

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.

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST581 **The Great Revolutions**

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.

Table of Contents

Instructor Information	Course Materials
Course Description	Evaluation Procedures
Course Objectives	Course Outline
Course Delivery Method	Selected Bibliography

Instructor Information

Course Description

This course compares and contrasts revolutions recognized as monumental in scope and consequences; they are labeled "great"; specifically, the American, French, Mexican, Russian, Chinese, Cuban, Vietnamese, and Iranian. Students examine their causes and consequences, to include the transformation of economic, social, and political systems of social stratification. Of particular interest is the relationship among the structural and intentional elements, the impact of revolutionary crisis in a society, and various insurgent challenges to the ancient regime.

[Table of Contents](#)

Course Objectives

Students will be able to:

- Discern the nature of "revolution" and what constitutes a "revolutionary" movement in social science and history. LO1
- Trace and analyze the significant events that lead to revolutions. LO2
- Evaluate the factors that lead to revolutions. LO3
- Analyze historiographical interpretations. LO4

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](#)

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) 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) and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

[Table of Contents](#)

Course Materials

REQUIRED TEXTS

- Arjomand, Said Amir, *The Turban for the Crown: The Islamic Revolution in Iran*. ISBN-10:0195042581 or ISBN-13: 978-0195042580.
- Armitage, David, and Sanjay Subrahmanyam, eds., *The Age of Revolutions in Global Context, c. 1760-1840*. ISBN-10: 0230580475 or ISBN-13: 978-0230580473.
- Foran, John, ed., *Theorizing Revolutions*. ISBN-10: 0415135680 or ISBN-13: 978-0415135689.
- Shapin, Steve, *The Scientific Revolution*. ISBN-10: 0226750213 or ISBN-13: 978-0226750217.
- Springhall, John, *Decolonization since 1945: The Collapse of European Overseas Empires*. ISBN-10: 0333746007 or ISBN-13: 978-0333746004.

HIGHLY RECOMMENDED REFERENCES (For All History Majors)

Turabian, Kate L. *Manual for Writers of Term Papers*. 7th ed. Chicago: University of Chicago Press, 2007. Purchase optional but highly recommend.

Additional Required Readings: In Resources files or provided by the Instructor.

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 footnote attribution. Do not use endnotes, parenthetical notes, MLA, or APA.** Make sure that your Microsoft Word is not set to create an extra line between paragraphs. This is not in accordance with the Chicago Style Manual. Also, make sure that Word creates one space after punctuation, which is required by Chicago. Ensure that you change the preferences in Word before you turn in a written assignment. Historians use the Chicago bibliography style (not the reference style).

Copyright and 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: In addition to the required course texts Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note that web site addresses are subject to change.

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](#)

Evaluation Procedures

Grade Instruments	Points
Forums x 5 (71 points each)	355
Week 1 Forum	15
Research Paper	420
Research Proposal	210
Total	1000

[Table of Contents](#)

Evaluation Details:

When submitting work, the proper file name is: Hist581SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Forum Discussions (71 points total per module):

A) Each forum requires answers to questions listed in the forum (**50 points**). Use this opportunity to express a variety of analysis and opinions and to deeply engage the course material. Adhere closely to the requirements in the Graduate Forum Grading Rubric found in Resources. Students will respond to all the questions in each forum, and at least four times to fellow students (or to me when I post). Each post must be analytical in nature, well written, and properly referenced. They must all adhere to Chicago and include footnotes. These forum discussions are preparation for you to participate in professional online discussion forums. Students must enter the appropriate thread using the forum button on the left navigation bar.

- **No later than Friday, midnight EST of the first week of the module, submit the initial posting to the required set of questions in the forum area for your classmates to read.** This first posting responding to the questions must be at least 350 words in length. It will probably have to be longer.
- **By Friday, midnight EST of the second week, submit the first two analytical responses to students,** which must be at least 250 words each.
- **By Friday, midnight EST of the third week, submit the remaining two analytical responses to students,** which must be at least 250 words each.

These responses must show graduate-level critical thinking skills.

Do not forget that you must use proper Chicago style citations and footnotes at all times. For the forum discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the forum during the module in which it is assigned. Classroom discussions will not be accepted through email. All posted discussions must be relevant to the module's readings. Postings unrelated to the module's discussion, or made after the module, do not count as participation for grading purposes. There can be no extensions for forum postings because they are the equivalent of attending a face-to-face class.

Part of the forum participation will include incorporating what students have learned from the discussions and reviews on the [H-Net](#) network they have joined. The first week every student will join an H-Net discussion network. It can take time for an application to be approved, but the logs are public and all students should start reading them as from the first week.

B) Each module you will read a book or document from the course bibliography (in Resources) that is directly related to the module subject matter. In one or two pages you will analytically summarize it and explain why it is

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.

important for the module. The books or documents that you choose may be used for your two essays below, providing they are pertinent to your research project. Remember that Sakai does not carry over code for indentation. Therefore, proper footnotes are required, and a proper bibliographic entry for the book or document, but I will ignore how Sakai formats these. This is worth **21 points** per module. **Post this by Friday of the second week in each module.** For this assignment, outside sources, as required by the graduate grading rubric, are not required. The other elements of the graduate grading rubric will be used for grading purposes. Responses in this forum will not count toward your forum discussion grade.

You must choose a book or document that is not required reading and is in the section for the revolution being studied. For the Age of Revolutions, the choices from the course bibliography are: the American, French, Haitian, Mexican War of Independence, and Industrial Revolutions; from the general section, the books by Armitage, Hobsbawm, Klooster, Palmer (both volumes), and Sperber are also pertinent. For the theory module (Module 5), you may choose a book in the General and Theoretical section.

C) By Friday, midnight EST of the second week of each module you will write at least two paragraphs for the Winners and Losers (WL) posting. For this assignment I do not require citations in order to allow you to think out of the box, if you wish. Describe the “winners and losers” of the revolution being studied. This post is required, but graded only in its absence. For this exercise only, citations are not necessary. Responses in this forum will not count toward your forum discussion grade.

Week 1 is different. You do not have to respond to anyone. You absolutely must post with at least 250 words by Sunday midnight of the first week. This is required, and is graded, to complete your registration as per Department of Education (DOE) regulations.

Research Paper and Research Proposal: Each student is to submit a 15 – 20 page research paper, near journal quality, on a revolution chosen from the course bibliography. For the Age of Revolutions, the choices are the American, French, Haitian, Mexican (War of Independence), and Industrial Revolutions. Students may also write a historiographical or theoretical paper directly related to the subject of great revolutions. The paper is due by Sunday midnight EST, Week 16. Upload the research paper in Assignments. Include a regular bibliography (not the annotated one).

Research Proposal: Include introductory remarks. State and explain your research question or thesis if it is already established. Provide the academic frame of reference for your research. What is its significance for the field? Where is it situated in the literature? Include an annotated bibliography that adheres to Chicago, with a paragraph text for each entry. Submit eight to ten pages; due Sunday midnight Week 8. Upload it in Assignments.

Engaging in a family history or oral history research paper is encouraged. It will still include a critical analysis of your synthesized findings. In other words, your family or oral history will be used to support or disprove theories and analyses in the literature. Your family history would serve as source material to analyze the theories and research in the literature. If you are going to interview anyone for your paper, ensure that you start early enough to receive permission from the [Institutional Review Board](#). Attach a copy of the permission to the paper.

All essays should be double-spaced pages, with standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago style and footnotes are always used. All essays will demonstrate excellent use of journal articles. To understand the quality of the work you are expected to achieve in all your written work, it is highly recommended that you read some articles from the recommended journals listed in the course bibliography.

COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work. Alternatively, you can save your drafts and documents in a cloud. Google Docs and dropbox.com are free.

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.

When submitting work, the proper file name is: Hist581SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Course Outline

NOTE: All reading assigned is due for discussion the following module.

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objectives</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Orientation Week.	<p>Create a learning community.</p> <p>Develop the necessary skills to use Sakai and the Online Library.</p>	<p>Required (most in Resources):</p> <p>1) Shapin, Steve, <i>The Scientific Revolution</i>.</p> <p>2) B. J. T. Dobbs, "Newton as Final Cause and First Mover."</p> <p>3) William L. Hine, "Mersenne and Copernicanism."</p> <p>4) Margaret Osler, "Galileo, Motion, and Essences."</p> <p>5) J. R. Christianson and Tycho Brahe, "Tycho Brahe's German Treatise on the Comet of 1577: A Study in Science and Politics."</p> <p>6) Lynn Thorndike, "The True Place of Astrology in the History of Science."</p> <p>7) A. Mark Smith, "Knowing Things Inside Out: The Scientific Revolution from a Medieval Perspective."</p> <p>8) Keith Hutchison, "What Happened to Occult Qualities in the Scientific Revolution?"</p> <p>9) Richard Westfall, "Science and</p>	<p>1) Virtual introduction and other Week 1 work, which is graded. Remember that DOE requires that you post 250 words by Sunday midnight Week 1 to maintain your registration.</p> <p>2) Required reading.</p> <p>3) Explore the course website.</p> <p>4) Explore the Online Library.</p> <p>5) Join a discussion network at H-Net.</p> <p>6) Choose a book from the course bibliography to read for the first analysis essay and read it.</p>

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.

			<p>Patronage: Galileo and the Telescope.”</p> <p>10) Albert Van Helden, “The Telescope in the Seventeenth Century.”</p> <p>Recommended Reading in Resources:</p> <p>1) Robert Westman, “Two Cultures or One? A Second Look at Kuhn’s <i>The Copernican Revolution</i>.”</p> <p>2) Steven Shapin, “The House of Experiment in Seventeenth-Century England.”</p> <p>3) Eric Meyer, “Galileo’s Cosmogonical Calculations.”</p> <p>4) James R. Jacob and Margaret C. Jacob, “The Anglican Origins of Modern Science: The Metaphysical Foundations of the Whig Constitution.”</p> <p>5) Lesley B. Cormack, “‘Good Fences Make Good Neighbors’: Geography as Self-Definition in Early Modern England.”</p> <p>6) Thomas Harmon Jobe, “The Devil in Restoration Science: The Glanvill-Webster Witchcraft Debate.”</p> <p>7) Joseph Clark, “Pierre Gassendi and the Physics of Galileo.”</p> <p>8) Andrew Cunningham and Perry Williams, “De-Centring the ‘Big</p>	
--	--	--	--	--

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.

			<p>Picture': 'The Origins of Modern Science' and the Modern Origins of Science."</p> <p>9) Thomas Kuhn, "Mathematical vs. Experimental Traditions in the Development of Physical Science."</p> <p>10) John Fletcher, "Astronomy in the Life and Correspondence of Athanasius Kircher."</p> <p>11) Mario Biagioli, "Galileo the Emblem Maker."</p> <p>12) Mary Winkler and Albert Van Helden, "Representing the Heavens: Galileo and Visual Astronomy."</p> <p>13) Thomas Kuhn, "Robert Boyle and Structural Chemistry in the Seventeenth Century."</p> <p>14) Peter Dear, "Miracles, Experiments, and the Ordinary Course of Nature."</p> <p>15) Robert Merton, "Science, Technology and Society in Seventeenth-Century England."</p>	
<p>Module 1: Weeks 2 - 4</p>	<p>The Scientific Revolution.</p>	<p>Analyze the factors that led to the Scientific Revolution and its most important elements. LO 1, 2, 3, 4.</p>	<p>Required: Armitage, David, and Sanjay Subrahmanyam, eds., <i>The Age of Revolutions in Global Context, c. 1760-1840</i>.</p> <p>Recommended: 1) Shmuel Trigano, "The French Revolution and the Jews."</p>	<p>1) Read the Lesson for Module 1. 2) Answer the forum questions, respond to at least four of your fellow students' posts, and post the Winners and Losers (first week). 3) Your analysis essay on the book on the Scientific Revolution is due at the end of Week 3. 4) Required reading. 5) Choose a book from the</p>

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.

			<p>2) Jay Berkovitz, “The French Revolution and the Jews: Assessing the Cultural Impact.”</p> <p>3) <i>Delacroix – Liberty Leading the People</i> (podcast).</p> <p>4) Dena Goodman, “Enlightenment Salons: The Convergence of Female and Philosophic Ambitions.”</p> <p>5) Sudhir Hazareesingh, “Memory and Political Imagination: The Legend of Napoleon Revisited.”</p>	<p>course bibliography to read for the second analysis essay and read it.</p>
<p>Module 2: Weeks 5 - 7</p>	<p>The Age of Revolutions.</p>	<p>Analyze the factors that led to the Age of Revolutions and its most important elements. LO 1, 2, 3, 4.</p>	<p>Required:</p> <p>1) Springhall, John, <i>Decolonization since 1945: The Collapse of European Overseas Empires</i>. In Resources:</p> <p>2) Documentary <i>On Orientalism</i>.</p> <p>3) Frederick Cooper, “‘Our Strike’: Equality, Anticolonial Politics and the 1947-48 Railway Strike in French West Africa.”</p> <p>4) John Flint, “Planned Decolonization and Its Failure in British Africa.”</p> <p>5) Tony Smith, “A Comparative Study of French and British Decolonization.”</p> <p>Recommended (in Resources)</p> <p>1) Chandar Sundaram, “Seditious Letters and Steel Helmets: Disaffection among Indian Troops</p>	<p>1) Read the Lesson for Module 2.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers (first week).</p> <p>3) Your analysis essay on the book on the Age of Revolutions is due at the end of Week 6.</p> <p>4) Required reading.</p> <p>5) Choose a book from the course bibliography to read for the third analysis essay and read it.</p>

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.

			<p>in Singapore and Hong Kong, 1940-1941, and the Formation of the Indian National Army.”</p> <p>2) Susan Geiger, “Women and African Nationalism.”</p> <p>3) John Lonsdale, “The Emergence of African Nations: A Historiographical Analysis.”</p> <p>4) “Gandhi and the World Crisis: A Symposium.”</p>	
<p>Module 3: Weeks 8-10</p>	<p>The Overthrow of Twentieth Century Colonial Powers.</p>	<p>Analyze the factors that led to the decolonization rebellions and their most important elements. LO 1, 2, 3, 4.</p>	<p>Required (some in Resources):</p> <p>1) Arjomand, Said Amir, <i>The Turban for the Crown: The Islamic Revolution in Iran.</i></p> <p>2) Theda Skocpol with responses from Keddie, Ahmad, and Goldfrank, “Rentier State and Shi’a Islam in the Iranian Revolution.”</p> <p>3) Ahmad Ashraf and Ali Banuazizi, “The State, Classes and Modes of Mobilization in the Iranian Revolution.”</p> <p>4) Ervand Abrahamian, “The Crowd in the Iranian Revolution.”</p> <p>5) Mansoor Moaddel, “Ideology as Episodic Discourse: The Case of the Iranian Revolution.”</p> <p>Recommended in Resources:</p> <p>1) Ahmad Ashraf, “Bazaar-Mosque Alliance: The Social Basis of Revolts and</p>	<p>1) Read the Lesson for Module 3.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers (first week).</p> <p>3) Your analysis essay on the book on the decolonization rebellions is due at the end of Week 9.</p> <p>4) Required reading.</p> <p>5) Choose a book from the course bibliography to read for the fourth analysis essay and read it.</p> <p>6) Week 8 submit your research proposal.</p>

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.

			<p>Revolutions.”</p> <p>2) Nikki Keddie, “Iranian Revolutions in Comparative Perspective.”</p> <p>3) Said Amir Arjomand, “Iran’s Islamic Revolution in Comparative Perspective.”</p> <p>4) Jonathan Acuff, “Islam and the Charismatic Revolutionary Social Transformation of Iran.”</p> <p>5) Michael Tien-Lung Liu, “States and Urban Revolutions: Explaining the Revolutionary Outcomes in Iran and Poland.”</p> <p>6) Karen Rasler, “Concessions, Repression, and Political Protest in the Iranian Revolution.”</p> <p>7) Farhad Kazemi, “The Precarious Revolution: Unchanging Institutions and the Fate of Reform in Iran.”</p> <p>8) Ahmad Ashraf and Ali Banuazizi, “Iran’s Tortuous Path Toward “Islamic Liberalism.”</p>	
<p>Module 4: Weeks 11-13</p>	<p>The Iranian Revolution.</p>	<p>Analyze the factors that led to the Iranian Revolution and its most important elements. LO 1, 2, 3, 4.</p>	<p>Required (some in Resources):</p> <p>1) Foran, John, ed., <i>Theorizing Revolutions</i>.</p> <p>2) Lawrence Stone, “Theories of Revolution.”</p> <p>3) Jack Goldstone, “Toward a Fourth Generation of Revolutionary Theory.”</p>	<p>1) Read the Lesson for Module 4.</p> <p>2) Answer the forum questions, respond to at least four of your fellow students’ posts, and post the Winners and Losers (first week).</p> <p>3) Your analysis essay on the Iranian revolution is due at the end of Week 12.</p> <p>4) Required reading.</p> <p>5) Choose a book from the</p>

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.

			<p>4) James Davies, "Toward a Theory of Revolution." 5) Krishan Kumar, "Revolution: History's Cheshire Cat." Recommended (in Resources): Jack A. Goldstone, "The Comparative and Historical Study of Revolutions."</p>	<p>course bibliography to read for the fifth analysis essay and read it.</p>
<p>Module 5: Weeks 14 - 16</p>	<p>Theorizing Revolutions.</p>	<p>Explain how contemporary theory relates to the revolutions studied this term. Utilize contemporary theory on revolutions. LO 1, 2, 3, 4.</p>		<p>1) Read the Lesson for Module 5. 2) Answer the forum questions, respond to at least four of your fellow students' posts, and post the Winners and Losers (first week). 3) Your analysis essay relating to revolution and theory is due at the end of Week 15. 4) Submit your research paper by Sunday evening, Week 16.</p>

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](#)

Citation and Reference Style

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: University of Chicago Press, 2007), which is the most readily available distillation of the *Chicago Manual*. See, also, the Chicago Style Manual in the Online Library.

The Chicago Style Manual for book-length works and its Turabian offshoot for research papers have long been the

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.

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--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.

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. 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: ☺ Points will be deducted from forum postings that do not adhere to Netiquette or professional standards.

Disclaimer Statement

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

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.

- **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:** For help with writing, go to the Tutorial and Student Study Center Portal in the Online Library. If you have questions, you may email librarian@apus.edu. They are available seven days a week. Active duty military have a different area to use in Tutor.com.

[Table of Contents](#)

Selected Bibliography

See the course bibliography in Resources.

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](#)