

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

HIST 305

France in the Age of Enlightenment

Credit Hours = 3

Length of Course = 8 weeks

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

It is also recommended that you have satisfactorily completed HIST 300 – Research Methods in History

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	

Instructor Information

Course Description

This course examines the "Age of the Enlightenment" in France with the reigns of King Louis XV , Louis XVI the French Revolution and Napoleon. Through readings of the functioning of the monarchy, on the world of everyday peoples in Paris and the countryside, and the intellectual climate of the era, students will be able to reconstruct the time known as "the ancient regime." The class will also analyze readings by authors such as Diderot, Voltaire, DuChâtelet, and Rousseau to gain a sense of the intellectual excitement of the "Enlightenment." Students will also be studying the actions during the French Revolution and Napoleon as well, learning how Napoleon was a direct result of the revolution itself. [3 Semester Hours]

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Scope

HIST 305, France in the Age of the Enlightenment, encompasses the period from the early 17th century to the beginning of the French Revolution and concentrates on the major social, intellectual, political, economic, religious, and cultural changes in Europe, particularly France in this seminal period in the development of the modern world. The primary areas of emphasis will be the intellectual and philosophical history of the Enlightenment, with a brief look into the causes and results of the French Revolution.

[Table of Contents](#)

Course Objectives

Upon completion of the course, students will be able to:

- a. Describe the major milestones in the evolution of the French Enlightenment and the beginning of the French Revolution, from the 1710 until 1789.
- b. Analyze the impact of the Enlightenment and the Philosophes on the pre-revolutionary period, emphasizing the intellectual, political, constitutional, social, religious, and economic changes.
- c. Explain the influence of Enlightenment thinkers on the political, social, constitutional, religious, artistic, philosophic and economic changes occurring in 18th Century France.
- d. Analyze the social, political, and economic causes of the collapse of the French Monarchy and the beginning of the French Revolution, particularly in terms of Enlightenment ideals.
- e. Critique a book by a prominent historian that covers any aspect of the Enlightenment and the early years of the French Revolution.
- f. Examine some aspect of the Enlightenment in France or the effect the Enlightenment had on the French Revolution in an analytical research paper.

[Table of Contents](#)

Course Delivery Method

This course delivery is 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 will be made available to each student. Online assignments are due by Sunday evening of the week (or as noted) and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member. Assigned faculty will support the students throughout this eight-week course.

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 is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

You 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.

All Forum postings occur in the forum section of the classroom and have specific due dates that are in the Course Outline section of this syllabus. Your instructor will only grade the forum board postings from the forum board

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

[Table of Contents](#)

Course Materials

Required Text:

- Roche, Daniel. *France in the Enlightenment*. Cambridge, Massachusetts: Harvard University Press, 1998.
- You will also be reading most of the chapters from: Doyle, William. *The French Revolution, A Very Short Introduction*. New York. 2001. eBook. It is located inside the APUS library.
http://web.ebscohost.com.ezproxy1.apus.edu/ehost/ebookviewer/ebook/nlebk_100296_AN?sid=40f98fdb-be63-471a-8615-a5a81110d5de@sessionmgr115&vid=1

WEB-BASED READINGS

Week 1

Martin Fitzpatrick's essay "[The Age of Louis XIV and the Early Enlightenment in France](#)" chapter 9 in the book, *The Enlightenment World*, edited by Martin Fitzpatrick, London; New York : Routledge, 2004.

The APUS library URL is:

http://web.ebscohost.com.ezproxy2.apus.edu/ehost/ebookviewer/ebook/nlebk_115592_AN?sid=0d83938c-7c98-446b-8e11-01ad608c46e9@sessionmgr11&vid=3&format=EB

Week 4

[David Garrioch's essay, "The Party of Philosophes,"](#)

Chapter 25 in the book, *The Enlightenment World*, edited by Martin Fitzpatrick, London; New York : Routledge, 2004. The APUS library URL is:

http://web.ebscohost.com.ezproxy2.apus.edu/ehost/ebookviewer/ebook/nlebk_115592_AN?sid=15c3136e-fcfa-4723-8278-f05ffc152e01@sessionmgr115&vid=1&lpid=lp_v

Week 5

["The Enlightenment Republic of Letters,"](#)

Chapter 1 in Graeme Garrard's book, *Rousseau's Counter-Enlightenment: A Republican Critique of the Philosophes*, Albany, NY : State University of New York Press, 2003. The APUS library url link is:

<http://web.ebscohost.com.ezproxy1.apus.edu/ehost/detail?sid=36bbc616-10dd-4a5e-a6b1-b0c87b9fe098a%40sessionmgr104&vid=1&hid=123&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=112155>

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

If these links do not work, you can go to the APUS library to access the chapters.

RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

All other course readings will be available online in the E-Classroom.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

[Table of Contents](#)

Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

Forum Postings are a critical component of all History classes. Studies indicate that students who participate in discussion in the online classroom their retention on the particular subjects by over 40 percent compared to only reading the text. There-are three distinct parts of a forum posting:

1. **Your Initial Post** a substantial posting of 300 – 400 words (minimum). This will be your response to the question posted and should include detail, analysis and critical thinking about the topic.
2. **Student Replies** (this should be 150-200 words). You are required to complete 3 student replies and you should try to focus your posts on students who disagree or have a different perspective than yourself.
3. **Your response to the Instructor’s comment/question** (this should be 150-200 words) During each forum, your instructor will reply to one of your postings with a question designed to foster your critical thinking skills, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question (this response will be due the next week [example – week 2 Forum instructor response will not be due until the end of week 3, as I will not post my response until the end of week 2/the beginning of week 3). Your grade on the forum posting therefore includes your initial answer, student replies, and replying to your instructor’s follow-up question.

While composing your answer, use proper grammar. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer.

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the forum posting.

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress.

This research paper is a minimum of 6-8 words in length, and you must consult a minimum of five academically credible sources. Bibliographies and citations will be in the [Chicago Manual of Style](#) format.

You may choose any topic you like that is covered by this course, but remember that you have to have a clear and concise thesis that you prove in the body of your paper with your analysis and sources. **A biography or a chronological retelling of an historical event will not suffice for your paper topic. Papers of that nature rely too much on cited sources. You must have a thesis with an underlying argument - some point you are trying to make.** A biography or a chronological retelling of an historical event will not suffice for your paper topic. Papers of that nature rely too much on cited sources. You must have a thesis with an underlying argument - some point you are trying to make.

The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source by using endnotes or footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor.

The research paper must include a cover page with your name, course number and title (Hist 305 France in the Age of the Enlightenment), instructor's name, and date. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastnamefirstnameHist305ResearchPaper (ex. SmithJohnHIST305ResearchPaper).

Be sure to look in the Resources section of the classroom for criteria and tips for the paper.

Primary Document Assignment:

This assignment will teach you how to research, read, analyze, synthesize, and write about primary documents. You will choose one of the primary documents below, written during the Enlightenment, and write a 3-5 page response detailing the work and author's significance on the culture, economics, and politics of pre-revolutionary France and including the first few years of the conflict. Make sure you do more than just summarize the document. I need to see analysis and critical thinking. This assignment is worth 100 points and is due Week 6.

Choose from one of the following primary documents:

Denis Diderot, *Encyclopedie*

Baron du Montesquieu, *The Spirit of the Laws*

Jean-Jacques Rousseau, *Social Contract*

Voltaire, *Candide*

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Book Review

A **Book Review** is an excellent method to test your comprehension of the material and you will be responsible for one written assignment, due Week 4, by Sunday at 11:59 pm EST. Choose any book covering any aspect of the Enlightenment or the beginnings of the French Revolution. Write a 3-5 page book review. Book reviews are not book reports. A book review is a description, critical analysis, and an evaluation on the quality, meaning, and significance of a book, not a retelling. It should focus on the book’s purpose, content and authority. A critical book review is not a book report or a summary. It is a reaction in which strengths and weaknesses of the material are analyzed. It should include a statement of what the author has tried to do, evaluate how well (in your opinion) the author has succeeded, and presents evidence to support this evaluation. Be sure to look in the Course Materials section of the classroom for an example of a book review. The book review needs to be formatted correctly according to Turabian style formatting (1 inch margin, double spaced. etc).

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all or nothing assignments.

<u>Grade Instruments:</u>	<u>Points</u>	<u>% Final Grade (estimated)</u>
Forum Posts Student Responses Instructor Response	100 points (5 @ 100 points each [50 pts for initial response, 10 pts for each student response, 20 pts for instructor response)	50%
Introductory Forum	50	5% (you must complete this forum to stay enrolled in the course)
Book Review	100 points	10%
Primary Document Assignment	100 points	10%
Research Paper Proposal	50 points	5%
Research Paper	200 points	20%
TOTAL	1000	100%

[Table of Contents](#)

Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University’s grading scale.

[Table of Contents](#)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

<i>Course Outline</i>				
<u>Weeks</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	France and the Enlightenment in the Eighteenth Century	1-7	Web Readings Fitzpatrick, Chpt 9	Introductory Forum (initial posts and responses due by Sunday) DQ #1 (due Friday, 11:59 pm est) and Response (due Sunday, 11:59 pm est)
2	Time, Spaces, and Powers: Knowing France, Mastery of Space, Time and History	1-7	Roche 1-3	DQ #2 (due Friday, 11:59 pm est) and Response (due Sunday, 11:59 pm est)
3	Time, Spaces, and Powers: Peasant and Merchant France, The Kingdom of Exchange, The City, Paris and the Provinces	1-7	Roche 4-7	DQ #3 (due Friday, 11:59 pm est) and Response (due Sunday, 11:59 pm est) DQ #2 Instructor Response (due Sunday, 11:59 pm est)
4	Powers and Conflict: The King, His Subjects, People, and Rebellion	1-6 and 8-9	Roche, 8-10 Fitzpatrick Ch 25	Book Review DQ #3 Instructor Response (due Sunday, 11:59 pm est)
5	Powers and Conflict: Religion, Elites and Nobles, the Public and Crisis	1-9	Roche 11-14 Garrard Ch 1	Paper Proposal DQ #4 (due Friday, 11:59 pm est) and Response (due Sunday, 11:59 pm est)
6	Enlightenment and Society: Life, Liberty, and Consumption and Appearance	1-6 and 8-9	Roche 15-17 Web Readings, Doyle 1-2	Primary Document Assignment Due by Sunday DQ #4 Instructor Response (due Sunday, 11:59 pm est)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

7	Enlightenment and Society: Secularization, The Abstract, and Paris	1-7	Roche 18-20 Web Readings, Doyle 3-4	DQ #5 (due Friday, 11:59 pm est) and Response (due Sunday, 11:59 pm est)
8	The French Revolution: Why It Happened and What It Ended	1-6 and 8-9	Web Readings, Doyle 5-6	Research Paper Due by Sunday DQ #5 Instructor Response (due Sunday, 11:59 pm est)

[Table of Contents](#)

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 point font or Times New Roman 12 styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Resources section of the classroom for more information.**

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.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :) , ☺

DISCLAIMER STATEMENT

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

[Table of Contents](#)

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library 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 Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

[Table of Contents](#)