UNIVERSITY COLLEGE of the FRASER VALLEY

PAC FORM #2

COURSE IMPLEMENTATION DATE: { September, 1994 }
COURSE REVISED IMPLEMENTATION DATE: { September, 2004 }
COURSE TO BE REVIEWED: { September, 2008 }
(FOUR (4) 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 material will vary - see course syllabus available from instructor.

FACULTY/DEPARTMENT: History

HIST 415	N/A	4
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Continuity and Change in Victorian Britain
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Prompted by an industrial revolution and a population boom, nineteenth century Britain embarked upon comparatively rapid and persistent change at all levels of society; in short, upon modern times. The goal of the course is to examine confrontations involving the forces for change and those for continuity over important economic, political, social and intellectual issues with a view to understanding the nature of Victorian society (1830-1906). Within this context the following themes will be explored: the meaning of the "Industrial Revolution" and its social impact, the making of a class society, constitutional reform, the role of government in a laissez-faire era, pressure group politics, the illiberal possibilities in liberal ideology, the Irish question, gender relations in Victorian society, the rise of organized labour and late nineteenth century economic decline.

PREREQUISITES: Nine credits of lower-level history. HIST 109 and 110 are strongly recommended.

COREQUISITES: N/A

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.

Combination of Lecture and Lab Hours: _____ **YES/NO**

TRAINING DAY-BASED INSTRUCTION

LENGTH OF COURSE: N/A

HOURS PER DAY: N/A

MAXIMUM ENROLMENT: 20

EXPECTED FREQUENCY OF COURSE OFFERING: 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** X
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	**YES** X	**NO** _____

AUTHORIZATION SIGNATURES:

Course designer(s): Jack Gaston

Chairperson: Jim Andersen
(Curriculum Committee)

Course reviewed by: (type name in this field)

Department Head: Sylvie Murray

Dean: Virginia Cooke

PAC Approval in Principle Date: (type date in this field)

PAC Final Approval Date: 01-Oct-03

HIST 415

COURSE NAME / NUMBER

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To better understand Victorian Britain's pioneering efforts to come to terms with many of the themes that characterize modern society.
2. To enhance the students' abilities to develop arguments and assess those of others.

METHODS:

1. Seminar debates/discussions.
2. Oral presentations.
3. Written papers.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR **YES** X **NO** ____

METHODS OF OBTAINING PLAR:

Challenge exam.

TEXTBOOKS, REFERENCES, MATERIALS:

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

R.K Webb, *Modern England*

E. Royle, *Modern Britain: A Social History, 1750 - 1997*

R.D. Atlick, *Victorian People and Ideas*

HIST 415 Coursepack

SUPPLIES / MATERIALS:

None.

STUDENT EVALUATION:

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

Introductory paper (7 pages max.)	15%
Oral presentation & paper	20%
Research essay (12 pages max.)	30%
Final Examination	30%
Participation	5%

HIST 415
COURSE NAME / NUMBER

COURSE CONTENT:

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

1. Course introduction
2. Was the Industrial Revolution a revolution?
3. Forming the English class society
4. The Isms of the new industrial society
5. Parliamentary reform
6. The origins of Victorian social reform
7. The governing class and the people in the new industrial state
8. Success and failure in pressure group politics
9. Ireland and English politics
10. The rise of the working class after 1851
11. Women in late Victorian society
12. Relative economic decline, the welfare of the masses and political renewal
13. Review