American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities
MILH421
History of Peace-Keeping, 1945 - 1987
3 Credit Hours
Eight Weeks
Prerequisite(s): None but HIST300 recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Evaluation Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Policies</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Academic Services</td>
</tr>
<tr>
<td>Course Materials</td>
<td></td>
</tr>
</tbody>
</table>

Course Description

This course examines the overall evolution and functioning of United Nations Peacekeeping Operations (PKO) during the Cold War period. Emphasis is on the significance of individual peacekeeping missions, including their background, functioning, military operations, and end result. The origins and evolution of UN peacekeeping are explained in military, diplomatic, and political terms. This course describes how superpower conflicts shaped both the direction and scope of UN PKOs.

Course Scope
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.

The scope of this is to provide students with a broad introduction to the study of Peace-Keeping from 1945 to 1987. The course will focus on not only key United Nation peace-keeping operations and discuss successes and failures. The course will explore the need for peace-keeping operations and how the superpower, Cold War, rivalry impacted operations during this time period. The course will discuss the foundations of the Organization and its struggles in the beginning. Finally, this course will also discuss the various levels of conflict and other factors involved in determining the need of peace-keeping operations.

### Course Objectives

Upon completion of this course, students will be able to:

- **CO-1:** Explain the reasons behind the creation of the United Nations.
- **CO-2:** Describe the structure and the organization of the United Nations.
- **CO-3:** Critique the impact the Cold War on peacekeeping missions.
- **CO-4:** Describe the levels of conflict and other determining factors of peace-keeping operational needs.
- **CO-5:** Evaluate the successes and difficulties of UN missions and peace-keeping operations.
- **CO-6:** Outline the duty member nations have to the United Nations inclusive of financial obligations.
- **CO-7:** Summarize the international repercussions of peace-keeping operations.
- **CO-8:** Describe the civilian components of the United Nations.

### Course Delivery Method

This History course, delivered via distance learning, is eight weeks long and enables students to complete academic work in a flexible manner. Course materials and access to an online learning management system are available to each student. Assignments for this class include exams (non-proctored), written assignments, and discussion boards.

**PLEASE Keep In Mind - This Is An Upper Level course, so be sure you are prepared for the time commitment.**

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas. Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus.

You 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 we understand you must manage competing demands on your time. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

### DOCUMENT ATTACHMENTS

From time to time, you will forget to attach a document to the assignment section. I **do not** send out emails reflecting that point; you will see a zero for your assignment and my comments explaining why. From that point on, it is up to you to get your assignment in on time, you have 3 days to get the assignment in to me after that you will be penalized.
LESSONS
The Lesson section is a huge resource for you as the student. You will access the lessons weekly. In the lessons, you will find a lecture and the week’s reading, especially any reading coming from a publication other than a text which can be located in the Online Library.

ANNOUNCEMENT SECTION
The announcement section is the section that opens up to you every time you enter the classroom. Here you will find brief reminders of what is on the agenda for the week.

WRITTEN ASSIGNMENT INSTRUCTIONS
All written assignments, PowerPoint presentation and research paper are due on Sunday. Do not copy and paste any written assignment into the assignment section.

FORUM DIRECTIONS
As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text. The requirements for your forum postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial posting of 250 words (minimum). During each forum your instructor will reply back to one of your postings, either your primary answer to the question or a comment that you made to another student. While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the forum.

Please note the due dates for your forum posts:
- Your initial forum post is due by Thurs. night at midnight EST.
- Your peer responses are due by Sunday night at midnight EST.

**Forum Participation** is key to helping you gain a greater comprehension of the topics. As such, you must read at least three postings by your fellow students and responding to them with a substantial posting of 125 to 150 words. If you have a question for your fellow student in your response, you will note the question at the bottom of your posting separated by at least one line so that your fellow student can clearly see your question. It is your responsibility to check for comments made back to you by your fellow students and answer any of their questions. Your grade on forum participation is from your comments to your fellow students and the answers you provide to any questions that they have of you. English is important and your writing must be clear and free of errors.
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.

- History of the United Nations Peacekeeping Operations Following the Cold War: 1945 to 1987
  United Nations at A Glance

OTHER REQUIRED READINGS, TEXTS VIDEOS

These readings come from the ELibrary and Databases: You will have to make sure you are logged in prior to cutting and pasting the websites. Please keep in mind that you may have to go and search for these in the Library for the links may not open.

Online Data – EBSCOHost: King-Yuh Chang. The United Nations and Decolonization: The Case of Southern Yemen.
Online Data -EBSCOHost: Hughes, Ann. Impartiality and the UN Observation Group in Lebanon, 1958.
Online Data – EBSCOHost: Fulbright, JW. Debate over The Soundness of the US Action in the Dominican Republic.
Online Data – EBSCOHost: Chang, Clive. Among Ministers, Mavericks and Mandarins’: Britain, Covert Action and Yemen Civil War 1962-1964
Online Data -EBSCOHost: Mooney Jr., William K. Stabilizing Lebanon: Peacekeeping or Nation Building.
Online Data -EBSCOHost: Salem, Paul. The Future of Lebanon.

LECTURES and VIDEO LECTURES:
These lectures are historical accounts of the conflict that is happening and the reason for the United Nations to get involved. Some of the videos are very graphic and will show the horrors of war. The video lectures are news clips and documentaries from different sources such as the Military History Channel, C-Span and even the United Nations webcast. You are required to read and view these lectures.

RECOMMENDED REFERENCES

All other course readings will be available online in the E-Classroom.

IMPORTANT NOTE: The Department of History and Military History requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote / endnote attribution. Do not use parenthetical (APA / MLA) variations. Students in History and Military History classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

Recommended References:
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.

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of Adobe Reader.

### Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

**Forum Postings** are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text. The requirements for your discussion board postings revolve around you answering question(s) posted in the discussion board by your instructor with a **substantial posting**.

**Your initial responses are due to me by Thurs Evening. I will then comment by asking you a question or your thoughts.**

You are required to read the directions for each Forum each week for every week they change and you will have something different to do. For most forums, I will reply back to one your postings with a question or a comment and you will be required to answer this question/comment. Your grade on forums therefore includes your initial answer and replying to your instructor’s question as well as responding to three of your classmates.

While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting.

**Forum Participation** is **key** to helping you gain a greater comprehension of the topics. You must read postings by your fellow students and responding to them with a **substantial posting**. If you have a question for your fellow student in your response, you will note the question at the bottom of your posting separated by at least one line so that your fellow student can clearly see your question. It is your responsibility to check for comments made back to you by your fellow students and answer any of their questions.

---

**Proposal**

Later in the course, you will complete a research proposal presentation that would be suitable to begin planning a longer writing work (ex. an article, capstone writing, an independent study etc.). You may choose any topic related to the UN during the Cold War. It must fall within the timeframe of the course and must be related to the work of the UN. You'll need to include the following information in a word document: Topic you propose and type of work (ie- An article? An independent study project?)
**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.

2 books (1 must be university published) on your subject  
3 academic articles on your subject

**Book Review**

Select a peer reviewed, university published book that you will use as a source for your project in Week 7.

- Read the book you have selected and conduct an analysis and review that addresses the following:
  - Use a Chicago Manual Style formatted title page that has the publication data for each work on the front along with standard Chicago Manual Style formatting.
  - Place work in its historical context. Consider the author's own credentials and experience to when framing your review
  - Identify and explain the author's thesis
  - What points does the author present to support his thesis
  - Page minimum, 3 pages – Maximum 6 pages (going over will cost you points)
  - Title page is required – not included in page minimum
  - Bibliography page is required – not included in a page minimum
  - Formatting is required if any information is taken directly from the work. Chicago Manual Style is followed in the History Department.

Upper Level Grading Rubric will be used-found in resources

**Presentation**

Before an academic can undertake a large project, such as writing a thesis/dissertation or publishing a book or article, he or she must first have their research approved. For this assignment, you will create a research
A research proposal is a critical step in receiving acceptance into a program, approval to write a thesis, approval for publication, etc. If an applicant wants someone to invest time and resources into their research, a clear plan and objectives must be described.

For more, see website-
http://www.uc.edu/content/dam/uc/mcnair/docs/Research%20Proposal%20Notes%20(3).pdf

You may use Powerpoint or Prezi to complete this assignment. Other formats will be considered as well (for an example, you may want to create a screencast with a transcript, a website, a pdf brochure, etc.) but you’ll want to clear through the instructor to be sure they meet ADA standards for impaired students.

Your project must devote at least one slide or frame to each of the following elements:

Background of the Problem- put the problem in historical context.

Statement of the Problem- what exactly will you research? Give your proposed thesis statement.

Objectives of the Research- what do you plan to discover? This is also where you will be specific as to what type of project you will complete- book, article, thesis, etc.

Significance- why is this important?

Limitations- what is the scope of this project?

Literature review- briefly discuss major points from peer reviewed, academically published material on your subject (3 min.- at least 1 must be a university published book). This shares with the committee what other academic research has been done on your subject.

Methodology- how will you research? Include specifics such as interviews, studies, work with documents, etc.
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.

Bibliography of proposed sources- should include any from the literature review you would use, and those you propose to use beyond that as well. Any relevant material not academically published that is useful would be listed here (ex. Resources from journalists, interviews, documents, etc). 8 minimum.

Other required elements:

☐ Your presentation should be formatted with background and font.

☐ Visuals must be used. You should include at least 5, and one must be a map or a graph/chart.

☐ Your presentation should total between 1500-2200 words, excluding citations and bibliography. Citations and bibliography must be in Chicago/Turabian format.

☐ The use of first person in a research project is a bit more flexible, but don’t abuse the flexibility- use it sparingly and only when necessary.

Resource with more details-

http://www.slideshare.net/azmial/8-elements-in-a-research-proposal?related=2

This is also a great example of how to format- you are welcome to title each slide or Prezi frame with the element you are describing such as ‘Background’.

Examples-

Powerpoint Example


Prezi Example

https://prezi.com/cce7lce6wiiuo/research-proposal/
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.

See it in action! In this video, a graduate student in a remote location records a video to physically present his research proposal.

https://youtu.be/xBuP7lCXWME

Rubric

<table>
<thead>
<tr>
<th>Content and research-60 pts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.</td>
<td></td>
</tr>
<tr>
<td>Technical terms are well-defined in language appropriate for the target audience.</td>
<td></td>
</tr>
<tr>
<td>Presentation contains accurate information.</td>
<td></td>
</tr>
<tr>
<td>Material included is relevant to the overall message/purpose.</td>
<td></td>
</tr>
<tr>
<td>Appropriate amount of material is prepared, and points made reflect well their relative importance.</td>
<td></td>
</tr>
<tr>
<td>There is an obvious conclusion summarizing the presentation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar/neatness/format-15 pts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The type of presentation is appropriate for the topic and audience.</td>
<td></td>
</tr>
<tr>
<td>Information is presented in a logical sequence.</td>
<td></td>
</tr>
</tbody>
</table>

| Title page, citations and bibliography-25 |

Final Exam – This class will only have a final exam that is comprehensive and in essay format.

Submission of assignments require you to save the written assignment in the proper manner – lastname.course.assignment, for example, SmithMILH421ResearchPaper.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of Points</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Forums (1)</td>
<td>100 (each)</td>
<td>51</td>
</tr>
</tbody>
</table>

Grading Scale
**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.

<table>
<thead>
<tr>
<th>ungraded)</th>
<th>total for credit-</th>
<th>1 pass/fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Research--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informal Proposal</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>1150</td>
<td>100</td>
</tr>
</tbody>
</table>

Please see the [Student Handbook](#) (click here) to reference the University’s [grading scale](#).

**Table of Contents**

<table>
<thead>
<tr>
<th><strong>Course Outline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CO – Content Objective</strong></td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Mod</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s) and Web-Activities</th>
<th>Assignment(s) and Discussion Boards</th>
</tr>
</thead>
</table>
| **Week 1** | Introductions  
The United Nations  
Preamble and Charter  
The Korean Crisis  
Peacekeeping Operations  
UN Collective Security  
General Assembly  
UNGOC  
UNSCOP  
UNTSO  
Yom Kippur War  
MFO  
UNEF | CO-1, CO-2, CO-3, CO-6, CO-9, CO-10 | Read the syllabus and Review the folders in Resources section as well as the Lesson.  
1. Read Lecture in Lesson I  
5. Forum Videos | Post to the virtual introduction board,— this will NOT count toward participation. |
| **Week 2** | Observer Missions vs. Peacekeeping  
Suez Canal Crisis  
UNE  
Crisis in the Congo  
Katanga  
ONUC  
US Constitution | CO-5, CO-6, CO-9, CO-10 | 1. Lecture in Lesson II  
2. The History of the UN Peacekeeping Operations during the Cold War 1945-1987 Lessons 3-4, pages 31-64  
3. The UN MO *Handbook* located in the Course Materials Section of the course. Chapters 1-3 Pages 3-54 Located In Course Materials Folder under Week 2 Readings  
5. Read and watch the materials on Suez Canal. | **Forum**  
Questions need to be answered by Thurs. and your responses to your classmates by need to be posted by Sunday. |
| **Week 3** | Financial Crisis  
UNEF  
ONUC  
UNTEA  
UNSF  
UNYOM  
DOMREP | CO-3, CO-4, CO-5, CO-6, CO-7 | 1. Read Lecture in Lesson III  
2. The History of the UN Peacekeeping Operations during the Cold War 1945-1987 Lessons 5-6 Pages 66-88.  
3. Debate over The Soundness of the US Action in the Dominican Republic, Pages 269-274  
4. Security Council: Situation in the | **Forum**  
Question answered by Thurs.  
Peer responses by Sunday. |
### 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Pages</th>
<th>Initial Proposal Due</th>
</tr>
</thead>
</table>
**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.

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Final Exam due SUNDAY</th>
<th>CO 1-8</th>
<th>As Required for completion of Final Exam</th>
<th>Presentation due!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Forum Question answered by Thurs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Final Term Exam due by Sunday.</td>
</tr>
</tbody>
</table>
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.

Table of Contents

Policies

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

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

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

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

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the Chicago Style Manual – Online. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History courses.

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. Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.
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.

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

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

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

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
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.

- **Charles Town Library and Inter Library Loan**: The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com**: Students have access to ten free hours of tutoring service per year. 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 “Tutor.com.” All login information is available.