: n/a															
Undergraduate Education Committee (UEC) approval		Date of meeting: June 15, 2018															

Learning Outcomes:

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

- Analyze key components in the history of Victorian Britain.
- Debate themes and issues in the history of Victorian Britain
- Present arguments and ideas in formal and informal settings.
- Lead discussions based on assigned readings.
- Analyze historiographical debates on the subject.
- Demonstrate in-depth knowledge of the importance of context, evidence, perspective, and research in the study of history.
- Work with multiple sources, both primary and secondary.
- Write for historical audiences.

Prior Learning Assessment and Recognition (PLAR)

☒ Yes ☐ No, PLAR cannot be awarded for this course because

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

The instructional methods include a brief introductory lecture followed by seminar discussions and in-class small group work and presentations.

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

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Georder and Weedon Grossmith	Diary of a Nobody	<input checked="" type="checkbox"/>	Broadview Press	2011
2. Henry Mayhew	London Labour and the London Poor	<input checked="" type="checkbox"/>	Penguin	2012
3.	Articles and documents available online through the UFV library	<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

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

Final exam:	20%	Assignments:	20%	In-class Presentation:	5%
Midterm exam:	%	Project:	%	Participation:	15%
Reading Synopses (10x 200 words):	10%	Research essay (3000 words):	30%	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Week 1: Introduction: Historians and Victorian Britain.

Week 2: Technological Revolutions and the Nineteenth Century.

Week 3: Changing Worlds: Rural and Urban Britain.

Week 4: Working Class Culture.

Week 5: Crime, Authority and the Institutions of the State.

Week 6: Constructing a Popular Historical Narrative: London's Working Class and London's Poor.

Week 7: Religion, Science and the Victorian World.

Week 8: Consumption and Leisure.

Week 9: Empire and Victorian Society at Home.

Week 10: 'Play Up and Play the Game': The British as a 'Martial Race'.

Week 11 Education and Victorian Society.

Week 12: Gentility, Manners and Respectability.

Week 13: Constructing a Popular Narrative: Class and Gender.