

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 & Humanities

MILH360

World War II

3 Credit Hours

8 Week Course

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.

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Course Description (Catalog)

This course is a global history of the Second World War with an emphasis at the level operational war plans and battlefield performance. Lots to cover, but doable at a rapid pace, budget your time effectively! This focus makes for an excellent "operational history" of the war. The emphasis is on the work of armies, corps, and divisions in theater-level operations, as opposed to the tales of derring-do at the company or platoon level.

(Note to Students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning coursework necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course.)

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Course Scope

World War II shaped the world as we know it today. It was the largest war in history fought by the "Greatest Generation" and the closest thing to total war that the world has ever seen. Although technology has had an increasingly larger impact on warfare

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throughout the course of history, World War II is history's first "high-tech" war. Virtually every technological aspect of warfare as we know it today--including attack from space--was present in some rudimentary form in World War II.

This course deals with the entire scope of World War II, the struggle as it played out around the globe -- in essence, the war against the Axis partners. The course focuses primarily on the land and naval campaigns in the Pacific and Asia, the German conquest of Western Europe, the titanic struggle between Germany and the Soviet Union in the east, and the final liberation of Europe made possible by the Allied landings at Normandy and the Soviet advance. You will examine the strategy, organization, equipment, and leadership of the German, Japanese, Soviet, and Western Allied Armies. You will also study the operations and the major battles of the war from 1939 to 1945. The course is replete with independent readings and a written battle analysis which all of you will find challenging but extremely rewarding.

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Course Objectives

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

CO-1: Explain the origins of World War II in Europe and Asia as they grew out of the imperfect peace that followed World War and describe the revolution in military operations that took place between 1919 and 1939.

CO-2: Define the concept of Blitzkrieg; define the German operational strategy for Operation BARBAROSSA and explain the flaws that ultimately led to its failure; describe the magnitude of the war in the east, and explain why and how the Soviets played the major role in the defeat of Nazi Germany.

CO-3: Evaluate the North African, Sicilian, and Italian campaigns and explain the strategic objectives and shortcomings of both sides.

CO-4: Appraise the influence of the Battle of the Atlantic on the ground campaign, and explain how the Allies managed to win a campaign they could have lost.

CO-5: Analyze American amphibious warfare doctrine and operations including the crucial roles of air and sea power while comparing and contrasting U.S. and Japanese naval strategy in the Pacific.

CO-6: Examine the Allied operational issues overcome to land in Normandy and the subsequent campaign across Europe and the German operational strategy for the Ardennes Offensive, and explain its ultimate failure.

CO-7: Describe the U.S. strategy for the final conquest of Japan.

CO-8: Characterize the war's effect on the people of the world and the immediate aftermath of the war.

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Course Delivery Method

Course delivery is via distance learning and enables you to complete academic work in a flexible manner, completely online (but then you knew that!). APUS ensures that the proper course materials and access to an online learning management system are available to you. Assignments for this class include two exams (both non-proctored and untimed), a Battle Analysis, and weekly discussion boards.

In online courses, knowledge is constructed not just by completing readings and assignments but also by communicating with classmates and learning from what they have to say. As such, we all need to share online conversations about ideas. We will not always agree, indeed I will most often disagree to encourage you to defend your positions. I also expect each of you to challenge your classmates with constructive criticism and demand supporting evidence for information presented.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and me during the course as specified in this syllabus and elsewhere. There is a place on the Discussion Board for General Questions and Announcements. Please use that rather than e-mail unless the issue is of a personal nature. Chances are others have your questions or observations as well.

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. 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 grade.

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All written assignments are due by the last day of each week (Sunday). Do not copy and paste any written assignment into the Assignment Tab except the Battle Analysis. There is no need for that; I grade discussion posts directly from the Discussion Boards. I want everyone to be able to read and respond to postings. When the assignment is ready for me to grade, you must select the box "Submit for Grading" and I will be prompted to grade your work. **Instructors at APUS/AMU do not search through student folders to find the assignments.** Submitting your work is a simple process. Post the assignment in the Discussion Board then go to the Assignment Tab and submit the assignment there. After grading your DB assignment, I will post a follow-up question. You will respond to that on the DB and RESUBMIT the same assignment in the Assignment Tab for my grading.

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Course Materials

Required Text:

Murray, Williamson and Allan R. Millett, **A War To Be Won: Fighting the Second World War**, (Cambridge, Massachusetts: 2000) Belknap Press, ISBN 0-674-00163. This is an excellent operational study of the war. The text is available here: <http://ezproxy.apus.edu/login?url=http://site.ebrary.com/lib/apus/docDetail.action?docID=10315836>

Please Note: Stateside students will not be sent a hard copy version of this text. If you wish to purchase the text, you may do so through our recommended bookstore [MBS Direct](#) or the bookseller of your choice.

1. Select the 'Books and e-Books' link
2. If you have not utilized Library e-books, please take a moment to read about the different formats and vendors of our e-books.
3. When ready, select the 'Online Book Catalog' link
4. Click Continue to advance to the Catalog search page
5. Search by the book's title and/or author information to find your e-book most effectively.
6. Once you bring up the appropriate record, the links to each vendor e-book copy are displayed.
7. Depending on your needs and the availability of the e-book, you may want to click between all of them to find the copy most suitable for you. Printing and downloading options will vary depending on vendor allowances.

If you encounter difficulties viewing the e-book, please visit the Troubleshooting section of the Online Library. If you still have questions, please contact librarian@apus.edu for assistance.

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 Studies classes cannot use Wikipedias or encyclopedias in their research – this includes all online encyclopedias.**

Recommended References

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

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, and Military Studies courses.

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](#).

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Selected Websites: Each week you will visit websites that contain material related to your weekly reading assignments. This supplemental material provides a more focused look at some of the significant topics covered in the weekly reading assignments and will give you a better understanding of the scope and nature of World War II.

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WEB-BASED READINGS-note in most cases these sites are a good beginning, you are more than welcome to submit site you find to the class for our additional reading.

Visit the following Website and read a very good essay concerning the causes of World War II:
<http://www.bbc.co.uk/dna/h2g2/A1000774>

Visit the follow Website concerning the German invasion of Western Europe in 1940:
<http://www.euronet.nl/users/wilfried/ww2/1940.htm>

Visit the following Battle of Britain Website. It provides a very detailed account of the battle:
http://www.bbc.co.uk/history/battle_of_britain

Visit this excellent Website concerning the Battle of the Atlantic:
<http://www.mikekemble.com/ww2/uboat.html>

Visit this excellent Eastern Front Website:
<http://www.militaryhistoryonline.com/wwii/articles/barbarossa.aspx>

Visit this great Website dedicated to the Battle of Stalingrad:
<http://www.stalingrad-info.com/>

Roosevelt's Pearl Harbor Speech:
<http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>

The Bataan Death March site (excellent):
http://home.pacbell.net/fbaldie/In_Retrospect.html

The following two sites provide a wealth of information concerning the Battles of the Coral Sea and Midway:
<http://history.sandiego.edu/gen/st/~michaelm/coral1.html>

<http://www.history.navy.mil/faqs/faq81-1.htm>

This site provides two diaries, one American and one Japanese. Both saw action on Guadalcanal:
<http://www.gnt.net/~jrube/intro.html>

This site provides a good account of the North African Campaign:
<http://www.historynet.com/world-war-ii-north-africa-campaign.htm>

This is an excellent study of the campaign for Sicily:
<http://www.army.mil/cmh-pg/Brochures/72-16/72-16.htm>

This is a great site describing the battle on Omaha Beach:
<http://www.history.army.mil/books/wwii/100-11/100-11.htm>

A very good site with plenty of information concerning Operation Market-Garden:
http://www.army.mil/cmh-pg/books/70-7_19.htm

A good Battle of the Bulge site:
http://www.history.army.mil/books/wwii/7-8/7-8_cont.htm

Visit this excellent East Front Website and pay particular attention to Battles of Kursk and Berlin articles:
Kursk: <http://www.historynet.com/battle-of-kursk-germanys-lost-victory-in-world-war-ii.htm>
Berlin: http://www.historyofwar.org/articles/battles_berlin.html

This is a very good site concerning the decisive Battle of Leyte Gulf:

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<http://www.battle-of-leyte-gulf.com/>

This is the transcript of Emperor Hirohito's surrender announcement to the Japanese people:

<http://web.jjay.cuny.edu/~jobrien/reference/ob101.html>

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Evaluation Procedures

The primary discussion board postings and all other assignments are due on Sundays by midnight EST. Grades for this course are based upon several grading instruments to include class participation in the discussion board, a mid-term, and final, and a Battle Analysis (BA). Content, spelling, punctuation, grammar, and timeliness count toward your grade.

Both of the exams are non-proctored, open book essay exams that you may access numerous times. The BA must be AT LEAST 10 pages in length but in many cases (depending upon your battle) will be many more, doubled spaced, 12 point font, using the Chicago citation style. BAs are graded by using the rubric posted in the "Course Materials" section of the classroom. Make sure you look at it thoroughly so you know my expectations. A listing of possible BA topics is also posted in the Course Materials. BA selection is first come, first served; no two students can analyze the same battle.

Official grades will continue to be issued by the University on the grade report form. Professors have 7 days from the end of the semester to submit their grades to the University.

Plagiarism will not be tolerated in this class. If caught, the consequence will result in an automatic ZERO on the assignment. The Program Director or Registrar's Office may take further action. Please refer to the student handbook to see what is considered plagiarism.

FINAL GRADE BASED ON:

<u>Assignments/ Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Discussion Boards	30	30%
Mid-Term Exam	20	20%
Battle Analysis Research Paper	30	30%
Final Examination	20	20%
TOTAL	100 Points	100%

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Grading Scale

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

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	The Origins of the war	Analyze the general	Reading:	Discussion Board # 1: Virtual

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	and the Revolution in Military Operations 1919-1939	<p>organization of the major belligerents.</p> <p>Define operational warfare and describe the revolutionary nature of interwar period.</p> <p>Describe the basic weapons of WWII.</p> <p>Evaluate the strategic advantage of Germany at the start of the war.</p>	Murray, Appendices 1, 2, 3, Chapters 1 & 2.	<p>Introduction Go to the Discussion Board in the Electronic Classroom and briefly introduce yourself to your fellow students. Include a reference to any WWII site (not websites) you have actually visited and why you think understanding WWII is relevant to us today.</p> <p>Internet Assignment: Visit the following Website and read a very good essay concerning the Causes of World War II</p>
2	German Advances 1939-1940; The Mediterranean & Balkans 1940-41; Operation Barbarossa	<p>Characterize the initial operations of the war.</p> <p>Explain the consequences of the collapse of Western Europe.</p> <p>Analyze why the Axis efforts in the Mediterranean and the Balkans were merely diversions.</p> <p>Explain how, in spite of the odds against them, the German military was able to succeed with Operation Barbarossa.</p>	Reading: Murray, Chapters 3,4,5,6.	<p>Internet Assignment: Visit the follow Website concerning the German invasion of Western Europe in 1940: Visit the following Battle of Britain Website. It provides a very detailed account of the battle Visit this excellent East Front Website This site provides a good account of the North African Campaign:</p> <p><i>After reading this week's textbook assignments, and visiting the websites, answer ONE of the following Discussion Board questions:</i></p> <ol style="list-style-type: none"> 1. Could the Allies have prevented the Fall of France and western Europe? 2. Was it a mistake for Hitler to allow German forces to venture into the Mediterranean regions? 3. What could the Soviets have done to blunt Barbarossa and turn the tide? Could the Germans have done anything differently to accomplish their objectives? <p>Your post should be AT LEAST 250 words and provide supporting evidence and detail as your response to my follow-up should be. Be sure to respond to 3 others, also.</p>
3	Origins of the Pacific War; Japanese advances 1941-42; The Asia-Pacific War 1942-44	<p>Explain the roots of the Asia-Pacific war.</p> <p>Describe the Japanese war of conquest and identify its high water mark.</p> <p>Describe the limited Allied</p>	Reading: Murray, Chapters 7,8,9.	<p>Internet Assignment: Visit this site on Origins of the Pacific War. Visit this site on Japanese Conquests in Asia Visit this site on Asia-Pacific Theater Maps and examine the maps of your choosing.</p>

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		<p>offensives in the Pacific.</p>	<p>Visit The Bataan Death March site (excellent): Lastly this site provides two diaries, one American and one Japanese. Both saw action on Guadalcanal:</p> <p><i>After reading this week's textbook assignments, and visiting the websites, answer ONE of the following Discussion Board questions:</i></p> <ol style="list-style-type: none"> 1. Could the issues before the start of the war with Japan have been resolved diplomatically? 2. What could Japan have done to cement its high-water mark or should it have settled for something less? 3. What could the Japanese have done to stop the Americans in the Guadalcanal Campaign? <p>Your post should be AT LEAST 250 words and provide supporting evidence and detail as your response to my follow-up should be. Be sure to respond to 3 others, also.</p>
<p>4</p>	<p>The Battle of the Atlantic 1939-43; 1942, a Year of Decision.</p>	<p>Describe the objectives of the German navy in the Atlantic and Allied counter-measures.</p> <p>Explain why 1942 was a year of decision for Germany.</p>	<p>Mid-Term Exam due by the end of Week 4 and will consist of short answer and essay questions designed to gauge your understanding of this segment of the course.</p> <p>Internet Assignment: Visit this excellent Website concerning the Battle of the Atlantic Visit this great Website dedicated to the Battle of Stalingrad Visit this timeline: Timeline of World War II and examine the events of 1942 in Europe.</p> <p><i>After reading this week's textbook assignments, and visiting the websites, answer ONE of the following Discussion Board questions:</i></p> <ol style="list-style-type: none"> 1. How could the Germans have won the Battle of the Atlantic? 2. What could the Germans have done to save the Stalingrad Campaign? 3. How could Germany have altered its command, control, and logistics for more success in the East? <p>Your post should be AT LEAST 250 words and provide supporting evidence</p>

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				and detail as your response to my follow-up should be. Be sure to respond to 3 others, also.
5	Combined bomber offensive 1941-45; The end of Japanese naval power 1943-44; Killing Time 1943-44.	<p>Describe the effects and results of the Allied bomber offensive.</p> <p>Explain how the United States developed its conventional military operations and reactions by the Japanese.</p> <p>Explain the Soviet approach to military operations after the battle of Kursk.</p> <p>Special: Describe the nature of the Holocaust in military terms.</p>	Reading: Murray, Chapters 12,13,14.	<p>Internet Assignment: Visit this primary source site on the THE UNITED STATES STRATEGIC BOMBING SURVEY Go to the following links: Why wasn't Auschwitz bombed?</p> <p>Photos from Auschwitz/Birkenau</p> <p><i>After reading this week's textbook assignments, and visiting the websites, answer ONE of the following Discussion Board questions:</i></p> <ol style="list-style-type: none"> 1. Why wasn't Auschwitz bombed? Should the Allies have bombed Auschwitz-Birkenau in 1944/45? 2. What could the Germans have done after Kursk to stall the Soviet offensive? 3. Did the Japanese have any other recourse but to abandon traditional definitions of how war should be waged? <p>Your post should be AT LEAST 250 words and provide supporting evidence and detail as your response to my follow-up should be. Be sure to respond to 3 others, also.</p>
6	The Invasion of France, 1944; The End of the war in Europe, 1944-45.	<p>Explain why the liberation of France set the stage for the final destruction of Germany and how it set the stage for the political future of Europe.</p> <p>Explain the nature of American improvement in the conduct of military operations in Europe.</p> <p>Describe the Soviet prowess at the operation level of war and why Germany was unable to counter it.</p>	Reading: Murray, Chapters 15, 16.	<p>Internet Assignment: These are three great sites describing the battle on Omaha Beach: Article 1, Article 2, Article 3 A very good site with plenty of information concerning Operation Market-Garden: A good Battle of the Bulge site:</p> <p><i>After reading this week's textbook assignments, and visiting the websites, answer ONE of the following Discussion Board questions:</i></p> <ol style="list-style-type: none"> 1. Was the Normandy Campaign the decisive event that sealed the fate of Hitler's Germany? Could the Russian have defeated Hitler without a second front in the West? 2. How could the Germans have countered the new Soviet prowess in operational war? 3. What was it about the American "character" that allowed them to

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				<p>improve their ability at operational war?</p> <p>Your post should be AT LEAST 250 words and provide supporting evidence and detail as your response to my follow-up should be. Be sure to respond to 3 others, also.</p>
7	The destruction of the Japanese Empire 1944-45; The end of the Asia-Pacific War 1945.	<p>Describe the destruction of the Japanese Empire and the role of strategic bombing.</p> <p>Explain why General MacArthur called the surrender “the hope of mankind.”</p>	Reading: Murray, Chapters 17, 18.	<p>Battle Analysis due by the end of week 7</p> <p>No Discussion Board assignment this week.</p>
8	People at War 1937-45; The aftermath of war.	<p>Explain why World War II was a war for resources on all fronts.</p> <p>Describe how nations fed the war and the role of industrialization/labor in the war effort.</p> <p>Explain the role of women in World War II</p> <p>Explain how the changes in military technology led to the slaughter of civilians during the war.</p> <p>Describe the attempts to prosecute the Axis leadership.</p>	Reading: Murray, Chapters 19,20, Epilogue.	<p>The final exam will consist of short answer and essay questions designed to gauge your understanding of the course.</p> <p>Internet Assignment: This is the transcript of Emperor Hirohito’s surrender announcement to the Japanese people.</p> <p>Closing discussion</p>

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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](#)

WRITING EXPECTATIONS

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

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom.
- Arial or Times New Roman, 12-point font..

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- 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, and Military Studies 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 grade. **There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies. Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

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 or unanticipated circumstances.

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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.

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.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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Weekly Study Questions

Weekly study questions are located within the Course Materials section of the course in a Subfolder. You do not have to answer the questions but they are provided to help focus your readings. This section is still under development.

