American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 543
18th and 19th Century Europe

3 credit hours
16 weeks

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

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Instructor Information

Course Description (Catalog)

This course investigates the intellectual, social, and economic history of Europe from the Glorious Revolution of 1688 to the onset of the Great War in 1914. As such, this is a course on the “long” 18th and 19th centuries. The major focus shall be on the Enlightenment, the French and Industrial Revolutions, the Age of Ideologies, the new imperialism and the coming of the Great War. While the general focus is the intellectual history of Europe the course also investigates the social and economic structure of 18th and 19th century Europe.

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**Course Scope**

**PART 1 (weeks 1 - 2)**

17th Century Beginnings: From Early Modern to Modern Europe (1650-1715)

- The Newtonian World Machine and the Scientific Revolution
- Science and the Decline of Magic
- Hobbes, Locke and Political Theory

**PART 2 (weeks 3 - 7)**

The Age of Enlightenment (1715-1789)

- From and Age of Reason to an Age of Enlightenment
- The Enlightenment as a Trans-Atlantic Phenomenon
- Montesquieu, Voltaire, Diderot, Rousseau, Smith, Kant, Hume et al.
- High Culture and Low Culture
- 18th century Economic and Social History: Population, Labor, Gender, and Class
- The American Revolution
- What is Enlightenment?

**PART 3 (weeks 8 – 10)**

The French Revolution and Napoleon (1789 - 1815)

- The Social Origins of the French Revolution
- The Moderate Stage, 1789 – 1792
- The Radical Stage, 1792 – 1794
- The Reign of Terror and the Thermidorean Reaction, 1793 - 1799
- Napoleon, 1799 – 1815
- The Legacy of the French Revolution and Napoleon

**PART 4 (weeks 11 – 16)**

Europe and the Long Nineteenth Century (1789 – 1914)

- The Origins of the Industrial Revolution in Britain
- The Social Consequences of Industrialization
- Socialism and Communism
- The Middle and Working Classes of Europe
- Marx and Engels’ Communist Manifesto
- Technological Change
- The Second Industrial Revolution
- From “Tinker” to “Thinker”: The Engineer and the Modern Corporation
- The New Imperialism and the Second Industrial Revolution
- The Decay of Bourgeois Europe – Nietzsche and Freud
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- The Causes of the Great War

Graduate students are encouraged to familiarize themselves with the contents of the Graduate Guide, available in the Resources section of the classroom.

Course Objectives

Students should be able to accomplish the following course objectives (CO):

CO#1 - Assess, compare, and contrast competing approaches and interpretations of European history during the period under study;

CO#2 - evaluate the utility of those models for our understanding of the period.

CO#3 - Evaluate the utility of

CO#4 - Research, write, and present three persuasive and properly annotated short essays.

CO#4 - Organize and plan a research paper utilizing the model chosen.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

Course Materials

REQUIRED TEXTS


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.
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optional footnote attribution. Do not use endnotes. Also, do not use MLA or APA citation methods, as you will be marked down for doing so.

Optional Resources (Recommended)

- Turabian Citation Guide Online http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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Websites

In addition to the required course texts the following 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.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
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<tbody>
<tr>
<td>H-Net Discussion Networks</td>
<td><a href="http://www.h-net.org">http://www.h-net.org</a></td>
</tr>
<tr>
<td>Chicago Online (with examples)</td>
<td><a href="http://bscs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html">http://bscs.bedfordstmartins.com/resdoc5e/RES5e_ch10_s1-0001.html</a></td>
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Evaluation Procedures (Assignments)

A. Introduction (two parts)

In 300-600 words, explain your academic and professional background and how HIST 543 fits into your objectives and academic program. Be certain to include what APUS program you are in and what APUS or other graduate courses you have taken. This part of the introduction serves as a writing sample, and should be written in a formal style so that I can assess your writing. In the second part of your introduction, tell us a little about yourself outside of the academy...what do you do when you’re not reading and writing and thinking about history? Tell
us about who you are as a person. This can be a bit more casual. Because this is a small class, everyone needs to respond to everyone else, including the instructor.

B. Reading Forum Posts: 400 points (50 points per Forum post) 20%
There are eight forums for discussing the reading throughout the course, each lasting two weeks. By the end of the first week, you should have made an initial posting about the readings listed for the first week. There is no set word count for this initial posting, but something like three substantive paragraphs should be the norm. By the end of the second week, we will have engaged in discussion of those posts and made some effort to bring in issues raised by the readings listed for the second week. You can select your own topics, but insure that it meets one or more of the course objectives.

I will post questions and issues for your consideration in some forums, while others may be introduced by comments only. You should post comments on the assignment as if you were in a face-to-face seminar, responding intelligently to the readings and the instructor’s remarks. The minimum number of posts for these reading forums is three posts—your initial post and replies to two of your classmates’ posts. Reply posts should be substantive (meaning that you should grapple with the questions and issues and discuss beyond “I agree” or “good post”), and engage the topics and your colleagues.

I will reply to all of your initial postings and some of your other postings; those replies will be visible to all students. I may also make comments to you via Messages…please make sure you read my messages and respond to any comments/concerns within 2 days of the message being sent.

You do NOT need to submit your forum postings anywhere else. Just post them in the forum itself.

NOTE: You must enter the appropriate group under the Forum button on the left navigation bar. Post your initial posting in the forum area for your classmates to read and respond to the postings of other classmates.

C: Article Forums: 800 points (50 per forum) 25%

There will be 15 forums in this section, each lasting a week starting in Week 2. You will be responsible for three (3) of these forums. A first come, first served sign up sheet is available, and the link to it will be in the welcome announcement. There are two parts to this forum, one if you are the moderator, one if you are not. For Week 1, I will be the moderator for this forum to model what you need to do.
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If you are the moderator: you will be responsible for finding and posting a scholarly article related to the readings for the week by MONDAY at midnight EST. Please make sure that this article is accessible either through the library databases or provide a PDF. Over the course of the week, you are responsible for asking questions and guiding the discussion of the article. You need to engage all of your fellow students at least once over the course of the week.

If you are not the moderator: you will be responsible for reading and responding to the article sometime over the course of the week, but no later than FRIDAY at midnight EST. You may choose to critique the article, pose questions, answer other students’ questions, etc. You are required to post at least three times in this forum...once with an initial post, and respond to two of your fellow students or the moderator.

While I will be monitoring these forums, my goal here is to provide you a space to engage each other, and learn from each other, rather than looking to me for answers. Thus, I will only rarely intercede in these forums, although of course I will be reading the articles posted along with you, and will be available for consultation.

Forum grades:
The forum grades will be based on objective and subjective criteria.

Objective:

- Was participation in the forum on time? For the Reading Forum, this means posting by the end of the first week of the two-week window, and participating in the discussion over the next week.

- Was the writing grammatically correct? The occasional typo or misspelling is not the end of the world. But graduate-level writing should be evident.

- Was there documentation of sources? I do not require formal citations (although you can use them if you prefer), but make specific references to the assigned readings or, if you use them, external sources. Exact quotes should be indicated as such and a reference provided. (Note that this is only for the forums. On your papers you DO need complete, formal citations!)

Subjective:

My subjective assessment of your performance in the forum based on the following consideration:
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Quantity: Your initial or "main" posting should be several paragraphs in length with a baseline for typical B-level work usually being about three paragraphs. Shorter postings can be part of A-level work if the content is excellent. Responses to classmates should be a paragraph or more to count as one of your two required postings.

Engagement: Do you respond substantively to questions or follow-ups posted in your thread? C-level or failing work will ignore or only curtly acknowledge the follow-up or comments of classmates and the instructor. You do not need to respond to follow-ups made during the last two days of a forum, although you will be credited for doing so.

Quality: Does the main posting or response posting address the readings? Does it do so broadly, demonstrating familiarity with a substantial sub-set of the assigned material? Engaging the concrete material under discussion is what this is about. Don't just pick some general theme addressed by the reading and "wing it" based on your general life impressions of that theme. You can broaden your response to the readings to include other material – from other reading, other classes, or life experience – but that only enriches the discussion. It does not replace a discussion of the reading. Also, you need to demonstrate thoughtful engagement with the material at higher cognitive levels? C-level work will summarize. A-level work will provide thoughtful responses to questions of deeper complexity or import.

When responding to classmates, be conservative with questions unless you are the moderator of the Article Forum, in which case, you should pose thoughtful questions to open the discussion, and to engage your readers. Otherwise, you are encouraged to ask the occasional question, but do not bounce through the forum gratuitously posing all your classmates various follow-up questions. That's the instructor's job! Remember they are expected to respond. So when you ask, make it count. Indeed, be their ally. Ask a question you are really curious about, but that you really think they could answer.

D. Short Papers: 100 points each (3 papers, 10 percent each)
There are three short (and I mean short) papers due over the course of this class. The due dates and specifics of each are located under the Assignments tab in the classroom. But here are the general areas each will be covering:

1st paper: primary sources DUE WEEK 4  
2nd paper: scholarly articles DUE WEEK 8  
3rd paper: monograph DUE WEEK 12

The grading rubrics for each of these assignments can be found in the individual assignments in the classroom.
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E. Bibliography Building (75 points) 5%
Over the course of this class, we will be collaboratively building a bibliography for this course. Each of you will be responsible for adding 12 secondary works (books, articles, web-based scholarly resources) and 3 primary sources or databases for primary sources to a Google Doc that contains specific categories. For your secondary works, for full credit, you must contribute to 12 individual categories. To indicate that the entry belongs to you, choose a way to demarcate your entries and note it at the top of the document. For example, you may choose to do your entries in blue, or in a different font, or highlight them in a specific color. I have added our course books to the bibliography to give you an idea of how to make your entries your own.

This assignment will last over the entire semester. It is up to you when you contribute (you may do them all immediately, or over the course of the class, or in spurts…) but they must be completed no later than the last formal day of class. Once the assignment has been graded, I will format it in one font and color, and you will then have access to this document for as long as Google keeps Google Drive around (you can also download it to your personal computer if you like).

The rubric for this assignment, as well as the hyperlink to the assignment, can be found in Assignments section of the classroom.

F. Term Paper: 100 points (20 Percent)
The term paper is historiographical essay. In this paper, you will be asked to synthesize the material found in 3 books and five articles about a topic of your choosing that relates to the historical period we are studying (i.e., no papers that fall outside of the time scope of this class, and no papers that do not engage European history in some way). This paper must be between 10 and 20 pages in length.

You should consult with me regularly throughout the preparation of the paper. Do this in the Term Paper Forum. By the end of Week 3, you should have a good idea of what topic you are interested in pursuing, and should post it in the Term Paper Forum. I will comment on your topics. You do not have to comment on your fellow students’ topics in this forum, but you are welcome to do so if you wish.

By the end of Week 11, you should post your sources (in correct Chicago citation format!) in the Term Paper Forum.

For this paper, I expect to see full scholarly writing, meaning all citations should be in the correct Chicago format style. Your paper should also conform to the structure for title pages, margins, etc.
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Graded Instruments:  Points each:  Points:  % of final grade:
Reading Forum posts 50  x 8 forums = 400  20%
Article Forum posts 50  x 16 forums = 800  25%
Short papers 100  x 3 papers = 300  30%
Bibliography 5  x 15 entries = 75  5%
Term paper 100  x 1 paper = 100  20%
Total:  
1675 points  100%

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Weekly Course Outline

Please see the Student Handbook to reference the University’s grading scale.

All readings listed here as "linked in forum" will be available as a link in the forum introduction to the forum, but can also be found in the online classroom under "Resources."

General Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Learning Objectives</th>
<th>Readings</th>
<th>Assignment(s) and Forums</th>
</tr>
</thead>
</table>
| 1    | 17th Century Beginnings: From Early Modern to Modern Europe (1650-1715) | - We analyze the beginnings of the period in terms of economic and social transformation. | - Prak (Ed.): Early Modern Capitalism (selections specified in forum, book available in library)  
- Optional: Foster: Peasant Society and the Image of Limited Good (linked in the lecture). | Post in the introduction forum and "sign" the honor pledge by the end of the week.  
Begin Reading Forum #1  
Article Forum #1 |
| 2    |        |                     |          | Reading Forum #1 finishes this week.  
Article Forum #2 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
<th>Discussions</th>
</tr>
</thead>
</table>
| 3    | The Age of Enlightenment (1715-1789) | - We explore the origins and character of the Enlightenment in 17th century thought and politics.  
- We critically analyze two major themes of the Enlightenment and engage 20th century criticism of the Enlightenment | Paper #1 due at the end of the week.  
Begin Reading Forum #2  
Article Forum #3  
Begin a conversation with the instructor on your term paper in the “Term Paper” forum by the end of this week at the latest. |
| 4    | - Jacob: Newtonianism and the Origins... (linked in forum)  
- a reading or lesson to be announced on the Glorious Revolution  
- Selections from Hyland: The Enlightenment (specified in the forum) |  | Paper #1 due at the end of the week.  
Reading Forum #2 finishes this week.  
Article Forum #4 |
| 5    | The French Revolution (1789 - 1815) | Selections from:  
- Israel: Enlightenment (linked in forum)  
- Ingrao: Enlightened Absolutism (linked in forum)  
- Schmidt: What Enlightenment? (linked in forum)  
Selections from Hyland: The Enlightenment (specified in the forum) | Begin Reading Forum #3  
Article Forum #5 |
| 6    | - Doyle: Reflections (linked in forum)  
- Vovelle: Reflections (linked in forum)  
- van Kley: Christianity as Casualty (linked in | Begin Reading Forum #4  
Article Forum #7  
Short paper #2 due at the end of the week.  
Reading Forum #4 finishes this week  
Article Forum #8 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Reading and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td>- Blanning: <em>The Nineteenth Century</em>, chapters 1-2 (class textbook).</td>
</tr>
<tr>
<td>12</td>
<td>The &quot;Long Nineteenth Century (1789 - 1914)&quot;</td>
<td>- We explore the major themes of European history in the 19th century.</td>
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<tr>
<td>13</td>
<td></td>
<td>- Further scholarly reading to be announced.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>- Blanning: <em>The Nineteenth Century</em>, chapters 3-4 (class textbook).</td>
</tr>
<tr>
<td>15</td>
<td>Research paper finalization, discussion and wrap up.</td>
<td>- Blanning: <em>The Nineteenth Century</em>, chapters 5-6 (class textbook).</td>
</tr>
<tr>
<td>16</td>
<td>Term Paper due at the end of the week. Wrap Up Forum (ungraded,</td>
<td>- Further scholarly reading to be announced.</td>
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</tbody>
</table>
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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

Let me be VERY clear about this…I have a zero tolerance policy for plagiarism. If it occurs, I will not simply give you a zero for the assignment and move on. I will follow the formal procedures, and you will not be able to pass this class. When in doubt, CITE IT.

Writing Expectations

I expect you to meet at least basic standards of written English. This means that your papers should not contain significant grammatical errors (comma splices, sentence fragments, subject/verb disagreements, etc.). 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, 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.
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. In your final paper, the bibliography is NOT optional, however.

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:

- May be in-line, but preferably set in raised superscript. DO NOT put citations in the middle of sentences, even if you have a direct quote. They ALWAYS go after the punctuation. ALWAYS.
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence unless the sources are vastly different or you are required to provide a translation of non-English text. 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.
- 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](http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation)

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. 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
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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: ;-), : ), 😊
- **Ad hominem arguments:** *Ad hominem* attacks will not be permitted in this class. Any such arguments will result in your posts being deleted, and your grade for that forum being a zero.

**Disclaimer Statement**

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

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.
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From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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

Please locate sources in Resources.