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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
HIST 520
Graduate Seminar in U.S. History
3 Credit Hours
8 Weeks

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

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Instructor Information

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Instructor:

Curriculum Vitae:

Email:

Office Hours:

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Course Description (Catalog)

This course is a graduate seminar in topics of U.S. history that is designed to provide a foundation in U.S. historical theory, trends, and concepts for the further study of specialized and topical history at the graduate level. Students should be expected to read and write intensely on both broadly and narrowly addressed topics of history. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of U.S. history for serious history students and professionals. Students will be expected to produce near-publication quality research paper and essay work.

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Course Scope

Introductory

The focus of the *Graduate Seminar in U.S. History* is historical research and writing. Students will spend the semester reading selected historical works, composing Forum responses, preparing a Primary Research essay, and writing a research paper. As they are reading, analyzing, and writing, students will examine the historians' craft and the interpretive trends in historical thought. Additionally, students will discuss the required course readings as they engage in scholarly discussions of the historians' craft and patterns of thought in general. Because of the breadth of the course, the focus of the graduate seminar will be largely on the watershed events that have defined the American experience from the Revolution to the present day.

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Course Objectives

Upon completion of the *Graduate Seminar in U.S. History* students will be able to:

1. Critique different scholarly views on the American Revolution (evaluation)
2. Critique the use of the terms "market revolution" and "Jacksonian democracy," and compare the significance of the communication and transportation revolution in the period from 1812 to 1848 (comprehension and evaluation)
3. Assess the significance of slavery as the chief cause of the Civil War and evaluate the final moments prior to hostilities (evaluation)
4. Justify the significance of America's search for order and appraise the central themes of this search (evaluation)
5. Judge the policies of the Roosevelt administration on the trajectory of American national development during the Great Depression (evaluation)
6. Evaluate the historiography and changing interpretations of the Cold War era (evaluation)

Here are the weekly learning objectives:

1. Develop an original interpretation about United States history (synthesis)
2. Appraise the difference between primary and secondary sources (evaluation)
3. Compare and contrast different scholarly views on the American Revolution (comprehension)
4. Assess the significance of the War of 1812 (evaluation)

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5. Analyze the social issues confronting America in the early to mid 19th century including slavery, Native American relations, religion, and the rights of women (analysis)
6. Describe the course of events in the years from 1848 to 1861 that led to the Civil War (comprehension)
7. Appraise the rise of the middle class and the new social order envisioned by the Progressives (evaluation)
8. Evaluate effects of WWI and the 1920s on American intellectual, social, racial, and economic development (evaluation)
9. Describe the trajectory of New Deal liberalism in recession and World War II and explain the main military strategies of the conflict (comprehension)
10. Evaluate the historiography and changing interpretations of the Cold War era (evaluation)
11. Compare and contrast the racial and gender social struggles in the mid 20th century (comprehension)
12. Deconstruct the various interpretations and explanations of 9/11. (application)
13. Analyze some of the developments of the recent past after the 2008 election and examine some predictions for the future (analysis)

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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 include discussion Forum questions accomplished in groups through a threaded forum, examination, and individual assignments submitted for review by the Faculty Member.

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Course Materials

Required Textbooks

The following books are REQUIRED reading for this class:

- Brinkley, Alan. *The End of Reform: New Deal Liberalism in Recession and War*, Vintage Books, 1996.
- Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*, Oxford University Press, 2007.
- Potter, David M. *The Impending Crisis, 1848-1861*, Harper Perennial, 1977.
- Wiebe, Robert H. *The Search for Order, 1877-1920*, Hill and Wang, 1966.

Additional Required Readings: (See Course Outline)

Optional Resources (Recommended)

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. Boston: Pearson, 2012.

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- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2007. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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 endnote or 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.

Websites: (See Course Outline)

In addition to the required course texts public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

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Evaluation Procedures

This course requires thoughtful reading and analysis. The discussion, assignments, and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner, and they must be grounded in scholarly evidence. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

There are many ways to measure student performance. The following guidelines apply:

- Faculty grade writing assignments using the APUS writing rubrics appropriate for the level of the course. Rubrics ensure that grading is consistent across the institution, and that all key areas of the graded work receive attention. It is also advisable to share the rubric with students, so that they are aware of the instructor's expectations. Rubrics are the university approved basis for grading written assignments. The rubrics for undergraduate and graduate writing assignments may be found at [Writing Rubrics](#).
- For written assignments, students should upload assignments by selecting the Assignments link on the left hand side of the classroom page.
- For discussions select the Forums link on the left hand side of the classroom page. The Forums should not be used for administrative communications.

Forum Assignments: 40% of your grade (8 Forum postings, 50 points each)

Respond to the Forum question(s) of the week in a main post that is at *minimum* 250 words and at *maximum* 500 words. Students should not provide just a summary of the readings but support an interpretation or argument. However, this is not

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a mere opinion piece; you must use the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work in a positive or negative way by citing a key phrase, analyzing intent, sources, structure, or thesis. To meet the minimum research requirements for each week's main post, include AT LEAST ONE scholarly source from the APUS Library in addition to citations from our weekly readings. A scholarly source is a peer reviewed article or a book from a well regarded trade or university press. A web site does not count.

To meet the minimum participation requirements for each Forum assignment, respond to AT LEAST two other student postings, plus any follow-up questions I ask. As for the follow-up questions, I try to comment on everyone who posts on time during a week. If I do not, or if you post late, this does not mean you are exempt from answering an additional question from me. In that case simply select a follow-up question I asked another student and respond. This will enable you to meet the minimum discussion requirements for the week. For more on this read this link at [My Forum Philosophy](#). The introduction forum is the only discussion where a response to an additional follow-up question from me is not required.

Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). 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. The *minimum* length for a quality response to another student should be 100 words, with a *maximum* being 250 words.

SEE FORUM RUBRIC IN COURSE RESOURCES.

INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:55 PM EASTERN TIME ON THE DAY DUE.

Primary Research Essay: 5% of your grade

Strong historical research requires an effective balance between primary and secondary resources and the goal of this essay is for you to practice this vital skill to evaluate a primary source. You may associate the topic for this assignment with your final research paper, though you cannot use the same text that you write for this assignment in your final paper.

In general terms this assignment is designed for you to compare and contrast a historical perspective from a secondary source (our readings in class) with a primary source.

Once you have identified a topic from our readings and found a corresponding primary source answer the following questions: What new insight does the primary source provide that did not appear in the secondary source? Why are primary sources important? What are some dangers in using primary sources? The paper should be in Word format, have a minimum of 500 words, and include footnotes and a bibliography.

An example of what I am looking for is as follows. One of the best digitized collections at Google Books is *The Crisis*. W.E.B. DuBois founded the journal and Google Books has the complete series digitized dating back to April 1911. As a potential topic for this assignment you could explore how Wiebe discusses Jim Crow laws, poll taxes, "understanding" tests, etc. and compare that to specific primary research found in *The Crisis*. An example might be the article called "Emancipation" published in [The Crisis in March 1913](#). Again, the goal is to find a single topic from our readings and compare and contrast it to a specific primary article or document.

You MUST post your Primary Research Essay to the Assignments list as a Word Document to receive a grade.

Mid-Term Exam: 10% of your grade

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In Week 5 you will take an untimed, 20 question multiple choice test that covers the assigned books and articles (not the videos) through the first half of the course (Weeks 1 through 4, which includes chapters 1 through 5 of Wiebe's book). This is an open book test that concentrates on the big ideas, and not the trivial aspects of the readings. The intent of the exam is to provide you questions on what I consider to be the most important take-away concepts from our readings. Though the syllabus suggests you take this test in Week 5, and I recommend that this is the best time for you to take it, you may actually do it any time during the course. This exam may be taken only one time, so make sure you take it at a time and place where you will not be interrupted.

WARNING: After you take the exam, there are two Submit buttons. After first Submit there is a second one that asks you to confirm the submission. It is the second click that completes the process and sends the test to the server. If you do not do this, then unfortunately you may have to retake the exam.

Research Paper Proposal: 5% of your grade

In Week 4 you will submit a proposal (minimum 250 words and maximum 500 words exclusive of source list) for your final research paper. This should include a general overview of your topic, thesis, and relationship to our readings. How will your paper address your topic historiographically (Watch: [What is Historiography?](#) and address it in your proposal). In addition, and not part of the word count, should be a complete source list (primary and secondary). By the end of the day on Thursday of Week 4 you will post your proposal to the Forum, and by the end of the day on Sunday of Week 4 you will respond to at least two other student proposals. Share ideas on their topic, suggest secondary or primary research that might assist them, or discuss how their topic might relate to our course readings. This should be at least 100 words in length.

You MUST post your Proposal to the Assignments list as a Word Document to receive a grade. If you only post to the Forum then you will get a zero for the week.

Research Paper: 40% of your grade

Each student is required to pursue an independent research project during the course and will prepare a research paper that is to be of high quality and grammatically correct. You may write your paper on a person, event, or theme in American history. You should attempt to associate the subject of your paper to one of more of the themes and issues that are addressed during this course of study. You should use primary resources for the paper, while also addressing key historiographical issues. While your choice of subject is not necessarily confined to major figures or issues, you should endeavor to select a topic that has been significant in an important way to the history of the United States.

The research paper should be a minimum of 3750 words exclusive of front and back matter (the paper in total should not exceed 5000 words). It should include a title page, reference citations (from multiple sources), and a bibliography. Footnotes are required for the reference citations, and all sources, as well as the corresponding bibliography, must conform to Turabian's *Manual for Writers of Term Papers* style for notes and references. Substantial research other than the required course readings is necessary. The bibliography and reference citations are not to be included in the word count. NOTE: Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source).

I will submit all of the final papers into TurnItIn which is a plagiarism checker. If I find evidence of plagiarism, I will give you a zero for the paper. To ensure this does not happen make sure you familiarize yourself with the meanings of plagiarism (see the policies section of this syllabus), and take careful steps in your note taking process to avoid a potential for a mistaken plagiarism. This review will serve as an important check for you.

You MUST post your Research Paper to the Assignments list in the appropriate section as a Word Document to receive a grade.

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Overview of Course Assignments

Grade Instruments	Points	Percentage
Week 1: Forum #1	50	5%
Week 2: Forum #2	50	5%
Week 3: Forum #3	50	5%
Week 4: Forum #4	50	5%
Week 4: Research Paper Proposal	50	5%
Week 5: Forum #5	50	5%
Week 5: Mid-Term Exam	100	10%
Week 6: Forum #6	50	5%
Week 6: Primary Research Essay	50	5%
Week 7: Forum #7	50	5%
Week 8: Forum #8	50	5%
Week 8: Research Paper	400	40%
Total	1000	100%

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

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Course Outline

Week & Topics	Learning Objectives	Readings and Videos	Assignments
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Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 1: American Creation</p> <p>Washington (1789-1797)</p> <p>Adams, Jefferson (1797-1809)</p>	<p>Compare and contrast different scholarly views on the American Revolution (comprehension)</p> <p>Critique different scholarly views on the American Revolution (evaluation)</p>	<p>PDF Readings:</p> <p>Ellis, Joseph J. <i>His Excellency: George Washington</i>. New York: Alfred A. Knopf, 2004.(p. ix-xiv).</p> <p>Wood, Gordon S. <i>The American Revolution: A History</i>. Modern Library Chronicles, 9. New York: Modern Library, 2002. (p. xxiii-xxv).</p> <p>Wood, Gordon S. "A Century of Writing Early American History: Then and now compared; Or how Henry Adams got it wrong." <i>American Historical Review</i> 100, no. 3 (June 1995): 678-696.</p> <p>Ellis, Joseph J. <i>American Sphinx: The Character of Thomas Jefferson</i>. New York: Alfred A. Knopf, 1997. (p. ix-23).</p> <p>Ellis, Joseph J. <i>Founding Brothers: The Revolutionary Generation</i>. New York: Alfred A. Knopf, 2000. (p. 3-19).</p> <p>Wood, Gordon S. <i>Revolutionary Characters: What Made the Founders Different</i>. New York: Penguin Press, 2006. (p. 3-28).</p> <p>Wood, Gordon S. <i>The Americanization of Benjamin Franklin</i>. New York: Penguin Press, 2004.</p> <p>Videos:</p> <p>Welcome to the Graduate Seminar Transcript of Video</p> <p>Book Discussion on <i>The Idea of America</i>, May 2011.</p> <p>Annette Gordon-Reed on Jefferson and the Hemings Family, September 2009.</p> <p>Joanne Freeman, Being an American: The Legacy of the Revolution</p>	<p>Forum #1: In a minimum of 250 words, explain your academic and professional background and how this course fits into your objectives. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. Finally, since we cover the history of the United States from 1776 to 9/11, which era of our past do you find most interesting and why?</p> <p>Finally, attest to the AMU/APU Honor Code in the Introduction Forum by reading and replying with your typed signature.</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 1.</p>

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<p>Week 2: Communication and Transportation Revolutions</p> <p>Madison (1809-1817)</p> <p>Monroe, Adams, Jackson, Van Buren (1817-1841)</p>	<p>Assess the significance of the War of 1812 (evaluation)</p> <p>Critique the use of the terms “market revolution” and “Jacksonian Democracy,” and compare the significance of the communication and transportation revolution in the period from 1812 to 1848 (comprehension and evaluation)</p>	<p>Text Readings: Howe, <i>What Hath God Wrought</i> (begin reading at your own pace, but stay on track to finish the book by the end of Week 3).</p> <p>Videos: Book Discussion on <i>The War of 1812</i>, March 2012. Stagg, J. C. A. <i>The War of 1812: Conflict for a Continent</i>. Cambridge: Cambridge University Press, 2012.</p>	<p>Forum #2: The following is the central question in Joseph Ellis’ book <i>American Creation</i>: “If you believed that the last quarter of eighteenth century has stood the test of time as the most politically creative chapter in American history...then what...can account for the achievement that was the American founding?” Did the readings by Wood and Ellis over the past two weeks convince you that the “gathering of political talent at this historical moment is unlikely ever to be surpassed?” In her lecture, what did Joanne Freeman suggest was the “legacy of the Revolution”?</p> <p>Finally, which of the Founders do you find the most historically impressive and why? What did Ellis, Freeman, and Wood contribute to this conclusion?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 2.</p>

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Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 3: The Transformation of America</p> <p>Harrison, Tyler, Polk (1841-1849)</p>	<p>Analyze the social issues confronting America in the early to mid 19th century including slavery, Native American relations, religion, and the rights of women (analysis)</p>	<p>Text Readings: Howe, <i>What Hath God Wrought</i> (finish book).</p> <p>NRO Interview, "The Howe of History," November 2007.</p> <p>Video: A Conversation on Historical Figures of the American West, December 2008.</p> <p>Book Discussion on <i>What Hath God Wrought</i>, November 2007. Howe, Daniel Walker. <i>What Hath God Wrought: The Transformation of America, 1815-1848</i>. New York: Oxford University Press, 2007.</p>	<p>Forum #3: Howe's book focuses on two "revolutions" that transformed American life. These were revolutions in communications and transportation. Why was the "communications revolution" a better way to define and contextualize this period, as opposed to "Jacksonian America" or the "market revolution."</p> <p>Secondly, if you were writing a book on this period, what main theme would you focus on? (Select something other than the communications, transportation, or market revolutions).</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 3.</p>
<p>Week 4: Impending Crisis</p> <p>Taylor, Fillmore, Pierce, Buchanan (1849-1861)</p> <p>Lincoln, Johnson (1861-1869)</p>	<p>Describe the course of events in the years from 1848 to 1861 that led to the Civil War (comprehension)</p> <p>Assess the significance of slavery as the chief cause of the Civil War and evaluate the final moments prior to hostilities (evaluation)</p>	<p>Text Readings: Potter, <i>Impending Crisis</i> (the entire book).</p> <p>Video (Select One): Book Discussion on <i>Slaves Waiting for Sale</i>, March 2012. McInnis, Maurie Dee. <i>Slaves Waiting for Sale: Abolitionist Art and the American Slave Trade</i>. Chicago: University of Chicago Press, 2011.</p> <p>Book Discussion on <i>What This Cruel War Was Over</i>, January 2012. Manning, Chandra. <i>What This Cruel War Was Over: Soldiers, Slavery, and the Civil War</i>. New York: Alfred A. Knopf, 2007.</p>	<p>Forum #4: Submit the Proposal for your Research Paper by Thursday of Week 4 as an Assignment and also to the Proposal Forum. By Sunday comment on other student proposals.</p> <p>You MUST post your Proposal to the Assignments list as a Word Document to receive a grade. If you only post to the Forum then you will get a zero for the week.</p>

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<p>Week 5: Searching for Order</p> <p>Grant, Hayes, Garfield, Arthur, Cleveland, Harrison (1869-1897)</p> <p>McKinley, Roosevelt, Taft (1897-1913)</p> <p>Wilson, Harding, Coolidge (1913-1929)</p>	<p>Justify the significance of America's search for order and appraise the central themes of this search (evaluation)</p> <p>Appraise the rise of the middle class and the new social order envisioned by the Progressives (evaluation)</p> <p>Evaluate effects of WWI and the 1920s on American intellectual, social, racial, and economic development (evaluation)</p>	<p>Text Readings: Wiebe, <i>The Search for Order</i> (the entire book).</p> <p>Video (Select One): Book Discussion on <i>The Age of Edison</i>, March 2013. Freeberg, Ernest. <i>The Age of Edison: Electric Light and the Invention of Modern America</i>. 2013.</p> <p>Book Discussion on <i>The War Lovers</i>, September 2010. Thomas, Evan. <i>The War Lovers: Roosevelt, Lodge, Hearst, and the Rush to Empire, 1898</i>. New York: Little, Brown and Co, 2010.</p> <p>Book Discussion on <i>Never Been a Time</i>, July 2008. Barnes, Harper. <i>Never Been a Time: The 1917 Race Riot That Sparked the Civil Rights Movement</i>. New York: Walker & Co, 2008.</p>	<p>Forum #5: If you had to select one individual discussed in Potter's <i>Impending Crisis</i> as the subject for you to write a biography, who would you select? Why? What was their significance to this period? [Please try not to duplicate any other student's selections. I want to have a good cross section for everyone to discuss.</p> <p>Wiebe seeks to show a "major transformation" in America between 1877 and 1920. There was also a "fundamental shift in American values." What was the most significant "major transformation" in this period?</p> <p>Finally, what was the Progressive period? What were the main reasons for attempting change? What was the result?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 5.</p> <p>Mid-Term Exam covering the readings from Weeks 1 through 4.</p>

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Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 6: New Deal in Recession and War Hoover, FDR (1929-1945)</p>	<p>Judge the policies of the Roosevelt administration on the trajectory of American national development during the Great Depression (evaluation)</p> <p>Describe the trajectory of New Deal liberalism in recession and World War II and explain the main military strategies of the conflict (comprehension)</p>	<p><u>Text Readings:</u> Brinkley, <i>The End of Reform</i> (the entire book).</p> <p><u>Video:</u> Discussion on the Great Depression, September 2009.</p>	<p>Forum #6: After having finished Brinkley's book why did reform come to an end during this period? What caused the notion of reform to become unpopular?</p> <p>How would you rank the FDR presidency? What were the strengths and weaknesses of his tenure in office?</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 6.</p> <p>Submit your Primary Research Essay by Sunday of Week 6 as an Assignment.</p>

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Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 7: The Cold War Era</p> <p>IKE, JFK, LBJ, Nixon (1953-1974)</p> <p>Ford, Carter, Reagan, Bush (1974-1993)</p>	<p>Evaluate the historiography and changing interpretations of the Cold War era (evaluation)</p> <p>Compare and contrast the racial and gender social struggles in the mid 20th century (comprehension)</p>	<p>PDF Readings: Gaddis, John Lewis. <i>The United States and the Origins of the Cold War, 1941-1947</i>. New York: Columbia University Press, 2000. (Preface and Conclusion)</p> <p>Leffler, Melvyn Paul. <i>A Preponderance of Power: National Security, the Truman Administration, and the Cold War</i>. Stanford, Calif: Stanford Univ. Press, 1992. (Preface)</p> <p>May, Elaine Tyler. <i>Homeward Bound: American Families in the Cold War Era</i>. New York: Basic Books, 1988. (Introduction)</p> <p>Carson, Clayborne. <i>In Struggle: SNCC and the Black Awakening of the 1960s</i>. Cambridge, Mass: Harvard University Press, 1981. (Introduction and Epilogue)</p> <p>Kluger, Richard. <i>Simple Justice: The History of Brown V. Board of Education and Black America's Struggle for Equality</i>. New York: Knopf, 1976. (Chapter 27)</p> <p>Video: Book Discussion on George F. Kennan: <i>An American Life</i>, September 2012. Gaddis, John Lewis. <i>George F. Kennan: An American Life</i>. New York: Penguin Press, 2011.</p> <p>After Words with Elaine Tyler May, April 2010 May, Elaine Tyler. <i>America and the Pill: A History of Promise, Peril, and Liberation</i>. New York: Basic Books, 2010.</p>	<p>Forum #7: Consider the readings for this week on the Cold War. How do these interpretations compare to your previous studies of this period?</p> <p>Richard Kluger said in the <i>Simple Justice</i> reading that “America is a colossus of contradictions.” What did he mean by this? What are some examples throughout American history?</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 7.</p>

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Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 8: The Millennium and 9/11</p> <p>Clinton, Bush, Obama (1993-present)</p>	<p>Deconstruct the various interpretations and explanations of 9/11 (application)</p>	<p>PDF Readings: Benjamin, Daniel, and Steven Simon. <i>The Age of Sacred Terror</i>. New York: Random House, 2002. (Preface)</p> <p>Kagan, Robert. <i>Of Paradise and Power: America and Europe in the New World Order</i>. New York: Alfred A. Knopf, 2003. (Introduction)</p> <p>Posner, Gerald L. <i>Why America Slept: The Failure to Prevent 9/11</i>. New York: Random House, 2003. (Chapter 16)</p> <p>National Commission on Terrorist Attacks upon the United States. <i>The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States</i>. New York: Norton, 2004. (Read selections of your own choosing.)</p> <p>Lewis, George. 2011. "Barack Hussein Obama: the use of history in the creation of an 'American' president." <i>Patterns Of Prejudice</i> 45, no. 1/2: 43-61.</p> <p>Maxwell, Angie. 2013. "Obama, Clinton, Palin: Making History in Election 2008." <i>Journal Of American History</i> 99, no. 4: 1325-1326.</p> <p>Video: 9/11, False Flags, and Black Ops: An Evening of Debate, April 2012</p> <p>Book Discussion on <i>The American Future: A History, September 2009</i>. Schama, Simon. <i>The American Future: A History</i>. New York: Ecco, 2009.</p>	<p>Forum #8: What new insight did you learn from the readings this week that you did not already know having lived through 9/11? Is it too soon for historians to address this issue? What skills can historians bring to our understanding of 9/11?</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 8.</p> <p>Research Paper Due.</p> <p>Submit by SUNDAY of Week 8.</p>

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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

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*, 6th 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.

1. Front matter--e.g, copyright statement, title page, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter—bibliography, appendices.

Citation and Reference Style

Students will follow the Turabian or Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

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 or endnotes, but also may request a formal bibliography:

Footnotes, primary focus in 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.

A Bibliography is a 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:

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- o May be in-line, but preferably set in raised superscript¹

- o 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.

- o Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Because we strive to make this as near a physical classroom environment as possible, all students must adhere to the due dates listed in the course home page. Should you expect to have a problem meeting a deadline, you should notify me as soon as you are aware of the situation. Because of the nature of the Forums—they are to simulate actual discussions as if we were meeting together weekly and sharing in an actual physical setting—any submissions made past the posted due dates will NOT be graded unless prior arrangement is made with me. Any other late assignments will lose one letter grade per unexcused late day. If the final research paper is late, it receives a zero.

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: ;-), :), ☺

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Disclaimer Statement

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

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Plagiarism and Turnitin.com

It is very important for all students to thoroughly understand plagiarism (both intentional and unintentional). As a result all submissions made to the Assignment folder are automatically sent to Turnitin, which is a plagiarism checker. Any assignment or discussion board post which I find to be plagiarized will be given 0 points and the infraction will be reported to the University. Please familiarize yourself with all of the following.

All students should completely understand the APUS plagiarism policy at:
<http://www.apus.edu/z/faculty/policies/plagiarism/index.htm>

What is Turnitin and how do you use it? Please read this for the answer:
<http://apus.libanswers.com/a.php?qid=5327>

Need help reading the Turnitin report? Visit this link: <http://apus.libanswers.com/a.php?qid=154741>
Do you have a question about plagiarism and what it means? Visit this link:
<http://apus.libanswers.com/a.php?qid=12586>

If you would like to check your papers before you submit it (which I recommend) try these free plagiarism-detection sites:

- [DupliChecker](#)
- [Grammarly](#)
- [Plagiarism Checker](#)
- [Plagiarisma](#)

You can also explore these sites:

- [Plagiarism Prevention Tips](#)
- [Citing & Style Guides](#)
- [College Research Writing Tips](#)
- [Writing Tutors](#)

Online Library

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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.

- **Inter Library Loans:** 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.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

See the bibliographic essays at the back of the following books:

Middlekauff, Robert. *The Glorious Cause: The American Revolution, 1763-1789*. The Oxford history of the United States, v. 2. New York: Oxford University Press, 1982.

Wood, Gordon S. *Empire of Liberty: A History of the Early Republic, 1789-1815*. Oxford: Oxford University Press, 2009.

Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*. New York: Oxford University Press, 2007.

McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. The Oxford history of the United States, v. 6. New York: Oxford University Press, 1988.

Kennedy, David M. *Freedom from Fear: The American People in Depression and War, 1929-1945*. The Oxford history of the United States, v. 9. New York: Oxford University Press, 1999.

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Patterson, James T. *Grand Expectations: The United States, 1945-1974*. The Oxford history of the United States, v. 10. New York: Oxford University Press, 1996.

Patterson, James T. *Restless Giant: The United States from Watergate to Bush V. Gore*. The Oxford history of the United States. New York: Oxford University Press, 2005.

Herring, George C. *From Colony to Superpower: U.S. Foreign Relations Since 1776*. New York: Oxford University Press, 2008.

Students are directed, as well, to the Department of History and Military History portal at the APUS Online Library:
http://www.apus.edu/Online-Library/departments/military_st.htm.