

**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*

**School of Arts and Humanities  
History and Military History**

**MILH637  
The Seven Years War**

**3 Credit Hours  
8 Week Course**

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

### Table of Contents

Instructor Information	Course Description
Course Scope	Course Objectives
Evaluation Procedures	Course Outline
Policies	Online Library Information
Selected Bibliography	Student Handbook

### Instructor Information

See the initial link in the classroom for your instructor contact information.

[Table of Contents](#)

### Course Description

This course is a comprehensive study of the “first global war” as events unfolded in Europe, North America, the Indian sub-continent, and on the seas during the 18th century. Students discern, as a prelude to the American Revolution, how the practice of warfare among the eighteenth century nations was firmly established among European nations. In the distrust and distaste among the French, British,

and Americans, the Seven Years War set a pattern that has remained central to the American way of understanding our colonial history.

Table of Contents

<b>Course Scope</b>
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The Treaty of Dresden (1745), which ended the Second Silesian War, left Frederick II of Prussia (Frederick the Great) without an ally on the continent. He had coveted aid from Great Britain and offered to protect the Electorate of Hanover, which was also ruled by British monarchs, from French invasion. This offer led to a double reversal of alliances between 1748 and 1756 and marked such a complete change of established policy that it later was referred to as "The Diplomatic Revolution." (Alliances: 1748: England, Russia, & Austria vs. France & Prussia 1756: England & Prussia vs. France, Austria, Sweden, and Russia). Frederick II desperately wanted retain Silesia, and expand his kingdom further, while Austria and Russia sought to permanently weaken Prussia. Frederick forced the issue by attempting to crush the Austrians before the French could come to Austria's aid. Prussia, with four-and-a-half-million people, had to hold off forces of three empires with a combined population twelve times as great. Frederick's cunning and tactical prowess, along with the rigid discipline of the Prussian Army, allowed him to become one of the most audacious tacticians of his age. Frederick was able to keep his kingdom intact (by the Treaty of Hubertusberg -- 1763) and force Austria to acknowledge permanently his title in Silesia.

Unlike the previous three wars between France and Britain, the Seven Years' War erupted in North America, and eventually engulfed much of Europe and large areas of the world. Hostilities between France and Britain had commenced on the North American continent in 1754 as the French and Indian War. The chief bone of contention between the combatants was the Ohio Valley where westward-pushing British settlers came into conflict with French attempts to link French Canada with the lower Mississippi Valley. In 1754, the Governor of Virginia sent Lieutenant Colonel George Washington into the Ohio Valley to warn the French that they must leave the area. The American colonists saw the war as a struggle for their survival. The small clashes in the Ohio River Valley developed into the most titanic military struggle the world had yet seen. Early British attempts proved unsuccessful against the French, and it was not until William Pitt became head of the British government that their fortunes began to turn. Concentrating his efforts on Louisburg and then Canada, Pitt made the North American theater central to British strategic plans, and eventually threw the French completely off the North American continent.

This course is designed to present all the relevant aspects of this conflict. As a world event, it became a precursor to modern wars where few states were able to remain neutral. As a prelude to the American Revolution, the patterns of North American warfare of the eighteenth century were firmly established. In North America, the ancient enemy of Catholic France was driven off the North American continent, but the resulting lack of an enemy, and British needs to tax their American colonists in order to help pay off the massive war debt, set in motion a chain of events that would eventually lead to the American Revolution (1775-1783) and the War of 1812 (1812-1815).

Table of Contents

<b>Course Objectives</b>
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After the successful completion of this course, students will be able to:

CO-1. Analyze the causes, conduct, and results of the Seven Years' War.

CO-2. Recognize the interactions of decisions made at the strategic, operational, and tactical levels of war and their impact on the other participants in the war.

CO-3. Describe and explain the problems of coalition warfare in the eighteenth century.

CO-4. Compare and contrast limited war and world war as practiced in the Seven Years' War.

CO-5. Document the impact of the Seven Years' War on the military, political, and economic factors of power in all the major participating nations.

CO-6. Produce a secondary source secondary review.

CO-7. Produce a scholarly research paper.

Table of Contents

### Course Delivery Method

This course delivered via distance learning will enable 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 generally due by Sunday evening of the week as noted and include Forum questions are facilitated in groups through a threaded forum, and individual assignments are submitted for review by the instructor.

Table of Contents

### Course Materials

#### **Required Textbook:** *Student Purchase*

Anderson, Fred. *Crucible of War: The Seven Years' War and the Fate of Empire in British North America, 1754-1766*. New York: Vintage Books, 2000.

Szabo, Franz A. *The Seven Years War in Europe: 1756-1763*. New York: Pearson Longman, 2008.

#### **Required Readings:** *Provided by Instructor*

Higonnet, Patrice Louis-René. 1968. "The Origins of the Seven Years' War." *The Journal of Modern History*, 40, No. 1: 57-90.

Schumann, Matt. "Seven Years' War: North American Colonial Wars." In *World at War: Understanding Conflict and Society*. ABC-CLIO, 2010.

Browning, Reed. 1971. "The Duke of Newcastle and the Financing of the Seven Years' War". *The Journal of Economic History* 31 (2). Cambridge University Press: 344-77.

Charters, Erica. 2009. "The Caring Fiscal-Military State during the Seven Years War, 1756–1763". *The Historical Journal* 52 (4). Cambridge University Press: 921–41.

Black, Jeremy. 1988. "Britain's Foreign Alliances in the Eighteenth Century". *Albion: A Quarterly Journal Concerned with British Studies* 20 (4). The North American Conference on British Studies: 573–602.

Carroll, Brian D. 2012. "'Savages' in the Service of Empire: Native American Soldiers in Gorham's Rangers, 1744-1762". *The New England Quarterly* 85 (3). New England Quarterly, Inc.: 383–429.

Shovlin, John. 2010. "Selling American Empire on the Eve of the Seven Years War: The French Propaganda Campaign of 1755-1756". *Past & Present*, no. 206. Oxford University Press, Past and Present Society: 121–149.

Paul Kelton. 2012. "The British and Indian War: Cherokee Power and the Fate of Empire in North America". *The William and Mary Quarterly* 69 (4). Omohundro Institute of Early American History and Culture: 763–792.

Dobie, Madeleine. 2009. "The Enlightenment at War". *PMLA* 124 (5). Modern Language Association: 1851–54.

### **Additional Resources (Recommended):**

Chicago/Turabian Formatting Style Guides are available in the online library:

[http://apus.libguides.com/APUS\\_ePress/chicago](http://apus.libguides.com/APUS_ePress/chicago)

**IMPORTANT NOTE:** The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Table of Contents

## **Evaluation Procedures**

**1. Readings, Assignments, and Participation:** You will be required to read an average of 200 pages per week, or around 1600 pages for the course; probably more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items will normally be drawn from the weekly reading assignments, they may be modified at the discretion of the instructor. Your responses – also called “posts” – will involve analyzing readings, comparing and contrasting the views of authors, and critiquing arguments presented by the readings or the class responses and discussions should abide by the University Netiquette policy. The purpose of the forum’s discussion board activities is to expand your learning opportunities by engaging in academic and

thought-provoking asynchronous conversation with your classmates and instructor. The instructor's role is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 1 and continuing through Week 8, there will be 40 possible grade points (five points for each week) awarded for participation in the discussion forum items: one forum each week to which you will be required to respond three times: three points for contributing to the original instructor-posted questions/topics, and/or (also at 1 point each) directly responding to other student postings. While you are, of course, free to post any number of on point comments during a particular week, note that you will only receive a maximum of 5 points for a particular week's forum postings, be they to the initial weekly forum topic, or to the postings of your peers.

Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should normally be about 250 words in length, while responses to other student's responses should be about 100 words in length. Keep in mind that, when responding to other students, it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

NOTE: A new forum will be opened to facilitate the each week's discussion topic. Once the week has passed – and that week's forum has been ended – you will not be allowed new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe.

**2. Academic Essay Analysis:** Each student will be required to write a 1200-1500 word analysis of Patrice Louis-René Higonnet's the "The Origins of the Seven Years' War." Originally published in *The Journal of Modern History*, the essay is available through the assignment tab at the left of the classroom screen. The analysis must address, at a minimum, the following five items:

1. Objectives: What does the article set out to do?
2. Concepts: What are the central concepts? Are they clearly defined?
3. Argument: What is the central argument?
4. Evidence: Is evidence provided? How adequate is it?
5. Conclusion: A brief overall assessment.

If required, any footnote references must follow the Chicago/Turabian *footnote/bibliography* citation protocols available through the [APUS Online Library](#). The Academic Essay Analysis will be due at the end of the week three.

**3. Research Paper Proposal:** As part of the Research Paper assignment for this course, each student will be required to compose and submit a modified Research Paper Proposal. The proposal must be on a topic directly related to the Seven Years War – in Europe or America – and will contain the following elements:

- A brief description of the chosen paper's topic: a thesis statement, sentence or paragraph;
- A short (1 to 2 paragraph) description of how the student intends to structure the paper; and,

- A bibliography listing a minimum of five, initial, academically appropriate sources that you intend to use for researching the paper.

For the bibliographic entries, citations are required and must follow the Chicago/Turabian *footnote/bibliography* citation protocols available through the APUS online library at [APUS Online Library](#). The Research Paper Proposal will be due at the end of the week five.

**3. Research Paper:** Following up on the approved research proposal topic, each student will be required to submit an original research paper. Papers will be a minimum of 2500 and a maximum of 3000 words and should begin with a clear and easily identifiable thesis statement and include a minimum of 15 reference citations – taken from ten different source documents – and a bibliographic list of works cited. The essays shall be typed, double-spaced, and in a 12-point Times New Roman font. Note that word count is typically 250 words per page, and the title page, footnotes and bibliography are not to be included in the word count. Citations are required and must follow the Chicago/Turabian *footnote/bibliography* citation protocols available through the [APUS Online Library](#). A more specific research paper formatting guide is attached to assignment. Both of these resources should be strictly followed. The Research Paper will be due at the end of the week eight.

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other “*Wiki*” sites) is not considered a valid academic source. Note that, once again, as graduate students, it is *your* responsibility to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 40 possible grade points awarded for submission of the final historiographical essay.

Table of Contents

<b>Evaluated Activities</b>
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Assignment	Points	Percent of Final Grade
Week 3: Submission of the Academic Essay Analysis	15	15%
Week 5: Submission of the Research Paper Proposal	10	10%
Week 8: Submission of the Research Paper	35	35%
Class Participation (Computed at end of course)	40	40%

Table of Contents

<b>Course Outline</b>
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Week	Topic	Learning Objectives	Readings	Assignments
1	Class Introductions and the	LO-1.1: Class Introductions	Szabo, <i>Seven Years War</i> : Preface and Chapter 1.	Virtual Introduction (Mandatory).

	Designs of Frederick the Great	LO1.2: Analyze the specific political and military events leading up to the outbreak of hostilities.	Schumann Essay: "Seven Years' War: North American Colonial Wars."	Responses to weekly discussion forum.
<b>2</b>	The British, the Continental War, and the Expansion of Hostilities	LO-2.1: Explain how the growing war generates questions of tactics and money and manpower shortages.  LO-2.2: Discuss how and what events caused Frederick and the British to join together while the allies fought separately.	Szabo, <i>Seven Years War</i> : Chapters 2 and 3.  Browning Essay: "The Duke of Newcastle and the Financing of the Seven Years' War."	Responses to weekly discussion forum.
<b>3</b>	Potential Defeat for Frederick and the Evolution of British Power.	LO-3.1: Describe the ebb and flow of the war and the balance of power threats in Europe.  LO-3.2: Trace the rise and fall of coalition warfare during these years and ongoing French defeats throughout their empire.	Szabo, <i>Seven Years War</i> : Chapters 4 and 5.  Rose Essay: "The Caring Fiscal-Military State during the Seven Years War, 1756–1763."	Responses to weekly discussion forum.  Analysis of Academic Essay Due.
<b>4</b>	Spain Enters the War and an Eye Toward Peace	LO-4.1: Summarize why Frederick thought he had lost the War.  LO-4.2: Trace impact of Spain's entry into the War.	Szabo, <i>Seven Years War</i> : Chapters 6, 7 and Conclusion.  Black Essay: "Britain's Foreign Alliances in the Eighteenth Century."	Responses to weekly discussion forum.
	Part 2: The	LO-5.1: Describe the	Anderson, <i>Crucible</i>	Responses to weekly

5	Examination of the War in North America	<p>origins of the war in North America.</p> <p>LO-5.2: Explain the British setbacks and French successes in the first years of the war.</p>	<p><i>of War</i>: Prologue to Chapter 21.</p> <p>Carroll Essay: "Savages' in the Service of Empire."</p>	<p>discussion forum.</p> <p>Research Paper Proposal Due.</p>
6	England and France: War to What End?	<p>LO-6.1: Describe reorganization of the war under Pitt, and how the changes laid the groundwork for later British success.</p> <p>LO-6.2: Describe the divergent goals of the British government and various colonies regarding Canada.</p>	<p>Anderson, <i>Crucible of War</i>: Chapters 22 to 45.</p> <p>Shovlin Essay: "Selling American Empire on the Eve of the Seven Years War."</p>	<p>Responses to weekly discussion forum.</p>
7	Victory and More: The Fortunes of Empire	<p>LO-7.1: Describe the relationship between British victory in North America to the overall war effort.</p> <p>LO-7.2: Describe the immediate to long term results of the war and final peace settlement.</p>	<p>Anderson, <i>Crucible of War</i>: Chapters 46 to Epilogue.</p> <p>Kelton Essay: "The British and Indian War."</p>	<p>Responses to weekly discussion forum.</p>
8	The War in Retrospect and Final Thoughts	<p>LO-8.1: Describe the global nature of the war, and the impact of the war on later colonial/imperial developments, or the European balance of power.</p> <p>LO-8.2: Share any final thoughts or</p>	<p>Review of Anderson and Szabo texts.</p> <p>Dobie Essay: "The Enlightenment at War."</p>	<p>Responses to weekly discussion forum.</p> <p>Research Paper Due.</p>

		reflections on, or problems with, the war.		
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Table of Contents

**Policies**

Please see the Student Handbook to reference all University policies. Quick links to many of the frequently asked policy questions are also available through the policy link at the left of the screen.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

**Writing Expectations**

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, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago 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, alphabetizing non-English names, and table design/designation.

**Citation and Reference Style**

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes, but also may request a formal bibliography:

**Footnotes**, the primary focus in Chicago/Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

**Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised superscript.<sup>1</sup>
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to the *Chicago Style Guide* in the [APUS Online Library](#).

### **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 it is understood that you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the instructor 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.

### **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.

**Humor Note:** Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ . However, in my experience, I have found that it is generally better think about your posts in advance.

### **Disclaimer Statement**

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

Table of Contents

## Online Library Information

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](mailto:librarian@apus.edu).

**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.

**Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Table of Contents

## Selected Bibliography

Note: This is only a selection of secondary works on the Seven Years War and it is far from all-inclusive. Not all books listed here are widely accepted, or necessarily very good. Part of graduate education is developing an appreciation for where a book fits into the hierarchy.

Anderson, Fred. *A People's Army: Massachusetts Soldiers and Society in the Seven Years' War*. Chapel Hill: University of North Carolina, 1984.

Anderson, Fred, and Andrew Cayton. *The Dominion of War: Empire and Liberty in North America, 1500–2000*. New York: Viking Penguin, 2005. A key work for understanding the connections in this period.

Brumwell, Stephen. *Redcoats: The British Soldier and the War in the Americas, 1755-1763*. New York: Cambridge University Press, 2002.

Baugh, Daniel.A. *The Global Seven Years War 1754-1763: Britain and France in a Great Powers Contest*. London: Longman, 2011.

Calloway, Colin G. *The Scratch of a Pen; 1763 and the Transformation of North America*. New York: Oxford University Press, 2006.

Cohn, B. S. *The British in India*. Princeton: Princeton University Press, 1996.

Ferling, John. *Struggle for a Continent: The Wars of Early America*. New York: Harlan Davidson, 1993.

Flavell, Julie, and Stephen Conway, eds. *Britain and America go to War: The Impact of War and Warfare in Anglo-America, 1754-1815*. Gainesville: University Press of Florida, 2004.

Jennings, Francis. *Empire of Fortune: Crowns, Colonies & Tribes in the Seven Years' War in America*. New York: Norton, 1988.

Leach, Douglas. *Arms for Empire*. New York: Macmillan, 1973.

\_\_\_\_\_. *The Northern Colonial Frontier, 1607-1763*. New York: Holt, Rinehart, and Winston, 1966.

Longman, F. W. *Frederick the Great and the Seven Years' War*. Leonaur, 2011.

Middleton, Richard, *Pontiac's War: Its Causes, Course, and Consequences*. New York: Routledge, 2007.

\_\_\_\_\_. *The Bells of Victory: The Pitt-Newcastle Ministry and the Conduct of the Seven Years' War, 1757-1762*. Cambridge, U.K.: Cambridge University Press, 1985. A good summary of the war from the British perspective.

Pocock, Tom. *Battle for Empire: The Very First World War 1756-63*. London: Michael O'Mara, 1999.

Selesky, Harold. *War and Society in Colonial Connecticut*. New Haven: Yale University Press, 1990.

Steele, Ian K. *Betrayals: Fort William Henry and the "Massacre."* Oxford: Oxford University Press, 1990.

Swanson, Carl E. *Predators and Prizes: American Privateering, and Imperial Warfare, 1739-1748*. University of South Carolina Press, 1991.

Table of Contents