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American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military History

MILH365

Napoleonic Wars and the Long Peace

3 Credit Hours

Eight Weeks

Prerequisite(s): None, but HIST300 recommended

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.

Students who have not fulfilled these requirements or been 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

Instructor: Be sure to include a link to your profile on the APUS Directory.
E-mail: Please use the Message tool within the classroom to contact me. If you are unable to enter the classroom, please email me at ___@mycampus.apus.edu.
Phone: Please send me a Message and we can make arrangements to speak on the phone.
Office Hours: Due to everyone being in different time zones, it is easiest if you contact me via Message when you have questions or concerns. I normally check my Messages daily, but on rare occasion, it may take me longer than 24 hours to respond.

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[Table of Contents](#)

Course Description (Catalog)

This course examines the theory and practice of warfare in Europe from 1785 to 1870. It will emphasize the rise of Napoleon as a military leader, as a practitioner of the operational art, but will also examine his political, economic and legal impact on Europe as a whole. This course will focus on the wars of the French Revolution, Napoleon's northern Italian campaigns, his expedition to Egypt, his battles while leading the Grand Army at Austerlitz and Jena, and his march to Moscow where he led the largest army in European history to date. It will also cover the 1813 and 1814 campaigns, the reactions of Napoleon's enemies to his innovations in warfare, and his final defeat at Waterloo. The course then looks at the status of Europe in 1815 and the conditions which set the terms for the "Long Peace". The course ends prior to the start of the wars of 1870.

[Table of Contents](#)

Course Scope

Napoleonic Wars and the Long Peace, examines the rise of Napoleon to power, the numerous campaigns fought during his reign, the rising use of insurgencies to counter his Armies, his eventual defeat by coalition forces and the long peace, the longest seen in Europe until then, up until the War of 1870. This course will examine the historical evolution of the tactics, leadership, logistics and political elements seen during the Napoleon campaigns. It is important to understand that the events taking place in the Europe did not occur in a vacuum. As such, a major focus of this course will entail placing Napoleonic history in the larger context of western civilization. Hence, a constant emphasis will be placed on the "big picture." The intent is to give the student not only a firm grasp of Napoleonic history but also a solid understanding of why these events were, and still are, important. The course will examine these developments chronologically (at least largely) with particular emphasis placed upon foreign and domestic political, economic and military policies, as well as the evolution of industry and society.

[Table of Contents](#)

Course Objectives

Upon completion of the *Napoleonic Wars and the Long Peace* students will be able to:

- Examine the historical development of the French Republic and the conditions in France and in Europe as a whole that gave rise to Napoleon.
- Recognize the major changes in military organization during the French Revolution and Napoleonic Era.
- Identify the diplomatic, military, economic, and industrial changes that continued to evolve during the Napoleonic campaigns and how they effected the operational art of war.
- Develop skills in analytical thinking and historical writing.
- Integrate important people, places, and events of Napoleonic history into the "big picture" of Western Civilization.
- Summarize the conditions that allowed Napoleon to rise to power.

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- Recognize the tactics and strategies used during the Napoleonic age of warfare.
- Determine the causes of success and failure for the various coalitions against Napoleon.
- Debate the social, political, economic and military conditions that set the course for the “Long Peace” in Europe.

[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. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

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.

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.

[Table of Contents](#)

Course Materials

Required Text:

Please visit <http://apus.libguides.com/er.php> and search by the course number (ex: LITR210) to access your required resources.

- Connelly, Owen. *Blundering to Glory: Napoleon's Military Campaigns*. Lanham, MD: Rowman & Littlefield Publishing Group, 1999.

All other course readings will be available online in the E-Classroom (PDFs and / or hyperlinks).

Note on Citations and Appropriate Sources:

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The Director of the Undergraduate History, Military Studies, Western & World History Programs requires conformity with the traditional citation method used by Historians. This is the [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (APA / MLA) variations. **Students cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment.** You may use dictionaries for specific definitions when necessary.

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.

File Types:

You need to use Microsoft Word when completing your written assignments. The classroom only supports .doc, .docx, and .rtf files. If you upload your work in any other format, you will be asked to resubmit it. This may result in a late penalty for failing to follow directions.

[Table of Contents](#)

Evaluation Procedures

There are several types of assignment to complete for this course. Here, I am only providing a brief description of each and the grading in general terms. You will find specific instructions for each assignments in the appropriate weekly Announcement, the Lessons tab and the Assignments tab in the classroom.

Forum Discussions

For each Forum assignment, you must post your own response to the questions provided and respond to at least three of your classmates' initial posts. These assignments will be graded based on the following rubric (note: rubric subject to change based on number of students enrolled in the course):

- **Thoroughness/Length of Original Post (40 points):** A well-organized and well-developed post should be at least 250 words long. You need to use specific details from our readings to help support your ideas. You must also explain them thoroughly and clearly. You are welcome to include quoted material, but you must cite it appropriately. It should also not form the majority of your post. Quoted material should be *supporting* material. You should not use it to make your points for you.
- **Thoroughness/Length of Three Peer Responses (20 points each = 60 points total):** I expect your responses to have substance and to add significantly to the conversation. As such, your

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posts should be at least 125 words long. Simply saying, “I agree” or “I disagree” is not sufficient. You need to explain your reasoning. You can also bring up a related point and / or ask a question. If you choose to ask a question, though, be sure to give your own answer as well.

Please note the deadline for the Forum posts:

- **Original Post:** Friday night, by 11:59 pm EST
- **Peer Responses:** Sunday night, by 11:59 pm EST

Research Paper Proposal

In the appropriate week, I will post a list of topics for you to choose from for your Research Paper assignment. I will also provide a Research Paper Proposal form in the Course Materials section of the classroom. You will need to fill in the blank about your proposed paper. I am fully aware that your ideas, the bibliography and preliminary subtitles may change. **This is not a problem!** I simply want to get you thinking early in the class about what you will be writing. The exact breakdown of the grade for this assignment will be included within the proposal document itself.

Research Paper

You are required to write an 8-10 page research paper for this course. I expect the text of your paper (excluding your title page and bibliography) to be at least eight full pages long. You must use Chicago style citations throughout your paper (either footnotes or endnotes are fine). You can find information on this formatting style in the APUS Online Library and in the materials you received in your HIST300 course.

For this assignment, you will need to present a clear argument, rather than simply summarize information. In order to do so, you need to provide a strong thesis statement in your introduction and write the rest of your paper with the goal of proving this particular point. If you have questions about this expectation, please contact me before beginning your paper.

As an APUS student, you have access to numerous resources in the Online Library’s Tutorial & Student Studies Center that will not only help with Chicago style, but also with polishing grammar skills, organizing your papers and helping you avoid plagiarism. I encourage you to examine these resources as often as you feel is necessary, but especially before beginning your research paper.

The rubric that will be used to grade this paper can be found in the Course Materials and Assignments sections of the classroom.

Battle Analysis (Essay Assignment)

For this paper, I will provide excerpts of Napoleon’s military maxims and a list of important battles. You must choose one battle for the paper and discuss how at least three of the maxims factored into the engagement, whether positively or negatively. Essentially, you will explain whether Napoleon heeded his own military guidelines during your chosen battle. This paper must be at least three full pages long. This requirement does not include your title page or bibliography.

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The rubric that will be used to grade this paper can be found in the Course Materials section of the classroom.

Final Exam

The Final Exam will cover all of the material we cover in class. You are allowed to use your textbook, the online readings and any notes you have when completing the test. Any quoted material you include to support your ideas must be cited appropriately. The breakdown of the exam will be provided in the exam itself.

Weight of the Assignments

Every assignment is worth 100 points, but each type is weighted differently in terms of your final course grade. Your overall grade for our class will be determined in the following fashion:

Five Forum Assignments	30% of final course grade
Research Paper Proposal	5% of final course grade
Battle Analysis (Essay Assignment)	15% of final course grade
Research Paper	30% of final course grade
Final Exam	20% of final course grade

[Table of Contents](#)

Grading Scale

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

[Table of Contents](#)

Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forums</u>
1	The French Revolution and General Bonaparte	Describe the basic events of the French Revolution. Recognize how the ideals of the French Revolution allowed for a man like Napoleon to rise to military and political power. Examine how Napoleon's attitude toward the Army impacted the troops.	Connelly, Chapters 1-2 Online Readings Provided in Classroom	Week One Forum Assignment
2	The Egyptian Campaign and the War of the	Determine whether the Egyptian Campaign was a success or failure. Analyze tactics and strategies used by Napoleon during some of his early battles and campaigns.	Connelly, Chapters 3-4 Online Readings Provided in	Week Two Forum Assignment

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	Second Coalition	Describe Napoleon's methods for obtaining political power as First Consul.	Classroom	
3	Emperor Napoleon I and the Third and Fourth Coalitions	Assess the legality and legitimacy of Napoleon's rise to power as Emperor. Examine why European powers refused to acknowledge Napoleon as a legitimate ruler. Distinguish the circumstances and decisions that led to an inconclusive end to the Battle of Eylau. Inspect the Treaty of Tilsit and assess the impact it had on Franco-Russian relations. Analyze tactics and strategies used by Napoleon during important battles.	Connelly, Chapters 5-6 Online Readings Provided in Classroom	Research Paper Proposal

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4	The Peninsular War	Appraise the difficult situations the French faced in Spain and Portugal. Analyze the methods implemented by Napoleon and his men during the Peninsular War.	Connelly, Chapter 7 Online Readings Provided in Classroom	Week Four Forum Assignment
5	Wagram: A Victory that Marks the Beginning of the End	Analyze tactics and strategies used by Napoleon and the Fifth Coalition during the Battle of Wagram. Examine how the Battle of Wagram marks the beginning of the deterioration of Napoleon's forces and drive.	Connelly, Chapters 8-9 Online Readings Provided in Classroom	Battle Analysis (Essay Assignment)
6	Catastrophe in Russia	Evaluate Napoleon's decision to invade Russia. Compare and contrast tactics used by French and Russian forces. Analyze the impact the failed Russian campaign had on Napoleon's strength and popularity in France.	Connelly, Chapter 10 Online Readings Provided in Classroom	Week Six Forum Assignment
7	The Hundred Days, Waterloo and the End of Napoleon	Evaluate the circumstances that led to Napoleon's two abdications. Compare and contrast Napoleon's attitude, policies and tactics before and after his exile to Elba. Appraise the circumstances Napoleon faced at Waterloo that led to his defeat and political downfall.	Connelly, Chapters 11-12 Online Readings Provided in Classroom	Research Paper Assignment
8	The Congress of Vienna and the Long Peace	Analyze the agreements made by the Congress of Vienna and why they were so successful. Describe the internal conflicts in France and other European countries that replaced international warfare during the Long Peace.	Online Readings Provided in Classroom	Final Exam and Week Eight Forum Assignment

[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](#)

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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.

- Double-spaced.
- Times New Roman, 12-point font.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch.
- Page numbers in Header or Footer of each page.

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

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. The History Department's late policy is as follows:

- Work submitted up to one week late = 75% credit
- Work submitted up to two weeks late = 50% credit
- Work submitted more than two weeks late is no longer eligible for credit.

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,

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

[Table of Contents](#)