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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

### HIST 510 Seminar in World History

**3 Credit Hours**  
**16 Weeks**

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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## Instructor Information

## Course Description (Catalog)

This course is a comprehensive seminar in world history designed to provide a foundation in historical theory, trends, and concepts for further study of topical history at the graduate level. Students examine the broad sweep of world history, major interpretive questions in world historiography, and major periods of interaction between civilizations and empires. This course is not designed as a refresher of undergraduate history survey courses; rather, it is a concentrated study of world history for serious history students and professionals.

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## Course Scope

The course introduces students to the broad sweep of world history, acquaints them with major interpretive questions in world historiography, and familiarizes them with major zones and periods of interaction between civilizations. It provides context for the students' knowledge of particular periods and civilizations, and it encourages them to examine history utilizing a variety of approaches.

HIST 510: Seminar in World History exposes students to the work of several historians of recent generations. J.M. Roberts employs a linear approach that reflects more current scholarship. Peter Burke describes the *Annales School* and its interpretative tools that go beyond traditional history. The "Further Readings" entries at the end of this document show how Fernand Braudel's books created a different model of historiography and provide more overview of the *Annales School*. Tom Standage's refreshing book shows how the catalyzing power of common inventions/discoveries can affect the interpretation and analysis of world history.

As a graduate seminar, the course demands more reading, more writing, and more interaction than most AMU offerings. It will be worth it.

## Course Objectives

- **CO#1 - Assess**, compare, and contrast the three models presented and debate their utility in dialogues with the instructor and fellow learners. (Ongoing throughout the seminar)
- **CO#2 - Evaluate** the three World History models and select one for the research paper.
- **CO#3 - Research**, write, and present three persuasive and properly annotated short essays.
- **CO#4 - Organize** and plan a research paper utilizing the model chosen.

## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum, examination, and individual assignments submitted for review by the Faculty Member. Dr. Kreis is the assigned faculty who will support the students throughout this sixteen-week course.

## Course Materials

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### Required Course Textbooks

- Peter Burke, *French Historical Revolution: The Annales School, 1929-1989* (Stanford, CA: Stanford University Press, 1990).
- Patrick Manning, *Navigating World History: Past, Present, and Future of a Global Field* (New York: Palgrave Press, 2003).
- Tom Standage, *A History of the World in 6 Glasses* (New York: Walker & Company, 2006).
- J.M. Roberts, *A Short History of the World* (New York: Oxford University Press, 1997).

### Additional Internet Readings:

- *The Annales School* at <http://www.generation-online.org/h/hannalesschool.htm>
- Samuel Huntington, *The Clash of Civilizations?* (*Foreign Affairs*: Summer, 1993). <http://proquest.umi.com.ezproxy.apus.edu/pqdweb?did=414785&sid=1&Fmt=3&clientId=62546&RQT=309&VName=PQD> {Note: this essay is included in HIST 510 Resources.}
- John Obert Voll, *Islam as a Special World-System\** (See “Course Materials” in the classes Educator site) or <http://www.uhpress.hawaii.edu/journals/jwh/jwh052p213.pdf>
- J. Bentley, *A Summary of the Main Trends in World History* at <http://www.riseofthewest.net/thinkers/bentley01.htm>
- Eric Lane Martin *World History as a Way of Thinking* at <http://worldhistoryconnected.press.uiuc.edu/2.2/martin.html>

### Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- Turabian Citation Guide Online [http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

**IMPORTANT NOTE:** The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

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Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

## Evaluation Procedures

### A. Forum Posts: 40 points (8 graded Forums, 5 points each, 40%)

There are nine forums for discussion throughout the course, each lasting two weeks. Forum 1, your virtual introduction, is ungraded. I will post questions and issues for your consideration in some Forums, while others may be introduced by comments only. You should post comments on the assignment as if you were in a face-to-face seminar, responding intelligently to the readings and the instructor's remarks. **The required minimum is two posts and three replies per Forum. Each post must be a minimum of 250 words in length. Replies should be substantive (meaning that you should grapple with the questions and issues and discuss beyond "I agree" or "good post"), and engage the topics and your colleagues.** (Note: I don't really mind the "good post" sort of reply but make sure that at least three of your replies are more substantial - **figure on a minimum of 100 words per reply.**) They don't have to be negative comments, but should be academically critical. If you are unsure what I mean, contact me. There is no harm in admitting that you don't know something and you can ask questions.

You need not provide full scholarly apparatus in Forum postings and the associated Assignment posting (**you MUST use correct citations and formats in your essays and term paper!**), but **you must give page references in parentheses, and must put any actual quoted material in quotation marks.** Also, if outside readings are referenced, let us know where you get your information.

**NOTE: You must enter the appropriate group under the Forum button on the left navigation bar. Post your initial posting in the Forum area for your classmates to read and respond to the postings of other classmates. There is no need to write up your posts in Word and then submit them to the Assignment link - do all your Forum work in the Forum itself. Do not move on to the next Forum until the current Forum has been closed/graded.**

### B. Short Papers: 30 points each (3 papers, 10 points each, 30%)

In **five pages or less**, analyze and evaluate a significant issue raised in the assigned reading. Do not summarize the reading; draw on it and develop a **reflective and critical argument** of your own. This assignment gives you considerable latitude. I expect papers on diverse topics with differing perspectives. There is no wrong topic so long as you engage a significant issue in the reading. Comparing and contrasting the views of different authors is acceptable. You may use outside sources, but are not required to do so. You **must use fully scholarly apparatus**, i.e., the system described in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Consult Turabian for all matters of form as well. If you don't have a copy of this small book, seek it online and also Google *Chicago Manual of Style*. Turabian was key to developing both books, and the styles are the same. I have reviewed the 7th ed. of Turabian and

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have prepared a Turabian Cheat Sheet (located in Resources) which covers footnote and bibliographical format.

**C. Term Paper: 30 points (5 points abstract/25 points term paper = 30%)**

The term paper is an interpretive essay, not a research paper, meaning I do not expect you to rely on original sources. As this is a world history class, the paper should reflect a world history topic or a subject that can be connected to world history. I reserve the right to reject topics that are local, focus solely on a U.S. history issue, or somehow unconnected to world history issues we will examine this term. In consultation with me, select a major instance of political, commercial, or cultural event of world civilizations, and, in interpret it. **The term paper should target 12 pages of text, exclusive of title page and bibliography.** Your interpretation should include an analysis of the causes of the interaction, the effects on the civilization(s), and broad lessons for the interpretation of world history.

You should consult with me regularly throughout the preparation of the paper. Do this in the Term Paper Forum, which you must enter with initial thoughts on your term paper by the end of week three.

By the end of week 11, you should post an abstract in the term paper forum. I will comment and I may ask the class to comment on each other's abstracts.

You **must use full scholarly apparatus**, i.e., the system described in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*. Consult Turabian for all matters of form as well. If you don't have a copy of this small book, seek it online and also Google *Chicago Manual of Style*. Turabian was key to developing both books, and the styles are the same.

**Evaluation Criteria:**

Grades for this course will be based upon THREE types of graded assignments. There are eight weekly discussion topics provided in the **Forum**. The student will respond to the readings and to the postings of other students. The Introduction Paper merely introduces you to the class and is not graded. The Forums are worth 40% of your grade, the three short essays 30% of your grade, and the term paper is worth 30%.

The grade scale for each of the assignments is provided below:

<b>Graded instruments:</b>	<b>Points each:</b>		<b>Points:</b>	<b>% of final grade:</b>
Forum posts	5	x 8 forums =	40	40%
Short papers	10	x 3 papers =	30	30%
Term Paper Abstract	5	x 1 abstract =	5	5%
Term paper	25	x 1 paper =	25	25%
Total:			100 points	100%

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### Weekly Course Outline

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

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Week	Topics	Learning Objectives	Readings	Assignments
<b>1</b> <b>1/7/13 –</b> <b>1/13/13</b>	Introduction - Main Trends - Prehistory - The Roots of Civilizations - Foundations of our World	Analyze how historians have stretched the boundaries of their discipline  Summarize and question the primary factors that explain the transition from pre-civilization to civilization  Synthesize the major characteristics of the civilizations of the Sumerians, Greeks, Egyptians, Chinese, and Hebrews	Bentley, "Shapes of World History"  Roberts, <i>Short History</i> , pp. 1-123	Forum 1 is due <b>1/13/13</b>  Begin Forum 2
<b>2</b> <b>1/4/13 –</b> <b>1/20/13</b>	- The Greek World - The Roman World - The Contests across civilizations - The Islamic world	Illustrate the major achievements of the Hellenistic Greeks and Romans  Argue the viability of considering the appearance of Christianity and Islam as "cultural revolutions"  Evaluate the cross-currents	Voll, "Islam as a Special World System"  Roberts, <i>Short History</i> , pp. 124-179	Forum 2 due <b>1/23/13</b>

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		<p>which controlled the Western world by 700</p> <p>Assess Voll's argument that Islam ought to be considered a special world system</p>		
<p><b>3</b></p> <p><b>1/21/13 – 1/27/13</b></p>	<ul style="list-style-type: none"> <li>- The Great Asian Traditions</li> <li>- The Making of Europe</li> <li>- Discovery and Confrontation</li> </ul>	<p>Assess the nature and role of the Indus writing system, religion, and political organization of Indus city-states, long-distance trade and the importance of merchants in Indus society?</p> <p>Establish the reasons why the Mongol empire contributed to the opening up of contact between East and West</p>	<p>Martin, "World History as a Way of Thinking"</p> <p>Roberts, <i>Short History</i>, pp. 180-278</p>	<p>Short Essay 1 due <b>1/30/13</b></p> <p>Begin Forum 3</p> <p>Begin discussion of your Term Paper topic in the Term Paper Forum by <b>2/10/13</b></p>
<p><b>4</b></p> <p><b>1/28/13 – 2/3/13</b></p>	<ul style="list-style-type: none"> <li>- Early Modern Times</li> <li>- History in the Making</li> <li>- Great Accelerations</li> <li>- European World Order</li> </ul>	<p>Illustrate the many ways in which new methods to grow food as well as technological innovation lead to changes in Europe</p> <p>Compare and contrast the Reformation, Scientific Revolution and the Enlightenment as agents of change</p> <p>Analyze the development of empire in the 18th century world</p>	<p>Roberts, <i>Short History</i>, pp. 279-401</p>	<p>Forum 3 is due <b>2/3/13</b></p>
<p><b>5</b></p> <p><b>2/4/13 – 2/10/13</b></p>	<ul style="list-style-type: none"> <li>- The Latest Age: The Long Run</li> <li>- The Latest Age: Upheaval</li> <li>- The Latest Age: An Era of Unrest</li> </ul>	<p>Analyze the conditions that may have lead to increasing wealth, and improved standard of living, and global trade in the 19th and 20th centuries</p>	<p>Roberts, <i>Short History</i>, pp. 402-513</p>	<p>Begin Forum 4</p> <p>Term Paper topic due by <b>2/10/13</b></p>

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<p><b>6</b></p> <p><b>2/11/13 – 2/17/13</b></p>	<p>- The Clash of Civilizations in the 21st century</p>	<p>Evaluate Huntington's argument that the primary source of conflict in the modern world will be the cultural and religious identities of nations</p> <p>Debate whether Huntington was talking about nations or civilizations</p> <p>Explain why cultural identity is perhaps more important than ideology or economics</p>	<p>Huntingdon, "The Clash of Civilizations"</p>	<p>Forum 4 is due <b>2/17/13</b></p>
<p><b>7</b></p> <p><b>2/18/13 – 2/24/13</b></p>	<p>- The Evolution of World History</p>	<p>Break down the major characteristics that have defined world history in the past</p> <p>Assess the development of historical philosophy to 1900</p> <p>Evaluate the grand synthesis of world history, 1900-65</p> <p>Justify the development of world history as a distinct discipline of history</p>	<p>Manning, <i>Navigating World History</i>, pp. 1-118</p>	<p>Begin Forum 5</p> <p>Please note that Forum 5 is in 2 parts.</p> <p>Complete Part 1 by <b>2/24/13</b></p>
<p><b>8</b></p> <p><b>3/25/13 – 3/3/13</b></p>	<p>- Revolution in Historical Studies</p>	<p>Explain the ways in which world history has been reorganized as a result of advances of what Manning calls "scholarly apparatus"</p> <p>Deduce the reasons why world history has been stigmatized by both supporters and opponents</p>	<p>Manning, <i>Navigating World History</i>, pp. 119-180</p>	<p>Forum 5 is due <b>3/3/13</b></p> <p>Please note that Forum 5 is in 2 parts.</p> <p>Complete Part 2 by <b>3/3/13</b></p>



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		in the academic world		
<p><b>9</b></p> <p><b>3/4/13 – 3/10/13</b></p>	<p>- Results of Recent Research</p>	<p>Break down the various sub-fields of world history and explain the ways in which those sub-fields have their own "research agenda"</p> <p>Evaluate the contribution of each sub-group of history to the global patterns in history</p>	<p>Manning, <i>Navigating World History</i>, pp. 181-261</p>	<p>Short Essay 2 due <b>3/10/13</b></p> <p>Begin Forum 6</p> <p>Please note that Forum 6 is in 2 parts.</p> <p>Complete Part 1 by <b>3/10/13</b></p>
<p><b>10</b></p> <p><b>3/11/13 – 3/17/13</b></p>	<p>- Logic of Analysis in World History</p>	<p>Establish what Manning means by "the logic of analysis in studies of world history"</p> <p>Analyze the systematic effort to compare and contrast, link and explore historical systems</p> <p>Question the world historian's desire to develop "coherent strategies for analysis" alongside mere interpretation</p>	<p>Manning, <i>Navigating World History</i>, pp. 263-323</p>	<p>Forum 6 is due <b>3/17/13</b></p> <p>Please note that Forum 6 is in 2 parts.</p> <p>Complete Part 2 by <b>3/17/13</b></p>
<p><b>11 -12</b></p> <p><b>3/18/13 – 3/31/13</b></p>	<p>- The Old Historiography and the New</p> <p>- Lefebvre and Bloch</p> <p>- Braudel</p>	<p>Analyze the main features of the Annales school</p> <p>Compare and contrast the Annales school with other primary historical schools of thought in the 20th century</p>	<p>Burke, <i>French Historical Revolution</i>, pp. 1-116</p>	<p>Paper Abstract Due <b>3/26/13</b></p> <p>Begin Forum 7</p> <p>Forum 7 is due <b>3/31/13</b></p>

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	<ul style="list-style-type: none"> <li>- The Third Generation</li> <li>- The <i>Annalistes</i> in a Global Perspective</li> </ul>	<p>Critique the Annalistes and their emphasis on medieval and early modern Europe</p> <p>Assess the contributions of the Annales school to world history today</p>		
<p><b>13</b></p> <p><b>4/1/13 – 4/7/13</b></p>	<ul style="list-style-type: none"> <li>- A Stone Age Brew</li> <li>- Civilized Beer</li> <li>- The Delight of Wine and the Imperial Vine</li> <li>- High Spirits, High Seas</li> <li>- The Drinks that built America</li> </ul>	<p>Assess Standage's notion of taking something simple, like beer, and making grand global claims about its significance</p> <p>Analyze the role of wine in the creative thought processes of the Greek elite</p> <p>Establish what world historians learn about presenting history using popular drinks as their main theme</p>	<p>Standage, <i>History of the World in 6 Glasses</i>, pp. 1-129</p>	<p>Short Essay 3 is due <b>4/7/13</b></p> <p>Begin Forum 8</p>
<p><b>14</b></p> <p><b>4/8/13 – 4/14/13</b></p>	<ul style="list-style-type: none"> <li>- The Great Soberer</li> <li>- The Coffeehouse Internet</li> <li>- Empires of Tea</li> <li>- From Soda to Globalization in a Bottle</li> </ul>	<p>Assess the role of the coffeehouse in terms of socialization and the rise of an educated middle class</p> <p>Explain the reasons why Coca Cola has become a symbol of American imperialism?</p>	<p>Standage, <i>History of the World in 6 Glasses</i>, pp. 133-284</p>	<p>Forum 8 is due <b>4/14/13</b></p> <p>Begin Forum 9</p>
<p><b>15 -16</b></p> <p><b>4/15/13 – 4/28/13</b></p>	<ul style="list-style-type: none"> <li>- Conclusion</li> </ul>	<p>Demonstrate your grasp of world history—what it is, how it can be written, and why it is a separate field of study—by preparing a graduate-level paper</p>	<p>As required for your research.</p>	<p>Forum 9 is due <b>4/24/13</b></p> <p>The Term Paper is due <b>4/28/13</b></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](#)

[Disability Accommodations](#)

## Writing Expectations

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*, 7<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* 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](#), appendices.

## Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. **A title page, footnotes and a bibliography are required elements of all written work:**

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**Footnotes:** the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

**Bibliography:** highlights the materials cited as a separate, alphabetized list in addition to the footnotes.

*Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- Must be set in raised [superscript](#).<sup>1</sup>
- Should come at the end of all directly quoted passages. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

### **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.

### **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.

**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.

- **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.

### Online Library

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

- **Inter Library Loans:** 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.

### **Request a Library Guide for your course (<http://apus.libguides.com/index.php>)**

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu)

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