UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: May 1995
COURSE REVISED IMPLEMENTATION DATE: September 2007
COURSE TO BE REVIEWED: September 2009
(Four years after implementation date) (MONTH YEAR)

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 408	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Liberty and Authority in 19th-Century Thought
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will examine the new ideologies and "isms" of the nineteenth century (liberalism, conservatism, socialism, romanticism, feminism, and modernism) as attempts to make sense of the radically changed world produced by the French and Industrial Revolutions. It will examine how this world produced new conceptions of the relationship between liberty and authority, the individual and the community, men and women, the present and the past. (Seminar)

PREREQUISITES: Nine credits of lower-level history, with one of HIST 208 (formerly HIST 201), HIST 209 (formerly HIST 202), HIST 210 (formerly HIST 111), or the previously offered HIST 112.

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. HIST 209 (formerly HIST 202) or HIST 210 (formerly HIST 111) are recommended.

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:	**15**	Hrs
Seminar:	**45**	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: **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: Raymond Welch *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Virginia Cooke
PAC Approval in Principle Date:
PAC Final Approval Date: Oct. 27, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1) To develop students' understanding of 19th-century intellectual history and to encourage them to engage with and reflect upon some of the major texts in this history.

2) To introduce students to historiographical and methodological issues in intellectual history.

3) To develop students' analytical, research, writing, and presentation skills.

METHODS:

The above objectives will be achieved in the following ways:

1. the course has a seminar format for a maximum enrollment of 20 students.

2. minor and major written papers will be assigned.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ 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:]

Edmund Burke, Reflections on the Revolution in France (selections) (2000).

Mary Wollstonecraft, Vindication of the Rights of Woman (selections) (2005).

Mary Shelley, Frankenstein (2005).

Olivier Zunz & A. Kahan., eds., The Tocqueville Reader (2002).

John Stuart Mill, Autobiography of John Stuart Mill (selections) (1957).

Marx and Engels, The Marx-Engels Reader (1978).

Friedrich Nietzsche, The Advantages and Disadvantages of History for Life

Andre Gide, The Immoralist (2001).

Sigmund Freud, Civilization and its Discontents (2005).

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

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

8 two-page Reflections.....40%

Participation and Oral Presentation.....30%

Essay (12-13 pages).....30%

COURSE CONTENT:

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

1. Course Introduction
   - (a) Approaches to Intellectual History (Lecture)
   - (b) Early Modern Legacies to 19th-Century Thought and the Impact of the Dual Revolution (Lecture)
2. The Politics of Monstrosity I:
   - (a) The Conservative Reaction to Revolution

Text: Edmund Burke, Reflections on the Revolution in France

(b) The Enlightenment Tradition and the Emergence of Feminism

Text: Mary Wollstonecraft, A Vindication of the Rights of Woman

3. Romanticism

(a) Lecture

(b) Discussion of Documents

4. The Politics of Monstrosity II: Liberated Individual/Divided Self: Republican Citizenship, Familial Authority, and the Problematic Nature of Romanticism

Text: Mary Shelley, Frankenstein

5. The Democratic Revolution: Liberty vs Equality

Text: The Tocqueville Reader

6. Liberalism or Romanticism: The Mental Crisis of Homo Economicus

Text: John Stuart Mill, Autobiography and selection from On Liberty

7. German Idealism and its Critics (Lecture)

8. From Romantic Self-Division to Proletarian Alienation

Text: Karl Marx, Economic and Philsophic Manuscripts, pp. 40-62

_____. "Theses on Feuerbach"

9. The Politics of Monstrosity III: "The Spectre of Communism": History as Liberation

Text: Marx and Engels, The German Ideology

The Communist Manifesto

10. From History to Psychology: The Birth of Modernism (Lecture)

11. Myth, Instinct, and the Burden of History: Towards Modernism

Text: Friedrich Nietzsche, Advantages and Disadvantages of History for Life

12. From Homo Economicus to the Psychological Self: Sexual Liberation from the Burdens of History and Commerce

Text: Andre Gide, The Immoralist

13. From Liberty to Neurosis: The Implacable Opposition Between Civilization and the Psychological Self

Text: Sigmund Freud, Civilization and its Discontents