

# HUMN541

**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 Summary

**Course :** HUMN541 **Title :** Enlightenment and the Modern World

**Length of Course :** 8

**Prerequisites :** N/A **Credit Hours :** 3

## Description

**Course Description:** This course focuses on the culmination of Enlightenment principles as they develop in the New World and into the 19th Century. Readings for this course include Walt Whitman's *Leaves of Grass*, *Song of Myself*, and *There Was a Child Went Forth*; Friedrich Nietzsche's *Beyond Good and Evil*; Fyodor Dostoevsky's *Crime and Punishment*; and Edward Gibbon's *The History of the Decline and Fall of the Roman Empire*.

### Course Scope:

This course provides philosophical, artistic and literary views of the human condition as it has been viewed in the Enlightenment in both Europe and America. There isn't a more fascinating topic than humanity itself, and I hope that you will enjoy and appreciate the various viewpoints presented in our course texts. At times, the authors themselves struggle to understand, and present conflicting ideas as they try to resolve contradiction and present a unified picture of the complexity that is mankind. We will follow Locke's mantra that the central theme of the Enlightenment is the freedom to pursue truth. Certainly, the texts on our syllabus show a cultural maturation as leaders, scholars, writers, and explorers let go of biases that went unquestioned for centuries, particularly with regards to the monarchy and the church, and strive for new standards of discovery based on more objective observations.

## Objectives

**Objectives:** By the end of the term you should demonstrate an ability to do the following tasks:

**Academic Skill** Critically analyze literary works representing various genres of Enlightenment writing (autobiography, novel, pamphlet, and journal) for their contribution to the body of human knowledge.

**Communication** Articulate written and oral positions on ideas that stem from some of the great works of the Enlightenment. Conduct a detailed and sophisticated analysis of a piece of writing, and write an extended argument/discussion of your analysis.

**Critical Thinking** Apply classical logic to Enlightenment Era issues of human behavior, society, and civilization including themes of freedom, truth, government, human rights, reason, education, religion,

and tradition.

**Information Literacy** Examine the human experience from multidimensional perspectives from leading authors of the Enlightenment including Dashkova, Rousseau, Austen, Paine, and Lewis & Clark.

**Lifelong Learning** Use advanced social science knowledge, critical thinking skills, and research methodologies that will promote lifelong problem-solving skills, a spirit of inquiry, and professional approach to projects. Build relationships with your colleagues and instructor in this class to make the course more fun and to build useful professional networks.

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## Outline

### Week 1: Introduction to the Enlightenment

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#### Learning Outcomes

**Communication** It's not enough to have great ideas; you must also be able to clearly articulate them. Build communication skills in the forums, and hone them in your essays. Assume that this learning objective is relevant in each week of the course.

**Critical Thinking** Apply classical logic and, if appropriate, a theoretical analysis to the theme of artifice in the Russian courts described in the video.\

**Information Literacy** Examine the human experience in the royal court just prior to the Enlightenment and into the Enlightenment to gain context for causes of rebellion against the monarchy.

**Lifelong Learning** Build relationships with your colleagues and instructor in this class to make the course more fun and to build useful professional networks.

#### Required Readings

Every week, read through the appropriate Lessons.

This week, you will also see a link there to the video that you will use for the second part of the forum assignment.

Please also read Chapter 3 of Edward O. Wilson's *Consilience: The Unity of Knowledge*

#### Assignments

Introduction & Russian Court Forum

### Week 2: Dashkova

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#### Learning Outcomes

**Critical Thinking** Building on the theme of artifice from last week, apply classical logic to analyze the way Dashkova manipulates her public persona in her memoirs.

**Information Literacy** Examine Dashkova's experience as a female leader in the patriarchal society of the Enlightenment.

**Academic Skill** Critically analyze Dashkova's Memoirs and relevant secondary sources to build an argument.

**Communication** Articulate your argument.

## Required Readings

*Memoirs of Princess Dashkova* Vol. 1, Chaps. 1-12

## Assignments

Dashkova Forum

Dashkova Short Analytical Essay

## Week 3: Austen

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### Learning Outcomes

**Academic Skill** Critically analyze Austen's novel for its contribution to Enlightenment ideals and development of Enlightenment themes.

### Required Readings

*Pride and Prejudice*

### Assignments

Enlightenment Women Forum

## Week 4: Austen

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### Learning Outcomes

**Academic Skill** Critically analyze Austen's novel for its contribution to Enlightenment ideals and development of Enlightenment themes; critically analyze relevant secondary sources to build an argument.

**Critical Thinking** Apply classical logic to the analysis of Austen's presentation of a social hierarchy based more on merit than hereditary status.

**Information Literacy** Examine characters such as Misters Wickham, Darcy, Bingley, Bennet, Gardiner, and Collins to assess the freedoms and restrictions of men.

### Required Readings

*Pride and Prejudice*

### Assignments

Austen Forum

Austen Short

Analytical Essay

## Week 5: Rousseau

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### Learning Outcomes

**Academic Skill** Critically analyze Rousseau's auto-biography for its contribution to Enlightenment ideals.

## Required Readings

*Confessions*

Books 1-2

Assignments

Research Proposal Forum

## Week 6: Rousseau

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### Learning Outcomes

**Academic Skill** Critically analyze Rousseau's auto-biography for its contribution to Enlightenment ideals. Analyze relevant secondary sources to build an argument.

**Critical Thinking** Building on the theme of artifice and manipulation from the first two weeks, apply classical logic to analyze the way Rousseau manipulates his public persona in his autobiography. Apply classical logic to textual analysis.

**Information Literacy** Examine Rousseau's experience as a conflicted man seeking self-actualization in light of an Enlightenment society that was re-examining traditional values. Examine Rousseau's human experience from multidimensional perspectives.

**Communication** Articulate your argument.

## Required Readings

*Confessions*

Books 3-4

Assignments

Rousseau Forum

Rousseau Short Analytical Essay

## Week 7: Paine

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### Learning Outcomes

**Academic Skill** Critically analyze Paine's pamphlets for their contribution to Enlightenment ideals and development of Enlightenment themes.

**Critical Thinking** Apply classical logic to the analysis of Paine's views on the role of education, and compare those views to one other voice from our syllabus.

**Information Literacy** Examine Paine's experience as a rebel who advocated reasoned discussion and the freedom to pursue such reasoned discussion.

## Required Readings

*The Age of Reason*

Assignments

## Week 8: Lewis and Clark Critical Essay

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### Learning Outcomes

**Academic Skill** Critically analyze Lewis' journals for their contribution to Enlightenment ideals and development of Enlightenment themes.

**Critical Thinking** Apply classical logic to the analysis of Lewis' views on human culture and scientific observation. Apply classical logic to Enlightenment Era issues of human behavior, society, and civilization. **Information Literacy** Examine Lewis' experience as an explorer, scientist, and loyal citizen far from centers of European culture. Examine the explorer's human experience from multidimensional perspectives. Examine the human experience from multidimensional perspectives from leading authors of the Enlightenment.

**Communication** Articulate your position on ideas that stem from some of the great works of the Enlightenment.

**Lifelong Learning** Use advanced social science knowledge, critical thinking skills, and research methodologies that will promote lifelong problem solving skills, a spirit of inquiry, and professional approach to projects.

### Required Readings

*Journals of Lewis and Clark*

Aug. 25-Oct. 26, 1804

### Assignments

Lewis and Clark Forum

Final Research Essay

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## Evaluation

### Grading:

Name	Grade %
Forums	30.00 %
Week 1 Forum	3.75 %
Week 2 Forum	3.75 %
Week 3 Forum	3.75 %
Week 4 Forum	3.75 %
Week 5 Forum	3.75 %
Week 6 Forum	3.75 %
Week 7 Forum	3.75 %
Week 8 Forum	3.75 %
Short Analytical Essays	45.00 %
Week 2: Dashkova Short Analytical Essay	15.00 %
Week 4: Austen Short Analytical Essay	15.00 %

Week 6: Rousseau Short Analytical Essay	15.00 %
Critical Essay	25.00 %
Week 8: Critical Essay	25.00 %

## Materials

**Book Title:** Memoirs of Princess Dashkova (reading available online at-  
<https://archive.org/stream/memoirsprincess02wilmgoog#page/n3/mode/2up>)

**Author:** Dashkova, Ekaterina R.

**Publication Info:** Duke University Press

**ISBN:** 9780822316213

**I've provided links to some good electronic editions of our course texts:**

Austen, Jane. *Pride and Prejudice*. <http://web.ebscohost.com.ezproxy2.apus.edu/ehost/detail?sid=7f91e04c-fc83-4def-abd160a7de1facf2%40sessionmgr10&vid=1&hid=12&bdata=JnNpdGU9ZWZvc3QtbGl2ZQ%3d%3d#db=nlebk&AN=149202>

Dashkova, Ekaterina. *The Memoirs of Princess Dashkova*. Ed. Jehanne M. Gheith.

Durham: Duke University P, 1995.

Vol I [http://books.google.com/books/about/Memoirs\\_of\\_the\\_Princess\\_Daschkaw.html?id=ofEDAAAAYAAJ](http://books.google.com/books/about/Memoirs_of_the_Princess_Daschkaw.html?id=ofEDAAAAYAAJ)

Lewis, Meriwether. *Journals of the Lewis and Clark Expedition*

<http://lewisandclarkjournals.unl.edu/read/?xmlsrc=lc.toc.xml&xslsrc=LCstyles.xsl>

Paine, Thomas. *Political Writings*. <http://www.gutenberg.org/ebooks/31270>

Rousseau, Jean-Jacques. *Confessions*. <http://www.gutenberg.org/ebooks/3913>

**If you prefer a hard copy, the following print editions are recommended:**

Austen, Jane. *Pride and Prejudice*. Ed. Donald Gray. New York: W.W. Norton and Company, 2001.

Dashkova, Ekaterina. *The Memoirs of Princess Dashkova*. Ed. Jehanne M. Gheith.

Durham: Duke University P, 1995.

Lewis, Meriwether and William Clark. *The Journals of Lewis and Clark*. Ed. Frank Bergon.

New York: Penguin, 1989.

Paine, Thomas. *Political Writings*. Ed. Bruce Kuklick. Revised Student Edition.

Cambridge: Cambridge University Press, 2004.

Rousseau, Jean-Jacques. *Confessions*. Trans. Angela Scholar. Oxford: Oxford UP, 2000.

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# Course Guidelines

## Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

## Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

## Late Assignments

### School of Arts & Humanities Late Policy

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.***

## Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

## Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

## Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

## Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

## Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.
- The main response to the forum is due mid-week – refer to the grading rubric and/or forum instructions for specific expectations. Late main response posts to a forum may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

## Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
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