UNIVERSITY COLLEGE of the FRASER VALLEY

**PAC FORM #2 (Page 1)**

COURSE IMPLEMENTATION DATE: September 1995
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 1999
(Four years after implementation date) (MONTH YEAR format)

## 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**

| **HISTORY 485 A** | | **4** |
|---|---|---|
| COURSE NAME/NUMBER | FORMER COURSE NUMBER | UCFV CREDITS |

**La Belle epoque: Sex, Psyche, and Society**
COURSE DESCRIPTIVE TITLE

**CALENDAR DESCRIPTION:**

The origins and nature of the turn-of-the-century modernist cultural revolution will be studied within the wider context of belle epoque culture and society.

PREREQUISITES: **9 lower-level History credits**
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: | **30** | Hrs |
| Seminar: | **30** | 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:

| | | |
|---|---|---|
| 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: *(Curriculum Committee)*
Department Head: Jack Gaston
Dean: J.D. Tunstall
PAC Approval in Principle Date:
PAC Final Approval Date: May 3, 1995

**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

1. To arrive at a general interpretation of bell époque culture and society and to develop an appreciation for the dramatic nature of cultural and social change in the period ca. 1890 – 1914.
2. To develop a theory about the nature of the relations between the modernist cultural revolution and the equally radical changes in the economy, society, politics, science, and technology of the belle époque Europe.

**METHODS:**

Seminar/lecture format with some audio/visual supplementation.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check :) ☐ Yes ☐ No

**METHODS OF OBTAINING PLAR:**

**TEXTBOOKS, REFERENCES, MATERIALS:**

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

H.S. Hughes, Consciousness and Society
Carl Schorske, Fin-de Siecle Vienna: Politics and Culture
Frank Wedekind, Spring Awakening
Andre Gide, Marshlands and The Immoralist
Thomas Mann, Death in Venice
Sigmund Freud, The Freud Reader

**SUPPLIES / MATERIALS:**

**STUDENT EVALUATION:**

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

| | |
|---|---|
| Contribution to Discussion | 15% |
| Comparative Book Review | 20% |
| Term Paper | 30% |
| Final Exam | 25% |
| Collective Research Project (Oral Presentation) | 10% |

**COURSE CONTENT:**

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

This course begins with introductory lectures on the intellectual, social, economic, and political origins and context of modernism. Then, after familiarizing themselves with some of the central historiographical problems involved in the historical study of modernism and the belle époque, students will examine key works (or short extracts from these works) by some of the following: Wedekind, Gide, Mann, Durkheim, Goldman, Marinetti, Bergson, Simmel, Le Bon, Wallas, Sorel, Weber, Huysmans, and Freud.