UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: January 2001
COURSE REVISED IMPLEMENTATION DATE: September 2009
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 410	**N/A**	**4**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

The Industrialization of European Society
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course will present an examination of the economic origins of modern European society from 1700 to 1914. It will focus on a comparative study of Britain-the industrial pioneer-and the varied experiences of other nation-states as industrialization spread across continental Europe. The intellectual dimension and social consequences of industrialization will also be studied. (Seminar)

PREREQUISITES: Nine credits of lower-level history and one 300-level history course, HIST 110, HIST 208 (formerly HIST 201) and HIST 209 (formerly HIST 202) 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:	**20**	Hrs
Seminar:	**35**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:		Hrs
Other (Specify): Consultatio	**5**	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): Jack Gaston
Chairperson: Raymond Welch *(Curriculum Committee)*
Department Head: Sylvie Murray
Dean: Eric Davis
PAC Approval in Principle Date: December 5, 2008
PAC Final Approval Date: January 30, 2009

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

To develop further the students' abilities in the following ways:

1. to improve their knowledge of the past in terms of information, the conclusions historians draw from the evidence, and the important historiographical debates;
2. to improve their research skills; that is, their ability to search out historical information, formulate a thesis based upon the evidence, and cogently argue the case on paper;
3. to improve their writing skills;
4. to improve their oral presentation skills as they explain and debate assigned readings.

METHODS:

1. The first three classes will introduce the course and provide essential background by means of lectures and assigned readings. The last class will employ a similar format to conclude the course.
2. The other ten weeks will be devoted to seminars. Each week two students will explain and assess pre-assigned articles on the theme for that week. Each student will prepare a précis of his/her assigned reading for distribution to the students at the beginning of the class and a week later they will submit a five-page reflection based on the readings and discussion.
3. Outside of class students will be expected to complete two written assignments, one of which will be a 12-page research essay. Some time will be provided in class for consultation about the research papers.
4. Finally, there will be a concluding take-home exam.

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:]

Landes, D., The Unbound Prometheus (London: Cambridge University Press, 1972)

Wrigley, E.A., Continuity, Chance and Change (London: Cambridge University Press, 1988)

Valenze, D., The First Industrial Woman (New York: Oxford University Press, 1995)

Engels, F., The Condition of the Working Class in England (London: Penguin, 1845)

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

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

Seminar presentation:

- oral 10%
- written reflection 10%

Book review 20%

Term essay 30%

Final exam 30%

COURSE CONTENT:

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

1. Course introduction (lecture)

2. Was the Industrial Revolution a revolution?/The importance of natural resources (lecture and discussion)

3. Theories of industrial growth and the role of capital (lecture and discussion)

4. England, 1700-1815: "The First Industrial Nation" (seminar)

5. The social consequences of industrialization in Britain (seminar)

6. The industrial workforce (seminar)

7. Industrialization on the European continent (seminar)

8. Industrialization of "Follower Countries": Germany and France (seminar)

9. The international transfer of technology (seminar)

10. Industrialization and war (seminar)

11. Less successful "Follower Countries": Hungary and Spain (seminar)

12. Industrialization and the Entrepreneur (seminar)

13. Industry and trade (seminar)

14. Crafts, technology and science in the industrial era/From the first to the second industrial revolution (lecture and discussion)