

A: Division: Instructional

Date: June 5, 1995

B: Department: Arts & Humanities

New Course:
Revision of Course Information Form: X
Dated: May 1988

C: HIST 202
**D: EUROPEAN HISTORY: FROM THE FRENCH
 REVOLUTION TO THE GREAT WAR**
E: 3
Subject & Course No.
Descriptive Title
Semester Credit
F: Calendar Description: This course covers European history from the French Revolution to the outbreak of World War I. As well as political history, the course considers the broad economic and social foundations of Europe during this period and some of the resulting scientific, philosophical, and cultural achievements. Major topics include the French Revolution, a comparison of several aspects of an "advanced" and a "backward" society, and the attitudes and events which led to the First World War.

Summary of Revisions:
 (Enter date & section)
 Eg. Section C,E,F

 1995.05.05:
 Sections N,P,R

G: Type of Instruction: Hours per Week/per Semester

Lecture	2	Hrs.
Laboratory		Hrs.
Seminar	2	Hrs.
Clinical Experience		Hrs.
Field Experience		Hrs.
Practicum		Hrs.
Shop		Hrs.
Studio		Hrs.
Student Directed Learning		Hrs.
Other		Hrs.
TOTAL	4	HOURS

H: Course Prerequisites:

One 100-level History course

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite:

None s

K: Maximum Class Size:

35

L: College Credit Transfer X

College Credit Non-transfer
M: Transfer Credit:
Requested:
Granted: X

Specify Course Equivalents or Unassigned Credit as Appropriate:
UBC: HIST 201/202 = Hist 120 (6)

SFU: HIST 202 = Hist 224 (3)

UVic: HIST 201/202 = Hist 240 (3)

Other: See B.C. Transfer Guide


 COURSE DESIGNER(S)


 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN


 REGISTRAR

**N: Textbooks and Materials to be Purchased by Students
(Use Bibliographic Form):**

Texts will be chosen from the following list:

Breunig, C. The Age of Revolution and Reaction. 2nd edition. New York: W.W. Norton & Co, 1977.

Gildea, R. Barricades and Borders, Europe 1800-1914. Toronto: Oxford University Press, 1989.

Mayer, A.J. The Persistence of the Old Regime, Europe to the Great War. New York: Pantheon Books, 1981.

Rich, N. The Age of Nationalism and Reform, 1850 - 1890. 2nd edition. New York: W.W. Norton & Co., 1977.

Rogers, P.M. ed. Aspects of Western Civilization: Problems and Sources in History, Vol. 2, Reformation through Contemporary World. Englewood Cliffs, N.J.: Prentice Hall, 1988.

Spielvogel, J.J. Western Civilization, Volume C, Since 1789. 2nd edition. Minneapolis/St. Paul: West Publishing Co., 1994.

Weber, E., ed. The Western Tradition. Vol. 2, 5th ed. Toronto: D.C. Heath and Co., 1995.

Complete Form with Entries Under the Following Headings:

O: Course Objectives; P: Course Content; Q: Method of Instruction;
R: Course Evaluation

O. COURSE OBJECTIVES

At the end of the course the student will have demonstrated the following skills:

1. The critical examination of historical sources (reading history). These sources include not only survey texts and articles, but also short monographs and extended primary sources.
2. The creation and communication of personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium length essays (1500-3000 words), comparative book reviews, and three-hour final examinations.
3. The independent analysis of the ideas of other students and the instructor in class in tutorials and seminars (discussing history).

P. COURSE CONTENT

Sample Syllabus (14 weeks)

Note: Content may vary according to the instructor's selection of topics.

1. Review of Historical Methods
2. The Old Regime
3. "1789"
4. Revolutionary France, 1789-1794
5. Napoleonic France
6. The Industrial Revolution
7. Europe in the Age of Restoration and Revolution, 1815-1848
8. The Revolution of 1848
9. The Disruption of the Concert of Europe: Napoleon III and the Crimean War
10. Nation Building: The Unification of Italy
11. Nation Building: The Unification of Germany
12. Modernization and Reform, 1871-1890
13. The New Imperialism and International Rivalry, 1871-1914
14. European Culture and Society on the Eve of the Great War

Q. METHOD OF INSTRUCTION

An examination of a series of problems in the history of nineteenth-century Europe will give the student ample opportunity to practise and improve these skills. (See objectives).

Class sessions will be divided between lectures and discussions. The discussion sessions will serve as a forum for the exchange of student reactions and criticism and as a testing ground for student hypotheses. By acting as referee and devil's advocate, the instructor will encourage the student to elaborate, refine, and revise his/her ideas. Participation in class discussions is therefore essential. Reluctance to participate can result in a failing grade for the class work section of the term evaluation since credit cannot be given for work not done.

R. COURSE EVALUATION

The evaluation of this course will follow Douglas College policies as outlined in the Douglas College Calendar. During the first week of classes the instructor will provide students with a typed handout outlining the evaluation scheme for the course. A copy of this handout will be filed with the History discipline convener. A general guideline for evaluation follows:

Any combination of the following totalling 100%

Essays (one to four)	20 - 60%
Tests (at least two)	20 - 60%
Instructor's General Evaluation (Participation, improvement, quizzes, short assignments, etc.)	10 - 20%
TOTAL	100%