

School of Arts and Humanities

**HIST536 – HISTORY OF THE ENLIGHTENMENT (FROM THE SCIENTIFIC REVOLUTION TO THE AGE OF NAPOLEON)**

**3 Credit Hours**

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**

**Description (Catalog):** This course is a study of the major social, political, constitutional, religious, economic, and cultural changes in Europe from the age of the Scientific Revolution (roughly the early 17<sup>th</sup> century) to the elevation of Napoleon Bonaparte to First Consul of France in 1799. Topics include the intellectual history of the Scientific Revolution, the 18<sup>th</sup> century Age of Reason, and the Enlightenment. The course concludes with the French Revolution and addresses the causes, development of radical ideologies, social and political instability, French impact on Europe in the 1790s, and the achievements of Napoleon as a military commander leading to his rise to ultimate power in France with the downfall of the Directorate and the creation of the Consulship, a precursor to the Napoleonic Empire of 1804.)

**Course Scope: HIST536, History of the Enlightenment (From the Scientific Revolution to the Age of Napoleon),** encompasses the period from the early 17<sup>th</sup> century to the end of the French Revolution and the beginning of the Napoleonic era in 1799 and concentrates on the major social, political, economic, religious, and cultural changes in Europe, particularly Western Europe. The primary areas of emphasis will be: Scientific Revolution of the 17<sup>th</sup> century, intellectual history of the Enlightenment and Age of Reason; causes of the French Revolution; development of radical ideologies; social and political instability in the French Revolution; the impact of Enlightenment and Revolutionary France on European social, political, religious, and philosophical concepts; and, the rise to power of Napoleon Bonaparte as First Consul in 1799.

**Course Objectives:**

**Upon completion of the course, the student will be able to:**

**CO-1)** Summarize the major milestones in the evolution of the Enlightenment and Revolutionary period between

1715 and 1799.

**CO-2)** Summarize the major strategic and operational events of the Wars of the French Revolution with particular regard to how Enlightenment ideals shaped the context, concept of nationalism, role of the "citizen" soldier, meritocracy and fighting efficiency of the soldiers and sailors.

**CO-3)** Analyze the major technological, doctrinal and organizational developments and techniques used by the French Army and Napoleon to expand and defend the resultant Empire.

**CO-4)** Analyze the diplomatic, strategic and operational situation of France relative to other European powers throughout the Revolutionary period.

**CO-5)** Evaluate the influence of Enlightenment political, social, constitutional, religious, artistic, philosophic and economic ideas and practices on the evolution of "Western" culture.

**CO-6)** Analyze the role of the Scientific Revolution in stimulating the Age of Reason and the Enlightenment.

**CO-7)** Analyze the causes of the French Revolution, particularly in terms of Enlightenment ideals.

**CO-8)** Analyze the impact of the *philosophes* of the pre-Revolutionary period in terms of their impact on intellectual, cultural, political, constitutional, social, religious and economic changes in Europe between 1715 and 1789.

**CO-9)** Synthesize an argument in favor of or opposing the proposition that there is a distinct "Modern Western Culture" that has roots in the Enlightenment.

#### **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.

#### **REQUIRED COURSE TEXTBOOKS:**

Doyle, William. *The Oxford History of the French Revolution*. 2<sup>nd</sup> Edition. New York: Oxford University Press, ISBN 02 019925298X.

Gay, Peter. *The Enlightenment: An Interpretation: The Science of Freedom*. New York: W.W. Norton, 1969 or 1996 edition. ISBN 0-393-31366-2.

\_\_\_\_\_. *The Enlightenment: The Rise of Modern Paganism*. New York: W.W. Norton, 1966 or 1995 edition. ISBN 0-393-31302-6.

Jacob, James R. *The Scientific Revolution: Aspirations and Achievements, 1500-1700* (The Control of Nature Series). Prometheus Books, 1998. ISBN-10: 1573925462  
ISBN-13: 978-1573925464

Markham, Felix. *Napoleon*. New York: New American Library, 1963 or 1988 edition. ISBN 0-451-62798-9.

#### **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 MRS book package, but if not, is readily available from libraries, through**

**InterLibrary Loan or by purchase.**

Blanning, T. C. W. *The French Revolutionary Wars, 1787-1802 (Modern Wars)*. New York: Arnold, 1996. ISBN 0-340-56911-5.

NOTE 1: There are a number of editions available, particularly of the Markham and Gay books. The Weekly Schedule 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 the two Peter Gay works challenging. However, as he is considered one of the leading experts in the philosophical and religious aspects of the Enlightenment, it is worthwhile spending some time here. Due to the complexity of the text, students should read the Gay books "thematically" and should attempt to draw out the primary themes and not to memorize the myriad names, dates, places, concepts, etc. Experts in Enlightenment and 18th Century Studies will recognize the references, but the typical student will not and will only be overwhelmed.

**OPTIONAL RESOURCES (Recommended):**

- 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.

The History Ring

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

This ring is dedicated to Internet sties 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 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.

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#### **RESOURCES/RUBRICS/COURSE FOLDERS:**

Course Folders address key elements of the course. They provide the RUBRICS that govern the individual assignments and provide a handy reference guide without having to plow through the Syllabus. The Course Folders are found in RESOURCES under the individual RUBRIC and Course Folder number. They include:

- Course Folder #1 – Research Papers
- Course Folder #2 – Short Essays
- Course Folder #3 – FORUMS/Discussion/Class Participation
- Course Folder #4 – Final Essay Exam
- 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 Enlightenment. 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.

**Forums:** At several points through the course, the Professor will post a Discussion Question (DQ) in FORUMS that will revolve around the general themes of the course and the required readings. Students have a full week to respond to the initial discussion question and to post responses to other student and Professor postings. Limit responses to 400 words. The DQs can be found in the FORUMS section of the Course Menu and will be uploaded the weekend prior to each DQ Week. Note that occasionally, the Professor may post questions earlier; however, responses will not be required until the actual appropriate week in accordance with the Syllabus. Upload the discussion response in the FORUM so that all class members may read and comment.

The requirement is to answer the original posting by the Professor and to respond to at least two other postings from either the Professor or other students. In this way, we will replicate a traditional classroom discussion. Each DQ will remain active for at least two weeks before a grade is assigned. This procedure allows for a robust follow-on class discussion. However, the initial response is due by the date given in the Syllabus, which is always the Sunday of the DQ week.

**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.

<u>Graded Instruments:</u>	<u>Points</u>	<u>% Final Grade</u>
Short Essay #1	100	10%
Short Essay #2	100	10%
Research Paper Proposal	50	5%
Final Research Paper	300	30%
Final Essay Exam	200	20%
Forum #0 (Intro/Bio)	10	1%
Forum #1 (DQ#1)	30	3%
Forum #2 (DQ#2)	30	3%
Forum #3 (DQ#3)	30	3%
Forum #4 (DQ#4)	30	3%
Forum #5 (DQ#5)	30	3%
Forum #6 (DQ#6)	30	3%
Forum #7 (DQ#7)	30	3%
Forum #8 (DQ#8)	30	3%
<b>TOTAL</b>	<b>1000</b>	<b>100%</b>

**Weekly Course Outline:**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Genesis of Enlightenment	<p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events leading up to the Enlightenment of the 18th Century (CO# 6);</p> <p>LO-2) Analyze the political, constitutional, economic, social, religious and diplomatic context of Western Europe in the 17<sup>th</sup> century (CO# 6).</p>	<p><b>Required Readings:</b> Gay, <i>Science, Chapters 1-4</i>; Jacob, <i>Begin Reading</i>.</p> <p>Remember to read Gay "thematically" to try to draw some impressions of the Enlightenment rather than become encumbered by the density and scope of his work.</p>	<p><b>Discussion #0</b> <b>Introduction/Biography</b></p>
		<p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the concepts and theories of</p>		

2	<b>The Scientific Revolution</b>	<p>the early astronomers (CO #6);</p> <p>LO-2) Examine the role of official bodies and organizations devoted to the new science including the Royal Society(CO #6);</p> <p>LO-3) Summarize the works in physics and mathematics of scientists such as Newton and Descartes(CO #6);</p> <p>LO-4) Analyze the impact of the new Scientific Method and Empiricism on the understanding of the physical properties and laws of motion(CO #6);</p> <p>LO-5) Analyze the reaction of official bodies in society such as the Church and government to the new concepts of the Scientific Revolution (CO #6).</p>	<p><b>Required Readings:</b> Jacob, <i>Complete Reading</i>.</p>	<p>Contact Professor to propose topics for the Short Essays</p>
3	<b>Politics and Constitutionalism</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 Enlightenment in terms of politics/ constitutionalism (CO# 1,5,8);</p> <p>LO-2) Describe the political and constitutional context of Western Europe in this period(CO# 1,5,8);</p> <p>LO-3) Analyze the practical impact of the new philosophy on the politics of the 18th Century (CO# 1,5,8).</p>	<p><b>Required Readings:</b> Gay, <i>Paganism, Chapter 3</i>; Gay, <i>Science, Chapters 8-10</i>.</p>	<p><b>Discussion #1</b></p>
4		<p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p>		<p><b>Short Essay #1</b></p>

	<p><b>Religion and Personal Liberty</b></p>	<p>LO-1) Summarize the principle events of the Enlightenment in terms of religion and personal liberty (CO# 1,5,8);</p> <p>LO-2) Describe the religious and social context of Western Europe in this period (CO# 1,5,8) ;</p> <p>LO-3) Analyze the practical impact of the new philosophy on religion and society of the 18th Century (CO# 1,5,8) ;</p> <p>LO-4) Analyze the role of the religious philosophy of Deism and the concept of God as “The Great Clockmaker” (CO# 1,5,8).</p>	<p><b>Required Readings:</b>  <i>Gay, Paganism, Chapters 4-6; Gay, Science, Chapters 5-7.</i></p>	
<p>5</p>	<p><b>The Philosophes I</b></p>	<p><b>Objectives:</b> Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle concepts as expressed by the most important <i>philosophes</i> including Hume, Voltaire, Montesquieu, and Rousseau (CO# 1,5,8);</p> <p>LO-2) Analyze their importance in shaping Enlightenment philosophy as well as the political, economic, constitutional, religious and social concepts of the 18th Century (CO# 1,5,8);</p> <p>LO-3) Analyze the role of the economic philosophers, called “Physiocrats” such as Turgot in France and Adam Smith in Great Britain (CO# 1.5.8).</p>	<p><b>Required Readings:</b> Continue Reading.</p>	<p><b>Discussion #2</b></p>

6	<b>The Philosophes II</b>	<b>Objectives:</b> Continued.	<b>Required Readings:</b> Continue Reading.	<b>Research Paper Proposal</b>
7	<b>The Philosophes III</b>	<b>Objectives:</b> Continued.	<b>Required Readings:</b> Continue Reading.	<b>Short Essay #2</b>
8	<b>Prelude to a Revolution</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 leading up to the outbreak of the French Revolution in 1789 (CO #1,7);</p> <p>LO-2) Analyze the role played by Enlightenment philosophy on the changing concepts of man and society and the accompanying challenges to the <i>Ancien Regime</i> in France (CO #1,7).</p>	<p><b>Required Readings:</b> Doyle, <i>Chapter 1</i>.</p>	<b>Discussion #3</b>
9	<b>Causes of the French Revolution</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 leading to the outbreak of open resistance to the crown and aristocracy in 1789 and through the first years of the French Revolution leading to the Constitution of 1791 (CO #1,7);</p> <p>LO-2) Analyze the impact of grievances on the events</p>	<p><b>Required Readings:</b> Continue Reading.</p>	<b>Discussion #4</b>

		that followed the calling of the Estates-General in the summer of 1789(CO #1,7).		
10	<b>The Enlightenment and 1789</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 1789 to 1792 as the French Revolution unfolds (CO# 1,4,7);</p> <p>LO-2) Analyze the impact of Enlightenment ideals on the new social and political order that replaced the <i>Ancien Regime</i> (CO# 1,4,7,8).</p>	<b>Required Readings:</b> Doyle, <i>Chapters 2-9.</i>	<b>Discussion #5</b>
11	<b>Breakdown of the Revolution</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 abolition of the French monarchy and the beginnings of a 23-year period of widespread European war (CO# 1,2,4);</p> <p>LO-2) Analyze the underlying reasons for the breakdown of order and the rise of radical ideology that seemingly perverted the Enlightenment ideals of personal liberty and political, social, and economic equality (CO# 1,7).</p>	<b>Required Readings:</b> Doyle, <i>Chapters 10-13.</i>	<b>Discussion #6</b>
12		<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 1790s with regard to political, military, and</p>	<b>Required Readings:</b> Doyle, <i>Chapters 14-15.</i>	<b>Research Paper</b>

	<b>Defending the Revolution</b>	foreign policy issues (CO# 1,2,3,4);  LO-2) Analyze the influence of Enlightenment ideals in reshaping the French military as well as the consequences of this revolutionary change in the patterns of warfare (CO# 1,2,3,4,).		
13	<b>Rise of Napoleon and the French Empire</b>	<b>Objectives:</b> Upon completion of this lesson, the student will be able to:  LO-1) Summarize the principle domestic, political, constitutional, military, naval, constitutional and imperial events of the period from 1795 to 1799 (CO# 1,2,3,4);  LO-2) Analyze the importance of the Enlightenment ideals of meritocracy and political equality on the rise of Napoleon and on the ability of France to defeat the allied great monarchical powers of Europe (CO# 1,2,3,4,8).	<b>Required Readings:</b> Markham, <i>Chapter 1.</i>	<b>Discussion #7</b>
14	<b>The Enlightenment Legacy</b>	<b>Objectives:</b> Upon completion of this lesson, the student will be able to:  LO-1) Summarize the principle events of the Enlightenment and, French Revolution periods (CO# 1,5,8,9).	<b>Required Reading:</b> Gay, <i>Science, Finale</i> ; Markham, <i>Chapters 16-17.</i>	<b>Discussion #8</b>
15	<b>Retrospect</b>	<b>Objectives:</b> Upon completion of this lesson, the student will be able to:  LO-1) Analyze the impact of the Enlightenment on all aspects of Western Civilization and the legacy of the Enlightenment for	<b>Required Reading:</b> Complete all outstanding reading assignments.	Submit any remaining assignments and Discussion Question responses

		the Modern World (CO# 1,2,3,4,5,6,7,8,9).		
16	<b>Final Examination</b>	<b>Objectives:</b> Complete and submit Final Examination (CO# 1,2,3,4,5,6,7,8,9).	<b>Required Readings:</b> None.	<b>Final Exam</b> Completed Exam should be uploaded by midnight of the due date.

**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:

- o May be in-line, but preferably set in raised [superscript](#).<sup>1</sup>
- o 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.

- 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.
- **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.**