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School of Security and Global Studies
MILS655

Naval Power in Joint Warfare
3 Credit Hours

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

Table of Contents

Instructor:
Email:
Phone:
Fax
Office Hours:

Description (Catalog): This course is a comprehensive study of the naval doctrines, strategies, and force components involved in joint warfare in the modern age. Students address the naval component strengths and weaknesses in working in interagency, interservice environments as seen through analysis of several modern military operations.

Course Scope: In joint operations, the forces provided by two or more Services are integrated to maximize their combined military effectiveness. Using military capabilities jointly is fundamental to modern warfare. Naval Power

in Joint Warfare is a study of the relationship between naval power and joint warfare. The course will examine current doctrinal and operational concepts for the employment of naval power in the 21st century joint warfare environment. Using Joint doctrinal and other DoD publications, the course will evaluate the nature of naval power in the modern joint warfighting environment. Unity of Command, Unity of Effort and Unity of Doctrine will be the pillars of study to understand the nature of naval power in the joint arena.

The course will take a perspective look at future dynamics of joint warfare as encompassed in such forward-looking documents as Sea Power 21 and the Naval War College Papers addressing maritime and naval power in the new century. Concepts of joint warfare that will be addressed in the course include air operations, special operations, amphibious operations, intelligence and command and control.

Course Objectives: Upon completion of the course, the student will be able to:

CO-1) Comprehend the major recent events in the evolution of naval power to the 21st century;

CO-2) Analyze the relationships between naval and maritime technology, organization, and tactics, and the impact on joint warfare;

CO-3) Analyze the relationship of firepower, mobility, and force protection to joint maritime tactics and organization;

CO-4) Comprehend the impact that social, cultural, economic, and political factors have on shaping the art and science of joint naval warfare;

CO-5) Analyze the influence of Service-specific doctrine, tactics, and organization on joint naval and maritime warfare;

CO-6) Analyze current U.S. doctrine for the various components of naval and maritime power, including air operations, special operations, amphibious operations, intelligence and command and control.

CO-7) Construct an argument for or against the position that there is a distinct method of joint maritime and naval warfare that has given the European and North American states a decisive military advantage relative to the non-Western world;

REQUIRED TEXTS:

NOTES:

[1] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings. Also available online at http://www.dtic.mil

[2] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings. Also available online at http://oai.dtic.mil

[3] Available as a .pdf file in RESOURCES – Course Folder #7 - Readings and in APUS ezproxy.apus.edu

[4] Available for purchase at http://www.rand.org.pubs

[5] Available as a .pdf file in RESOURCES – Course Folder #7 – Readings

Bradley, Thomas. *The Use of Air Power in Joint Maritime Operations*. *Research Report No. AU-ARI-84-9.* Maxwell AFB, AL: Air University Press, 1985. [3]

Bullock, Joan G. *Joint Intelligence Support for Naval Air Employment in Support of Land Campaigns*. Maxwell AFB, AL: Air University Press, 1989. [3]

Chavez, Robert M. *Basic and Operational Doctrine for Airpower in Irregular Warfare*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGSC, 2007. [1]

Chief of Naval Operations, *Naval Operating Concept for Joint Operations*, 2006. [5]

Cioppa, Armon A. *Seabasing: A Joint Projection Platform*. Carlisle Barracks, PA: U.S. Army War College, 2007. [5]

Congress of the United States, *Goldwater-Nichols Defense Reorganization Act of 1986*. Go to www.jcs.mil or www.au.af.mil/au/awc/awcgate/congress/title_10.htm; *Goldwater Nichols DoD Reorganization Act of 1986* [5]

Dombroski, Peter, ed. *Naval Power in the Twenty-First Century: A Naval War College Review Reader*. Newport, RI: Naval War College Press, 2005. (NP24WEB.pdf) [5]

Emanuel, Taylor C. *Gunship Diplomacy: Carrier-Based Close Air Support for Joint Expeditionary Forces*. Monterey, CA: Naval Postgraduate School. 1994. [3]

Frunzi, Charles R. *Afloat Forward Operating Bases for Joint Special Operations Forces*. Carlisle Barracks, PA: US Army War College, 2003. [1]

Johnson, Michael H. *Cleared to Engage: Improving Joint Close Air Support Effectiveness.* Maxwell AFB, AL: Air University Press, 2008. (In three files) [5]

Joint Chiefs of Staff, *Joint Publication 3-0 Joint Operations*. 11 August 2011. Students will also want to consult various sub-components of JP 3, especially: *JP 3-09.3, Close Air Support, 08 July 2009; JP 3-14, Space Operations, 06 January 2009; JP 3-17 Air Mobility Operations, 02 October 2009; JP 3-33, Joint Task Force Headquarters, 16 February 2007; and, JP 3-52, Joint Airspace Control, 20 May 2010.* [1]

Joint Chiefs of Staff, *JP 3-02 Amphibious Operations*, 10 AUG 2009. [1]

Joint Chiefs of Staff, *JP 3-03 Joint Interdiction*, 14 OCT 2011. [1]

Joint Chiefs of Staff, *JP 3-04 Joint Shipboard Helicopter Operations*, 30 SEP 2008. [1]

Joint Chiefs of Staff, *JP 3-09 Joint Fire Support*, 30 JUN 2010. [1]

Joint Chiefs of Staff, *JP 3-30 Command and Control for Joint Air Operations,* 12 JAN 2010. [1]

Joint Chiefs of Staff, *JP 3-32 Command and Control for Joint Maritime Operations*, 27 MAY 2008. [1]

Joint Chiefs of Staff, *JP-5-0 Joint Operation Planning*, 11 AUG 2011. [1]

Joint Chiefs of Staff, *JP-6-0 Joint Communications System*, 10 JUN 2010. [1]

Kent, Glenn A. and David A. Ochmanek. *Defining the Role of Air Power in Joint Missions*. Santa Monica, CA: RAND Corporation, 1998. [5]

Lambeth, Benjamin S. *Combat Pair: The Evolution of Air Force-Navy Integration in Strike Warfare*. Santa Monica, CA: RAND Corporation, 2007. [4]

Macloud, Jeffrey D. *Joint Air Mission Commanders and Time Sensitive Targets*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGSC, 2005. [1]

Martin, Jerome V. *Victory from Above: Air Power Theory and the Conduct of Operations Desert Shield and Desert Storm*. Maxwell AFB, AL: Air University Press, 1994. [2]

Moskal, Leonard S. *Effective Planning of Joint Air Operations*. Fort Leavenworth, KS: School of Advanced Military Studies, USACGCC, 1996. [3]

Operational Plans and Interoperability Directorate, J-7. *Joint Force Employment Air Operations*. [1]

Poole, Walter S. *The Evolution of the Joint Strategic Planning System, 1947-1989*, Historical Division, Joint Secretariat, Joint Staff, SEP 1989. (EJSPS.pdf) [5]

Schultz, Richard H., Jr. and Robert L. Pfaltzgraff, Jr. *The Future of Air Power in the Aftermath of the Gulf War*. Maxwell AFB, AL: Air University Press, 1992. [1]

United States Joint Forces Command. *The JOE, Joint Operating Environment, 2010.* Norfolk, VA: USJFC, 2010. [1]

United States Joint Forces Command. *Joint Operating Environment: Trends and Challenges for the Future Joint Force through 2030*. Suffolk, VA: USJFC, 2007. [1]

United States Navy. *A Cooperative Strategy for 21st Century Seapower*, October 2007. [5]

United States Navy. *Sea Power 21: Projecting Decisive Joint Capabilities*, *Proceedings,* October 2002. [1]

Woods, John D. *Joint Air Operations: Integration of MAGTF Aviation into the Theatre Air War*. Maxwell AFB, AL: Air University Press, 1984. [3]

Here are the directions for accessing files in ezproxy.

Adobe Reader is required to view these files. If you do not have this software, please log onto www.adobe.com to download the free reader.

You will need to log-in to each link with your student/faculty ID and password. You must be logged in to your campus page to access the links. Please report any issues to ECM@apus.edu.

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http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/woods-jt_air-1994.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime-1985.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime2.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bradley-jt_air_maritime3.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bullock-jt_intel-1989.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bullock-jt_intel2.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bullock-jt_intel3.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/bullock-jt_intel4.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/Moskal.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/mullendore-future_air_attack-1989.pdf

http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/mullendore-future_air_attack2.pdf

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http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/MILS635/mullendore-future_air_attack5.pdf

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http://ezproxy.apus.edu/login?url=http://ebooks.apus.edu/E-book FAQs.docx

RECOMMENDED READING AND RESEARCH SOURCES:

Note: Excellent resources for crafting Research Papers and Short Essays. They are readily available from libraries, through InterLibrary Loan or by purchase.

Baer, George W. *One Hundred Years of Sea Power: The U.S. Navy, 1890-1990*.
Stanford: Stanford University Press, 1993. ISBN 10: 08047-2794-5; ISBN 13: 9780804727945

Marolda, Edward J. and Robert J. Schneller, Jr. *Shield and Sword: The United States Navy and the Persian Gulf War.* Annapolis: Naval Institute Press, 2001. ISBN-10: 1-55750-485-7; ISBN-13: 978-1-55750-485-2

Winnefeld, James A., and Dana J. *Joint Air Operations: Pursuit of Unity in Command and Control, 1942-1991.*
        Annapolis, MD: Naval Institute Press, 1993.

Cooling, Benjamin F. *Case Studies in the Development of Close Air Support*. Washington,
        DC: Center for Air Force History, 1990.

Putney, Diane T. *Air Power Advantage Planning the Gulf War Air Campaign 1989–1991*.
        Washington, DC: Center for Air Force History, 2003.

Tripp, Robert S. et al. *A Framework for Enhancing Airlift Planning and Execution Capabilities within the Joint Expeditionary Movement System.* Santa Monica, CA: RAND Corporation, 2006.

United States, Joint Chiefs of Staff, Operational Plans and Interoperability Directorate. Planning Systems Division.
        Joint Operation Planning and Execution System Procedures Description. Washington, DC: The Joint Staff, 1989.

OPTIONAL RESOURCES (**Recommended**):

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longmans, 2007.

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 2007. Purchase is highly recommended.
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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RESOURCES/RUBRICS/COURSE FOLDERS:
Course Folders address key elements of the course and provide additional guidance. They provide the RUBRICS that govern the individual assignments and provide a handy reference guide. The Course Folders are found in RESOURCES. They include:

Course Folder #1 – Research Papers
Course Folder #2 – Short Essays
Course Folder #3 – FORUMS/Discussion/Class Participation
Course Folder #4 – Writing Expectations
Course Folder #5 – Short Essay Topics
Course Folder #6 – Writing Rubrics
Course Folder #7 – Readings

RESOURCES/COURSE LECTURES:
In RESOURCES, you will find a number of Course _Lectures_. These are short pieces, sometimes containing PowerPoint slides of images as well as text of varying length that address important aspects of Naval Power in Joint Warfare. These are of considerable assistance in framing your Discussion Question responses and are useful in providing additional perspectives on the most important aspects and themes of the course. The Folders are labeled by a short title as to the subject matter and are in no particular order, chronologically or thematically. However, the Folder Title tells you exactly what topic is addressed. Note that these Lectures supplement, not replace, the course readings/material. Please consult the Lectures as you make your way through the course. Since in online education, we try to replicate the traditional classroom experience as best as possible, the Lectures provide a variation of the traditional lecture experience, albeit not the live format. Of note, many of these lectures have been generated from the fine work of previous students as well as from the professor, so this course truly reflects not only faculty, but also student input and high-level analytical thinking. Additionally, you will find references to useful historical and analytical works and they thus provide a good guide to appropriate sources for your Short Essays and Research Papers.

ASSIGNMENTS/EVALUATION PROCEDURES/GRADING STANDARDS: See Resources/Assignments for details of all the course assignments, evaluations information and grading issues.

Policies:

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below. For policies, including drop/withdrawal, grading, and disability, refer to the vertical toolbar and click "Policy."

Writing Expectations – See RESOURCES - Course Folder #4 for Writing Expectations and Course Folder #6 for Writing Rubrics.

  All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Chicago Style Manual guidelines. Refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses,*

*and Dissertations,*7[th]ed.Chicago:UniversityofChicagoPress *Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.*

See the following site for additional information:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html.

All written submissions should be submitted in Times New Roman 12 pt font with 1" margins, typewritten in double-spaced format. Graduate-level work is expected to be free of grammar, usage, and style errors.

It is very important that students are aware of and comply with the APUS policy on plagiarism in the Student Handbook. To find the plagiarism policy, go to the vertical toolbar in the classroom and click "Policy".

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The standard for the School of Security and Global Studies for late assignments is a penalty of five percent per day.

As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

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: ;-), :), ☺

Course Extension Policy

To apply for an extension, go to the vertical toolbar and click "Policy." The student must have successfully completed at least 50 percent of the already-assigned coursework. The student shall have an overall passing grade in the course for which an extension is being requested. For this course, the 50 percent mark occurs in Week Six after submission of the two Short Essays and at least four of the Discussion Forums.

EVALUATION VALUES: APUS Grading Scale: See LINKS/Policy/Grading; For Graduate Writing Rubrics, see RESOURCES/Course Folder #6.

Graded Instruments:	Points	% Final Grade

Short Essay #1	**150**	**15%**
Short Essay #2	**150**	**15%**
Research Paper Proposal	**50**	**5%**
Final Research Paper	**400**	**40%**
Forum #1 – Intro/Bio	**10**	**1%**
Forum #2 (DQ#2)	**40**	**4%**
Forum #3 (DQ#3)	**40**	**4%**
Forum #4 (DQ#4)	**40**	**4%**
Forum #5 (DQ#5)	**40**	**4%**
Forum #6 (DQ#6)	**40**	**4%**
Forum #7 (DQ#7)	**40**	**4%**
TOTAL	**1000**	**100%**

Course Outline:

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
1	**Joint Naval Power Context**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the dynamics of the joint warfare environment in modern warfare. (CO # 2,3,4,5,6) LO-2) Construct an argument in favor of the need for jointness in the modern war environment. (CO # 2,3,4,5,6)	**Required Readings:** JP *3-0, Joint Operations;* CNO, *Naval Operating Concept for Joint Operations; Sea Power 21; JP 5-0 – Joint Operation Planning.* **NOTE: See LESSONS for a listing of lectures associated with each weekly topic. The lectures are located in RESOURCES.**	**Post Brief Biography and Academic Goals Statement to Discussion Forum #1**
2	**Goldwater Nichols and Jointness**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major provisions of the G-N legislation; (CO # 2,4,5,6) LO-2) Analyze the importance of G-N on Service planning, operations and doctrine. (CO # 2,4,5,6) LO-3) Analyze the dynamics of naval warfare in the modern warfare environment created by the G-N	**Required Readings:** *Goldwater Nichols DoD Reorganization Act of 1986;* Dombroski, *Chapter 3.*	Contact Professor to propose Short Essay Topics **Research Paper Proposal** **Discussion Forum #2**

		legislation. (CO # 2,4,5,6)		
3	**Joint Command and Control**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major dynamics of joint Command and Control; (CO # 5,6) LO-2) Analyze the nature and importance of Command and Control in the joint warfare environment. (CO # 5,6)	**Required Readings:** *JP 3-0; JP 3-32, Command and Control for Joint Maritime Operations; JP 6-0 – Joint Communications Systems.*	**Discussion Forum #3**
4	**Amphibious Operations**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major features of joint amphibious warfare; (CO # 1,2,3,5,6) LO-2) Analyze the importance of joint planning and operational execution in the amphibious warfare environment and the ability of joint forces to project power from the sea. (CO # 1,2,3,5,6)	**Required Readings:** Woods, *Joint Air Operations: Integration of MAGTF Aviation; JP 3-02, Amphibious Operations;* Emanuel, *Gunship Diplomacy: Carrier-Based Close Air Support; JP-09 Joint Fire Support.*	**Discussion Forum #4** **Short Essay #1**
5	**Maritime Joint Air Warfare**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major features of naval and maritime joint air warfare. (CO # 1,2,3,5,6) LO-2) Analyze the importance of joint airpower over the entire battlespace spectrum of air, land, and sea as provided by the naval component. (CO # 1,2,3,5,6)	**Required Readings:** Bradley, *Use of Airpower in Joint Maritime Operations;* Woods, *Joint Air Operations: Integration of MAGTF Aviation JP 3-04, Joint Shipboard Helicopter Operations;* Lambeth, *Combat*	**Discussion Forum #5**

			Pair; Macloud, *Joint Air Mission Commanders;* Martin, *Victory from Above;* J-7, *Joint Force Employment Air Operations;* Schultz, *Future of Air Power;* Johnson, *Cleared to Engage;* Kent, *Defining the Role of Air Power; JP 3-30, Command and Control for Joint Air Operations.*	
6	**Joint Planning and the Joint Operational Environment**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major dynamics of the Joint Planning Process: (CO # 5,6) LO-2) Analyze the role of US Navy planners in the Joint Planning Process and the concepts of planning that apply to naval power; (CO # 5,6) LO-3) Analyze the role of naval and maritime power in the modern joint warfare environment. (CO # 5,6)	**Required Readings:** Bullock, *Joint Intelligence Support;* CNO, *Naval Operating Concept for Joint Operations; JP 3-0, Joint Ops* Poole, *The Evolution of the Joint Strategic Planning System; JP 5-0 – Joint Operation Planning*; Moskal, *Effective Planning of Joint Air Operations.*	**Discussion Forum #6** **Short Essay #2**
7	**Naval Power and Special Operations**	**Objectives:** Upon completion of this lesson, the student will be able to: LO-1) Comprehend the major dynamics of naval support of SPECOPS in the joint warfare environment; (CO # 5,6) LO-2) Analyze the role of US Navy SPECOPS mission and support of other Service SPECOPS in the joint warfare environment. (CO # 5,6)	**Required Readings:** Frunzi, *Afloat Forward Operating;* Chavez, *Airpower in Irregular Warfare;* Cioppa, *Seabasing.*	**Discussion Forum #7**
8	**Naval Power**	**Objectives:** Upon completion of this lesson, the student will be able to:	**Required Reading** Cooperative	**Research Paper**

| | **in the 21st Century** | LO-1) Comprehend some trends in naval warfare in the future joint warfare environment. (CO # 2,3,4,5,6,7) | Strategy*;* USJFC, *The JOE;* USJFC, *Joint Operating Environment;* JP 3-03, *Joint Interdiction. Sea Power 21;* Dombroski, *Chapters 7 and 9.* | |

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> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Writing Expectations – See also RESOURCES/Course Folder #6 for Writing Rubrics.

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

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

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

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:

> **Endnotes/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 an optional 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

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Disclaimer Statement

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

Table of Contents

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support

your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

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

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

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

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

Selected Bibliography: See RESOURCES: Selected Bibliography.

Table of Contents