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School of Arts and Humanities

HIST 543: 18th and 19th Century Europe

3 Credit Hours

8 Week Course

Prerequisite(s): None

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

Instructor Information

Instructor:
Email:
Phone:
Office Hours:

Instructor Biography

Course Description

This course investigates the intellectual, social, and economic history of Europe from the Glorious Revolution of 1688 to the onset of the Great War in 1914. As such, this is a course on the 18th and "long" 19th centuries. The major focus shall be on the Enlightenment, the French and Industrial Revolutions, the Age of Ideologies, the new imperialism and the coming of the Great War. While the general focus is the intellectual history of Europe the course also investigates the social and economic structure of 18th and 19th century Europe.

Course Scope

This course surveys the major intellectual, political, economic and social forces that made modern Europe. Students will be able to demonstrate their knowledge of 18th and 19th century European history by taking part in six Forums, writing two short essays on assigned topics, and a final essay of critical analysis based on a selected work of European history.

Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and

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information ("knowledge" and "comprehension" categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of "analysis," "synthesis," "evaluation," and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

The objectives of this course are specified as follows:

CO-1: Interpret the aims and aspirations of the philosophes from both a European and trans-Atlantic perspective;

CO-2: Evaluate the transformation of European culture and society from the early modern to the modern period;

CO-3: Illustrate the ways in which the social structure of France contributed to the outbreak of the French Revolution in 1789;

CO-4: Analyze the chronology and narrative of the French Revolution in order to recognize the movement of revolutions in general ;

CO-5: Appraise the role of Napoleon as a man who both preserved and perverted the aims of the French Revolution;

CO-6: Assess the various causes of the Industrial Revolution in England and Europe;

CO-7: Assess the effect of the Industrial Revolution on the development of the middle and working classes;

CO-8: Analyze the reasons why 19th century Europe can also be characterized as an Age of Ideologies; and

CO-9: Analyze the role of ideas and their relationship to the "European Mind."

Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student. Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Forum questions (accomplished in groups through linear, threaded or roundtable discussion board forums), and individual written assignments (submitted for review to the faculty member). In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas. Direct interaction between faculty members and

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students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class. Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Required Texts

- There are no required texts that need to be purchased for this course. All readings are included in the Lessons.

Optional Texts

- Richard Marius, *A Short Guide to Writing about History* (Longmans, 1999)
- Kate I. Turabian, *A Manual for Writers*, 8th ed. (Chicago, 2013)

Course Guidance

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 16-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

You are required to complete EIGHT (8) Forums and THREE (3) writing assignments (there are no tests or quizzes in HIST 543).

Assigned Reading & Resources

Each week in addition to the Required Reading, additional resources may be provided to offer ideas to address in the Forums or for further exploration. background information or further understanding the terminology as well as the material for the week. Each week you will be expected to read the Required Reading and review the additional resources.

- Websites: Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please keep in mind that at the graduate level, it is required that you use scholarly and academic sources rather than general all-purpose websites. Wikipedia is one of the more well-known websites and while it is perfectly acceptable to use Wikipedia to "look stuff up," Wikipedia is not to be cited in any graduate level essay.
- Documents/Files: Word documents and .pdf files are hyperlinked in weekly lessons as well as the Forums.
- Media: There is no media associated with this class at this time.
- Resources: Additional resources may be explored by students at any time. If you think some of

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these resources have some bearing on our discussions, please let your instructor know before you pass on the resource to the rest of the class.

Forums

Please join the forums each week. Each Forum requires a minimum of ONE post and THREE replies. All Forums require that your post be made by Friday by 11:55PM ET. With the exception of Forum 7, all replies are due Sunday by 11:55PM ET. The due dates for posts and replies are clearly marked in the Forums. A perfect post/reply must contain a balance of fact as well as your interpretation. Rehashing a question will not suffice. As graduate students you must learn the tools of critical analysis and be prepared to submit posts that contain depth of understanding as well as the willingness to make connections, judgments and interpretations. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

Forum Guidelines:

- Each Forum requires a minimum of ONE (1) post and THREE (3) replies. Post the initial response to each forum by Friday by 11:55PM, ET - the due date is specified in each Forum.
- Posts should be no less than 250 words.
- Posts are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 3 of your classmates in each forum by 11:55PM ET, on the final day the Forum is open.
- Replies to classmates should be no less than 100 words.
- Responses to classmates are significant to advance the forum. All forums can be accessed in the Forums section of the course.
- Students who wait until the very last moment to post/reply will have missed the essential feature of discussion, and this quite simply, discussion and interaction. Waiting until the last minute will mean one thing, you will be speaking to an empty room, no matter what you have written.

Assignments

HIDST 543 requires the completion of three essays – you can read descriptions of the essays in the Lessons, the Assignment page and also in the Announcements.

Tests & Quizzes

There are no tests or quizzes in HIST 543.

Citation and Reference Style

HIST 543 requires the use of Turabian's *A Manual for Writers* (2013) for all footnotes and bibliographies.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

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Disability Accommodations

Students are encouraged email dsa@apus.edu to discuss potential academic accommodations and begin the review process.

Plagiarism of any sort will not be tolerated

Plagiarism is theft plain and simple. I now have a zero-tolerance policy. If you plagiarize you will receive zero credit on that assignment. If you plagiarize a second time I will report it. Like any crime, there are consequences for your action so please, your words please, and not those of someone else!

Grade Instruments	Percentage
8 Forums	45%
2 Short Essays	30%
Analysis Essay (AE)	25%
Total	100%

Basic Criteria for upper level written Assignments	1	2	3	4	5	100 pts. or %
	Unsatisfactory	Poor	Adequate	Good	Superior	
Introduction and Thesis Statement Introduction contains clear thesis statement	No clear introduction or thesis statement in introduction	Introduction and/or Thesis statement of limited clarity	Introduction and/or Thesis statement mostly clear	Introduction establishes thesis clearly to topic	Introduction contains clear thesis and relevance	10
Organization and Body of essay used to present evidence in research findings; length/ required pages	Evidence of research not passable or logical in sequence	Quality and quantity of evidence limited; sequence weak	Quality and quantity of evidence limited; sequence weak	Good quantity and quality of evidence; sequence mostly logical	Quality and quantity are sound; sequence logical	20
Historical analysis Evidence to support thesis statement or argument made	Demonstrated analysis skills not passable	Limited recognition of historical significance	Adequate recognition of historical significance	Very good recognition of historical significance	Thorough and perceptive recognition of historical significance	30
Conclusion Concluding statement used to summarize research findings	Conclusion not present and/or not consistent with facts presented	Conclusion has limited connection to facts presented	Adequate conclusion; consistent with some key facts	Good conclusion; consistent with most key facts	Sound conclusion; fully supportable	10
Writing Style and Grammar Effective use of language and punctuation	Use of language not passable nor proper use of punctuation	Limited use of proper spelling, grammar and sentence structure	Adequate use of spelling; grammar and sentence structure weak at times	Spelling and grammar used well; sentence structure awkward	Spelling, grammar and sentence structure all used effectively	10
Use of footnotes and bibliography to credit primary and	Sources not evident nor properly	Limited use of footnotes and bibliography to	Footnotes and bibliography used, sources	Good sources used; all sources	Excellent sources used; all	20

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secondary sources; correct use of Chicago/ Turabian	credited	credit sources	adequate	credited	sources well credited	
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Course Outline

Week 1: General Overview - The Period at a Glance

Learning Objectives:

- Introduce yourself to other members of the class
- Familiarize yourself with course navigation and requirements
- Familiarize yourself with the general overview of 18th and 19th century Europe

Readings: Lecture Week 1: General Overview - The Period at a Glance; E. P. Thompson, "The Moral Economy of the English Crowd in the 18th Century," *Past & Present* 50 (Feb., 1971): 76-136.

There are no Assignments due in Week 1

Your post to Forum 1 is due Week 1 Friday; all replies are due Week 1, Sunday

Begin work on Forum 2

Week 2: 17th Century Foundations

Learning Objectives:

- Assess the various religious tensions manifest in 17th century Europe
- Analyze the events that led up to the Scientific Revolution
- Assess the influence of Bacon, Locke and Newton on the Enlightenment
- Argue that the Scientific Revolution was essential to the social, economic, and political program of the Enlightenment

Readings: Lecture Week 2: 17th Century Foundations; E. P. Thompson, "The Moral Economy of the English Crowd in the 18th Century," *Past & Present* 50 (Feb., 1971): 76-136.

There are no Assignments due in Week 2

Your post to Forum 2 is due Week 2 Friday; all replies are due Week 2, Sunday

Week 3: The Enlightenment

Learning Objectives:

- Identify the contributions of Montaigne, Hobbes, Descartes and Locke to 18th century thought
- Assess the contributions of Hobbes and Locke to political theory
- Debate whether 17th century European thought represented a sharp break with the past
- Identify the general characteristics of Enlightenment thought

Readings: Lecture Week 3: The Enlightenment; Robert Darnton, "The High Enlightenment and the Low-Life of Literature in Prerevolutionary France," *Past and Present*, no. 51 (1971): 81-115 and "The Forbidden Books of Pre-Revolutionary France," in *Rewriting the French Revolution* ed., Colin Lucas (Oxford: Clarendon Press, 1991): 1-32.

There are no Assignments due in Week 3

Your Analysis Essay book selection is due in the Analysis Book Essay Selection Forum Week 3, Wednesday

Your post to Forum 3 is due Week 3, Friday; all replies are

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<ul style="list-style-type: none"> Analyze the Enlightenment preoccupation with reason, nature, and progress Assess the role of criticism in the Enlightenment's effort to "change the general way of thinking" 	<p>due Week 3, Sunday</p>
<p>Week 4: The French Revolution and Napoleon</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Analyze the social, political, Economic and intellectual causes of the French Revolution. Assess the meaning of "the principles of 1789." Assess the gains and losses of the Revolution from June 1789 to August 1792 Illustrate the ways in which the Revolution moved from the moderate to radical stage. Argue that Napoleon both preserved and perverted the Revolution of 1789. the general characteristics of Enlightenment thought. 	<p>Readings: Lecture Week 4: The French Revolution and Napoleon</p> <p>Short Essay 1 is due Week 4, Wednesday</p> <p>Your post to Forum 4 is due Week 4, Friday; all replies are due Week 4, Sunday</p>
<p>Week 5: Europe and the Age of Ideologies</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the major characteristics of Romanticism. Compare and contrast the philosophical underpinnings of the Enlightenment and Romanticism. Identify the role of nationalism in the building of the nation state. Appraise nationalism as essential to European modernity. Summarize the main principles of positivism and Marxism. 	<p>Readings: Lecture Week 5: Europe and the Age of Ideologies</p> <p>There are no Assignments due in Week 5</p> <p>Your post to Forum 5 is due Week 5, Friday; all replies are due Week 5, Sunday</p>
<p>Week 6: From an Industrial Revolution to the New Imperialism</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> Identify the causes of the Industrial Revolution in England. Illustrate the ways in which the Industrial Revolution helped make modern Europe. 	<p>Readings: Lecture Week 6: From an Industrial Revolution to the New Imperialism; John Gallagher and Ronald Robinson, "The Imperialism of Free Trade," <i>The Economic History Review</i>, New Series 6, no. 1 (Aug., 1953): 1-15; and Jan De Vries, "The Industrial Revolution and the Industrious</p>

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<ul style="list-style-type: none"> • Appraise the meaning of the new imperialism. • Identify the characteristics of formal and informal empire. • Debate the connection between the Age of Progress and the European "civilizing mission." 	<p>Revolution," <i>The Journal of Economic History</i> 54, no. 2 (June, 1994): 249-270</p> <p>Short Essay 1 is due Week 6, Wednesday</p> <p>Your post to Forum 6 is due Week 6, Friday; all replies are due Week 6, Sunday</p>
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Week 7: From the Age of Reason to the Age of Anxiety - Nietzsche

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Illustrate how the late 19th century was also a time of crisis. • Identify the origins of Modernism. • Assess the impact of Nietzsche on 20th century thought. • Describe the social context in which Nietzsche lived and wrote. 	<p>Readings: Lecture Week 7: From the Age of Reason to the Age of Anxiety - Nietzsche; Nietzsche, "The Parable of the Madman" and Zweig, "Reflections on Nietzsche"</p> <p>There are no Assignments due in Week 7</p> <p>Your post to Forum 7 is due Week 7, Friday; all replies are due Week 7, Sunday</p>
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Week 8: From the Age of Reason to the Age of Anxiety – Freud and Modernism

<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Illustrate how the late 19th century was also a time of crisis. • Identify the origins of Modernism. • Assess the impact of Nietzsche and Freud on 20th century thought. • Describe the social context in which Freud lived and wrote. • Assess the importance of Modernism as a defining characteristic of early 20th century thought 	<p>Readings: Lecture Week 8: From the Age of Reason to the Age of Anxiety – Freud and Modernism; Freud, <i>Civilization and Its Discontents</i></p> <p>Your post to Forum 8 is due Week 8, Friday; all replies are due Week 8, Sunday</p> <p>The Analysis Essay is due Week 8, Wednesday</p>
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Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#).

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations,

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alphabetizing non-English names, and table design/designation.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Student Handbook

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library Research Center & Learning Resources

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

[Book Catalog](#) - Link to thousands of *electronic* books

- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
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- **[Journal Title Search Engine](#)**
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of American History](#) from 03/01/1983 in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- **[Historical Research Methods](#)**
 - [The Historical Approach to Research](#)
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 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)