



EFFECTIVE: SEPTEMBER 2004
CURRICULUM GUIDELINES

A. Division: **INSTRUCTIONAL** Effective Date: **SEPTEMBER 2004**

B. Department / Program Area: **HISTORY FACULTY OF HUMANITIES & SOCIAL SCIENCES** Revision New Course

If Revision, Section(s) Revised: **C, H, O, P, Q, R**

Date of Previous Revision: **JUNE 1995**

Date of Current Revision: **APRIL 2004**

C: **HIST 2202** D: **EUROPEAN HISTORY: FROM THE FRENCH REVOLUTION TO THE GREAT WAR** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits
F: Calendar Description: This course covers European history from the French Revolution to the outbreak of World War I. As well as exploring the economic, social, and political transformation of Europe brought about by the Industrial Revolution, the course will also pay special attention to revolutionary movements, nationalism and nation-building, ideologies, science and religion, high and low culture, and imperialism.		
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Seminar Number of Contact Hours: (per week / semester for each descriptor) Lecture: 2 hrs. per week / semester Seminar: 2 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: ONE 1000-LEVEL HISTORY COURSE	
	I: Course Corequisites: NONE	
	J: Course for which this Course is a Prerequisite NONE	
	K: Maximum Class Size: 35	
L: PLEASE INDICATE: <input type="checkbox"/> Non-Credit <input type="checkbox"/> College Credit Non-Transfer <input checked="" type="checkbox"/> College Credit Transfer: SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)		

M: Course Objectives / Learning Outcomes

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). This will include medium length essays (1500-3000 words), comparative book reviews, and three-hour examinations.
3. The independent analysis of the ideas of other students and the instructor in class, in tutorials, or seminars (discussing history).

N: Course Content:

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

O: Methods of Instruction

Class sessions will be divided between lectures and seminars. The seminar sessions will serve as a forum for the exchange of student reactions and criticisms and as a testing ground for student hypotheses. The instructor will encourage students to elaborate, refine, and revise ideas, analyses, and interpretations. Participation in class discussions is therefore essential.

P: Textbooks and Materials to be Purchased by Students

The instructor may select course texts from the following (though not exclusively).

To be updated periodically.

Blanning, T.C.W. (2000). The Nineteenth Century. New York: Oxford University Press.

Dickens, C. (1996). Hard Times. Peterborough, Ontario: Broadview Press.

Di Lampedusa, T. G. (1991). The Leopard. New York: Pantheon Books.

Gildea, R. (2003). Barricades and Border, Europe 1800-1914. Toronto: Oxford University Press.

Goldstein, J.E. & Boyer, J.W., (eds.). (1987). "Nineteenth-Century Europe: Liberalism and Its Critics,"
Readings in Western Civilization, Vol. 8. Chicago: University of Chicago Press.

Hunt, Lynn, (ed.). (1996). The French Revolution and Human Rights. Boston: Bedford Books of St. Martin's Press.

Marx, K. (1998). The Communist Manifesto. London: Penguin.

Merriman, J. (2004). A History of Modern Europe. Vol. II: From the French Revolution to the Present.
New York: W. W. Norton.

Popkin, J.D. (2002). A Short History of the French Revolution, (3rd ed.). Upper Saddle River, N.J.: Pearson.

Spielvogel, J.J. (2003). Western Civilization, Volume C, Since 1789, (5th ed.). Belmont, CA:
Wadsworth/Thomson Learning.

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

Zola, E. (2000). The Debacle. London: Penguin.

Q: Means of Assessment

Evaluation will be based on course objectives and will be carried out in accordance with Douglas College policy. During the first week of classes the instructor will provide students with a course outline listing components and evaluation scheme for the course. A general guideline for evaluation follows:

Any combination of the following totalling 100%:

Seminar Presentation	10%
Mid Term Examination	15%
Research Essay	30%
Final Examination	30%
Class/Seminar Participation	15%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): E. Argento

Education Council / Curriculum Committee Representative

Dean / Director

Registrar