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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

HIST555

The United States in the 20<sup>th</sup> Century

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

**Instructor:**  
**Email:**  
**Cell Phone:**  
**Office Hours:**

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### Course Description

This course examines the changes in American society at the end of the 19th century as it confronted the issues of industrialization, immigration, and urbanization. It explores the open conflict between the advocates of isolationism and collective security and studies the impact of World War I. It also studies the changing values of the 1920s, the stock market crash of 1929, the Great Depression, and the cultural, social, political, military, and economic growth of the United States from World War II to the present.

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### Course Scope

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The United States in the 20<sup>th</sup> Century is a graduate seminar that examines the nation from the turn of the 20<sup>th</sup> century to the dawn of the 21<sup>st</sup> century. It spans one hundred years of change and transformation and was shaped by numerous voices that struggled, fought, and died in the attempt to make America a better place. Most courses that cover this period begin with World War I and struggle to make it to the 1990s. They focus heavily upon the pivotal events in the middle of the century like the Depression, World War II, and the Cold War. While these unquestionably are key moments in our past, I take a different strategy in presenting this course to you. We will spend the first third of the class examining the “pivotal decades” from 1900 to 1920. The final third of the class will focus on recent history from the early 1970s to 2000, when the United States became a “restless giant.” In these eras we will look in detail at the social, political, economic, racial, cultural, and military context of the nation at the start and end of the century. This will give us an analytical framework to analyze the deep changes the United States has made from 1900 to 2000. We will tie these two eras together with the middle third of the class with biographies of the presidents from FDR to LBJ.

Here is where I rely upon you, the student, to round out the story of the 20<sup>th</sup> century. Because the 20<sup>th</sup> century is so vast a period, it is impossible to cover all the topics of significance in 8 weeks. So, the main project for the class will be for you to select one major story of the 20<sup>th</sup> century and trace its evolution, both historically and historiographically, over a one hundred year period. The topics are virtually endless, but your analysis of one of them will bring you to a closer and deeper understand of an important topic of our American past.

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### Course Objectives

After successfully completing *The United States in the 20<sup>th</sup> Century* course, students will be able to:

CO-1 Compare and contrast the cycles of reform – economic, political, and social – in the United States, their causes and results, from the early 20<sup>th</sup> century to early 21<sup>st</sup> centuries, as well as appraise their causes and consequences.

CO-2 Analyze the nexus of foreign and domestic policies in an examination of their interconnectivity and development/evolution in 20<sup>th</sup> century America.

CO-3 Evaluate the relationship between war and society in an analysis of the nation’s wars and the U.S. military as a reflection of American society at large.

CO-4 Assimilate the principle trends in American history and incorporate as well as evaluate them in a detailed and well-researched paper.

CO-5 Evaluate several of the key Presidential decisions of the 20<sup>th</sup> century and how they impacted not only the future of America, but that of the world.

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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 (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Required Course Textbooks

Cooper, John Milton. *Pivotal Decades: The United States, 1900-1920*. New York: Norton, 1990.

Hamby, Alonzo L. *Liberalism and Its Challengers: From F.D.R. to Bush*. New York: Oxford University Press, 1992.

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.

**Additional Required Readings:** In *Resources Files* or Provided by Instructor

### Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History 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

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In addition to the required course texts the following 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.

## WEB-BASED VIDEOS

**Note to students:** If your internet connection does not have enough bandwidth to view videos use the American Public University library, search for an article related to the week's topic, and use this as supplementary input for discussion posts or writing assignments.

| Site Name   | Website URL/Address  |
|---|--|
| <p><b><u>Week 1: 1900, The Century Begins</u></b><br/>           A short film by Thomas Edison of an automobile parade in 1900.<br/>           A short film by Thomas Edison of President William McKinley being sworn into office for the second time on 4 March 1901.<br/>           New York City market scene from May 1, 1903.</p> | <p><a href="http://www.youtube.com/watch?v=Y3a6Y2h41VA">http://www.youtube.com/watch?v=Y3a6Y2h41VA</a><br/> <a href="http://www.youtube.com/watch?v=U8fd396pW_c">http://www.youtube.com/watch?v=U8fd396pW_c</a><br/> <a href="http://www.youtube.com/watch?v=MSeh5zRmpb0">http://www.youtube.com/watch?v=MSeh5zRmpb0</a></p> |
| <p><b><u>Week 2: Social Turmoil and Political Power for Teddy R.</u></b><br/>           Theodore Roosevelt as President and leader</p>  | <p><a href="http://www.youtube.com/watch?v=ocbkVYNiil">http://www.youtube.com/watch?v=ocbkVYNiil</a></p>   |
| <p><b><u>Week 3: The Great Depression</u></b><br/>           PBS on the Stock Market Crash from New York: A Documentary Film.</p>   | <p><a href="http://www.youtube.com/watch?v=RjPlMvgUXe8">http://www.youtube.com/watch?v=RjPlMvgUXe8</a></p>   |
| <p><b><u>Week 4: FDR, the Founding Father of Liberalism</u></b><br/>           FDR gives a speech after signing the Social Security Act.</p>  | <p><a href="http://www.youtube.com/watch?v=aVZijG4WSOw">http://www.youtube.com/watch?v=aVZijG4WSOw</a></p>   |
| <p><b><u>Week 5: The Pendulum Swings</u></b><br/>           Harry Truman giving his "Truman Doctrine" speech.</p>   | <p><a href="http://www.youtube.com/watch?v=wmQD_W8Pcxg">http://www.youtube.com/watch?v=wmQD_W8Pcxg</a></p>   |
| <p>Eisenhower's warning about the growing military industrial complex.</p>  | <p><a href="http://www.youtube.com/watch?v=13Gt1bhKLhs">http://www.youtube.com/watch?v=13Gt1bhKLhs</a></p>   |
| <p>John F. Kennedy announcing his goal to land a man on the moon, and footage of the landing.</p>   | <p><a href="http://www.youtube.com/watch?v=Kza-iTe2100">http://www.youtube.com/watch?v=Kza-iTe2100</a></p>   |
| <p><b><u>Week 6: The Turbulent Years</u></b><br/>           LBJ and the Great Society</p>   | <p><a href="http://www.youtube.com/watch?v=kx0K637mBVE">http://www.youtube.com/watch?v=kx0K637mBVE</a></p>   |
| <p><b><u>Week 7: The Rise of the Right</u></b><br/>           Walter Cronkite and Jimmy Carter<br/>           Archie Bunker on the Democrats</p>  | <p><a href="http://www.youtube.com/watch?v=WissKDU2kMw">http://www.youtube.com/watch?v=WissKDU2kMw</a><br/> <a href="http://www.youtube.com/watch?v=7fqCS7Y_kME">http://www.youtube.com/watch?v=7fqCS7Y_kME</a></p>  |
| <p>Reagan, Tear Down This Wall speech.</p>  | <p><a href="http://www.youtube.com/watch?v=WjWDrTXMgF8">http://www.youtube.com/watch?v=WjWDrTXMgF8</a></p>   |
| <p><b><u>Week 8: The Global, Cultural and Political Wars of the "New" Turn of the Century</u></b></p>   | <p><a href="http://www.youtube.com/watch?v=7ffbFvKIWqE">http://www.youtube.com/watch?v=7ffbFvKIWqE</a></p>   |

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|   |   |
|---|---|
| Bill Clinton and George H.W. Bush presidential debate, 1992 |   |
| New Year's Eve, Time's Square at the turn of the Millennium | <a href="http://www.youtube.com/watch?v=u6vdtI_3Ws0">http://www.youtube.com/watch?v=u6vdtI_3Ws0</a> |

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## Evaluation Procedures

This course requires thoughtful reading and analysis. The class forums 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. 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.

**IMPORTANT NOTE ON LATE SUBMISSIONS:** Because we strive to make this as near a physical classroom setting/environment as possible, it is expected that all materials be turned in on time and in accordance to the due dates listed on the assignments. 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. If the final research paper is late you will incur an Incomplete for the class.

### A. Forums Postings: 60% (10 Postings, 60 points each)

Respond to the discussion question of the week in AT LEAST 250 words using 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 (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. 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" or only compose 2 or 3 sentences. Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

### B. Research Paper Topic and Proposal 10% (100 points)

Select one major story of the 20<sup>th</sup> century and trace its evolution, both historically and historiographically, over a one hundred year period. This Proposal supports your research paper and is intended to structure the examination of your chosen research topic. It is a graded submission and but is very important in terms of giving me a sense of your topic, what you

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intend to read, et cetera. This should include the topic, relationship to the course and readings, and how the proposed paper makes a historiographical argument. You may provide an annotated bibliography, but it is not required. YOU MUST SUBMIT YOUR RESEARCH PAPER TOPIC AND PROPOSAL BY SUNDAY OF WEEK 8.

**C. Historiographical Research Paper 30% (300 points)**

Select one major story of the 20<sup>th</sup> century and trace its evolution, both historically and historiographically, over a one hundred year period. This is a research paper so I expect you to use outside primary and secondary sources as well as readings assigned in the class. The topic is of your choosing, but the only criteria is that it span the entire 20<sup>th</sup> century (or at least very close to it) and be a topic that you can make a compelling argument was vitally significant in shaping the era. The paper should be 12-15 pages or 3500-3750 words in length at a minimum, exclusive of title page, reference citations (from multiple sources) and a bibliography, and notes. You must use fully scholarly apparatus using the system described in the *Chicago Manual of Style* or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Consult Turabian for all matters of form as well. 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 ).

DUE FINAL DAY OF CLASS.

- [Graduate Course \(500-700 level courses\)](#)

To establish standards in measuring and evaluating the development of APUS student's writing skills, rubrics have been developed to measure student competencies in the following areas:

1. Focus/Thesis
2. Organizational Skills
3. Grammar/Style/Mechanics
4. Content/Subject Knowledge
5. Critical Thinking Skills
6. Use of Computer Technology/Applications
7. Synthesis/Analysis

| <u>Grade Instruments:</u>         | <u>Points</u> | <u>% Final Grade</u> |
|-----------------------------------|---------------|----------------------|
| Forums (10 total, 60 points each) | 600           | 60%                  |
| Research Paper Topic and Proposal | 100           | 10%                  |
| Research Paper                    | 300           | 30%                  |
| TOTAL                             | 1000          | 100%                 |

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| <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           | <b>1900: The Century Begins</b>                                | LO-1: Analyze the dawn of the 20 <sup>th</sup> century and understand the social, political, economic, cultural, and technological changes taking place. CO-1  | Cooper, Intro, Chapters 1-2<br><br>Video: Films by Edison including: <a href="#">automobiles</a> , <a href="#">McKinley</a> , and <a href="#">New York</a> | Forum Posting #1: In one or two pages, explain your academic and professional background and how this course fits into your objectives and academic program. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. This paper serves as an introduction and a writing sample.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 1. |
| 2           | <b>Social Turmoil and Political Power for Teddy &amp; Taft</b> | LO-2: Evaluate the social turmoil in the first decade of the 20 <sup>th</sup> century for feminists and African-Americans and the struggle for reform. Apprise the main social and political issues of the Roosevelt and Taft presidencies. CO-1 | Cooper, Chapters 3-5<br><br>Video: <a href="#">Jack Johnson</a>  | Forum Posting #2: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 2.  |
|             |  | LO-3: Analyze Roosevelt's reform movement, the emergence of Woodrow Wilson, and the significance of the New Freedom. CO-2, CO-5  | Cooper, Chapters 6-7<br><br>Video: <a href="#">Woodrow Wilson</a>  |  |
| 3           | <b>The Great War and Return to Normalcy</b>                    | LO-4: Appraise the challenges on the domestic and foreign front for the United States during WW I. CO-3  | Cooper, Chapters 8-10<br><br>Video: <a href="#">Women in the Great War</a>   | Forum Posting #3: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY.  |
|             |  | LO-5: Evaluate the various threats and struggles to the United States as it entered the post-war world and   | Cooper, Chapters 11-12<br><br>Video: <a href="#">1929 Market Crash</a>   | Paper Proposal due by SUNDAY of Week 3   |

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|   |   | the 1920s. CO-3  |  |   |
| 4 | <b>FDR, the Founding Father of Liberalism</b> | LO-6: Dissect the reasons that Franklin D. Roosevelt became arguably the founding father of liberalism. Analyze the effects of World War II on the nation. CO-3, CO-5  | Hamby, Chapter 1<br><br>Video: <a href="#">FDR on Social Security</a>  | Forum Posting #4: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY. |
| 5 | <b>The Pendulum Swings</b>                    | LO-7: Evaluate Truman's Fair Deal, the emergence of the Cold War, and a strengthening of America's ties to world politics. CO-2, CO-5                                  | Hamby, Chapter 2<br><br>Video: <a href="#">The Truman Doctrine Speech</a>                                    | Forum Posting #5: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY. |
|   |   | LO-8: Analyze Dwight D. Eisenhower's military and political career, the crisis and regeneration of Republican Conservatism, and the effects of McCarthyism. CO-1, CO-5 | Hamby, Chapter 3<br><br>Video: <a href="#">Eisenhower on the Military Industrial Complex</a>                 |   |
|   |   | LO-9: Explain the ways that John F. Kennedy captured the American political imagination in the 1960s and his reassertion of liberalism. CO-1, CO-5                     | Hamby, Chapter 5<br><br>Videos: <a href="#">Kennedy and the Moon</a> , and <a href="#">Kennedy in Berlin</a> |   |
| 6 | <b>The Turbulent Decade</b>                   | LO-10: Evaluate the presidency of Lyndon B. Johnson, the Great Society, and the war in Vietnam. CO-1, CO-3, CO-5   | Hamby, Chapter 6<br><br>Video: <a href="#">LBJ and the Great Society</a>                                     |   |
| 7 | <b>The Rise of the Right</b>                  | LO-12: Evaluate the Jimmy Carter administration and understand the   | Patterson, Chapters 3-4<br><br>Video: <a href="#">Walter</a>   | Forum Posting #7: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at                                     |



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|   |  |  |   |   |
|---|--|--|---|---|
|   |  | cultural and political factors for the rise of the right. CO-1, CO-5   | <a href="#">Cronkite and Jimmy Carter</a><br><br><a href="#">Archie Bunker on the Democrats</a>   | least two other students by SUNDAY.   |
|   |  | LO-13: Dissect the presidencies of Ronald Reagan and George H.W. Bush, and understand the social and cultural climate of America in the 1980s. CO-1, CO-5  | Patterson, Chapters 5-7<br><br>Video: <a href="#">Reagan Tear Down This Wall Speech</a><br><br><a href="#">The Cosby Show, Economics Lesson</a> |   |
| 8 | <a href="#">The Global, Cultural and Political wars of the turn of "New" Century</a> | LO-14: Evaluate the cultural wars that the United States faced in the 1990s and the political wars of the early Bill Clinton presidency. CO-5              | Patterson, Chapters 8-10<br><br>Video: <a href="#">George H.W. Bush and Bill Clinton in 1992 Presidential Debate</a>                            | Forum Posting #8: See Forum area and Lesson for specific prompt.<br><br>Post your initial discussion response to the forum by THURSDAY. Respond to at least two other students by SUNDAY. |
|   |  | LO-15: Analyze the United States as it approached the end of the millennium and the threats faced by terrorism, impeachment, and an electoral crisis. CO-1 | Patterson, Chapters 11-12<br><br>Video: <a href="#">New Year's Eve Time's Square</a>  |   |
|   |  | LO-16: Analyze and reflect back on a century of change and continuity. CO-4  | No Reading  | Research Paper Due.<br><br>Submit by SUNDAY of Week 8.  |

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**Policies**

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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*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style 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., [title page](#), copyright statement, 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**

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:

[Endnotes/Footnotes](#), the 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.

[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

**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.

- 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: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **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.

### **Netiquette**

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

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

### **Disclaimer Statement**

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

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## **Online Library**

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).

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- **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](mailto:librarian@apus.edu)

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## Selected Bibliography

Students are directed to the bibliographies included in the course readings for a comprehensive overview of the scholarship on 20<sup>th</sup> century U.S. history. Suggestions for further reading on select topics will be made available in the E-Classroom where appropriate.

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