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# American Public University System

*The Ultimate Advantage is an Educated Mind*

## School of Arts and Humanities

### **HIST531** **The Greek Civilization**

**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 :** **Instructor Information Professional and Academic Biography:** Go to <http://www.apu.apus.edu/academic/faculty-members/bio/109/stanley-d-carpenter>

**Course Description (Catalog):** This course is a study of Greek civilization from its beginnings to the collapse of the independent city-states in the 4th century BC. The course emphasizes Ancient Greece's constitutional, political, economic, social, diplomatic, military, artistic, philosophical and intellectual dynamics. Key topics include the Greek way of land and naval warfare, maritime trade and the economy, Peloponnesian and Persian Wars, The "Age of Pericles" and the Classical Age of Athens, the rise and fall of Spartan power, the rise of Athenian democracy, and the impact of Ancient Greece on the evolving Western Civilization.

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**Course Scope:** HIST531, The Greek Civilization, encompasses the History of Greece from the beginnings in the

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Age of the Minoans, through the: civilizations of Crete; the Dark Ages of Greece; the establishment of independent city-states; the founding of Greek colonies throughout the Aegean Sea, Asia Minor, and Western Mediterranean; the wars with the Persian Empire; the rise of Sparta and Athens; the Age of Pericles and Democracy; The "Golden Age of Greece;" the Peloponnesian Wars; and down to the Age of Alexander the Great by the late 4th Century BC. The major areas of emphasis will be: establishment of the Greek city-states from the early migrations after 2000 BC; evolution of distinctly Greek constitutions; economics, social and religious norms, art, architecture, literature, and culture; warfare in the period of Greek dominance of the Eastern Mediterranean and against the Asian empires, notably Persia; the Peloponnesian Wars; the eventual conquest of Greece by Philip of Macedon and the beginnings of the Hellenistic Age with Alexander the Great; the form and structure of the Greek armies; Greek military strategy, operational concepts and battle tactics; diplomacy and relations with each other and with non-Greek peoples.

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### Course Objectives

APUS policy requires that undergraduate courses provide a transition from the basic, recall of facts and information ("knowledge" and "comprehension" categories from *Taxonomy of Educational Objectives*, by Bloom) to the higher orders of cognitive performance.

The policy also infers that graduate courses stress development of the student's ability to research, reason and write in a scholarly way, aiming at the higher order cognitive skills of "analysis," "synthesis," "evaluation," and defense of logic and conclusions. Course learning objectives should be established accordingly, and instructional techniques should be used to achieve them.

For additional background, go to: [University Learning Outcomes Assessment](#)

### Upon completion of this course, the student should be able to:

- CO-1** Summarize the major milestones in the evolution of ancient Greek civilization.
- CO-2** Analyze the major technological, doctrinal and organizational developments and techniques used by the Greek armies and the role of naval power and maritime commerce in the rise of the Greek city states.
- CO-3** Analyze the strategic and diplomatic situation of the Greek city states relative to other Mediterranean and Eastern Asian powers.
- CO-4** Evaluate the influence of Greek political, social, constitutional, religious, artistic, philosophic, and economic norms, perceptions and practices on the evolution of a "Western" culture.
- CO-5** Analyze the role of aristocracy, tyranny, oligarchy, monarchy and democracy in governing the Greek world between 1600 and 150 BCE.
- CO-6** Analyze the influence of the Age of Pericles (of Athens) and the cultural legacy of Fifth Century Greece ("Golden Age of Greece") on modern perceptions of the ancient world.
- CO-7** Analyze the role played by drama and religion in Greek culture.
- CO-8** Synthesize an argument in favor of or opposing the proposition that there is a distinct "Greek way in warfare" and support the thesis based on interpretations of tactical doctrine, operational art, strategic thinking, political considerations, diplomacy, financial structures, social and religious norms, and geographic considerations as demonstrated by conflict in the Greek World.

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**Course Delivery Method**

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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**Course Materials**

**REQUIRED COURSE TEXTBOOKS:**

Freeman, Charles. *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*. 2nd Edition Oxford: Oxford University Press, 2004.

Kagan, Donald. *The Peloponnesian War*. New York: Penguin Books, 2004.

Kitto, H.D.F. *The Greeks*. Baltimore, MD: Penguin Books, 1991.

Martin, Thomas R. *Ancient Greece: From Prehistoric to Hellenistic Times*. New Haven, CT: Yale University Press, 2000.

**RECOMMENDED READING AND RESEARCH SOURCES:**

**Note: Excellent resource for crafting your Research Papers, Short Essays and Final Essay Exam. It may or may not be included in your MBS book package, but if not, is readily available from libraries, through InterLibrary Loan or by purchase.**

Herodotus and Aubrey de Selincourt (trans.) and John Marincola. *Herodotus: The Histories*. London: Penguin Books, 1996.

*NOTE 1:* There are a number of editions available, particularly the Kitto and Herodotus. The Syllabus provides the chapter numbers, which should be a sufficient guide regardless of the particular edition. All editions of all required readings are acceptable for this course.

*NOTE 2:* Students may find reading even the best translation of Herodotus challenging. However, as he is considered the "Father of Modern History" and since so much of our knowledge of the Greek World comes from Herodotus, it is useful that the student of Greek History have some familiarity with this seminal important writer. When reading Herodotus, he should be read "thematically" and the student should attempt to draw out the primary themes and not attempt to memorize the myriad names, dates, places and events. Contemporaries of Herodotus would have recognized these; the modern student will only be overwhelmed by them.

**OPTIONAL RESOURCES (RECOMMENDED):**

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- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longmans, 2007.
- *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, 2007. 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.*

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.

**WEBSITES (Excellent Sources for Short Essays and Research Papers):**

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using internet sources as well. Note websites are subject to change.

*Journal of Ancient Spartan and Greek History* <http://www.sparta.markoulakispublications.org.uk/>  
*Greek, Roman and Byzantine Studies* <http://www.duke.edu/web/classics/grbs/>  
*Bryn Mawr Classical Studies* <http://ccat.sas.upenn.edu/bmcr/>  
*Internet Ancient History Sourcebook* <http://www.fordham.edu/halsall/ancient/asbook.html>  
*American Philological Association* <http://www.apaclassics.org/APA-MENU.html>  
*Association of Ancient Historians* [http://www.trentu.ca/search/overview\\_404.php](http://www.trentu.ca/search/overview_404.php)  
*Voice of the Shuttle Classical Studies* <http://vos.ucsb.edu/browse.asp?id=2708>  
*Ancient Greece History Studies* <http://www.wsu.edu:8080/~dee/GREINRES.HTM>

The History Ring

<http://members.tripod.com/~PHILKON/ring.html>

This ring is dedicated to Internet sites which feature historical information. At last count it had 1089 linked sites. You can search the sites in the History Ring by using keywords.

The History Journals Guide

<http://www.history-journals.de/journals/index.html>

Published online since 1997, this is the most complete guide to history journals. They are arranged chronologically, geographically, and lingually.

History On-Line

<http://ihr.sas.ac.uk/search/welcome.html>

Established by the Institute of Historical Research at the University of London in 1993, this site provides access to valuable links for UK, European and World History. Included are full-text seminars on a variety of historical topics, a database of 30,000 records including books in print by academic history publishers in the UK, journals and articles and 90% of history theses completed in the UK in the twentieth century.

The World Wide Web Virtual Library: History

<http://vlib.iue.it/history/>

The most important gateway to history resources on the Internet. This site was maintained by the University of

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Kansas as part of the WWW Virtual Library until May of 2004. It is now maintained at the European University Institute in Florence, Italy. The site arranges 3000 links alphabetically by subject and name.

**RESOURCES/RUBRICS/COURSE FOLDERS:**

Course Folders address some key elements of the course. They are to provide a handy reference. The Course Folders are found in RESOURCES and include:

- Course Folder #1 – Research Papers
- Course Folder #2 – Short Essays
- Course Folder #3 – Discussion/Class Participation
- Course Folder #4 – Final Exam Essay
- Course Folder #5 – Short Essay Topics
- Course Folder #6 – Writing Rubrics
- Course Folder #7 – Course Materials

**RESOURCES/COURSE LECTURES:**

In RESOURCES, you will find a number of Course *Lectures*. These are short pieces, sometimes containing PowerPoint slides of images as well as text of varying length that address important aspects of the history of Ancient Greece. These are of considerable assistance in framing your Discussion Question responses and are useful in providing additional perspectives on the most important aspects and themes of the course. The Folders are labeled by a short title as to the subject matter and are in no particular order, chronologically or thematically. However, the Folder Title tells you exactly what topic is addressed. Note that these Lectures supplement, not replace, the course readings/material. Please consult the Lectures as you make your way through the course. Since in online education, we try to replicate the traditional classroom experience as best as possible, the Lectures provide a variation of the traditional lecture experience, albeit not the live format. Of note, many of these lectures have been generated from the fine work of previous students as well as from the professor, so this course truly reflects not only faculty, but also student input and high-level analytical thinking. Additionally, you will find references to useful historical works and they thus provide a good guide to appropriate sources for your Short Essays, Research Paper and Essay Final Exam.

**Evaluation Procedures and Assignments:** The Assignment descriptions are provided in three locations – **ASSIGNMENTS** (with due dates), **RESOURCES** (under Course Folders) and **ANNOUNCEMENTS** (appearing at the beginning of the week that the assignment is due).

**CRITICAL NOTE:** All written assignments must be submitted in **WORD** format, either **WORD 97-2003 (.doc)** or **WORD 2007 (.docx)** as the system will not open any other format.

**EVALUATION VALUES:** APUS Grading Scale: See **LINKS/Policy/Grading**; For Graduate Writing Rubrics, see **RESOURCES/Course Folder #6**.

| <b>Graded Instruments:</b>     | <b>Points</b> | <b>% Final Grade</b> |
|--------------------------------|---------------|----------------------|
| <b>Short Essay #1</b>          | <b>100</b>    | <b>10%</b>           |
| <b>Short Essay #2</b>          | <b>100</b>    | <b>10%</b>           |
| <b>Research Paper Proposal</b> | <b>50</b>     | <b>5%</b>            |
| <b>Final Research Paper</b>    | <b>300</b>    | <b>30%</b>           |
| <b>Final Essay Exam</b>        | <b>200</b>    | <b>20%</b>           |
| <b>Forum #0 (Intro/Bio)</b>    | <b>10</b>     | <b>1%</b>            |
| <b>Forum #1 (DQ#1)</b>         | <b>30</b>     | <b>3%</b>            |
| <b>Forum #2 (DQ#2)</b>         | <b>30</b>     | <b>3%</b>            |
| <b>Forum #3 (DQ#3)</b>         | <b>30</b>     | <b>3%</b>            |
| <b>Forum #4 (DQ#4)</b>         | <b>30</b>     | <b>3%</b>            |
| <b>Forum #5 (DQ#5)</b>         | <b>30</b>     | <b>3%</b>            |

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| <b>Forum #6 (DQ#6)</b> | <b>30</b>   | <b>3%</b>   |
| <b>Forum #7 (DQ#7)</b> | <b>30</b>   | <b>3%</b>   |
| <b>Forum #8 (DQ#8)</b> | <b>30</b>   | <b>3%</b>   |
| <b>TOTAL</b>           | <b>1000</b> | <b>100%</b> |

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**Weekly Course Outline**

| <u>Week</u> | <u>Topic(s)</u>                      | <u>Learning Objective(s)</u>  | <u>Reading(s)</u>  | <u>Assignment(s)</u>                             |
|-------------|--------------------------------------|---|--|--|
| 1           | <b>Genesis of Greek Civilization</b> | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events in the establishment of a distinct Greek civilization (CO# 1,2,3,4,5);</p> <p>LO-2) Analyze the political, constitutional, economic, social, religious and diplomatic context of the early Greeks (CO# 1,4,5).</p>   | <p><b>Required Readings:</b> Kitto, <i>Chapters I, III</i>; Martin, <i>Chapter I</i>.</p>                          | <p><b>Introduction/Biography – DB#0</b></p>      |
| 2           | <b>Early Greeks—Minoans</b>          | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the establishment and evolution of the early Minoan civilization down to about 1400 BC (CO# 1,2,3,4,5,6,8);</p> <p>LO-2) Analyze the political, constitutional, economic, social, religious and diplomatic context of Minoan civilization (CO# 1,3,4,5)</p> | <p><b>Required Readings:</b> Freeman, <i>Chapters 1,7</i>; Kitto, <i>Chapter II</i>; Martin, <i>Chapter 2</i>.</p> | <p>Contact Professor to propose Essay Topics</p> |
| 3           | <b>Early Greeks-Mycenaeans</b>       | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the establishment and evolution of the Mycenaean civilization down to about 1100 BC (CO# 1,2,3,4,5,6,8);</p> <p>LO-2) Analyze the political.</p>  | <p><b>Required Readings:</b> Freeman, <i>Chapter 8</i>.</p>  | <p><b>Discussion #1</b></p>                      |

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|   |  | constitutional, economic, social, religious and diplomatic context of Mycenaean civilization (CO# 1,3,4,5).   |   |                         |
| 4 | Trojan War, Homer and the Dark Ages              | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the Homeric period (Trojan Wars) and the Dark Ages of Greece (CO# 1,2,3,4,8);</p> <p>LO-2) Analyze the state of Greek culture in the period of insecurity and great economic and political instability (CO# 1,4,5).</p>   | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 9,10</i>;<br/>Kitto, <i>Chapter IV</i>; Martin, <i>Chapter 3</i>.</p>  | Short Essay #1          |
| 5 | Poleis   | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the period from the end of the Dark Ages to the clash with the Persian Empire (CO# 1,2,3,4,8);</p> <p>LO-2) Analyze the domestic cultural and constitutional context of Classical Greece (CO# 1,4,5,6,7).</p>   | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 11</i>;<br/>Kitto, <i>Chapter V</i>;<br/>Martin, <i>Chapter 4</i>.</p> | Discussion #2           |
| 6 | Imperial Expansion and Rise of Sparta and Athens | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the period from 800 to 479 BC (CO# 1,2,3,4,5);</p> <p>LO-2) Analyze the impact of imperial expansion and domestic politics on the constitutional context of Greece, as well as the role played by the rise of Sparta as a military power and Athens as a maritime power, particularly in terms of growing friction with Persia (CO# 1,2,3,8).</p> | <p><b>Required Readings:</b> Kitto, <i>Chapter VI</i>;<br/>Martin, <i>Chapter 5</i>.</p>                                    | Research Paper Proposal |
| 7 | Persian Wars                                     | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the Persian Wars (CO# 1.2.3.8):</p>   | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 12</i>,<br/>Martin, <i>Chapter 6</i>.</p>                              | Short Essay #2          |

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|    |                                     | LO-2) Analyze the impact of the rise of Athens and Sparta to military dominance as well as the dynamics, strategy, operational concepts, and tactics of the Greek military and naval systems (CO# 1,2,3,8).  |   |                      |
| 8  | <b>The Golden Age of Greece I</b>   | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the period following the Greek victory over the Persians down to the outbreak of the civil wars known at the Peloponnesian Wars (CO# 1,2,3,4,5);</p> <p>LO-2) Analyze the nature of the aforementioned contextual dynamics of Greek culture, religion, politics and domestic life in the period, particularly as it established a cultural legacy for the future Western civilization (CO# 1,4,5,6).</p> | <p><b>Required Readings:</b><br/>Freeman, <i>Chapters 13, 14</i>;<br/>Kitto, <i>Chapter VII</i>; Martin, <i>Chapter 7</i>.</p>                    | <b>Discussion #3</b> |
| 9  | <b>The Golden Age of Greece II</b>  | <b>Objectives:</b> Continued.  | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 15</i>.</p>  | <b>Discussion #4</b> |
| 10 | <b>The Golden Age of Greece III</b> | <b>Objectives:</b> Continued.  | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 16</i>.</p>  | <b>Discussion #5</b> |
| 11 | <b>Peloponnesian Wars I</b>         | <p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events of the period from 480 to 404 BC and the Peloponnesian Wars (CO# 1,2,3,8);</p> <p>LO-2) Analyze the dynamics of military and naval power in the period as well as the impact of the war in terms of setting in motion the eventual decline of Classical Greece (CO# 1,2,3,8).</p>   | <p><b>Required Readings:</b><br/>Freeman, <i>Chapter 17</i>;<br/>Kagan, <i>All</i>;<br/>Kitto, <i>Chapter VIII</i>, Martin, <i>Chapter 8</i>.</p> | <b>Discussion #6</b> |



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|    |  |   |   |   |
| 12 | <b>Peloponnesian Wars II</b>                       | <b>Objectives:</b> Continued.   | <b>Required Readings:</b><br>Kagan,<br><i>Continued.</i>  | <b>Research Paper</b>   |
| 13 | <b>Fourth Century Crisis and Philip of Macedon</b> | <b>Objectives:</b> Upon completion of this lesson, the student will be able to:<br><br>LO-1) Summarize the principle events from the end of the Peloponnesian Wars in 404 BC to the defeat of the Greeks by the Macedonians in 338 BC (CO# 1,2,3,4,8);<br><br>LO-2) Analyze the reasons for the instability and decline in the Greek city-states' ability to maintain their independence and security against a surging northern kingdom (CO# 1,2,3,8). | <b>Required Readings:</b><br>Freeman,<br><i>Chapter 18;</i><br>Kitto, <i>Chapter IX,</i> Martin,<br><i>Chapter 9.</i> | <b>Discussion #7</b>  |
| 14 | <b>The Cultural Legacy of Greece</b>               | <b>Objectives:</b> Upon completion of this lesson, the student will be able to:<br><br>LO-1) Summarize the principle events of Greek civilization from about 2000 BC to 338 BC (CO# 1);<br><br>LO-2) Analyze the impact of Greek civilization on the modern world (CO# 1,4,5,6,7).  | <b>Required Reading:</b> Kitto, <i>Chapters X- XII;</i> Martin, <i>Chapter 10.</i>                                    | <b>Discussion #8</b>  |
| 15 | <b>Retrospect</b>                                  | <b>Objectives:</b> Prepare for Final Exam (CO# 1,2,3,4,5,6,7,8).  | <b>Required Reading:</b><br>Complete all outstanding reading.   | Prep for Final Exam   |
| 16 | <b>Final Exam</b>                                  | <b>Objectives:</b> At the conclusion of this lesson, the student will be able to:<br><br>LO-1) Complete and submit a Final Examination (CO# 1,2,3,4,5,6,7,8).   | <b>Required Readings:</b><br>None.  | <b>Final Exam</b><br><br>Completed Exam should be submitted by midnight of the Sunday of Week 16. |

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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 – See also RESOURCES/Course Folder #6 for Writing Rubrics.**

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, 2007), 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. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

[Endnotes/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](#) is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or 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:

- May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
- Should come at the end of the paragraph and collectively account for the resources used. 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.

**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.

- 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.
- **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.

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### 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.

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- **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)

**Selected Bibliography: See RESOURCES: Selected Bibliography.**

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