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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

MILH 698

Separate Comprehensive Examination

0 Credit Hours

8 Weeks

All Required, Core, and Concentration courses must be completed prior to enrollment in the Comprehensive Exam

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

Instructor Information

[Table of Contents](#)

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Description (Catalog)

This course prepares graduate students for the Comprehensive Examination in the Master of Arts in Military 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 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.

[Table of Contents](#)

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 Military History and Studies. Preparation for a Comprehensive Examination, however, is the student's responsibility.

[Table of Contents](#)

Course Objectives

By the end of this **Master of Arts in Military 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 military 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 U.S. military history, and evaluate them in context by comparison or contrast.
- Examine, analyze, and evaluate at least one specialized historical sub-discipline such as the American Revolution, Civil War, and World War II.
- 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.

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- Create an historical research proposal in which data, information, and concepts can be evaluated and synthesized.

Concentration in the American Revolution

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

- Dissect and critique the American Revolution from its antecedents to its legacy to include events leading to the revolt, Declaration of Independence, strategy and tactics, campaigns, and the aftermath of war on the new nation.
- Analyze the American Revolution in reference to the operational contributions of American and British military leadership using selected land battles as examples of the strategies and tactics involved.
- Evaluate an early and pivotal campaign in the American Revolution by critiquing the strategy, tactics, and results of campaign on the subsequent course of the Revolution and post-war Anglo-American relations.
- Explain the perspective of the American Revolution from the British viewpoint in relation to colonial policies, diplomacy, military leadership, and other influences in Great Britain during and after the war.
- Assess and critique the conclusive military strategy of the American Revolution and why the strategy was distinctive from other military theatres of operation.

Concentration in the Civil War

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

- Place events of the Antebellum period, the Civil War, and Reconstruction into the broader scope of American History by assessing the similarities and differences in social, cultural, economic, and political developments in North and South.
- Discern and assess the political, economic, cultural, social, and military aspects of the Civil War to specifically include their impact on causative factors, conduct of the war, and post-war aftermath.
- Examine the operational contributions of Union and Confederate military leaders by critiquing selected land battles of the war as examples of the strategies and tactics involved.
- Compare and contrast the national, theater, and operational command structures of the Union and Confederacy in relation to leadership styles of key military leaders on both sides and the evolution of command and control during the war.
- Identify, assess, and explain the diverse historical assessments and interpretations of the Antebellum, Civil War, and Reconstruction eras as presented in the writings of prominent and influential historians.

Concentration in World War II

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

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- Discern and critique the strategies, tactics, leaders and lessons learned during the fighting in the China-Burma-India Theater, New Guinea, the Solomon Islands, the Aleutians, and in the Philippines.
- Explain and assess the strategy, tactics and leadership from the blitzkriegs into France, the Balkans, and the Soviet Union to the campaigns in North Africa and Italy.
- Explain and assess the Allied victory in Europe to include the generalship and decisions concerning the amphibious invasions, airdrops, and the crossing of the Rhine.
- Distinguish the politics, political leadership, and diplomacy in Germany, Japan, and Italy that enabled the rise of the respective countries' Axis leadership that ruled during World War II.
- Distinguish the political leadership that defined the Allied powers of the United States, Great Britain, and Russia before, during, and post-World War II.

Concentration on Wars Since 1945

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

- Discern and critique the strategies, tactics, leaders and lessons learned during the fighting in the Korean War.
- Explain and assess the strategy, tactics and leadership from the North Korean invasion into South Korea to the General MacArthur's led counter invasion into North Korea.
- Discern and critique the strategies, tactics, leaders and lessons learned during the fighting in the Vietnam War.
- Distinguish the politics, political leadership, and diplomacy that took place between North Vietnam and the United States, as well as, the influence of other countries on the eventual outcome.

Students should note that the objectives for the degree program encompass the entire realm of military 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 will be incorporated into the examination.

For example, if we take Objective 3 of the degree program:

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

You may be asked to:

Define, classify, and articulate in oral or written form the major trends, events, and people that have shaped **the American Revolution, the American Civil War, World War II, or Wars since 1945** and evaluate them in context by comparison and contrast.

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

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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, and evaluate the **American Revolution, the American Civil War, World War II, or Wars since 1945** in context by comparison and contrast.

[Table of Contents](#)

Course Delivery Method

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.

[Table of Contents](#)

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, you former professors may well be able to assist you in this capacity.

[Table of Contents](#)

Evaluation Procedures

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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 the Resources tab and look for 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.

The comprehensive exam itself is a closed book, 6 hour essay composed of 4 questions. The exam takes place in Week 8 of the class, and is overseen by a Proctor that the student selects. A Proctor is usually someone in close physical proximity to the student, and typically is an educator (former professor), government official, or member of the clergy. The Proctor cannot be a spouse, friend, or family member. The student sends the Professor the name and contact information of the Proctor NO LATER than Week 5. Then on Monday of Week 8 the Professor emails the Proctor the student's exam. The Proctor then has 7 days to administer it to the student. By Sunday of Week 8 the Proctor will email the student's answers back to the Professor, along with the date taken, time started, and time completed. The student and the Proctor will each attach their electronic signature to an Honesty Pledge stating that the student used no outside assistance during the entire exam. The student also uploads the same file to the Sakai Gradebook. Within 7 days the Professor will read and assess the student's performance on the following grading scale.

To summarize, the student is responsible for the following:

1. Finding a Proctor
2. Communicating the Proctor's contact information to the Professor by Week 5
3. Coordinating the time for the Proctor to observe the student's exam in Week 8
4. Taking the final exam in Week 8
5. Ensuring that the Proctor emails the Professor the completed final exam with the signed honestly pledge, and updates Sakai with the final exam.

If a student is unable to perform these requirements it may result in the failure of the course.

[Table of Contents](#)

Grading Scale

<u>Grade</u>	<u>GPA / Percent</u>	<u>Description</u>
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

[Table of Contents](#)

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Reading(s) & Learning Objectives</u>	<u>Assignment(s)</u>
1	Welcome	<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. (See Course Objectives 1-6)</p> <p>Read Resource #1 Graduate Rubric Comp Exam</p>	<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, your concentration, and what APUS or other graduate courses you have taken. Respond to at least three other student introductions.</p> <p>Begin working on next week's Forum assignment.</p>
2	Thesis Statements	<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>(See Course Objective 1)</p>	<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 study, write one declarative 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>

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3	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>(See Course Objective 2)</p> <p>Read Resource #3 “Proven Study Tactics”</p>	<p>Begin working on your outlines. See Week 4 assignment.</p>
4	Course Outlines	<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>(See Course Objective 3)</p> <p>Read Resource #4 “Outline Example”</p>	<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 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	Sample Common Exam Question	<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>(See Course</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>

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		Objective 4) Read Resource #5 “A Little Sympathy”	Email the name and contact information (including name, email, and telephone number) for your Proctor no later than the end of Week 5.
6	Sample Concentration Specific Exam Question	Review previous courses/coursework, to include both history and historiography. Read more broadly in your previously taken courses, especially those you are less certain. (See Course Objective 5) Read Resource #6 “A Sample Exam Question and Response”	Forum #5: 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. 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.
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. (See Course Objective 6) Read Resource #7 “Thesis Review”	<i>Study and review!</i>
8	Take Exam	FINAL review of all previous coursework, to include both history and historiography. Read more broadly	EXAM WEEK! 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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		in your previously taken courses, especially those you are less certain. (See Course Objectives 1-6)	
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[Table of Contents](#)

Policies

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

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)
- [Disability Accommodations](#)

Writing Expectations

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

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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. 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

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occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

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

[Table of Contents](#)

Disclaimer Statement

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

[Table of Contents](#)

Academic Services

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

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“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

[Table of Contents](#)

Selected Bibliography

Online Library Research Center and Learning Resources:

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

[Table of Contents](#)