

**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.

**School of Arts and Humanities  
HIST 501  
Historiography  
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)

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

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## Course Scope

This course surveys the major schools of historical research and writing, and examines the methodologies of prominent and influential historians past and present. Students will learn the meanings of the term “historiography” and gain an appreciation for the important role that it plays in historical scholarship. Historiography is inherently different than “history” and in this course students will learn the essential difference between a history of past historians and their views (historiography) and a history of the past itself (history). Additionally, students will demonstrate their knowledge of historiography by writing an academic book review, engaging in discussion Forums, taking a mid-term multiple choice assessment of the readings, and preparing a comprehensive scholarly research paper proposal. This proposal will become the basis for the final historiographical research paper that explores a particular aspect of historiographical scholarship.

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## Course Objectives

The objectives of this course can be specified as follows:

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

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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 Course Textbooks

- Michael Bentley. *Modern Historiography: An Introduction*. London: Routledge, 1999.
- Ernst Breisach. *Historiography: Ancient, Medieval, and Modern*, 3rd Edition. Chicago: The University of Chicago Press, 2007.

### 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](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.

## **Book Review: 10% of your grade**

Each student will be required to write an academic (or scholarly) book review during the course. To ensure that the book is an important historical work, it must be one that is referenced in either Michael Bentley's *Modern Historiography* or Ernst Breisach's *Historiography: Ancient, Medieval, and Modern*. For more detailed guidance on this assignment see Lesson 2. This will be available in Week 2 of the class.

Your book review should be a minimum of 500 words (not including footnotes and the bibliography). Also, remember that an academic book review is not the same thing as a book report, which simply summarizes the content of a book. When writing an academic book review, one not only reports on the content of the book but also assess its strengths and weaknesses. Place the book into its historiographical context with relationship to schools of historical thought and other historians. Include how the work was initially regarded, and how its status might have changed over time, include footnotes and a bibliography. For additional guidance, see Appendix C in Marius' *A Short Guide to Writing about History*. To review examples of academic book reviews, query the APUS online library E-Journal Listings where you can browse any number of history-related e-journals by subject and then search for reviews within the particular journals.

In Week 12 you will also participate in the Book Review Forum. By the end of the day on Thursday of Week 12 you will post your Book Review to the Forum, and by the end of the day on Sunday of Week 12 you will respond to at least two other student Book Reviews. Share ideas on their book, discuss positive or negative elements of the review, or ask questions. This should be at least one paragraph in length.

**You MUST post your Book Review 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 Book Review.**

Helpful Internet Resources:

- [http://www.chicano.ucla.edu/press/siteart/jli\\_bookreviewguidelines.pdf](http://www.chicano.ucla.edu/press/siteart/jli_bookreviewguidelines.pdf)
- <http://www.utoronto.ca/writing/bkrev.html>
- <http://www.unc.edu/depts/wcweb/handouts/review.html>



### **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). 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.**

### **Historiographical 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 Proposal.**

### **Historiographical 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 any historian, group of historians, historiographical movement, or historiographical issue or debate. Further, you should attempt to associate the subject of your paper to one of more of the themes and issues that are addressed during this course of study. In other words, the historian or historical group must have appeared in our course readings. You should endeavor to select a topic that has potential importance to the field at large. More detailed information regarding the Research Paper is located in Lesson 3. This will be available in Week 3 of the class.

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).

Your paper should have the following minimum elements: a title page, strong introduction with thesis statement, body of the paper, footnote citations, page numbering, strong conclusion that relates back to the introduction and the thesis, and a works cited page.

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.

As the course objectives suggest, the purpose of the Research Paper is to provide the student with a practical introduction to historical thinking through the application of the methods and mechanics of historical research, writing and critical analysis. Further, it serves to refine the basic skills required to conduct historical research such as locating and evaluating sources, identifying and organizing relevant data, and expressing one's thought in a clear, logical manner. You should choose a topic of interest to you within the larger subject of historiography.

**You MUST post your Historiographical 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: Book Review	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><b>Week 1: Introduction to Historiography</b></p>	<p>Learning Objectives: Devise a general definition of “historiography,” and summarize the major methods of tracing historical causation. (See Course Objectives 1-7)</p>	<p><b>Text Readings:</b> Breisach, p. vii-4, Bentley, p. v-7</p> <p><b>APUS Library Readings:</b> <a href="#">Caroline Hoefflerle. “Teaching Historiography to High School and Undergraduate Students.” <i>OAH Magazine of History</i> 21, no. 2 (April 1, 2007): 40-44.</a></p> <p><a href="#">Bowles Netiquette Guide</a></p> <p><a href="#">Bowles Late and Extension Policies</a></p> <p><b>Video:</b> <a href="#">Welcome to Historiography</a></p> <p><a href="#">What is Historiography?</a></p>	<p><b>Introductions Forum:</b> In a minimum of 250 words, explain your academic and professional background and how this course fits into your objectives. Be sure to include what APUS program you are in and what APUS or other graduate courses you have taken. What insight into historiography did you learn from the Hoefflerle article or the video this week?</p> <p>Finally, attest to the AMU/APU Honor Code in the Introduction Forum by reading and replying with your typed signature.</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 1.</p>
<p><b>Week 2: The Greeks: The Emergence of Historical Writing</b></p>	<p>Learning Objectives: Develop an understanding of the attitudes and methodologies of Greek historians such as Homer, Herodotus, and Thucydides. (See Course Objectives 1-2)</p>	<p><b>Text Readings:</b> Breisach, Chapters 1-3</p> <p><b>APUS Library Reading:</b> <a href="#">Siep Stuurman. “Herodotus and Sima Qian: History and the Anthropological Turn in Ancient Greece and Han China.” <i>Journal of World History</i> 19, no. 1 (March 1, 2008): 1-40.</a></p> <p>Chicago Manual of Style summary sheet. <i>Look in the Resources tab in the classroom.</i></p> <p><b>Video:</b> Clip of: <a href="#">Land of Odysseus</a></p> <p>Lecture: <a href="#">Talking Shoppe with</a></p>	<p><b>Forum #1:</b> Imagine you had a time machine that only had two settings on it, BCE and the Present. You step in and are transported back in time. You have only an afternoon to find and talk to any historian of your choice (China or Greece). Who do you seek out and why? What do you ask him (keep it history related)? What do you tell him about the history profession today?</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 2.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p><b>Week 3: The Romans: Variations on a Historical Theme</b></p>	<p>Learning Objectives: Develop an understanding of the evolution of Roman historiography through an examination of the writings of historians such as Polybius, Sallust, and Tacitus. (See Course Objectives 3 and 5)</p>	<p><b>Text Readings:</b> Breisach, Chapters 4-6</p> <p><b>APUS Library Reading:</b> <a href="#">Richard A Gabriel. "Can we Trust the Ancient Texts?" <i>Military History</i>, March 1, 2008, 62-69.</a></p> <p><b>Video:</b> Full episode of: <a href="#">The Roman Empire in the First Century</a></p>	<p>No assignment to submit. Begin researching potential topics for your Historiographical Research Paper. The Proposal is due in Week 6.</p>
<p><b>Week 4: The Christians: A Historiographical Revolution</b></p>	<p>Learning Objectives: Evaluate the factors that led to the formation of early Christian historiography and the synthesis of empire and Christianity. (See Course Objectives 2 and 6)</p>	<p><b>Text Readings:</b> Breisach, Chapters 7-9</p> <p><b>APUS Library Reading:</b> <a href="#">Richard Bauckham. "Historiographical Characteristics of the Gospel of John." <i>New Testament Studies</i>, 53, no. 1 (January 1, 2007): 17-36.</a></p> <p><b>Lecture:</b> <a href="#">The New Testament as History</a></p>	<p><b>Forum #2:</b> The Greeks, Romans, or the Christians? Which group of historians did you find most interesting? List specific examples from the readings as to why you find them significant. What was this era's contribution to historiography? If you have read ahead and find more modern historians better to your liking you can respond with the Renaissance, Reformation, or Scientific Revolution if you prefer.</p> <p>Post your initial response to the Forum by THURSDAY. Respond to at least two other students by SUNDAY of Week 4.</p>
<p><b>Week 5: The Renaissance, Reformation, and Scientific Revolution: New Historiographical Directions</b></p>	<p>Learning Objectives: Analyze the social, intellectual, and political changes that characterized the period 1350-1700, and, in particular, how these variations led to change in historiography. (See Course Objectives 2 and 6)</p>	<p><b>Text Readings:</b> Breisach, Chapters 10-12</p> <p><b>APUS Library Reading:</b> <a href="#">Kelley, Donald R. <i>Versions of History from Antiquity to the Enlightenment</i>. New Haven: Yale University Press, 1991. "Martin Luther," p. 314-318.</a></p> <p><b>Video:</b> Clip of: <a href="#">Martin Luther Sparks a Revolution</a></p>	<p>Work on your Historiographical Research Paper Proposal which is due next week.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p><b>Week 6: The 18<sup>th</sup> Century: The Enlightenment and Moving Towards Modern History</b></p>	<p>Learning Objectives: Assess the Enlightenment's impact on eighteenth century historiography with respect to how new ideas and new approaches to old institutions and ideas set the stage for fresh, more contemplative attitudes toward historical writing. (See Course Objectives 1-3)</p>	<p><b>Text Readings:</b> Breisach, Chapters 13-14, Bentley, Chapters 1-2</p> <p><b>APUS Library Reading:</b> <a href="#">Kelley, Donald R. <i>Versions of History from Antiquity to the Enlightenment</i>. New Haven: Yale University Press, 1991. "Vult air e," p. 442-446.</a></p> <p><b>Video:</b> Clip of: <a href="#">Jef fer so n ' s P u r s u i t o f Knowledge</a></p>	<p>Submit Proposal for your Historiographical 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><b>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.</b></p>
<p><b>Week 7: The Early 19<sup>th</sup> Century and the Assimilation of Eurocentric Intellectual Historiography</b></p>	<p>Learning Objectives: Compare and contrast the attitudes, influences, and historical writing methodologies of European intellectuals such as Hegel, Ranke, Treitschke, and Carlyle. (See Course Objectives 1-3)</p>	<p><b>Text Readings:</b> Breisach, Chapters 15-17 and Bentley, Chapters 3-7</p> <p><b>Video:</b> Lecture: <a href="#">Eric Foner reflecting on his career</a></p>	<p>Nothing to submit.</p>
<p><b>Week 8: The Late 19<sup>th</sup> Century: The Rise of Professional Historians</b></p>	<p>Learning Objectives: Develop an understanding of the intellectual and cultural factors that elevated the writing of history into a new category of "historical science" and the corresponding move toward a historical profession. (See Course Objective 4)</p>	<p><b>Text Readings:</b> Breisach, Chapters 18-21 and Bentley, Chapter 8</p> <p><b>APUS Library Reading:</b> <a href="#">Michael I. Carignan. "Fiction as history or history as fiction? George Eliot, Hayden White, and nineteenth-century historicism." <i>Clio</i> 29, no. 4 (July 1, 2000): 395-415.</a></p> <p><b>Video:</b> Intro to Documentary on: <a href="#">American</a></p>	<p><b>Forum #3:</b> What is the significance of the professionalization of the discipline of history? What defines a professional? What qualifications should define a professional in an ideal scholarly world?</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 8.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p><b>Week 9: The Early 20<sup>th</sup> Century: Science, Truth, and Objectivity</b></p>	<p>Learning Objectives: Profile the quest for a “scientific” history, and measure the validity of introducing quantitative methods to the writing of economic, political, and social histories. (See Course Objective 4)</p>	<p><b>Text Readings:</b> Breisach, Chapters 22-26 and Bentley, Chapters 9- 10</p> <p><b>Video:</b> Lecture: <a href="#">James McPherson reflecting on his career</a></p>	<p>Mid-Term Exam.</p>
<p><b>Week 10: Bourgeois and Marxist Historiography</b></p>	<p>Learning Objectives: Compare and contrast the popular considerations of Bourgeois and Marxist historiography, as well as the social and economic factors that influence their respective approaches to historical writing. (See Course Objective 6)</p>	<p><b>Text Readings:</b> Breisach, Chapters 28-29.</p> <p><b>APUS Library Reading:</b> <a href="#">Marcello Musto. “The Rediscovery of Karl Marx.” <i>International Review of Social History</i> 52, no. 3 (December 1, 2007): 477-498.</a></p> <p><b>Video:</b> Lecture: <a href="#">Reading Marx’s Cap</a></p>	<p>Nothing to submit.</p>
<p><b>Week 11: The French and the Annales School</b></p>	<p>Learning Objectives: Develop an understanding of the French approach to the incorporation of social scientific methods in historiographical endeavor. (See Course Objectives 4, 5 and 6)</p>	<p><b>Text Readings:</b> Breisach Chapter 27 and Bentley Chapters 11-12</p> <p><b>APUS Library Reading:</b> <a href="#">Stephen Frederic Dale. “Ibn Khaldun: The Last Greek and the First Annaliste Historian,” <i>International Journal of Middle East Studies</i> 38, no. 3 (August 1, 2006): 431-451.</a></p> <p><b>Video:</b> Lecture: <a href="#">Lynn Hunt reflecting on her career</a></p>	<p><b>Forum #4:</b> In the last few weeks we have read about some significant Progressive historians in America and Annales historians in France. In general discuss the significance of the Progressive and Annales historians, then select one historian from each of these groups and discuss why you found them significant.</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 11.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<p><b>Week 12:</b>  <b>Postmodernism and the “Literary Turn”</b></p>	<p>Learning Objectives:            Evaluate the continuing postmodern controversy, which argues that the culturally specific way of looking at the world adopted by earlier historians is neither universal nor infallible. (See Course Objectives 4 and 7)</p>	<p><b>APUS Library Reading:</b>  <a href="#">Gay, Peter. <i>Freud for Historians</i>. New York: Oxford University Press, 1985, p. 3-5.</a></p> <p><a href="#">Fred Eric Jamenson Introduction, in Lyotard</a>  <a href="#">Jean-François. <i>The Postmodern Condition: A Report on Knowledge</i>. Theory and history of literature, v. 10. Minneapolis: University of Minnesota Press, 1984, p. xxiii-xxv.</a></p> <p><a href="#">Christopher Kent. “Historiography and Postmodernism.” <i>Canadian Journal of History</i> 34, no. 3 (December 1, 1999): 385-415.</a></p> <p><b>Video:</b>            Lecture:</p>	<p>Submit your Book Review by Thursday of Week 12 as an Assignment and also to the Book Review Forum. By Sunday comment on at least two other student Book Reviews.</p> <p><b>You MUST post your Book Review 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.</b></p>
<p><b>Week 13:</b>  <b>National and World Historiographies</b></p>	<p>Learning Objectives:            Assess the issues surrounding the establishment of criteria for constructing multi-cultural and multi-societal histories, and their implications for historiography. (See Course Objectives 4 and 7)</p>	<p><b>Text Readings:</b> Breisach, Chapter 30 and Bentley, Chapter 13-14</p> <p><b>APUS Library Reading:</b>  <a href="#">David Newbury. "Contradictions at the Heart of the Canon: Jan Vansina and the Debate over Oral Historiography in Africa, 1960-1985." <i>History In Africa</i> 34, (January 1, 2007): 213-254.</a></p> <p><b>Video:</b>            Lecture:  <a href="#">Lynn Hunt: Jobs for Historians</a></p>	<p><b>Forum #5:</b> Bentley suggests four major reasons why postmodernism is significant for historiography. These include language, narrative, a feminist reading of the history of women, and the “new” cultural history. What is postmodernism? Why is it important for the history profession? What is its weakness? Which of Bentley’s four areas of postmodernism do you see the most important historical work taking place?</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><b>Week 14: Ethics and Duty</b></p>	<p>Learning Objectives: Review the duties of the historian, the ethics of historiography, and the tasks that confront historians today. (See Course Objective 7)</p>	<p><b>APUS Library Readings:</b>  <a href="#">Bentley, Michael. "Herbert Butterfield and the Ethics of Historiography," <i>History &amp; Theory</i> 44, no. 1 (February 2005): 55-71.</a></p> <p><a href="#">Gorman, Jonathan. "Historians and Their Duties." <i>History &amp; Theory</i> 43, no. 4 (December 2004): 103-117.</a></p> <p><b>Video:</b> Lectures:  <a href="#">Margaret MacMillan, <i>Dangerous Games: The Uses and Abuses of History</i></a></p> <p><a href="#">John Hope Franklin "</a></p>	<p>No assignment to submit.</p>
<p><b>Week 15: History of the Present</b></p>	<p>Learning Objectives: Evaluate the state of current historiographical thought regarding present and future approaches to writing history. (See Course Objective 7)</p>	<p><b>Text Readings:</b> Bentley Postscript, Breisach, Chapter 31</p> <p><b>APUS Library Reading:</b>  <a href="#">Anchor, Robert. "On How to Kick the History Habit and Discover That Every Day in Every Way, Things Are Getting Meta and Meta And Meta . . ." <i>History &amp; Theory</i> 40, no. 1 (February 2001): 104-116.</a></p> <p><a href="#">Jenkins, Keith. <i>On "What Is History?": From Carr and Elton to Rorty and White</i>. London: Routledge, 1995. Introduction, p. 1-13.</a></p> <p><b>Video:</b> Interview:  <a href="#">Conversations with History—Francis Fukuyama</a></p>	<p><b>Forum #6:</b> From your own experience and from the readings in Week 14 and Week 15 answer some of the following questions: What is history? Is history important? Why should we bother studying it? What is the state of the history profession today? Are historians listened to outside the classroom? If so, how are we making a difference? If not, who should be paying attention?</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 15.</p>

Week & Topics	Learning Objectives	Readings and Videos	Assignments
<b>Week 16: Conclusion</b>	Learning Objectives: Complete final paper. (See Course Objectives 1-7)	No Assigned Readings	Research Paper Due.  Submit by SUNDAY of Week 16.  <b>You MUST post your Historiographical Research Paper to the Assignments list in the appropriate section as a Word Document to receive a grade.</b>

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## Policies

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

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

## Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).
2. Narrative with [scholarly attributions](#).
3. Back matter--[bibliography](#), appendices.

## Citation and Reference Style

Students will follow the Turabian or Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Footnotes](#), the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

[Bibliography](#) is a device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

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

- o Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- o Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

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

### **Late Assignments**

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

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

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

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

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

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

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## Selected Bibliography

Two of our texts contain excellent bibliographies and rather than repeat here what these authors have gathered together, the student is urged to consult: Michael Bentley, *Modern Historiography: An Introduction*, pp. 161-177 and Ernst Breisach, *Historiography: Ancient, Medieval, & Modern*, pp. 445-479.

Lastly, for the student who must positively have more, Michael Bentley has edited an incredible selection of historiographical essays in his *Companion to Historiography* (London: Routledge, 1997). Historiography is not for everyone but if you enjoy this stuff and want to dig deeper, this is the place to go. For such a "fat book" (just shy of 1000 pages), it is relatively inexpensive.

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](http://www.apus.edu/Online-Library/departments/military_st.htm).

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