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American Public University System

The Ultimate Advantage is an Educated Mind

**Department of History & Military History
HIST 698
Separate Comprehensive Examination
3 Credit Hours
Length of Course: 8 Weeks
Prerequisite(s): All Required, Core, and Concentration courses must be
completed prior to enrollment in the Comprehensive Exam**

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Instructor Information

Course Description (Catalog)

This course prepares graduate students for the Comprehensive Examination in the Master of Arts in History program. The purpose of this course is to provide a structured weekly review of key concepts, theories, and knowledge skill sets in their degree and particular concentration. Students are required to submit responses to a number of assignments over the 8-week course prior to taking the exam. Students apply historical methodology in preparation for the exam and consult texts, journal articles, print & media reports, and documentaries, as well as collaborate with other students enrolled in the course to help them prepare for the exam. Assignments serve as a means of final preparation for the student and a calibration with the course instructor, who will grade the exam. The exam requires a proctor and is scheduled prior to the last week of the course. The “Comprehensive Final Exam” is tailored specifically to each student’s program and is taken after students have completed 36 hours of study (i.e. during the semester following the final course) and must be successfully completed before the award of a degree.

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Course Scope

The purpose of this course is to provide students with a structured and self-paced review of key concepts, theories, and knowledge skill sets in the field of History. Preparation for a Comprehensive Examination, however, is the student's responsibility.

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Course Objectives

By the end of this **Master of Arts in History** program, successful students will be able to:

- Appraise different approaches to history and historical method in order to evaluate and propose a specific methodology for a particular project.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped world history, and evaluate them in context by comparison and contrast.
- Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped Ancient, European, American, and Global history, and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline. Synthesize historical issues into a coherent and comprehensive paradigm of the human condition.
- Analyze data, information, and concepts pertinent to various methodologies of historical research.
- Create an historical research proposal in which data, information, and concepts can be evaluated and synthesized.

Concentration in Ancient and Classical History

By the end of this graduate program, students will be able to:

- Explain and critique Ancient Greece's political, economic, social and intellectual movements.
- Explain and critique Roman history from its beginnings until the Age of Constantine, including the political and social developments in the Republic and the early empire.
- Examine and appraise great Byzantium leaders, the spread of Christianity throughout the Roman Empire, the recapture of Constantinople from the crusaders, and the impact of Byzantium culture on Western intellect.

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- Explain and assess European social, political, economic and religious institutions and cultural and intellectual phenomena in the light of the changing historical environment from the end of the Ancient World to the Renaissance.
- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, including painters, architects, and sculptors; city-states and monarchies of the Holy Roman Empire; religious upheavals of Protestantism; Anabaptists; the Catholic Reformation.

Concentration in European History

By the end of this graduate program, students will be able to:

- Explain and assess the medieval church and rise of the Renaissance papacy; growth of humanism, city-states and monarchies of the Holy Roman Empire; religious upheavals; and the Catholic Reformation.
- Distinguish the major social, political and cultural changes of the Enlightenment in Europe from the death of Louis XIV to the fall of Napoleon.
- Discern the origins of World War I in Europe and assess the combatants, strategy and tactics, technological innovation; war in France; war at sea; the peace settlement; and the occupation.
- Compare and contrast the economies, industry, society and culture of the United States, Great Britain, Japan, and Germany during World War II.
- Assess modern European history since the Congress of Vienna to include social, economic, cultural and political experiences common to Europe; developments sharply differentiated from those in most other parts of the world.

Concentration in American History

By the end of this graduate program, students will be able to:

- Compare and contrast historical context of 18th century British and colonial American political and constitutional philosophies, social norms and societal structure, economics, religious concepts, and foreign and diplomatic policy.
- Discern and assess the political, economic, cultural, and social aspects of the Civil War, including the causes and the conflict's aftermath.
- Explain changes in American society such as industrialization, immigration, and urbanization; isolationism and collective security; World War I; changing values; stock market crash; the Great Depression, and the cultural, social, political, military, and economic growth to the present.
- Critique the history of expressive and material culture; historical contexts of various artistic movements; cultural imperialism; cultural appropriation,

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- creativity, and identity; and expressions of social difference and deviance in the United States.
- Discern the origins, content, and judicial interpretations of the U.S. Constitution and the Supreme Court's evolving decisions on issues as States' rights, civil rights, the Commerce Clause, Due Process in criminal and other proceedings, and protected freedoms.

Concentration in Global History

By the end of this graduate program, students will be able to:

- Compare and contrast the history, scope, and consequences of the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian revolutions.
- Distinguish the historical development, central beliefs, and practices of each of the major world religions.
- Explain and debate the modern individual in relation to the concept of the self, the history and role of the family, and in free and totalitarian societies.
- Discern the relationship of social class to insurgency as well as diagnose the factors of urbanization and internal upheaval.

PLEASE NOTE: Students should note that the objectives for the degree program encompass the entire realm of historical studies and historical methodology, while the objectives for the concentration are a subset of the degree program. When preparing for the comprehensive examination, students should focus on being able to meet their concentration objectives, but must also understand that their degree objectives, to include courses taken at AMU/APUS, will be incorporated into the examination.

For example, if we take Objective 2 of the degree program:

Define, classify, and articulate in written form the major trends, events, and people that have shaped world history, and evaluate them in context by comparison or contrast.

You may be asked to:

Define, classify, and articulate in written form the major trends, events, and people that have shaped **Ancient and Classical, European, American, OR Global history**, and evaluate them in context by comparison and contrast.

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Course Delivery Method

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This is a self-paced course that allows the student to review in preparation for a Comprehensive Examinations as a terminal degree requirement. That stated, you WILL have checkpoints along the way that will need to be passed/cleared before the exam can be taken. The two checkpoints you will have to clear include: First, the student will show evidence that they can assemble outlines that correspond to the courses they have taken at AMU/APUS within their fields of specialization, largely because they will be required as part of their actual exam answers; Second, that the student submits at least one answer to the sample exam questions that would be deemed “passing” by the instructor.

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Course Materials

Articles, journals, print & media reports, and documentaries assigned throughout the student’s coursework are the major sources students should consult.

You should also consider contacting all of your former course professors, within your area of specialization, to inquire about important books and/or prominent historians. Naturally, because you will need to show some fair grasp of the historiography of each question, alongside the history, your former professors may well be able to assist you in this capacity.

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Evaluation Procedures

A grade for this course will be based upon the student’s performance on the comprehensive examination. The American Public University System Graduate Rubric located in the classroom will be used to evaluate performance. To access this Rubric, go to Course Materials and click on Packets. There you will find the Graduate Rubric. Use this rubric to insure that your responses meet all five of the Graduate Learning Outcomes Assessment Objectives. PLEASE NOTE: You will have to show a command of the history and (to a lesser degree) the historiography for each of the exam questions.

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Grading Scale

Grade	GPA / Percent	Description
P	NONE	Graduate Comprehensive Exam Only: Pass
PD	NONE	Graduate Comprehensive Exam Only: Pass with Distinction
FAIL	NONE	Graduate Comprehensive Exam Only: Failed the Exam
I	NONE	All: Incomplete

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Review Previous Coursework	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	<p>Let's get to know each other! In Forum #1, in a minimum of 250 words, explain your academic and professional background and tell us something fun about yourself. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. Respond to at least three other student introductions.</p> <p>Email Dr. Hines your concentration, and the list of courses you have taken by the end of Week 1. Send that through the messaging system in the course space.</p> <p>Begin working on next week's Forum assignment.</p>
2	Review Previous Coursework	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	<p>Forum #2: This week we are going to practice writing thesis statements. You should start by opening your syllabus and printing out the degree and concentration objectives. As I stated in the announcement, the comprehensive examination questions will come from these objectives, as well as the courses you have taken at AMU/APU in your areas of concentration/specialization. For each concentration objective in your program of studv. write one declarative</p>

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			<p>sentence—a thesis statement—that captures the essence of that objective. You should also write a thesis statement for each class you have taken at AMU/APUS that falls within your area of specialization (e.g. American Rev, Civil War, WWII, Post-1945). You should post your thesis statements to Forum #2 by Thursday of Week 2. Please post them as a "new message" titled "Thesis Statements."</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least three other students by SUNDAY of Week 1.</p> <p>All posts should be substantive, with an estimated minimum target of 250 words for the main post and minimum of 150 words for peer responses.</p>
3	Review Previous Coursework	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	Begin working on your outlines. See Week 4 assignment.
4	Review Previous Coursework	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	<p>Forum #3:</p> <p>Go to Forum #3, and then the subtopic that matches your concentration. Begin writing outlines for each of the courses you have taken at AMU/APUS within your area of concentration/specialization. Post detailed outlines by Thursday of Week 4, and comment on at least three other student outlines by the</p>

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			<p>end of the week.</p> <p>All posts should be substantive, with an estimated minimum target of 250 words for the main post and minimum of 150 words for peer responses.</p>
5	Review Previous Coursework	<p>Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.</p>	<p>Forum #4:</p> <p>Go to Forum #4 and respond to a sample exam question that is based on historiography and is common to all concentrations by Thursday of Week 5, and comment on at least three other student outlines by the end of Week 5.</p> <p>Use this as a trial run in every way. In other words give yourself 1.5 hours to write the response for the main post. The peer responses should also be substantive at a minimum of 150 words each.</p>
6	Review Previous Coursework	<p>Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.</p>	<p>Forum #5:</p> <p>Go to Forum #5 and respond to a sample exam question that corresponds to your specialty by Thursday of Week 6, and comment on at least three other student outlines by the end of Week 6.</p> <p>Use this as a trial run in every way. In other words give yourself 1.5 hours to write the response for the main post. The peer responses should also be substantive at a minimum of 150 words each.</p>

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7	Review Previous Coursework	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	Go to Forum #6 and respond to a sample exam question that corresponds to your specialty by Thursday of Week 6, and comment on at least three other student outlines by the end of Week 6. Use this as a trial run in every way. In other words give yourself 1.5 hours to write the response for the main post. The peer responses should also be substantive at a minimum of 150 words each.
8	Review Previous Coursework	FINAL review of all previous coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain.	<i>EXAM WEEK!</i> You will take your exam this week according to the predetermined the time and date you have established with your proctor. Best of luck!

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Policies

ACADEMIC DISHONESTY: PLAGIARISM AND CHEATING

The University System supports and promotes academic honesty and personal integrity. Cheating can take the following forms:

- Submitting another person's work
- Writing a paper for someone else
- Working in a group effort without faculty consent
- Buying a paper from a research service
- Getting outside help or giving outside help without a teacher's expressed permission
- Submitting the same work for credit without approval (e.g. submitting the same assignment twice for different courses)

The Web & Plagiarism Note: The Web has made it quite easy to copy and insert materials into a paper. Students must be careful to properly attribute materials found on the Web. In a collegiate setting, attribution typically relies on a formal academic style manual for its citation models (See [Citation and Reference Style](#)). Such models describe how to append footnotes and endnotes, when:

- Quoting another's exact words, you are obviously expected to name the author and place the words in quotation marks or in indented text blocks. The citation number is placed immediately at the end of the quotation.
- Acknowledging background sources to your own descriptions--. The citation number is normally placed at the end of the paragraph.

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Note: The University offers tools in its [Online Library Research Center](#) to help you analyze your papers for possible plagiarism violations and for instructors to uncover such activities.

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

All assignments are to be completed in a narrative essay or composition format, and must follow guidelines set forth in this syllabus as well as those guidelines established for each assignment.

CITATION AND REFERENCE STYLE

This course requires students to use the citation and reference style (footnote or endnote only, and bibliography) established in the Chicago Manual of Style (CMS), which is synthesized in Kate Turabian, **A Manual for Writers of Term Papers, Theses, and Dissertations (1996-Present)**. Guides to this form of citation are available online. For example, check the University of Georgia's library page at <http://www.libs.uga.edu/ref/turabian.html>. Other websites include:

C.W. Post University, Turabian Style Sheet

Dr. Abel Scribe Guide, Short Version of Chicago Manual

Milwaukee School of Engineering, Chicago Manual of Style

University of Michigan, Turabian Style Manual

University of Southern Mississippi, Turabian Style Guide - A Manual for Writers of Term Papers, Theses, and Dissertations

There is also a Style Manual/Citations link in the Tutorial Center column of the Online Library. This includes a brief explanation of Chicago/Turabian with links to the manual and training resources.

The Department of History and Military Studies expects its students to write well-formed narratives in English. The Online Library Resource Center includes software programs to help with basic writing skills. Written submissions should normally be made electronically using the facilities provided through your electronic classrooms.

COURSE EXTENSIONS

While distance learning, as conducted by the American Public University System, is inherently flexible, convenient, and loosely structured, I do expect you to meet course deadlines. If your professional schedule prevents you from meeting an assignment deadline, please contact me immediately. I can assure you that I will work with you, within reason, to ensure that your success in the class is little hindered by unavoidable deployments or unforeseen/exigent circumstances. While you should be sure to reference the student handbook relative to EXTENSIONS, I would be remiss if I failed to mention that they are subject to my approval/rejection. Further, they are meant for special circumstances ONLY (e.g. rapid deployments, hospitalization, etc), and OFFICIAL documentation will be required as part of the extension request. Extension requests made AFTER the last day of the course will be denied. Students who will be prevented from participating in a course due to extenuating circumstances may be eligible for a [Deployment and/or Special Circumstance extension](#).

LATE ASSIGNMENTS

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Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. Should you need additional time to complete an assignment you MUST contact me before the due date so we can discuss the situation. Submission of late assignments, routine or otherwise, is unacceptable and will result in points deducted from your assignment/final course grade.

DISABILITY ACCOMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs. ·
- does not compromise essential requirements of a course or program. ·
- is not of a personal nature (ex. paying for special software, eyeglasses, etc.). ·
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Director of Registration and Enrollment Management and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section identify the disability to the staff and/or faculty of the university provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional.
- request specific accommodations or services

NETIQUETTE

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

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

DISCLAIMER STATEMENT

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

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Academic Services

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. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** 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.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 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 Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Selected Bibliography

Online Library Research Center and Learning Resources:

<http://www.apus.edu/Online-Library/index.htm?sso=39ba295cae1df9a796c8eb133389b89e>

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