American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military History
History 350
History of the Middle East
3 Credit Hours
Eight Weeks
Prerequisite(s): None but HIST300 recommended

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

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

Table of Contents

Instructor Information

Course Description (Catalog)

This **(HS350) History of the Middle East (BA)** course surveys Middle Eastern history from the era of Suleyman the Magnificent, the 16th Century Ottoman Sultan, to the 21st Century. It primarily focuses on historic perspectives of political, social, and cultural interactions nourished by religious and political ideologies in the Middle East. It traces the roots of current Middle Eastern politics to social changes and to the political aftershocks of colonial occupation a century ago. Themes include the emergence of dictatorships and violence in politics during the 20th Century, and especially the conflicts centered on the emergence of Israel; the rise of new political ideologies, nationalism, liberalism, and Islamism; the rise of women's rights movements, and the reasons that political conflict

has come to center on women's status; and the polarization of rich and poor classes that continues to destabilize domestic politics. Finally, it also takes up the U.S. entanglement in the region as of the 1990s.

Course Scope

The Scope of this undergraduate (BA) course in the **Department of History and Military History** specifically covers the historic evolution of geopolitics in the region that makes up the traditional Middle East rather than the Broader Middle East that extends from Morocco to Afghanistan. In this context, it defines and analyzes historical background of the so-called MENA (Middle East North Africa) countries (Libya, Tunisia, Algeria, and Morocco), the Eastern Mediterranean basin countries (Egypt, Israel, Lebanon, and Turkey), and the Persian Gulf basin countries (Iran, Iraq, Saudi Arabia, Oman, Qatar, Bahrain, Kuwait, and UAE). In general, alongside the historical developments, it also aims to examine social and cultural diversity forged by the authoritarian regimes which exerted coercive pressure on civil society and particularly on women with motives nourished by the tribalism and ideologies like Arab nationalism and Islamism at large.

Course Objectives

Learning objectives (LO) of this course are listed below.

LO 1: Discuss and assess the evolution of the Middle East political culture**.**

LO 2: Evaluate and discuss the nature of political Islam.

LO 3: Evaluate and analyze evolution of the Islamic nation-states.

LO 4: Analyze and critique traditional social fabric in the Middle East.

LO 5: Discuss and evaluate traces of Islamic civilization.

LO 6: Assessment and critique of the impact of external powers in the Middle East.

LO 7: Analyze and discuss historical developments of the Arab-Israeli conflict.

LO 8: Conduct on-line research and analysis on the political prospects of the Middle East.

Course Delivery Method

Course Delivery Method

This course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

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 the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Course Materials

Course Materials

All students taking history classes should have a mastery of online research methods; these include researching appropriate primary resources through the Web, and understanding the historiographical literature for this course so that they can do required assignments involving research. You are encouraged to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through The Online Library.
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	General Skills	300 Level	400 Level
Dealing with evidence: Primary sources	Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze / question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human	Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.	Develop relationships among multiple sources and synthesize the major connecting issues among them.

	agency behind the production of a primary source. Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.		
Bottlenecks and difficulties for students in acquiring those skills	Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time. Re-creating historical context and connecting it to a document. Identifying and empathizing with people from another place and time.	Dealing with ambiguity and contradiction in historical sources.	Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.

This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the "Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Undergraduates taking 300 and 400 level classes must explore the research holdings of The Online Library, Department's Study Portals History and Military History, and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals*: Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters*: Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students

will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War*
- National Geographic: Remembering Pearl Harbor
- *American Memory: Historical Collections for the National Digital Library, Library of Congress,*
- *H-Net – Humanities and Social Sciences Online*
- *World History Matters*

Students in History and Military History classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.

Required texts:

GELVIN Modern Middle East : A History, 2nd Ed

SMITH, Palestine and Arab-Israeli Conflict : History with Documents, 7th Ed

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
  General History Links accessible through the APUS Online Library

  Accessible through The Online Library.

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 attribution. Do not use endnotes or parenthetical (MLA) variation.

WEB-BASED READINGS

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS and some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, you must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.

- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
  - Real Audio
  - Windows Media Player
  - Quick Time

Evaluation Procedures

Grade Instruments:	% of Final Grade
Discussion Forum and Participation	20%
Short Response Papers	40%
Midterm Exam	15%
Newspaper Comparison Paper	10%
Final Exam	15%
	100%

Short Response: 40%
Unless otherwise told, students will ONLY use the primary source document AND the Smith book for their source analysis. Students are NOT permitted to use ANY information beyond the source they are analyzing and the main text book. They are NOT allowed to use the WEB or OTHER BOOKS. Use the relevant Smith chapters for additional notes on the primary sources. Please analyze rather than summarize the documents. The source analysis is due every Sunday night to the discussion forum by 11:59 pm EST.

For each source analysis question, you will write at **least 3 full pages** (reference and title pages do not count) and double-space, using 12 pt. Times New Roman font. Use standard default margins: top and bottom, 1 inch; left and right, 1.25 inches. You will save your paper as a .doc or .docx file and submit it to both the assignment link and the discussion forum.

The source analysis should be an examination of the source, NOT A SUMMARY OF IT!!! Think about who wrote the source and why it was written. Who was the audience? What were the main issues, and how do they elucidate our understanding of an event or issue? What questions are left unanswered by the source? How does this source either reveal a problem or help solve an area of contention? Does the source represent a particular bias? How are these sources useful? To whom would they have been useful? Are they reliable? What evidence

supports the source? What evidence contradicts it? Please read "How to Read a Primary Source" BEFORE you begin this exercise.

Please pick different topics to examine. Think of this assignment as all of us sitting in a room, each one taking a turn at analyzing the source. In a face-to-face classroom, you wouldn't want to repeat what someone has just said, or repeat the obvious points about a source. Students who largely restate points others have already made without adding anything new will not fare as well as those who show originality of thought. So, you should read other's papers before you turn yours in. If someone has already addressed the same question, pick another aspect to discuss or you can explain a different quote or example from the source.

The Source Analysis Assignments are meant to build your skills analyzing primary sources and relating them to their historical context. You will learn about the historical context from the materials on our course site and your textbooks. You do not need to consult any outside sources – in fact, you SHOULD NOT consult outside sources.

Keep your assignments focused on analyzing the primary source(s) and their historical context. Do not make the mistake of trying to relate everything to the present day or to your own personal experiences or opinions. Remember this is a history course! Although it is natural and probably personally beneficial for you to make those connections, I am grading you based on how well you demonstrate historical understanding of the material assigned for this course. Therefore, engaging in modern commentary or expressing personal opinions is "extra stuff" which I will not grade on these assignments.

Please do not submit chunks of quotations from the primary sources – at best you should use only little snippets of 4-5 words interwoven into your own sentences. Do not forget to both quote and cite words that are not your own.

Short Response Assignments are due every SUNDAY at midnight.

Discussion Forum Participation (20%)

- Discussion Question assignments for this course are designed to promote interactivity among students and enhance the online learning process. Rather than getting points for answering one particular question, I am more interested in how you interact with each other. Each week, I will post some questions to get the discussion going. These questions will be posted at the beginning of each module. The idea here is for you to begin interacting with one another, much as you would in a traditional classroom.

Your response to other students' answers.

1) You <u>must</u> respond to <u>at least 2</u> other posts EACH MODULE (introduction and postings do not count – ***nor do "good job" posts***. You may challenge, support or supplement other students' answers using the terms, concepts and theories from the required readings. If there is no one to post to, you may post your own thoughts or answer my questions

2) All responses should be a <u>courteous paragraph of at least 150 words</u> that contains a topic sentence with good supporting sentences.

3) Important Response Guidance: You may respond multiple times with a continuous discussion with points and counter points. The key requirement is to express your idea and then support your position <u>using the terms, concepts and theories from the required readings</u> to demonstrate to me that you understand the material.

4) Postings must be made on at least TWO different days during the week (five days is considerably better).

- In addition to weekly discussion questions, I have created a "Student Lounge – Midan Tahrir" in the Discussion Forum area. You are free to discuss anything relevant to the course with your fellow students.

NOTE: You must have a minimum of 4 DB posts per week.

Mid-Term Examination (15%)

- The course will have a mid-term examination. It will consist of two comparative IDs and one essay on the readings. The exam may be taken any time during week four, up to and including the Sunday of week four. Once you access the exam, you may take up to four hours to complete it. You may use classroom readings, web-based resources (no copying and pasting, of course), and outside readings to support your essay arguments. You will not need a proctor for the exam—just four hours of uninterrupted web access.

- Many of you may be new to the idea of comparative-IDs. They are not as easy as they seem. You will be given pairs of IDs. You will have to answer 2 pairs (a total of four ids). For the first pair, you will define each term (who, what, when, where, why, how) – one paragraph per term - and in the LAST SENTENCE of each paragraph you will tell the significance of the term (what future relevance does this term have – why is it important – what sort of over-arching significance does it have? Then, in the THIRD paragraph, you will relate these two terms together – it may be a comparison/contrast, one term might lead to the other, one might be a legacy of the other; or, they may have something in common – it is up to you to define the comparative element of the two terms. It is critical that you follow directions here.

Final Examination (15%)

- The course will end with a final examination. It will consist of two comparative IDs, one essay on the readings since the mid-term, and one essay covering the entire course in a comprehensive fashion. The exam may be taken any time during week eight, up to and including the final Sunday of the course. Once you access the exam, you may take up to four hours to complete it. You may use classroom readings, web-based resources (no copying and pasting, of course), and outside readings to support your essay arguments. You will not need a proctor for the exam—just four hours of uninterrupted web access.

Newspaper Coverage Paper (10%)

Students will submit one 10 page paper in which they compare and contrast the newspaper coverage of one event in the Middle East in an American newspaper and in an English-language paper from the Middle East. Students must get approval for the use of each paper. I would rather your choice of a Middle East paper NOT be an Israeli one (I am more interested in the comparisons and contrasts between US and Iraqi, Arab, Turk, or Iranian views here). Part of the comparison should include information about the history of the issue – as found in your texts and in the extra materials in this classroom. Attached to the 10 page paper should be a copy of the article that was in the Middle East paper and in the US paper. Title page, reference page, and copies of the articles do not count toward the 10 pages. Papers should be double-spaced, 12 font, and one inch margins. This will be due week 7.

Grading Scale
The standard grade scale at APUS is shown below. This scale should be displayed in each course syllabus. Please note that the grading scale for graduate courses differs from undergraduate courses.

Grading Scale

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

APUS Grading System--Undergraduate

Grade	Quality Points/Percent	Description
A	4.0 / 100 - 94	Excellent

A-	3.67 / 93-90	
B+	3.33 / 89-87	
B	3.0 / 86-84	Above Average
B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	Average/Minimum Performance Level Expected
C-	1.67 / 72-70	
D+	1.33 / 69-67	Unsatisfactory
D	1.0 / 66-64	Unsatisfactory
D-	.67 / 63-60	Unsatisfactory
F	0.0 / 59-0	Failing
I	NONE	Incomplete
DP	NONE	Dropped
W	NONE	Withdrawn
X	NONE	Audit grade: No Academic Credit awarded

Course Outline

Course Outline

Module	Date	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
Pre-Module		Introductions	Introductions	None	Post to the virtual introduction forum – this will NOT count toward participation

1		Historical setting of the Middle East: Before Islam and the Dawn of Islam	**LO 1:** Discuss and assess the evolution of Middle East political culture **LO 2:** Evaluate and discuss the nature of political Islam	Read Gelvin part 1	
2		Early Arab conquests, Rashidun Caliphate, Umayyads, and Abbasids: Civilization, Religion, and Government	. LO 3: **Evaluate and analyze evolution of the Islamic nation-states.**	Read Gelvin Part 1	**Short Response Paper** **Discussion Posts** Due end of week 2 at midnight
3		The Ottoman Empire: Imperialism, Nationalism, and Reform	LO 4: **Analyze and critique traditional social fabric in the Middle East** LO 5: **Discuss and evaluate traces of Islamic civilization**	Read Gelvin Part 2 Read Smith: The Middle East and Palestine to 1914: An Overview - Ottoman Society, Palestine, and the Origins of Zionism, 1800-1914 - -	**Short Response Paper** **Discussion Posts** Due end of week 3 at midnight
4		Impact of external		Read Gelvin Part 3	**Short Response Paper**

		powers in the Middle East: European interests, World War I, and its aftermath	LO 5: **Discuss and evaluate traces of Islamic civilization**	Read Smith: World War I, Great Britain, and the Peach Settlements, 1914-1921 - Palestine Between the Wars: Zionism, the Palestinian Arabs, and the British Mandate, 1920-1939 - World War II and the Creation of the State of Israel, 1939-1949	**Discussion Posts** **Midterm I** Due end of week 4 at midnight
5		Nationalism and Revolution: Iran, Egypt, and Turkey	LO 6: **Assessment and critique of the impact of external powers in the Middle East.**	Read Gelvin Part 3 Read Smith: The Beginning of the Arab-Israeli Conflict: The Search for Security, 1949-1957 - From Suez to the Six-Day War, 1957-1967 - War and the Search for Peace in the Middle East, 1967-1976	**Short Response Paper** **Discussion Posts** Due end of week 5 at midnight
6		The origins of Arab-Israeli Conflict: Zionism, Birth of Israel, and Palestinian Refugees	LO 7: **Analyze and discuss historical developments of the Arab-Israeli conflict.**	Read Gelvin Part 4 Read Smith: Lebanon, The West Bank, and the Camp David Accords: From Pariah to Partner: The PLO and the Quest for Peace in Global and Regional	**Short Response Paper: Smith Book** **Discussion Posts** Due end of week 6 at midnight

				Contexts, 1984-1993 - Israeli-Palestinian/Arab Negotiations and Agreements, 1993-1999 - Visions in Disarray: Camp David 2000, The Palestinian Intifada, American Triumphalism, and Israeli Disengagement, 1999-2006	
7		Nasser, '67, Yom Kippur, and Sadat	LO 7: **Analyze and discuss historical developments of the Arab-Israeli conflict.** LO 8: **C**onduct on-line **research and analysis on the political prospects of the Middle East.**	Read Gelvin Part 4 Read Smith: Lebanon, The West Bank, and the Camp David Accords: From Pariah to Partner: The PLO and the Quest for Peace in Global and Regional Contexts, 1984-1993 - Israeli-Palestinian/Arab Negotiations and Agreements, 1993-1999 - Visions in Disarray: Camp David 2000, The Palestinian Intifada, American Triumphalism, and Israeli Disengagement,	**Comparative Paper Due Short Response Paper: Smith Book Discussion Posts** Due end of week 7 at midnight

				1999-2006	
8		Sayyid Qutb, Iranian Revolution, and the Persian Gulf Wars	LO 8: Conduct on-line **research and analysis on the political prospects of the Middle East.**		**Short Response Paper Discussion Posts** **Final Exam** Due end of week 8 at midnight

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,* 6th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual of Style*.

The *Chicago Manual of Style*l for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design / designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, endnotes, 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.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services, academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See Student Handbook.

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

Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you 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 Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- **Book Catalog -** Link to thousands of *electronic* books
- **Databases -** Find *articles* and reports from scholarly journals, magazines, and newspapers
  - ABC Clio US at War
  - CIAO
  - EBSCO
  - Praeger Security International
  - ProQuest
- **Journal Title Search Engine**
  - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
  - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
  - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
  - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
  - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
  - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
  - The Historical Approach to Research
  - Historical Research Methods
  - Reading, Writing, and Researching for History: A Guide for College Students
  - A Student's Guide to the Study of History
  - *H-Diplo: diplomatic and international history* H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

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 must be in a font and page set-up that is readable and neat. Students must adhere to the consistent format described below.

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

CITATION AND REFERENCE STYLE

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

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Quill and Musket SE1 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.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *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.

Selected Bibliography

A list of recommended additional readings is in the Course Materials section of the classroom.

Online Library Research Center & Learning Resources

The Online Library Resource Center is available to you 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 Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- **Book Catalog -** Link to thousands of *electronic* books
- **Databases -** Find *articles* and reports from scholarly journals, magazines, and newspapers
    - ABC Clio US at War
    - CIAO
    - EBSCO
    - Praeger Security International
    - ProQuest
- **Journal Title Search Engine**
    - *American Historical Review* from 2/01/1975 to 1 year ago in EBSCO
    - *Cold War History* from 08/01/2000 to 1 year ago in EBSCO
    - *Early Medieval Europe* from 03/01/1998 to 1 year ago in EBSCO
    - *Journal of Early Modern History* from 02/01/1999 to 1 year ago in EBSCO
    - *Journal of Medieval and Early Modern Studies* from 01/10/1997 to 1 year ago in EBSCO
    - *Journal of World History* from 04/01/1998 to present in ProQuest
- **Historical Research Methods**
    - The Historical Approach to Research
    - Historical Research Methods
    - Reading, Writing, and Researching for History: A Guide for College Students
    - A Student's Guide to the Study of History
    - *H-Diplo: diplomatic and international history* H-Net discussion group dedicated to diplomatic history and international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.