

SPST503

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.

Course Summary

Course : SPST503 **Title :** Chronology of Space

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course takes an in-depth look at the past and current structure, tasking, goals and objectives of the U.S. National Aeronautics and Space Administration (NASA). Emphasis is placed on the roles of the individual research centers, space centers and laboratories that form the NASA organization. The origins and impact of the 'space race' are discussed in detail.

Course Scope:

At the end of this course, you will be able to the events, successes and failures that have taken the human race from the earliest days of supersonic test flight to the modern marvels of today's space based economic, military and exploration efforts.

Objectives

Upon completion of this course, the student will have:

CO-1: Appraise the role that the early space pioneers, the Soviet and U.S. nascent space programs, and science and technology advances of the mid-20th century played in manned and unmanned space programs.

CO-2: Evaluate the scientific and technical advancements paved the way for the global overhead systems related to commerce, communication, imaging, and related fields.

CO-3: Assess the economic and political progression of government only/classified satellite programs to commercial satellite systems.

CO-4: Critique the decision making process for U-2, SR-71, Corona, Talent-Keyhole Systems, and related classified programs during the 60s, 70s, and 80s.

CO-5: Differentiate the progression of manned space programs from the Mercury/Vostok program to the Space Shuttle, and subsequent International Space Station.

CO-6: Evaluate the impact that the Apollo program had on the space program, and assess the political

ramifications of the Moon landings.

CO-7: Assess the success and failures of the U.S., Soviet/Russian, specifically programs related to planetary and deep space exploration.

CO-8: Analyze the milestones in international space policy, law, and treaties and evaluate the contribution each has made in the evolution of space exploration, global communication and commerce.

CO-9: Hypothesize the future of the U.S. manned space program.

CO-10: Demonstrate mastery of the course objectives through graduate level research, discussions, and writing.

Outline

Week 1: Introduction: From Fantasies to Vengeance Weapons

Learning Objectives

CO-1: Appraise the role that the early space pioneers, the Soviet and U.S. nascent space programs, and science and technology advances of the mid-20th century played in manned and unmanned space programs.

Readings

Readings: McDougall, Chapters 1-3

Assignment

Participate in Welcome Discussion.

Begin participation in DB#1.

Begin thinking about term paper topic.

Week 2: The Road to Sputnik

Learning Objectives

CO-2: Evaluate the scientific and technical advancements paved the way for the global overhead systems related to commerce, communication, imaging, and related fields.

CO-10: Demonstrate mastery of the course objectives through graduate level research, discussions, and writing.

Readings

Readings: McDougall, Chapters 4-5

Marks.

Assignment

Participation in DB#2.

Proposal due anytime it is ready, NLT end of week 3.

Week 3: American Space Exploration and Systems

Learning Objectives

CO-3: Assess the economic and political progression of government only/classified satellite programs to commercial satellite systems.

CO-4: Critique the decision making process for U-2, SR-71, Corona, Talent-Keyhole Systems, and related classified programs during the 60s, 70s, and 80s.

Readings

Readings: McDougall, Chapters 6-10

Assignment

Participation in DB#3,

Proposal due anytime it is ready, NLT end of week 3.

Week 4: Soviet Space Exploration

Learning Objectives

CO-5: Differentiate the progression of manned space programs from the Mercury/Vostok program to the Space Shuttle, and subsequent International Space Station.

Readings

Readings: McDougall, Chapters 11-14

Assignment

Participation in DB#4

Continue Research for term paper.

Week 5: To the Moon

Learning Objectives

CO-6: Evaluate the impact that the Apollo program had on the space program, and assess the political ramifications of the Moon landings.

CO-10: Demonstrate mastery of the course objectives through graduate level research, discussions, and writing.

Readings

Readings: McDougall, Chapters 15-19

Mendell.

Assignment

Participation in DB#5

Continue Research for term paper.

Working Bibliography due.

Week 6: The Decline

Learning Objectives

CO-7: Assess the success and failures of the U.S., Soviet/Russian, specifically programs related to planetary and deep space exploration.

Readings

Hufenbach, et al.

Lubin

Assignment

Participation in DB#6.

Continue Research for term paper.

Week 7: The Rebirth

Learning Objectives

CO-7: Assess the success and failures of the U.S., Soviet/Russian, specifically programs related to planetary and deep space exploration.

CO-10: Demonstrate mastery of the course objectives through graduate level research, discussions, and writing.

Readings

McDougall, Chapter 21.

Beth

Zimmerman.

Assignment

Participation in DBs#7

Research Paper due anytime it is ready, NLT end of week 7.

Week 8: Retrospective, and the Future of Space

Learning Objectives

CO-8: Analyze the milestones in international space policy, law, and treaties and evaluate the contribution each has made in the evolution of space exploration, global communication and commerce.

CO-9: Hypothesize the future of the U.S. manned space program.

Readings

Readings: McDougall, Chapters 20 and 22.

Assignment

Complete all discussions.

Participate in final discussion.

Evaluation

Research proposal: Proposals are a critical part of a good writing. But as this is a professional skill that is rarely taught or expected. The proposal I require is tool for you, not for me. That is I teach you a skill that you can apply in any class or in the real world when you have to prepare a paper, and want to organize up front.

This is a narrative proposal, much like the introduction of a paper. The research proposal has three parts. The first part is your introductory paragraph setting the tone of your paper.

The second part is a couple to a few paragraphs outlining what the key issues or arguments you will need to develop or argue. This is what you need to focus your research on what you need. Otherwise if you use broad statements or keywords, you may stumble across what you need, but with a proposal you go looking for exactly what you need.

The last part of the proposal is the most important, and often what you have to determine first. What is it you want to conclude, that is what is it you hope to learn and takeaway from the paper. A good paper identifies a problem or issue for which you will offer a solution or recommendations. For an historical paper this would be lessons and what could have been done, should have been done, lessons that were not learnt, or lessons that can apply recommendations for a current or future event.

So altogether, depending on the focus and scope of the paper, which is determined by the conclusion you will hope to reach, not the problem or a bunch of general questions, you will have from a few to several paragraphs for your proposal.

Remember you only have a total of seven weeks to complete the paper. So your topic has to be narrow enough so you can fully discuss and develop your ideas. Research is not done in a weekend or just a week. Good graduate research is multi-sourced, primary when available, and current or appropriate for the topic discussed.

Let me iterate. Once you have described the issue or problem and set the parameters of the paper, then you transition into the second part of the research proposal. This part lays out how you plan on approaching the paper, the type of research you plan on conducting, and in general, the direction the paper will take.

Finally, the most important part of the research proposal is the conclusion. Or, more specifically, what you hope to conclude. For a proposal, one may refer to the conclusion as the meat of *hypothesis*, if one wishes to use an academic term. That is the entire proposal is holistically your chosen hypothesis.

The conclusion is the whole purpose behind the paper. The conclusion is the reason you write a paper. It is nice to do research so you, the student can learn more about a topic, or to inform a reader about a problem and the surrounding issues, but that is not the purpose of the paper itself. The purpose is for you to draw a conclusion – lessons and takeaway.

A conclusion may be a recommendation or recommendations based on your research for whomever reads the paper, the lessons learned from the examples you gave, lessons that can be applied to a current situation, or a lesson that was not learnt and therefore a mistake had been made in either a current or past situation, or your unique opinion or perspective on how history developed based on the research you did and your analysis.

A well written proposal can then serve as the introduction of the paper itself when you begin writing it. But be sure that you edit the proposal to reflect the final paper itself.

Once you have a working proposal, you can then develop an outline. An outline is not elementary school work; professional writers nearly always use outlines. It not only helps organize one's thoughts, but helps one to focus on the topic. The more detailed the outline the easier it will be to write the paper.

There are some writers who prefer to think through an outline and then write the proposal. If this is what works best for you, then by all means follow that pattern.

Finally, with an outline and research proposal in place, you can begin to think about your research questions. That is the questions you will need to answer, quotations you will need, and any data that will be required for your paper. Then you can build your requirements list. That is where to find the sources you will need find the answers to your research questions.

Note: Research question in this context are not the broad based ones that seem to be choice of minimalist instructors, but specific ones from your outline. If your outline states you need to find arguments supporting funding of new overhead satellite system for national security, then the research questions might be:

Which Members of Congress support such a system? Find direct quotes to support their arguments.

Are there any former presidents, or military figures?

Has the White House made any supporting statements?

Are there any non-government support for such systems?

This way you look for specific statements, not hope you might stumble across statements from secondary source material.

See documents in the writing materials folder to assist you in editing; and, to help better understand assignments.

Working bibliography: One secret to successful academic and professional writing is keeping a working bibliography, and annotated bibliography/note file going from the start. Every time you visit a website, data base, refer to a book or other resource, you put that item – assuming relevance to the topic—properly cited in your working bibliography. And for those sources that are dealing with the specific questions or arguments you need for each of your outline points, you note any ideas, data, corroboration, examples, or direct quotes, properly cited you put in your working note file.

Then at the end, when you begin writing everything you need initially is already done, and in place. So, as you write you may find you need a quote or something from a source you look at early, while you were still formulating your ideas, you can go to your working bibliography, and find that source easily. And there is a very good chance that if you are taking good notes, and corroborating ideas, you will not be using material in your note files, but the citation would be in your bibliography.

Research Paper: The research paper topic will be selected by the student with approval of the instructor. The topic may be on any topic related to programs, events, or ideas related to space. That is you have a virtually unlimited choice here. That is why the proposal is so critical so you can narrow your topic to something that can be handled reasonably well in an eight week term.

There is no length minimum or maximum. This is a graduate level course and a paper commensurate with graduate level work is expected. The paper length is determined by the parameters the student sets in his or her introduction and the amount of writing necessary to fully develop the topic. All sources of information must be footnoted and selected bibliography of all sources used or referenced expected. Works cited, or APA, is not acceptable.

Forums: There are nine forum topics, eight graded topics, as well as one open topic.

There is an expectation that one will actively participate in the open forums each week, the more you participate the more you will take away from the class. Your initial post to each forum is due by midnight Wednesday of each week. By midnight the following Sunday, you will be required to post to at least two of

your classmates initial posts.

I feel one the most important aspects of a graduate class is conversation. Thus the forum topics are designed for developing ideas, entering into dialogue with the professor and/or your classmates on a variety of topics related to the course.

Active, sustained, multiple participation is expected from all students. Each conversation post should be focused on a single thought. Use multiple posts to discuss multiple ideas. Do not try to cover everything at once. If the general subtopic has already addressed your basic thoughts, then there is no need to repeat what has been stated, except perhaps for a reply or to add further discussion. Joining a discussion in progress and participating is equally as valid as coming up with an original discussion point.

I want to repeat it is not necessary to answer any question I ask, and then respond to others. This is fine should you wish to do so. I want discussion, not just a bunch of facts or assertions. So don't just put out a lot of facts, write loads of asserted data, and think you are done.

Engage one another, and your professor. A conversation, and that is about 75 percent of the grade, is an exchange between you and others that is more than just a single response and answer. I give broad general questions to get the discussion started, where it goes from there is largely up to the class. The value of the forums is in the conversations that develop. Note the points, nearly 60 percent of the total points for this course are based on the forums.

Use proper paragraphs, spelling, grammar, punctuation, etc. Use salutations so I and your fellow students know who the thread is directed. All, To all, Class, Dr. G, Professor, Doctor Gideon, Sam, Mike and Mary, Dr. G and Fred, are all examples of salutations depending on who you want to address the comments to. Anyone may respond to any thread.

WRITING EXPECTATIONS

All written submissions should be submitted in 12 point Times New Roman font, please. It is easier on your professor's eyes. Double space and indent paragraphs. Use a cover sheet and put your name and course as well as topic or assignment in the file name: jerrypols510isum11proposal.doc, or YourNameSPST620ISum12WarPowerProposal.doc, etc. There are no length requirements. Your proposal determines what is necessary. A paper is no longer or shorter than it needs to be to support and reach the paper's conclusion.

CITATION AND REFERENCE STYLE

All assignments for the School of Security and Global Studies (papers, essays, exams, and Forums) must follow the Chicago Style guidelines and for this class footnotes/bibliography. Students should refer to the APUS On-Line Library [Chicago/Turabian Style Manuals](#) for the correct citation method for footnotes and bibliography. In text citation and reference pages are not real world skills, for the most part, as government and industry still use footnotes and bibliographies. See writing folder for support material to include using footnotes effectively.

LATE ASSIGNMENTS

I understand real world happenings. Try to stay ahead of the assignments so you can stick to the guidelines I set, which I set for you to help you stay on track. However, if you need more time for any reason, ask for it ahead of time, after due dates assignments will be deducted 10 points.

Grading:

Name	Grade %
Forums	60.00 %
Forum #1	7.50 %
Forum #2	7.50 %
Forum #3	7.50 %

Forum #4	7.50 %
Forum #5	7.50 %
Forum #6	7.50 %
Forum #7	7.50 %
Forum #8	7.50 %
Research Paper	40.00 %
Research Proposal	5.00 %
Working Bibliography	5.00 %
Research Paper	30.00 %

Materials

Book Title: Heavens and the Earth: A Political History of the Space Age

Author: McDougall, Walter A

Publication Info: Johns Hopkins University Press, 1997

ISBN: 9781597404280

Beth Dickey, "Midcourse correction," at www.govexec.com/features/0900/0900s2.htm

Hufenbach, Bernhard; Seibert, Günter. "[Human Spaceflight: Achievements, Benefits and Future Opportunities From a European Perspective](#)," *Earth, Moon, and Planets*. Vo. 94, Issue 3-4, p. 185-212, Jun 2004.

Lubkin, Gloria B. "[SOVIET SPACE RESEARCH FLIES HIGH 30 YEARS AFTER SPUTNIK LAUNCH](#)." *Physics Today*, February 1, 1988. PDF in Course Resources folder.

Mark, Hans. "[War and Peace in Space](#)." *Journal of International Affairs*. June 1, 1985. PDF copy in Course Resources folder.

Mendell, Wendell. [Role of lunar development in human exploration of the solar system](#). *Journal of Aerospace Engineering*. Oct98, Vol. 11 Issue 4, p106. PDF copy in Course Resource folder.

Zimmerman, Robert. "[Just say Nyet!](#)" *Sciences*. Jul/Aug97, Vol. 37 Issue 4, p16.

For Discussion:

Dicht, Burton. "[Shuttle diplomacy](#)." *Mechanical Engineering*. Jul2011, Vol. 133 Issue 7, p46-52. PDF copy in Course Resource Folder.

Faith, G. Ryan. "[The Future of Space](#)." *World Affairs*. Sep/Oct2012, Vol. 175 Issue 3, p82-87. PDF Copy in Course Resources folder.

Krishen, Kumar. [Technology Needs for Future Space Exploration](#). *IETE Technical Review*. 2009, Vol. 26 Issue 4, p228-235. PDF Copy in Course Resources folder.

Lampright, Henry. "[Exploring Space: NASA at 50 and Beyond](#)." *Public Administration Review*. Jan/Feb2010, Vol. 70 Issue 1, p151-157 PDF copy in Course Resource folder.

Supplemental Reading/Websites:

[International Aerospace Information Network](#)

Lathers, Marie. "[No Official Requirement](#)": Women, History, Time, and the U. S. Feminist Studies. Spring2009, Vol. 35 Issue 1, p14-40. 27p.

Lewis, Major Carl E. [U.S. -Soviet Cooperation In Space: A Case Study](#), 1989.

Lewis, Ruthan; Micheels, Kurt; Dankewicz, Cathy. "[The Making of a Lunar Outpost — Exploring a Future Case Study](#)." NASA. [History Program Office](#). AIP Conference Proceedings. 2007, Vol. 880 Issue 1, p703-710.

NASA, *Key Documents in the History of Space Policy*.
<http://www.hq.nasa.gov/office/pao/History/spdocs.html>

Rand Corporation. [RAND Space Science and Technology](#)

Smith, Marcia S. "[America's International Space Activities](#)." *Society*. Jan/Feb84, Vol. 21 Issue 2, p18-25. PDF copy in Course Resource folder.

[Space Security Index](#)

Selected Bibliography

Burrows, William E. *This New Ocean: The Story of the First Space Age*. Modern Library, 1999; ISBN: 0375754857. (Paperback)

Tabuman, Philip. *Eisenhower, the CIA, and the Hidden Story of America's Space Espionage*. Simon & Schuster Adult Publishing Group; ISBN: 0684856999

Mark Wade's Encyclopedia Astronautica (www.astronautix.com) has information on every program, booster, engine, and satellite ever built (and many which were never built.)

The NASA Web site (<http://www.nasa.gov>) is the central point for all NASA historical and organizational information, including the many books NASA has sponsored. Numerous books and reports are available free on-line at <http://history.nasa.gov/publicat.htm>.

Primary Sources

"Apollo 11 astronauts". 20 July 1969. NASA. January 1, 2013.

This original photograph is a primary source showing Neil and Buzz putting up the flag. This photo was one of the first pictures to be sent to Earth from the Moon. This photo was picked because it shows two of the most notable astronauts during The Space Race.

"Apollo 11 crew". July 23 1969. NASA. December 29, 2012. .

The three men on this photograph were the crew of Apollo 11. The flight that made Neil Armstrong the first man to set foot on the moon.

"Apollo 11 moon landing Video". July 20 1969. December 22, 2012. .

This is an original video clip featured on the homepage of our website. We chose this because we wanted something to hook the reader to the website. This video seemed very interesting with Neil Armstrong's famous words.

Armstrong, Neil. "Buzz salutes the U.S. Flag". 20 July 1969. NASA Apollo Archive. 30 Dec. 2012. .

Neil Armstrong the first man on the moon is taking a picture of his partner Buzz Aldrin saluting the U.S. flag. This picture was chosen because it was taken on the moon at the time the event happened, the Space Race

happened. It is a first-hand account and very useful for the website.

“First Man in Space”. 12 July 1961. The Huntsville Times. 30 Dec. 2012. .

This newspaper article shows that the first person to get to and be in space was a Russian named Yuri Gagarin. This newspaper will help to signify The Space Race.

“Laika first dog in space”. 1957. Russia. December 30, 2012. .

This dog Laika was actually sacrificed and killed by getting sent to space with not enough food and water. She is still memorized today as the first living thing in space.

“Mercury mission”. December 19, 1960. NASA. December 27, 2012. .

On December 19, 1960 an unnamed capsule was launched with a monkey named ham. This helped the U.S. to figure out if a man could survive in space.

“Neil Armstrong on moon”. July 20, 1969. NASA. December 23, 2012. .

Neil Armstrong as pictured on this photograph was the first man on the moon. This photo is of him standing by his capsule getting an American flag.

“Newspapers”. 1957 – 1969. 28 Dec. 2012. .

This is a photo of many newspapers scattered around. This photo also shows how significant The Space Race was by showing how so many newspapers had it as their headlines.

Reneke, Dave. “Glenn safe after 3 orbits”. February 21, 1962. The Plain Dealer. January 2 2013. < <http://www.davidreneke.com/wp-content/uploads/2012/02/paper1.jpg>="">.

The first Man to orbit Earth from America! This was a huge achievement for the U.S. in The Space Race. This photograph of a newspaper shows how the public and newspapers reacted to this great achievement.

“Shep did it”. 5 May, 1961. Orlando Evening Star. 28 Dec. 2012. .

This original photo of a newspaper is showing the importance of Alan Shepard making it to Space. This was a key part in The Space Race. Alan Shepard was the first American making it to space.

“Soviets Fire Satellite”. 7 August 1957. The New York Times. 29 Dec. 2012. .

This newspaper is one of the first newspapers talking about the space race. It talks about how the Sputnik 1, the first satellite was launched into space by Russia. This newspaper article is great for the website to show how the space race began.

“TIME Race for the Moon”. 6 December 1968. Time Magazine. 30 Dec. 2012. January 1, 2013 .

TIME magazine published this issue on December 6, 1968 to show that the U.S. and the USSR were in a huge race called The Space Race to get to the moon. This magazine article is first-hand so it will provide proof that The Space Race was an important event in history.

“We will put a man on the moon”. 1962. Corbis. December 29 2012. .

This photograph is of President John F. Kennedy giving a speech asking congress for money to reach the goal of putting a man on the moon before the decade ends. Without this president and his speech no one would have ever gone to the moon.

Secondary Sources

Deborah Cadbury. "Space Race". December 10 2009. 30 Dec. 2012. .

This magazine was published in 2009 explaining on what the space race was all about. Since it was not published at the time of The Space Race it is a secondary source.

NASA "John Glenn". December 30, 2012.

This website from NASA helped us in getting the biographical data of John Glenn. This final website helped us to complete our website.

NASA "Neil A. Armstrong". December 30 2012.

The NASA website helped us multiple times in trying to find the biographical data from 3 scientists that we needed. This helped us in completing the biographical data about Neil Armstrong.

"Space Race Timeline". 2009. December 22, 2012.

Course Guidelines

Citation and Reference Style

- Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours* of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Late Assignments

- Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment.
- Generally speaking, late work may result in a deduction up to 20% of the grade for each day late, not to exceed 5 days.
- As a working adult I know your time is limited and often out of your control. Faculty may be more flexible if they know ahead of time of any potential late assignments.

Turn It In

- Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. This is automatically processed through the Assignments area of the course.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc) See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.

Disclaimer Statement

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

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting time after which the instructor will grade comments, it is not sufficient to wait until the last day to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- “Substantive” means comments that contribute something new and hopefully important to the discussion. Thus a message that simply says “I agree” is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation’s military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

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