

**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  
HIST 699  
Capstone Seminar-Thesis  
3 Credit Hours  
16 Weeks

Graduate students are required to have completed all core and concentration courses prior to enrolling in this Capstone course.

## Table of Contents

Instructor Information	Master's Thesis FAQ
Course Description	Master's Thesis Format Guidelines
Course Scope	Overview of Course Assignments
Course Objectives	Course Outline
Course Delivery Method	Policies
Course Materials	Online Library
Evaluation Procedures	

## Course Description

Preparation for the Master of Arts in History Capstone (Thesis) seminar begins on day one of a student's graduate program of study. The theories, research methods and analytical skills, and substantive knowledge obtained through their master's curriculum provide the basis for the thesis project. Students are required to develop primary and secondary source materials on their research topic and address the writing requirements as described in the syllabus and classroom assignments. The thesis proposal must provide a clear description of a question or problem and a proposed method of answering the question or solving the problem. Guidance on the format of the research proposal and a sample proposal are contained in the APUS Thesis Manual. Students may not take the thesis seminar until all other courses are successfully completed.

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[Table of Contents](#)

## Course Scope

Each thesis will be constructed by way of a major course within the student's chosen program of study. For the MA in History, this requirement includes completing core courses: HIST500 - Historical Research Methods, HIST501 – Historiography. For the MA in Military History, MILH510 - Studies in U.S. Military History and MILH511 - Great Military Philosophers are also indicated. All required courses including elective courses must be completed prior to enrolling in HIST699.

The HIST699 course is intended for students whose research or career interests make the completion of a master's thesis more appropriate than the Comprehensive Examination. There is no general advantage or disadvantage to choosing either option. Students conducting primary research and writing an analytical narrative in a traditional hard copy should pursue the thesis option. The general boundaries for thesis length are a minimum of 20,000 words.

The **thesis advisor** shall be the professor of the class. The **content specialist** is the second reader who will be commenting on your proposal, draft, and final version of your thesis.

[Table of Contents](#)

## Course Objectives

Students should be able to:

1. Plan and execute a major research project.
2. Provide a unique contribution to knowledge in the student's discipline.
3. Demonstrate mastery of the skills required of professional analysts and for more advanced graduate studies.
4. Culminate their graduate-student experience as they complete their master's program and either continue or begin work in their chosen profession.

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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.

[Table of Contents](#)

## Course Materials

### RECOMMENDED TEXTS (Optional)

Bentley, Michael. *Modern Historiography: An Introduction*. London: Routledge, 1999. *Purchase Optional*. Accessible through the APUS Online Research Center.

Breisach, Ernst. *Historiography: Ancient, Medieval, and Modern*, 2nd Edition. Chicago: University of Chicago Press, 1994.

Green, Anna, and Kathleen Troup, eds. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. New York: New York University Press, 1999.

### Optional Resources (Recommended)

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

[Table of Contents](#)

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## Evaluation Procedures

### **Forum Assignments: 20% of your grade (4 Forum postings, 50 points each)**

Building a thesis is often a solitary experience, but for one to excel it really requires input from multiple perspectives. In this class you will receive that from your fellow students, Advisor, and Content Specialist. You will gain the perspective of the other students in the class through four Forums. The first is in Week 1 when you will discuss in very general terms your main topic. Then in Week 5 you will discuss your Proposal and Literature Review. In Week 10 you will share ideas on the Rough Draft. And then in Week 16 you will reflect on each other's Final Thesis.

I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and insightful (a response that is on point, and relevant to the thesis element). The *minimum* length for a quality response to another student should be 100 words, with a *maximum* being 250 words.

### **Proposal and Literature Review: 10% of your grade**

This is your formal presentation of your specific topic and thesis argument, along with a comprehensive list of primary and secondary sources.

Each student submits a proposal before officially beginning work on the thesis. Its purpose is to demonstrate to the thesis advisor and content specialist that the project is worth doing and manageable; that the research question is sound and worthwhile; that the thesis contains some element of originality; that the proposed method is appropriate to the research question; that the student has the requisite knowledge to carry out the method; that the student is conversant (or becoming conversant) with the appropriate literature bearing on the question; that significant primary sources can be obtained; and, that the scope of the project is reasonable for a master's thesis. Only when the thesis advisor officially approves the proposal may the student consider that he or she is formally working on a thesis.

Each thesis proposal also includes a literature review. It tells your audience what we already know about your specific subject (what other historians have published), and where specifically you will be making an original argument and contribution to the field. You accomplish this with the proposal, and also a very detailed list of all relevant primary and secondary sources. The Proposal and Literature Review should be between 500 and 1000 words, not including your bibliographical listing at the end of primary and secondary sources. IMPORTANT NOTE: Divide your bibliographical sources into two categories, primary and secondary.

### **Rough Draft: 10% of your grade**

The Rough Draft should incorporate all the elements of the Final Thesis (see below). You should strive to make this as complete as possible, as this will make the comments from the thesis advisor, content specialist, and other students more valuable.

### **Final Thesis: 60% of your grade**

A master's thesis is an original essay presenting an argument or the answer to a question, logically reasoned, and based on evidence engendered by the student's own research. History students begin formally working on their proposal in this course (or earlier), and may finish the thesis at the end of the course, or they may require an extension (see below) before completing the work.

## Master's Thesis FAQ

### HOW LONG DOES A THESIS TAKE?

Most students experiment with more than one thesis idea before finally settling on the specific research question or hypothesis that leads to a finished thesis. Some students spend a semester or two on this 'testing' stage. Determining "how long" a thesis takes generally depends more on how long a given student spends in the idea-testing stage than it does on how long he or she spends on the thesis. We urge students to begin thinking about, and doing preliminary research on, potential topics before enrolling in the thesis course. We also encourage them to discuss their ideas informally with potential thesis-course instructors in their graduate studies. Our experience has been that students who enter the thesis course already equipped with a sound research problem, and then stay with that problem, are the most likely to defend their paper at the end of the course.

### WHAT IS THE LENGTH OF THE THESIS?

The main body of the thesis paper shall be typed, double-spaced, and in a 12-point Times New Roman font. Thesis length and depth of research shall be in accordance with disciplinary standards, but should normally not be less than 80 double-spaced pages of text and no longer than 120 double spaced pages. Word count will generally average between 250 and 300 words per page with the range reflecting the inclusion of tables, charts, or other supporting documentation. However, in any case, the final thesis should not be less than 20,000 words and not more than 30,000.

### WHAT IS A RESEARCH PROBLEM?

Students select their own topics and devise their own research questions (research hypotheses, research problems, or thesis problems), keeping in mind that Master's theses in our program must be about communication. For help in formulating an appropriate question, we recommend that, when starting the idea-testing stage, students read the chapter, "From Questions to Problems," in Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (1995). This work is available via the online library's electronic reserves. Another outstanding work is Jacques Barzun and Henry F. Graff, *The Modern Researcher* (2003).

### WHAT IS A RESEARCH METHOD?

Students select their own research methods, appropriate to the nature of their research problems. The appropriateness of the method depends on the kind of evidence required to answer the research question. A hypothesis about historical theories or interpretations would more likely be supported by evidence from primary source research than by content analysis or by reinterpreting the secondary literature. We encourage students to consider a wide variety of possible historiographical methods. We assume that if students are not already experienced in or knowledgeable about their proposed methods that they will do whatever reading or study is necessary to obtain the required skill.

### WHO IS THE THESIS ADVISOR?

The thesis advisor is the faculty member who teaches the section of HIST699 in which you enroll. This person will guide you through the thesis writing process and tell you when and if you have met the criteria for a thesis. He or she will continue to be your advisor even if you don't finish in one semester. He or she is also responsible for integrating the content specialist into the process. The thesis advisor is the person who determines your grade on the thesis, with important input from the content specialist.

### WHO IS THE CONTENT SPECIALIST?

The content specialist is the second member of your thesis committee. He or she is a professional historian who may, or may not, be affiliated with APUS. While your thesis advisor may or may not be an expert in your specific area of interest for your thesis, the content specialist is specifically selected because his or her expertise matches

your own interests. The content specialist provides feedback to you after you submit your proposal and literature review, the draft, and final version of your thesis. The content specialist's comments and grade recommendations play a significant role in the thesis process.

#### **WHAT IS THE IRB?**

Students whose research methods entail so-called human-subjects research (surveys, focus groups, or interviews) must describe their projects and apply for either an 'exemption' or 'approval' from the Institutional Review Board (IRB). IRBs, which are federally mandated, serve to ensure that researchers do what they can to minimize any risks involved for participants in research; that participants are fully informed of any risks that do remain; and, that they freely consent to participate. The application process is not complicated, and students should not let it deter them from pursuing public research or interviews as their research method. The review process usually takes about 3 weeks. This need not delay progress, since students may work on their literature reviews (see below) while awaiting HIRB action on their applications.

#### **WHY ARE THERE OTHER STUDENTS IN THIS CLASS?**

The journey in writing a thesis is not travelled alone. Not only will your thesis advisor and content specialist be walking with you, but so will your peers. You will have an opportunity to learn from your peers, and also share your expertise with them through four main forum interactions in this class. Peer comments will take place when you first suggest a topic, when you submit your proposal and literature review, when you submit your thesis draft, and when your turn in your final thesis.

#### **WHAT SHOULD I DO WITH A COMPLETED THESIS?**

The thesis will reflect a considerable attention to detail and must also make a clear, persuasive, and interesting argument that is supported with evidence. We encourage each student to approach his or her project as a publishable scholarly essay, and to become familiar with two or three scholarly journals to which they might, after the defense, submit their essays for possible publication. Another option is to look for conferences that you might submit your paper. Presenting a paper at a scholarly conference is an excellent way to gain the wider perspective of a professional audience, make yourself known to the profession, and as a first step in the publication process.

#### **WHAT STYLE SHOULD THE THESIS USE?**

The reference citations and the bibliography of works cited should conform to the Chicago/Turabian manuals of style and the only acceptable form of citation will be footnotes that correspond to the Chicago/Turabian manuals of style. For reference purposes, the *Chicago Manual of Style* is accessible through the APUS online library – *Books & e-Books* – and I urge you to pay particular attention to Chapter 16 (Documentation), Item 16.10 *Examples* and the "N" (Footnote) and "B" (Bibliography) examples, as these are the formats required for the research paper. Failure to apply the required citation protocols will result in the loss of grade points.

Further, as graduate students, keep in mind that it is *your* responsibility to determine the proper formatting for your bibliographic/works cited and footnote entries and, to this end, the *Chicago Manual of Style* is an indispensable research tool.

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## Master's Thesis Format Guidelines

Master's theses DO NOT always follow a fixed template. Their organization is driven mainly by the research program used to generate the evidence that supports the argument. The exact organization for any given thesis will be one on which the student and thesis advisor agree. However, most theses follow the traditional organization for scholarly research paper.

### Format

The thesis manuscript consists of three main parts: the preliminary pages, the text, and the reference section. The student, in consultation with the thesis professor, determines the internal arrangement within the text and reference sections.

### Arrangement

Each preliminary page is to be arranged in the sequence described below. All thesis sections are numbered with Arabic numerals.

If the student appends a reference section to the end of each chapter or section in the manuscript, the third section of the manuscript may contain only the Appendices, or, if there are neither, there may be no third section.

The manuscript is arranged in the following sequence:

### The Preliminary Pages

1. Title page (counted but not numbered)
2. Copyright page (optional) (counted and numbered)
3. Dedication page (optional) (counted and numbered)
4. Acknowledgments (optional) (counted and numbered)
5. Abstract (counted and numbered)
6. Table of Contents (counted and numbered)
7. List of Tables (if 5 or more) (counted and numbered)
8. List of Figures (if 5 or more) (counted and numbered)
9. List of Symbols (if applicable) (counted and numbered)
10. List of Acronyms (if applicable) (counted and numbered)

The information on the preliminary pages and the format for these pages are standardized. Students must follow the samples and instructions presented in this manual. The student will need to read both this general instruction section and the appropriate sample page section.

Please note that the general format for capitalization and spacing is to be followed for all preliminary pages for which a sample is provided (where groups of lines are double-spaced on the sample pages, be sure to double-space). Distribute the spaces between groups of lines to present a balanced appearance.

There must be consistency among all preliminary pages with respect to the student's name, major field, thesis professor, title of thesis, and date the degree is awarded. All theses must have the following elements:

- a clear statement of what the essay argues;
- an explanation of what aspect of the project is original and why it is worthwhile;
- a review of the existing literature in the field, so as to clarify how the essay fits in with already established work;

- an explanation of the method used to acquire or create the evidence underlying the argument;
- a description of the findings of the research;
- a reasoning from the findings to explicit conclusions, and an explanation of their implications.

Students must to be familiar with the "Master's Research Study Manual," to insure that his or her thesis conforms to the standards of the American Public University System. 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.

### **The Text**

The first page following the last page of preliminary pages is the first page of the text.

1. Preface or Introduction, if any (counted and numbered)
2. Text of body of thesis (counted and numbered)  
(divided into chapters or sections)

### **The Reference Section**

1. Bibliography or List of References (counted and numbered)
2. Appendices (if any) (counted and numbered)

### **Final Approval**

Final approval of a master's research depends on including declarations and meeting formatting standards for text and media. These requirements are established by the Online Library as a necessary prelude for University publication. Final master's research studies must include two statements. These may appear either with the initial titling information, or immediately after that element.

1. University Publication License: The student must agree to grant the University a non-exclusive license to publish the submission on its Web site.

*The author hereby grants the American Public University System the right to display these contents for educational purposes.*

2. Copyright Warrant: The student assumes responsibility for meeting the requirements set by United States Copyright Law.

*The author assumes total responsibility for meeting the requirements set by United States Copyright Law for the inclusion of any materials that are not the author's creation or in the public domain.*

In keeping with scholarly traditions, the University demands that all textual submissions be in good order—which implies spell checking, writing in proper English, and following the rules of the appropriate style manual. Unlike past submission guidelines from land-based schools, however, our production requirements are not framed by the bindery controls and typewriter methods. As an online institution, our graduates are expected to submit using the University's standard word processing program (MS Word) and to meet publication criteria for the Web.



## Layout—Page

Although the traditional page does not exist in a cyber environment, that structure is still expected in the academic world. Indeed, the Online Library converts text documents into “page images” using handicapped-enabled .pdf formatting. Submissions should be established with:

- Page Setup (Word controls are found under File button, Page Setup...)
  - Size: Letter, 8.5” x 11” (612 pts x 792 pts)
  - Margins: Portrait Orientation with 1 inch (72 pts) on Left, Right, Bottom; 1” also on top margin— unless a running head option is taken, then .5”
- Pagination (Word controls under Insert, Page Numbers...)
  - Turn off “Show Number on First Page”
  - For running head, select “upper right” location
  - Every sheet of paper in the manuscript must be numbered except for one: the title page. This includes references, appendices, and vita. The title page is counted but not numbered.
- Spacing (Word controls under Format, Paragraphs...)
  - The text of the manuscript must be double-spaced throughout, but tables and long quotations may be single-spaced. References and notes should be spaced in accordance with the citation/style manual.
- Running Head (option): (Word controls under View, Header and Footer...)
  - Unless specified differently by style manual, enter author’s last name, page number in upper right.

[Table of Contents](#)

## Overview of Course Assignments

Grade Instruments	Points	Percentage
Week 1: Introductions Forum	50	5%
Week 4: Research Proposal and Literature Review	100	10%
Week 5: Proposals Forum	50	5%
Week 9: Rough Draft	100	10%
Week 10: Drafts Forum	50	5%
Week 15: Final Thesis	600	60%
Week 16: Final Thesis Forum	50	5%
<b>Total</b>	<b>1000</b>	<b>100%</b>

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

[Table of Contents](#)

## Course Outline

Week	Topic	Readings and Videos	Assignments
<p><b>Week 1:</b> (Course Objectives 1-4)</p>	<p>Welcome and Topic Sharing</p>	<ul style="list-style-type: none"> <li>• <a href="#">Watch my Welcome Video</a></li> <li>• Master's Research Study Manual. <i>Look in the Resources tab in the classroom.</i> Note: There are three options covered in this university-wide Study Manual. Option A is the Master's Research Paper. Option B is the Master's Thesis. Option C is the Master's Creative Project. You are working on a Master's Thesis and not a Research Paper.</li> <li>• <a href="#">Statement on Standards of Professional Conduct</a></li> <li>• Chicago Manual of Style primer. Look in the Resources tab in the classroom.</li> <li>• Read Academic Dishonesty Policy. Look in the Resources tab in the classroom.</li> <li>• <a href="#">Bowles Netiquette Guide</a></li> <li>• <a href="#">Bowles Late and Extension Policies</a></li> </ul>	<p><b>Introductions Forum:</b> 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.</p> <p>Also, in one or two sentences describe the general topic and time period you are considering for your thesis. This statement will be used to match you with a content specialist.</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> <p>Suggested project (<i>Not required to submit</i>): Research and write a historiographical synopsis on your period of interest that identifies key historians, their writings, and their changing interpretations over time. Then prepare a similar historiographical analysis of your specific topic. You will add to this as your research progresses.</p>

Week	Topic	Readings and Videos	Assignments
<p><b>Week 2:</b> (Course Objectives 1-4)</p>	<p>Begin Research</p>	<ul style="list-style-type: none"> <li>• Watch this example of <a href="#">How to create a literature review</a></li> <li>• <a href="#">Ask a Librarian</a> at the Library of Congress</li> <li>• <a href="#">Graduate Rubric</a>.</li> <li>• The Graduate Guide. <i>Look in the Resources tab in the classroom.</i></li> <li>• Chicago Manual of Style summary sheet. <i>Look in the Resources tab in the classroom.</i></li> </ul>	<p>Begin working on Research Proposal and Literature Review.</p> <p>Suggested project (<i>Not required to submit</i>): Writing a master's thesis requires an original argument. How might you approach your topic in a unique way? Consider the following questions and answer all that are most appropriate: Is there an area in which you disagree with the majority of historians? Is there an aspect of your topic that historians have not adequately explored? Which historians would agree and disagree with your interpretations? What additional research do you need to perform to explore your unique argument?</p>

Week	Topic	Readings and Videos	Assignments
<p><b>Week 3:</b> (Course Objectives 1-4)</p>	<p>Write Research Proposal and Literature Review</p>	<ul style="list-style-type: none"> <li>• Sample Thesis Proposal <a href="#">Click here for Sample Thesis Proposal</a>. (Note this is longer than required and is a separate document from the Literature Review. You should combine the Proposal and Literature Review into one document).</li> </ul>	<p>Continue working on Research Proposal and Literature Review.</p> <p>Suggested project (<i>Not required to submit</i>): It is time to turn your attention, if you have not already, to primary research, as this forms the core of the master's thesis. What types of primary research have other historians who have written on your topic used? With this in mind, identify a body of primary research that you can use to support your topic. Also, find an archives that might contain original documents that would support your work. Contact an archivist there and inquire about the possibility of remote research, or if you can visit the archives (depending on your location). Inquire if they can email you container lists of relevant archival collections.</p>
<p><b>Week 4:</b> (Course Objectives 1-4)</p>	<p>Submit Research Proposal and Literature Review</p>	<ul style="list-style-type: none"> <li>• Sample Literature Review <a href="#">Click here for Sample Literature Review</a>(Note this is longer than required and is a separate document from the Proposal. You should combine the Proposal and Literature Review into one document).</li> <li>• <a href="#">Primary and Secondary Sources</a>. What is the difference?</li> </ul>	<p><b>Submit Research Proposal and Literature Review</b></p> <p>You <b>MUST</b> post your Proposal to the Assignments list as a Word Document <b>AND</b> to the Proposal Forum to receive a grade.</p>

Week	Topic	Readings and Videos	Assignments
<b>Week 5:</b> (Course Objectives 1-4)	Discuss Proposals	<ul style="list-style-type: none"> <li>• Sample Finished Thesis. <a href="#">Click here for Sample Finished Thesis</a> (Note: This is not perfect. Do not use it as a guide, only as a rough sample).</li> <li>• <a href="#">Good Scholarship</a></li> </ul>	<b>Proposal Forum:</b> Comment on the proposals of at least two other students. By Sunday of Week 5 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.
<b>Week 6:</b> (Course Objectives 1-4)	Begin Working on Draft	<ul style="list-style-type: none"> <li>• Research Primer. <i>Look in the Resources tab in the classroom.</i></li> </ul>	Integrate comments from Adviser, Content Specialist, and fellow classmates.
<b>Week 7:</b> (Course Objectives 1-4)	Continue Working on Draft	<ul style="list-style-type: none"> <li>• Open Web Research. <i>Look in the Resources tab in the classroom.</i></li> </ul>	Work on Draft
<b>Week 8:</b> (Course Objectives 1-4)	Finishing Touches on Draft	<ul style="list-style-type: none"> <li>• Deep Web Searching. <i>Look in the Resources tab in the classroom.</i></li> </ul>	Work on Draft
<b>Week 9:</b> (Course Objectives 1-4)	Submit Draft	<ul style="list-style-type: none"> <li>• <a href="#">Student Turnitin Training</a></li> <li>• Review Turnitin for Students document. <i>Look in the Resources tab in the classroom.</i></li> </ul>	<p><b><u>Submit Master's Thesis Rough Draft</u></b></p> <p>You MUST post your Draft to the Assignments list as a Word Document <b>AND</b> to the Draft Forum to receive a grade.</p>

Week	Topic	Readings and Videos	Assignments
<p><b>Week 10:</b> (Course Objectives 1-4)</p>	<p>Discuss Drafts</p>	<ul style="list-style-type: none"> <li>• <a href="#">The American Historical Association Blog</a>. See what the news of the day is and what historians are talking about.</li> </ul>	<p><b>Draft Forum:</b> Comment on the proposals of at least two other students. By Sunday of Week 10 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.</p>
<p><b>Week 11:</b> (Course Objectives 1-4)</p>	<p>Begin Working on Final Thesis</p>	<ul style="list-style-type: none"> <li>• <a href="#">Grants and Fellowship in History</a> from the American Historical Association</li> </ul>	<p>Integrate comments from Adviser, Content Specialist, and fellow classmates.</p>
<p><b>Week 12:</b> (Course Objectives 1-4)</p>	<p>Continue Working on Final Thesis</p>	<ul style="list-style-type: none"> <li>• <a href="#">What Can I Do With my Degree?</a></li> </ul>	<p>Re-Write Draft Thesis as Required</p>
<p><b>Week 13:</b> (Course Objectives 1-4)</p>	<p>Continue Working on Final Thesis</p>	<ul style="list-style-type: none"> <li>• <a href="#">Perspectives on History</a> from the American Historical Association</li> </ul>	<p>Re-Write Draft Thesis as Required</p>
<p><b>Week 14:</b> (Course Objectives 1-4)</p>	<p>Finishing Touches on Final Thesis</p>	<ul style="list-style-type: none"> <li>• <a href="#">Resources for the Historical Profession</a> from the American Historical Association</li> </ul>	<p>Re-Write Draft Thesis as Required</p>
<p><b>Week 15:</b> (Course Objectives 1-4)</p>	<p>Submit Final Thesis</p>	<ul style="list-style-type: none"> <li>• The Organization of American Historians <a href="#">Career Center</a></li> </ul>	<p><b><u>Submit Final Thesis</u></b></p> <p>You <b>MUST</b> post your Draft to the Assignments list as a Word Document <b>AND</b> to the Final Thesis Forum to receive a grade.</p>

Week	Topic	Readings and Videos	Assignments
<p><b>Week 16:</b> (Course Objectives 1-4)</p>	<p>Discuss Final Thesis</p>	<ul style="list-style-type: none"> <li>• <a href="#">Retrieving the Master's from the Dustbin of History</a></li> </ul>	<p><b>Final Thesis Forum:</b> Comment on the proposals of at least two other students. By Sunday of Week 16 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.</p>

[Table of Contents](#)



## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[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*, 6<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**

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](#), 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 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:

- o May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
- 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 thesis 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: ;-), :), ☺

[Table of Contents](#)

### **Disclaimer Statement**

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

[Table of Contents](#)

## 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).

- **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)

[Table of Contents](#)