

**School of Arts and Humanities
HIST 501 - Historiography
3 Credit Hours
16 Week Course
Prerequisite(s): None**

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

Instructor Biography

Robert M. Young, Ph.D., is Associate Professor in the Department of History and Military Studies, where he teaches historiography, Civil War studies, and the Pacific Campaign of World War II. He has written on the campaign in the Southwest Pacific Area in World War II and the operations of the Organization of Strategic Services (OSS). He maintains an active research agenda, in both World War II and the American Civil War. Dr. Young is a member of several prominent historical organizations and holds special interest in the OSS Society. A U.S. Army veteran of the armored corps, he was awarded his doctorate from the C.U.N.Y. Graduate Center in New York City.

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Course Description

Historiography is the study of historical thought from its emergence in the world of 5th century Athens to the present. The course concentrates on how history has been interpreted, rather the facts of history themselves. This course contemplates the fundamental questions about the nature of history, and investigates the relationships between theory and evidence in historical writing. It will also explore the varieties of narratives historians have used to reconstruct the past, and examine many of the major historiographical schools and ideas that have developed over time.

Course Scope

This course surveys the major schools of historical research and writing, and examines the methodologies of prominent and influential historians past and present. Additionally, students will demonstrate their knowledge of historiography by writing an academic book review; an analytical

essay drawn from the required readings; and a comprehensive scholarly research paper that explores a particular aspect of historiographical scholarship.

Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information (“knowledge” and “comprehension” categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of “analysis,” “synthesis,” “evaluation,” and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

Historiography defined: Robert Hatch of the University of Florida has written that:

For simplicity, historiography is nothing less than the history of historical writing. Perhaps more to the point, it also involves the history and biography of historians, the context in which they lived and wrote, and not least, the assumptions, philosophies, theories, and methods they used. On the face of it, historiography is easily distinguished from philosophy of history, theories of history, and historical methods. But it is never that simple. Central to the enterprise is representation and interpretation. Equally important is the usual continuum of knowledge making and claims to truth, from data and information to witnessing, testimony and belief, to texts, reading, and interpretation, to the problematic conclusions of knowledge, truth, justice, understanding, and wisdom.

With that summary in mind, the objectives of this course can be further specified as follows:

- To analyze the evolution of historical interpretation from the ancient world to the present
- To explain how historians have gathered information and formulated hypotheses
- To summarize how the writing and purposes of history have changed over time
- To assess the impact of various schools of historical writing on the profession
- To discern how the writing of history has been affected by the forces of social change
- To illustrate how the writing of history has changed by investigating the writings of individual historians
- To question the value of history as an academic discipline and answer the question: what is history?

Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student. Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Forum questions (accomplished in groups through linear, threaded or roundtable discussion board forums), and individual written assignments (submitted for review to the faculty member). In online courses we construct knowledge not just by completing readings and assignments. An

important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas. Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are dropped from the class if they do not log into the classroom during the first week of class. 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 we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Course Materials

All students majoring in any field of history should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the historiographical literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	100 Level	200 Level	300 Level	400 Level
Dealing with evidence: Primary sources	Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze/question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract	Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.	Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.	Develop relationships among multiple sources and synthesize the major connecting issues among them.

	information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source.			
Bottlenecks and difficulties for students in acquiring those skills	Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time.	Re-creating historical context and connecting it to a document. Identifying and empathizing with people from another place and time.	Dealing with ambiguity and contradiction in historical sources.	Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.

This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001). See: [The History Learning Project](#).

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the "Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0*: H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Undergraduates taking 300 and 400 level classes, as well as graduate students, must explore the research holdings of [The Online Library](#), Department's Study Portals [History and Military Studies](#), and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals*: Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters*: Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the

electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War* <http://valley.vcdh.virginia.edu>
- *National Geographic: Remembering Pearl Harbor* <http://plasma.nationalgeographic.com/pearlharbor>
- *American Memory: Historical Collections for the National Digital Library, Library of Congress*, <http://lcweb2.loc.gov/amhome.html>
- *H-Net – Humanities and Social Sciences Online* <http://www.h-net.msu.edu/>
- *World History Matters* <http://chnm.gmu.edu/worldhistory>
- [H-Diplo: diplomatic and international history](#) H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

Required Texts

- **Michael Bentley.** *Modern Historiography: An Introduction*. London: Routledge, 1999. *Purchase Optional*. Accessible through the APUS Online Research Center.
- **Ernst Breisach.** *Historiography: Ancient, Medieval, and Modern*, 3rd Edition. Chicago: University of Chicago Press, 2007.

Optional Texts

- **Richard Marius.** *A Short Guide to Writing about History*. NY: Longmans, 1999. (optional)
- **Kate I. Turabian.** *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. (optional) Accessible through the APUS Online Research Center. [Note: the 7th edition (2007) is preferred]

Evaluation Procedures

UNITS: The contents of this course are arranged in **SIX Units** - to access the Unit, select Lessons from the navigation bar on the left side of the screen and then select Units. Obviously, you begin with Unit

1. First, read the Introduction to each Unit. The Introduction contains a list of readings for which you will be responsible. Each Unit also contains the Forum topics and due dates. To complete the Forum, go to the Forum link and locate the appropriate number. Enter your responses and I will take care of the grading. Reminders about your written work are located in the Units. Keep in mind that there is a time frame for each Unit as specified in the Course Outline (see below).

[I] FORUMS: The student will be required to thoughtfully respond to **NINE Forums**, each of which demands timely as well as critical responses. Forum 1 serves as your Virtual Introduction and will not be graded. The Forums are designed as an area in which you can express your ideas and questions and hopefully generate discussion and conversation. The Forums contain specific questions for you to address or comment upon, or perhaps I will even give you a brief passage, or even a number of essays, to discuss. A word to the wise -- simply responding or posting is not enough to earn full credit. The quality of your posts and replies (note: I did not say length) is what is most important. Just the same, **each post must be a minimum of 250 words in length.** In most cases you have 7-14 days to complete each Forum. In an ideal world this means you start posting on or near the day the Forum is opened. In this way others can read your posts and respond with their own. I will read the Forums daily and comment where applicable. Treat the Forums as you would a seminar -- lots of discussion and critical analysis. **You should be sure to make at least 2 posts and 3 replies to every Forum topic.** Regarding the Forums -- a perfect reply must contain a balance of fact as well as your interpretation. Rehashing a question will not suffice. As graduate students you must learn the tools of critical analysis and be prepared to submit posts that contain depth of understanding as well as the willingness to make connections, judgments and interpretations. As far as your replies are concerned, writing a line or two that begins, "Jennifer, I like the way you said that," is simply not enough. What I am looking for is well-reasoned and constructed comments that attempt to further the knowledge of your peers as well as myself. Students who wait until the very last moment to post/reply will have missed the essential feature of discussion, and this quite simply, discussion and interaction. Waiting until the last minute will mean one thing, you will be speaking to an empty room, no matter what you have written. **[Forum 1 is ungraded; Forums 2-9 are each worth 5 points. The Forums represent 40% of your final grade]**

[II] HISTORIOGRAPHICAL ESSAY (HE): Drawn from Chapters 1 through 6 of Breisach's *Historiography: Ancient, Medieval, and Modern* – and primarily supplemented by scholarly materials available through the APUS Online Library or elsewhere – write your own interpretative account of the evolution of historiography in either Greek or Roman civilizations. In your summary, indicate the contributions of your selection (be it Greek or Roman) to early historical scholarship. [More detailed information about the HE is located in Units 1-3]

The essays must target be 1250-1500 words exclusive of front and back matter, and should begin with a clear and easily identifiable thesis statement and include a minimum of five sources and a bibliography. All essays must have a suitable title. **Footnotes are required.** All sources, as well as the corresponding bibliography, must conform to Turabian's *Manual for Writers of Term Papers* style for notes and references. You will find a link to my [Turabian Cheat Sheet 2.0](#) on the HE instruction page. Although reference citations from primary or secondary sources other than the required course readings are permitted and encouraged, they too must be correctly formatted. **NOTE:** In general, all-purpose internet sources cannot be used for citation purposes. Exceptions are the scholarly websites and documents available through the APUS Online Library, or other academic websites. While indeed useful for a quick reference, Wikipedia (or enotes.com) is not considered a valid academic source. **[The Historiographical Essay is worth 10 points or 10% of your final grade.]**

[III] ACADEMIC BOOK REVIEW (ABR): Each student will be required to write an academic (or scholarly) book review during the course. The choice of the particular book is left up to the student, but it must be approved by the instructor in advance. Simply email me your selection and I will add it to the ABR Selection area in the Forum section. In general, any monograph could conceivably qualify, although the selected book should be a significant work written by a historian in the past ten years (and what that means is quite simple - **the book must be written by an academic historian**

and published since 2003. Hundreds of appropriate texts are accessible in the APUS online library. Simply access the ELibrary Link and browse the library holdings in the history category. Of course, a trip to the public or university library, or the bookstore (your best bet) will give you plenty of alternatives – just make sure your title is approved by your instructor. [More detailed information regarding the ABR is located in Units 1-4].

Any book you select for the ABR must meet the following requirements: (1) the book must have been originally published in 2003 or later and (2) must be written by a historian. A work of history written by a journalist, novelist, poet, filmmaker, former CEO, or just plain old "writer," does not qualify. **You must research your author before you submit your request.**

Your book review must target 1250 -1500 words. Also, remember that an academic book review is not the same thing as a book report, which simply summarizes the content of a book. When writing an academic book review, one not only reports on the content of the book but also assesses its strengths and weaknesses. For additional guidance, see Appendix C in Marius' *A Short Guide to Writing about History*. To review examples of academic book reviews, query the APUS online library E-Journal Listings where you can browse any number of history-related e-journals by subject and then search for reviews within the particular journals. I have included three sample ABRs in the Forum section under ABR Samples. **[The Academic Book Review is worth 10 points or 10% of your final grade.]**

[IV] HISTORIOGRAPHICAL RESEARCH ESSAY (HRE): Each student is required to pursue an independent research project during the course and will prepare a research essay that is to be of high quality and grammatically correct. You may write your essay on any historian, group of historians, historiographical movement, or historiographical issue or debate. Further, you should attempt to associate the subject of your paper to one of more of the themes and issues that are addressed during our course of study. While your choice of subject is not necessarily confined to major figures or issues, you should endeavor to select a topic that has potential importance to the field at large. [More detailed information regarding the HRE is located in Units 1-6]

Please post your HRE Topic Selection to the "HRE Topics" area in the Forum Section. Please be sure to post a new message only as this area will serve as your place to keep me updated on your progress without having to rely on email.

The research paper must target 12 double-spaced pages exclusive of front and back matter. The research papers should include a minimum of fifteen sources and a bibliography. **Footnotes are required.** All sources, as well as the corresponding bibliography, must conform to Turabian's *Manual for Writers of Term Papers* style for notes and references. (See my [Turabian Cheat Sheet 2.0](#) as above). As in the case of the HE, although reference citations from primary or secondary sources other than the required course readings are encouraged, they too must be correctly formatted. The bibliography and reference citations are not to be included in the word count. NOTE: Again, no more than one general internet source can be used for citation purposes. Exceptions are the scholarly websites and documents available through the APUS Online Library, or other academic websites (as before, *Wikipedia* is not considered a valid academic source). **[The Historiographical Research Essay comprises 40% of your final grade: Rough Draft = 10%, Final Draft = 30%]**

As the course objectives suggest, the purpose of the HRE is to provide the student with a practical introduction to historical thinking through the application of the methods and mechanics of historical research, writing and critical analysis. Further, it serves to refine the basic skills required to conduct historical research such as locating and evaluating sources, identifying and organizing relevant data, and expressing one's thought in a clear, logical manner. You should choose a topic of interest to you within the larger subject of historiography. Subjects of all sorts, including interdisciplinary interpretations, are welcome; however, the topic still requires advance approval.

About submitting work: (1) You should submit all posts and replies to the Forums in the Forum section only. Do not use the Assignments link to upload Forum posts and replies - if you do so, then you are guaranteed that no one but me will read what you have written. (2) You should submit the HE, ABR and HRE Rough and Final Draft through the appropriate assignment on the Assignments link. You should also be aware that I take a lot of time to read and correct each essay - with this in mind, it is required that you consult the corrected essay which will be located in your Student Folder (reviewing your corrected work is absolutely essential regarding your HRE Rough Draft). You can submit your work with any filename you choose (except the ones listed here) but I will always change the filename to the following format (assuming your last name is Smith):

- smith_HE.doc for the Historiographical Essay
- smith_ABR.doc for the Academic Book Review
- smith_HRE_RD.doc for the Historiographical Research Essay Rough Draft
- smith_HRE_FD.doc for the Historiographical Research Essay Final Draft

Plagiarism of any sort will not be tolerated. Plagiarism is theft plain and simple. Of the 94 HEs and ABRs I recently read across six sections of HIST 501, 12% of them had been plagiarized in some way. I now have a zero-tolerance policy. If you plagiarize you will receive zero credit on that assignment. If you plagiarize a second time I will report it. I had one very disturbing incident in which one of my more brilliant students - at least nice guy that I am though she was brilliant - had been plagiarizing all her work for me for the past year - HEs, ABRs, Forums, Research Essays. I felt like an idiot. She had even plagiarized the majority of her virtual introduction! And if that were not enough, she mentioned that she wanted to teach history at the college level, So much for that. Like any crime, there are consequences for your action so please, your words please, and not those of someone else!

ASSIGNMENT	DUE DATE	NUMBER OF POINTS	PERCENT OF FINAL GRADE
Forum 1	7/8/13	N/A	N/A
Forum 2	7/14/13	5	5
Academic Book Review Selection	7/21/13	N/A	N/A
Historiographical Essay	7/28/13	10	10
Forum 3	7/28/13	5	5

Historiographical Research Essay Topic Selection	8/4/13	N/A	N/A
Forum 4	8/11/13	5	5
Forum 5	8/25/13	5	5
Academic Book Review	9/8/13	10	10
Forum 6	9/8/13	5	5
Forum 7	9/22/13	5	5
Forum 8	10/5/13	5	5
Historiographical Research Essay Rough Draft	10/5/13	10	10
Forum 9	10/12/13	5	5
Historiographical Research Essay Final Draft	10/20/13	30	30

Course Outline - Topic introductions and detailed weekly assignments are included in each Unit

Unit 1 --- Week 1: Introduction to Historiography (7/1/13 - 7/7/13)

Learning Objectives: Devise a general definition of "historiography," and summarize the major methods of tracing historical causation.

Readings: Breisach, pp. vii-4; Bentley, pp. v-7 and; Kelley (APUS ebook), pp. 1-17, and Carl Becker's 1938 essay

Unit 2 --- Week 2: The Greeks: The Emergence of Historical Writing (7/8/13 - 7/14/13)

Learning Objectives: Develop an understanding of the attitudes and methodologies of Greek historians such as Homer, Herodotus, and Thucydides.

Readings: Breisach, Chapters 1-3

Unit 2 --- Week 3: The Romans: Variations on the Historiographical Theme (7/15/13 - 7/21/13)

Learning Objectives: Develop an

Readings: Breisach,

<p>understanding of the evolution of Roman historiography through an examination of the writings of historians such as Polybius, Sallust, and Tacitus.</p>	<p>Chapters 4-6</p>
<p>Unit 3 -- Week 4: The Christians: A Historiographical Revolution (7/22/13 - 7/28/13)</p>	
<p>Learning Objectives: Evaluate the factors that led to the formation of early Christian historiography and the synthesis of empire and Christianity.</p>	<p>Readings: Breisach, Chapters 7-9 and; Kelley (APUS ebook), pp. 125-136, 142-154</p>
<p>Unit 3 --- Week 5: The Renaissance and Reformation: New Historiographical Directions (7/29/13 - 8/4/13)</p>	
<p>Learning Objectives: Analyze the social, intellectual, and political changes that characterized the period 1350-1700, and, in particular, how these variations led to change in historiography.</p>	<p>Readings: Breisach, Chapters 10-12 and; Kelley (APUS ebook), pp. 220-236, 254-255, 284-297, 314-317, 363-369</p>
<p>Unit 3 -- Week 6: The Eighteenth Century: The Enlightenment, the Counter-Enlightenment, and the Move Toward Modern Historiography (8/5/13 - 8/11/13)</p>	
<p>Learning Objectives: Assess The Enlightenment's impact on eighteenth century historiography with respect to how new ideas and new approaches to old institutions and ideas set the stage for fresh, more contemplative attitudes toward historical writing.</p>	<p>Readings: Breisach, Chapters 13-14; Bentley, Chapters 1-2 and; Kelley (APUS ebook), pp. 380-394, 425-435, 457-471, 477-487, 490-496</p>
<p>Unit 4 --- Week 7: The Early Nineteenth Century and the Assimilation of Eurocentric Intellectual Historiography (8/12/13 -8/18/13)</p>	
<p>Learning Objectives: Compare and contrast the attitudes, influences, and historical writing methodologies of European intellectuals such as Hegel, Ranke, Treitschke, and Carlyle.</p>	<p>Readings: Breisach, Chapters 15-17 and; Bentley, Chapters 3-7</p>
<p>Unit 4 --- Week 8: Transitions: The Late Nineteenth Century: and the Rise of Professional Historians (8/19/13 - 8/25/13)</p>	
<p>Learning Objectives: Develop an understanding of the intellectual and cultural factors that elevated the writing of history into a new category of "historical science" and the corresponding move toward a historical profession.</p>	<p>Readings: Breisach, Chapters 18-21 and; Bentley, Chapter 8</p>
<p>Unit 4 --- Week 9: The Early Twentieth Century: Scientific Historiography and the Pursuit of Truth and Objectivity in Historical Writing (8/26/13 -9/1/13)</p>	

<p>Learning Objectives: Profile the quest for a "scientific" history, and measure the validity of introducing quantitative methods to the writing of economic, political, and social histories.</p>	<p>Readings: Breisach, Chapters 22-25; Bentley, Chapters 9- 10</p>
<p>Unit 5 --- Week 10: Bourgeois and Marxist Historiography (9/2/13 - 9/8/13)</p>	
<p>Learning Objectives: Compare and contrast the popular considerations of Bourgeois and Marxist historiography, as well as the social and economic factors that influence their respective approaches to historical writing.</p>	<p>Readings: Breisach, Chapters 26-29</p>
<p>Unit 5 --- Week 11: The French and the Rise of the Annales School (9/9/13 – 9/15/13)</p>	
<p>Learning Objectives: Develop an understanding of the French approach to the incorporation of social scientific methods in historiographical endeavor.</p>	<p>Readings: Bentley, Chapters 11-12</p>
<p>Unit 5 --- Week 12: The Psycho-historians and The Question of Postmodernism in Contemporary Historiographical Thought (9/16/13 - 9/22/13)</p>	
<p>Learning Objectives: Evaluate the continuing postmodern controversy, which argues that the culturally specific way of looking at the world adopted by earlier historians is neither universal nor infallible.</p>	<p>Readings: Beisel, "Teaching Psychohistory"; Thomas Kohut, "Psychohistory as History" (both available in Unit 5)</p>
<p>Unit 5 --- Week 13: Enigma: The Pursuit of National and World Historiographies (9/23/13 -9/29/13)</p>	
<p>Learning Objectives: Assess the issues surrounding the establishment of criteria for constructing multi-cultural and multi-societal histories, and their implications for historiography.</p>	<p>Readings: Breisach, Chapter 30; Bentley, Chapter 13</p>
<p>Unit 5 --- Week 14: Ethics and Historiography (9/30/13 - 10/6/13)</p>	
<p>Learning Objectives: Distinguish between ethical and unethical behavior in the pursuit of historical writing.</p>	<p>Readings: Gorman, "Historians and Their Duties" and; Bentley, "Herbert Butterfield and the Ethics of Historiography." (Available in Unit 5)</p>
<p>Unit 6 --- Week 15: The History of the Present (10/7/13 – 10/13/13)</p>	
<p>Learning Objectives: Evaluate the state</p>	<p>Readings: Breisach, Chapter</p>

of current historiographical thought regarding present and future approaches to writing history

31; Bentley, Chapter 14 and Postscript and; Bailyn, "The Challenge of Modern Historiography." (Available in Unit 6)

Unit 6 --- Week 16: Conclusion (10/14/13 - 10/20/13)

Learning Objectives: Revise the HRE Rough Draft

No Assigned Readings

Citation and Reference Style

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007), 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.

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.

Student Handbook

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

Disclaimer Statement

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

Online Library Research Center & Learning Resources

The Online Library Resource Center 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 Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC](#) [Clio](#) [US](#) [at](#) [War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger](#) [Security](#) [International](#)
 - [ProQuest](#)
- | Journal | Title | Search | Engine |
|-------------------------|--|----------------------------------|------------------------|
| --- | American Historical Review | from 2/01/1975 to 1 year ago in | EBSCO |
| --- | Cold War History | from 08/01/2000 to 1 year ago in | EBSCO |
| --- | Early Medieval Europe | from 03/01/1998 to 1 year ago in | EBSCO |
| --- | Journal of American History | from 03/01/1983 in | EBSCO |
| --- | Journal of Early Modern History | from 02/01/1999 to 1 year ago in | EBSCO |
| --- | Journal of Medieval and Early Modern Studies | from 01/10/1997 to 1 year ago in | EBSCO |
| --- | Journal of World History | from 04/01/1998 to present in | ProQuest |
- | Historical | Research | Methods |
|----------------------------|---|--------------------------|
| --- | The Historical Approach to Research | Research |
| --- | Historical Research | Methods |
| --- | Reading, Writing, and Researching for History: A Guide for College Students | |
| --- | A Student's Guide to the Study of History | |

Selected Bibliography

Two of our texts contain excellent bibliographies and rather than repeat here what these authors have gathered together, the student is urged to consult: Michael Bentley, *Modern Historiography: An Introduction*, pp. 161-177 and Ernst Breisach, *Historiography: Ancient, Medieval, & Modern*, pp. 425-458. Lastly, for the student who must positively have more, Michael Bentley has edited an incredible selection of historiographical essays in his *Companion to Historiography* (London: Routledge, 1997). Historiography is not for everyone but if you enjoy this stuff and want to dig deeper, this is the place to go. For such a large book (just shy of 1000 pages), it is relatively inexpensive. For short surveys of some of the historians to be discussed in this class, see Marnie Hughes-Warrington, [Fifty Key Thinkers in History](#), 2d ed. (Routledge, 2008).

There are two books about the American historical profession that ought to be required reading of all serious students of American history. While they are not required for this course, the interested student would do well to become familiar with them: John Higham, *History: Professional Scholarship in America* (1963; Johns Hopkins University Press, 1983) and Robert Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge University Press, 1998).