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**School of Arts and Humanities
HIST 520
Graduate Seminar in U.S. History
3 Credit Hours
16 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

Course Description (Catalog)

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

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Course Scope

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

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Course Objectives

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

1. Compare and contrast the cycles of reform—economic, political, and social—in the United States from the Revolution to the present day, and weigh the causes, results, and consequences of those cycles of reforms.
2. Assess how economic policy evolved in America under the influence of both political and intellectual forces, and consider how the relationship between leading entrepreneurs, politicians, and intellectuals was, at times, anything but antithetical or incongruous.
3. Explain how social policy evolved under the influence of both political and intellectual forces in America and abroad, and how those forces shaped America's perception of itself from the late 18th to early 21st centuries.
4. Analyze and explain the nexus of American foreign and domestic policy relative to the political, social, and economic landscape in America and abroad from colonization to present day.
5. Evaluate the relationship between war and society by analyzing America's wars from the 18th to 21st centuries, and how the United States military served (and continues to serve) as a definer of the nation's collective spirit.
6. Assimilate, synthesize, and espouse an understanding of the major interpretive trends in American historiography through the use of Forum discussions and writing.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum, examination, and individual assignments submitted for review by the Faculty Member. Dr. Bowles is the assigned faculty who will support the students throughout this sixteen-week course.

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Course Materials

Required Textbooks

The following books are REQUIRED reading for this class:

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

Additional Required Readings: (See Course Outline)

Optional Resources (Recommended)

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. Boston: Pearson, 2012.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press, 2007. *Purchase is highly recommended.*
- Turabian Citation Guide
Online http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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

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

Websites: (See Course Outline)

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

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Evaluation Procedures

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

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

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

Forum Assignments: 35% of your grade (7 Forum postings, 50 points each)

Respond to the Forum question(s) of the week in a main post that is at *minimum* 250 words and at *maximum* 500 words. Students should not provide just a summary of the readings but support an interpretation or argument. However, this is not a mere opinion piece; you must use the reading assignments, video assignments, and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work in a positive or negative way by citing a key phrase, analyzing intent, sources, structure, or thesis. Please see the Student Rubric for Forum Questions in the Resources section of the classroom.

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

Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. The *minimum* length for a quality response to another student should be 100 words, with a *maximum* being 250 words.

INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 PM EASTERN TIME ON THE DAY DUE.

Journal Research Essay: 10% of your grade

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

In general terms this assignment is designed for you to compare and contrast a historical perspective from a secondary source (our readings in class) with a primary source (an article found in one of the below journals and magazines). This assignment is skewed towards the 20th century simply because that is where the most digitized data can be found, but you can overcome this limitation if you have access to a physical library. Our librarians can assist you as well.

Once you have identified a topic from our readings and found a corresponding primary source answer the following questions: What new insight does the primary source provide that did not appear in the secondary source? Why are primary sources important? What are some dangers in using primary sources? The paper should be in Word format, have a minimum of 500 words, and include footnotes and a bibliography. [You can see a complete list of digitized Google journal selections here](#). *But you are not limited to these.*

An example of what I am looking for is as follows. One of the best digitized collections is *The Crisis*. W.E.B. DuBois founded the journal and Google Books has the complete series digitized dating back to April 1911. As a potential topic for this

assignment you could explore how Wiebe discusses Jim Crow laws, poll taxes, “understanding” tests, etc. and compare that to specific primary research found in *The Crisis*. An example might be the article called “Emancipation” published in *The Crisis* in March 1913. ([You can find the full text of this article here](#)). Again, the goal is to find a single topic from our readings and compare and contrast it to a specific primary article from a journal found at Google Books or from a physical library.

In Week 12 you will also participate in the Journal Research Essay Forum. By the end of the day on Thursday of Week 12 you will post your Journal Research Essay to the Forum, and by the end of the day on Sunday of Week 12 you will respond to at least two other student essays. Share ideas on their essay, discuss how it relates to our course, or ask questions. This should be at least one paragraph in length.

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

Mid-Term Exam: 10% of your grade

In Week 9 you will take an untimed, 20 question multiple choice test that covers the assigned books and articles (not the videos) through the first half of the course (Weeks 1 through 8, which includes chapters 1 through 5 of Wiebe’s book). This is an open book test that concentrates on the big ideas, and not the trivial aspects of the readings. The intent of the exam is to provide you questions on what I consider to be the most important take-away concepts from our readings. Though the syllabus suggests you take this test in Week 9, and I recommend that this is the best time for you to take it, you may actually do it any time during the course. This exam may be taken only one time, so make sure you take it at a time and place where you will not be interrupted.

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

Research Paper Proposal: 5% of your grade

In Week 6 you will submit a proposal (minimum 250 words and maximum 500 words exclusive of source list) for your final research paper. This should include a general overview of your topic, thesis, and relationship to our readings. In addition, and not part of the word count, should be a complete source list (primary and secondary). By the end of the day on Thursday of Week 6 you will post your proposal to the Forum, and by the end of the day on Sunday of Week 6 you will respond to at least two other student proposals. Share ideas on their topic, suggest secondary or primary research that might assist them, or discuss how their topic might relate to our course readings. This should be at least 100 words in length.

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

Research Paper: 40% of your grade

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

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

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

plagiarism, and then finally submit your own paper to TurnItIn prior to the course deadline. This review will serve as an important check for you.

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

Overview of Course Assignments

Grade Instruments	Points	Percentage
Week 1: Introductions	50	5%
Week 2: Forum #1	50	5%
Week 4: Forum #2	50	5%
Week 6: Research Paper Proposal	50	5%
Week 8: Forum #3	50	5%
Week 9: Mid-Term Exam	100	10%
Week 11: Forum #4	50	5%
Week 12: Journal Research Essay	100	10%
Week 13: Forum #5	50	5%
Week 15: Forum #6	50	5%
Week 16: Research Paper	400	40%
Total	1000	100%

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

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Course Outline

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 1: The American Revolution Washington (1789-1797)</p>	<p>Analyze, interpret, and synthesize the American and British perspectives on the American Revolution and consider the role Native and African Americans played in the conflict as well.</p>	<p>PDF Readings: Ellis, Joseph J. <i>His Excellency: George Washington</i>. New York: Alfred A. Knopf, 2004. (p. ix-xiv).</p> <p>Wood, Gordon S. <i>The American Revolution: A History</i>. Modern Library Chronicles, 9. New York: Modern Library, 2002. (p. xxiii-xxv).</p> <p>Wood, Gordon S. "A Century of Writing Early American History: Then and now compared; Or how Henry Adams got it wrong." <i>American Historical Review</i> 100, no. 3 (June 1995): 678-696.</p> <p>Bowles Netiquette Guide</p> <p>Bowles Late and Extension Policies</p> <p>Video: Welcome to the Graduate Seminar</p>	<p>Introductions Forum: In a minimum of 250 words, explain your academic and professional background and how this course fits into your objectives. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. Finally, since we cover the history of the United States from 1776 to 9/11, which era of our past do you find most interesting and why?</p> <p>Finally, attest to the AMU/APU Honor Code in the Introduction Forum by reading and replying with your typed signature.</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 1.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 2: The Early Republic</p> <p>Adams, Jefferson (1797-1809)</p>	<p>Analyze the debate over the US Constitution and subsequent development of the nascent republic relative to social, economic, and political policy. (See Course Objectives 1-6)</p>	<p>PDF Readings: Ellis, Joseph J. <i>American Sphinx: The Character of Thomas Jefferson</i>. New York: Alfred A. Knopf, 1997. (p. ix-23).</p> <p>Ellis, Joseph J. <i>Founding Brothers: The Revolutionary Generation</i>. New York: Alfred A. Knopf, 2000. (p. 3-19).</p> <p>Wood, Gordon S. <i>Revolutionary Characters: What Made the Founders Different</i>. New York: Penguin Press, 2006. (p. 3-28).</p> <p>Wood, Gordon S. <i>The Americanization of Benjamin Franklin</i>. New York: Penguin Press, 2004.</p> <p>Chicago Manual of Style summary sheet. <i>Look in the Resources tab in the classroom.</i></p> <p>Video: Joseph Ellis: First Family</p> <p>Joanna Freeman: The</p>	<p>Forum #1: The following is the central question in Joseph Ellis’ book <i>American Creation</i>: “If you believed that the last quarter of eighteenth century has stood the test of time as the most politically creative chapter in American history...then what...can account for the achievement that was the American founding?” Did the readings by Wood and Ellis over the past two weeks convince you that the “gathering of political talent at this historical moment is unlikely ever to be surpassed?” In her lecture, what did Joanne Freeman suggest was the “legacy of the Revolution”?</p> <p>Finally, which of the Founders do you find the most historically impressive and why? What did Ellis, Freeman, and Wood contribute to this conclusion?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 2.</p>
<p>Week 3: The War of 1812</p> <p>Madison (1809-1817)</p>	<p>Consider the fragile framework of the republic— intellectual, social, and otherwise— through the lens of a second war with England and the stirrings of sectionalism in Hartford. (See Course Objective 1)</p>	<p>Text Readings: Howe, <i>What Hath God Wrought</i> (begin reading at your own pace, but stay on track to finish the book by the end of Week 5).</p> <p>Video: Dolley Madison</p>	<p>No assignment to submit. Begin researching potential topics for your Research Paper. The Proposal is due in Week 6.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 4: Jacksonian America</p> <p>Monroe, Adams, Jackson, Van Buren (1817-1841)</p>	<p>Analyze and discuss the effects of “Jacksonian democracy” and synthesize the ongoing historiographical debate over the pivot period of American national development. (See Course Objective 2)</p>	<p><u>Text Readings:</u> Howe, <i>What Hath God Wrought</i> (continue reading at your own pace, but stay on track to finish the book by the end of Week 5).</p> <p><u>Video:</u> Bloody Bloody Andrew Jackson</p>	<p>Forum #2: Howe’s book focuses on two “revolutions” that transformed American life. These were revolutions in communications and transportation. Why was the “communications revolution” a better way to define and contextualize this period, as opposed to “Jacksonian America” or the “market revolution.”</p> <p>Secondly, if you were writing a book on this period, what main theme would you focus on? (Select something other than the communications, transportation, or market revolutions).</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 4.</p>
<p>Week 5: American Society to the Mid 19th Century</p> <p>Harrison, Tyler, Polk (1841-1849)</p>	<p>Assess the social issues confronting America in the early to mid 19th century including slavery, Native American relations, religion, and the rights of women. (See Course Objective 3)</p>	<p><u>Text Readings:</u> Howe, <i>What Hath God Wrought</i> (finish book).</p> <p><u>Video:</u> Writings of Sojourner Truth</p>	<p>Work on your Research Paper Proposal which is due next week.</p>
<p>Week 6: Antebellum America</p> <p>Taylor, Fillmore, Pierce, Buchanan (1849-1861)</p>	<p>Consider the various reform movements that swept across the nation as well as analyze the disparate paths to a truly American national economic and social development. (See Course Objective 4)</p>	<p><u>Text Readings:</u> Potter, <i>Impending Crisis</i> (begin reading at your own pace, but stay on track to finish the book by the end of Week 7).</p> <p><u>Video:</u> Robert E. Lee</p>	<p>Submit the Proposal for your Research Paper by Thursday of Week 6 as an Assignment and also to the Proposal Forum. By Sunday comment on at least two other student proposals.</p> <p>You MUST post your Proposal to the Assignments list as a Word Document to receive a grade. If you only post to the Forum then you will get a zero for the week.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 7: The American Civil War</p> <p>Lincoln, Johnson (1861-1869)</p>	<p>Consider and discuss all aspects of the war, and analyze the goals and effects of Reconstruction on America. (See Course Objective 5)</p>	<p>Text Readings: Potter, <i>Impending Crisis</i> (finish book).</p> <p>Video: How Religion Suffused the Civil War</p>	<p>Nothing to submit.</p>
<p>Week 8: Gilded Age America</p> <p>Grant, Hayes, Garfield, Arthur, Cleveland, Harrison (1869-1897)</p>	<p>Analyze and weigh the changes that America's "Gilded Age" brought to bear upon its people and development, from Redemption in the South to the industrial and urban struggles in the North. (See Course Objective 6)</p>	<p>Text Readings: Wiebe, <i>The Search for Order</i> (begin reading at your own pace, but stay on track to finish the book by the end of Week 10).</p> <p>Video: Annette Gordon-Reed on Andrew Johnson</p>	<p>Forum #3: If you had to select one individual discussed in Potter's <i>Impending Crisis</i> as the subject for you to write a biography, who would you select? Why? What was their significance to this period? [Please try not to duplicate any other student's selections. I want to have a good cross section for everyone to discuss.]</p> <p>In Henry Steele Commager's introduction to <i>Impending Crisis</i> he said that "historians tend to be camp followers of victorious armies," but that Potter "refuses to play that role." What does this mean? Would you adopt this tactic in your biography?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 8.</p>
<p>Week 9: The Progressive Era</p> <p>McKinley, Roosevelt, Taft (1897-1913)</p>	<p>Analyze and interpret America's "populist moment" at home, while also considering the nation's belief in manifest destiny. (See Course Objective 1)</p>	<p>Text Readings: Wiebe, <i>The Search for Order</i> (continue reading at your own pace, but stay on track to finish the book by the end of Week 10).</p> <p>Video: History Detectives on W.E.B. DuBois</p>	<p>Mid-Term Exam. Make sure to have up through Chapter 5 of Wiebe completed prior to taking the test.</p>
<p>Week 10: WWI and the 1920s</p> <p>Wilson, Harding, Coolidge (1913-1929)</p>	<p>From Flander's Fields to the crabgrass frontier in America's heartland, we will analyze and discuss the effects of WWI and the 1920s on American intellectual, social, and economic development. (See Course Objective 2)</p>	<p>Text Readings: Wiebe, <i>The Search for Order</i> (finish book).</p> <p>Videos: Causes of World War I U-Boats Sink the Lusitania Battle of the Somme Germans Attack US Navy</p>	<p>Nothing to submit.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 11: Great Depression</p> <p>Hoover, FDR (1929-1945)</p>	<p>Analyze the policies of the Roosevelt administration on the trajectory of American national development during the Great Depression. (See Course Objective 3)</p>	<p>Text Readings: Brinkley, <i>The End of Reform</i> (begin reading at your own pace, but stay on track to finish the book by the end of Week 12).</p> <p>Video: Riding the Rails</p>	<p>Forum #4: Wiebe seeks to show a “major transformation” in America between 1877 and 1920. There was also a “fundamental shift in American values.” What was the most significant “major transformation” in this period?</p> <p>Secondly, what new insight did you learn about the Great Depression era and FDR from Brinkley?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 11.</p>
<p>Week 12: World War II</p> <p>Truman (1945-1953)</p>	<p>Consider the effects of the war on the American home-front and abroad. (See Course Objective 4)</p>	<p>Text Readings: Brinkley, <i>The End of Reform</i> (finish book).</p> <p>Video: The Presidents: Truman</p>	<p>Submit your Journal Research Essay by Thursday of Week 12 as an Assignment and also to the Journal Research Essay Forum. By Sunday comment on at least two other student essays.</p> <p>You MUST post your Journal Research Essay to the Assignments list as a Word Document to receive a grade. If you only post to the Forum then you will get a zero for the week.</p>
<p>Week 13: The Cold War Era</p> <p>IKE, JFK, LBJ, Nixon (1953-1974)</p>	<p>Analyze and summarize the people and events that led to Cold War abroad, as well as consider and discuss the question of social domestic issues and race in America. (See Course Objective 5)</p>	<p>PDF Readings: Gaddis, John Lewis. <i>The United States and the Origins of the Cold War, 1941-1947</i>. New York: Columbia University Press, 2000. (Preface and Conclusion)</p> <p>Leffler, Melvyn Paul. <i>A Preponderance of Power: National Security, the Truman Administration, and the Cold War</i>. Stanford, Calif: Stanford Univ. Press, 1992. (Preface)</p> <p>May, Elaine Tyler. <i>Homeward Bound: American Families in the Cold War Era</i>. New York: Basic Books, 1988. (Introduction)</p> <p>Video: Space Race: Cold War Front</p>	<p>Forum #5: After having finished Brinkley’s book why did reform come to an end during this period? What caused the notion of reform to become unpopular?</p> <p>The second part of this discussion question is to consider the readings for this week on the Cold War. How do these interpretations compare to your previous studies of this period?</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 13.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 14: Social Struggles in the mid to late 20th Century</p> <p>Ford, Carter, Reagan, Bush (1974-1993)</p>	<p>Interpret and summarize the main social struggles facing Americans in the late 20th century. (See Course Objective 6)</p>	<p>PDF Readings: Carson, Clayborne. <i>In Struggle: SNCC and the Black Awakening of the 1960s</i>. Cambridge, Mass: Harvard University Press, 1981. (Introduction and Epilogue)</p> <p>Kluger, Richard. <i>Simple Justice: The History of Brown V. Board of Education and Black America's Struggle for Equality</i>. New York: Knopf, 1976. (Chapter 27)</p> <p>Videos: Nancy Reagan: The Role of a Lifetime</p>	<p>No assignment to submit.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p>Week 15: The Millennium and 9/11</p> <p>Clinton, Bush, Obama (1993-present)</p>	<p>Analyze and discuss the changing intellectual, social, economic, and political landscape of America during the turn of the millennium. (See Course Objectives 1-6)</p>	<p>PDF Readings:</p> <p>Benjamin, Daniel, and Steven Simon. <i>The Age of Sacred Terror</i>. New York: Random House, 2002. (Preface)</p> <p>Kagan, Robert. <i>Of Paradise and Power: America and Europe in the New World Order</i>. New York: Alfred A. Knopf, 2003. (Introduction)</p> <p>Posner, Gerald L. <i>Why America Slept: The Failure to Prevent 9/11</i>. New York: Random House, 2003. (Chapter 16)</p> <p>National Commission on Terrorist Attacks upon the United States. <i>The 9/11 Commission Report: Final Report of the National Commission on Terrorist Attacks Upon the United States</i>. New York: Norton, 2004. (Read selections of your own choosing.)</p> <p>Video: War Letters</p>	<p>Forum #6: What new insight did you learn from the readings this week that you did not already know having lived through 9/11? Is it too soon for historians to address this issue? What skills can historians bring to our understanding of 9/11?</p> <p>Post your initial discussion response to the Forum by THURSDAY. Respond to at least two other students and any follow-up questions by me by SUNDAY of Week 15.</p>
<p>Week 16: Final Week</p>	<p>Complete final paper. (See Course Objectives 1-6)</p>	<p>No additional readings.</p>	<p>Research Paper Due.</p> <p>Submit by SUNDAY of Week 16.</p> <p>You MUST post your Research Paper to the Assignments list in the appropriate section as a Word Document to receive a grade.</p>

Policies

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

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. 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](#).¹
- o Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations

marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.

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

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

Late Assignments

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

Netiquette

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

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

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Disclaimer Statement

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

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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.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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

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

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

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

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Selected Bibliography

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

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

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

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

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

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

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

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

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

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