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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 558
The Great War

3 Credit Hours
8 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:
Email:
Phone:

Course Description (Catalog)

This course examines the origins of World War I; the combatants, strategy and tactics, technological innovation vs. conservatism; the war in France; the war at sea; America's role; the peace settlement; and the occupation. While military aspects of the conflict are studied, the primary focus places the Great War in the context of European and World history, and specific areas include political and diplomatic developments, new developments in weapons technology, economic aspects of the war, and the impact of the war on the culture and social order of the nations involved in the struggle.

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Course Scope

In the summer of 1914, a small regional conflict in the Balkans quickly spread to draw in most of the major powers in Europe, and eventually beyond. The Great War, or the World War as it quickly became known, would last for more than four years, and be responsible for the deaths of an estimated 10-15 million people, the vast majority of them members of the militaries of the combatant nations.

While there had been other European wars that were truly global in scope and impact - the Seven Years' War or the wars of the French Revolution and the Napoleonic period certainly qualify on those scores, for example - the death and destruction of the Great War quickly rose to a level never before seen in human history, and then proceeded to get worse as time went on.

This was due to a combination of two primary factors - the massively increased size of the armies involved and the vastly enhanced lethality of their weapons. Armies had risen in size from a few thousand professional soldiers in the late 18th century to millions of men, the majority of them conscripts. And these immense conscript armies were equipped with weapons of unprecedented lethality, which made the war unimaginably bloody.

Rifles, machine guns, grenades, quick firing artillery, barbed wire, flamethrowers, poison gas, tanks, submarines, dreadnought battleships, torpedoes, airships, airplanes, as well as new technologies such as radio, and especially the modern industrial revolution which allowed all these things to be produced in quantities that beggared the imagination, all made the Great War an experience like none other in human history, in scope, in size, and in lethality. The war also caused the fall of empires, re-arranged the political maps of the world, and in its aftermath set the stage for another, even larger and bloodier conflict.

For all of these reasons, a solid knowledge of the First World War is essential to understanding the modern world, and especially the changes it produced in the role of Europe in the world. It is the hope of the instructor that this course will provide that knowledge.

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Course Objectives

After successfully completing this course, you will be able to:

Examine the political and diplomatic developments in Europe during the period from 1900 to 1920

Analyze the military campaigns of the Great War on all fronts

Evaluate the various new weapons technologies used in the war, and their impact on it.

Assess the role of modern industrial economies on the length and destructiveness of the war.

Critique the performance of military leaders in participant armies.

Examine the impact of the war on the society and culture of the nations involved.

Assess the role of the war in creating political instability and revolution.

Evaluate the factors that led to victory for one side and defeat for the other.

Deconstruct some of the common myths about the war.

Examine a chosen subject from the period 1900 to 1920 in great detail, with an emphasis on its impact on the history of the period.

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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 and access to the online learning management system (MyClassroom) 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 Discussions), 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

Hamilton, Richard F. & Holger H. Herwig *Decisions for War: 1914-1917* Cambridge University Press, 2004 0521545307 Soft cover

Herrmann, David G. *The Arming of Europe and the Making of the First World War* Princeton University Press, 1997 0691015953 Soft cover

Kinvig, Clifford *Churchill's Crusade: The British Invasion of Russia, 1918-1920* London: Hambledon Continuum, 2006 9781847250216 Soft cover

Stevenson, David *Cataclysm: The First World War as Political Tragedy* Basic Books, 2004 0465081851 Soft cover

Strachan, Hew, ed. *The Oxford Illustrated History of the First World War* Oxford University Press, 2016 978-0198743125 Soft cover

The First World War: The Complete Series DVD documentary series, published by Entertainment One, B00IS6WPT2

Optional Extra Credit Material

Hasek, Jaroslav *The Good Soldier Svejk* Penguin, 2000 9780140449914 Soft cover

Jackson, Sir Peter *They Shall Not Grow Old* documentary video

Recommended Books

Bull, Stephen *Trench: A History of Trench Warfare on the Western Front* Osprey Publishing, 2014 978-1472801326 Soft cover

Citino, Robert M. *Quest for Decisive Victory: From Stalemate to Blitzkrieg in Europe, 1899-1940* University Press of Kansas, 2002 0700616551 Soft cover

Herwig, Holger *The First World War: Germany and Austria-Hungary, 1914-1918* Hodder Arnold, 1996 0340573481 Soft cover

Kennett, Lee *The First Air War, 1914-1918* Free Press, 1999 0684871203 Soft cover

Meyer, G.J. *A World Undone: The Story of the Great War, 1914-1918* Delacorte, 2007 9780553382402 Soft cover

Strachan, Hew *The First World War* New York: Penguin, 2005 0143035185 Soft cover

Willmott, H.P. *World War I* DK Adult, 2007 0756629675 Soft cover

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.

- *The Chicago Manual of Style*, 17th ed. Chicago: University of Chicago Press, 2017.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 9th Edition. Chicago: University of Chicago Press, 2018. *Purchase is highly recommended.*
- Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

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 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

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 web site addresses are subject to change.

Site Name	Website URL/Address
The First World War	http://www.firstworldwar.com/index.htm
The Great War Association - Reenactors	http://great-war-assoc.org/index.html
The Great War Society	http://www.worldwar1.com/tgws/index5.htm
Great War Photo Archive	http://www.gwpda.org/photos/greatwar.htm#TOP
International Society for First World War Studies	http://www.firstworldwarstudies.org/
Military History Links	http://www.americanhistoryprojects.com/downloads/mil-2012.html#J .
Military History Links	http://vlib.iue.it/history/mil/
Old Rhinebeck Aerodrome	www.olderhinebeck.org
Order of the First World War Genealogy Society	http://www.orderfirstworldwar.com/
Red Baron Propaganda Film	https://www.youtube.com/watch?v=XliuyijwKR8
The Vintage Aviator	http://thevintageaviator.co.nz/node
West Point Atlases, WWI	http://www.westpoint.edu/history/SitePages/WWI.aspx

World War One Historical Association	http://www.greatwar.co.uk/organizations/ww1-historical-association-us.htm
WWI Primary Source Archive	http://wwi.lib.byu.edu/index.php/Main_Page

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Evaluation Procedures

There will be three types of graded activities in this course - Discussion Forum postings, Reading Opinion Essays, and a Research Proposal and Paper. The breakdown of each activity, in terms of points and percentage of the overall course grade, is given in the table at the end of this section. A brief description of each of these activities follows. For more complete information on the work, see the **Assignments** section. The **Assignments** section will have due dates and point values for the assignments, as well as instructions and samples of the assignments for viewing. All of the various assignments are intended to promote and provoke critical and analytical thinking on the part of the students, not simply to regurgitate facts. Assignments may be turned in before the required due date.

The Discussion Forum topics are the most frequent of the graded assignments. There will be a total of eight different topics, one every week, beginning the first week. Note that students are required to post to *both* the Virtual Introduction *and* the first Discussion Topic by the end of Week 1. See the **Course Outline** section of this syllabus, as well as the **Calendar** and **Discussions** sections of the class site for the due dates. Participation in the discussion topics will be graded on both the number and the quality of a student's postings. Students will be expected to post both an Initial Post as a Reply to the instructor's original subject/questions, as well as at least two Responses / Replies to other student's posts.

The Initial Post for a given topic will be due by Thursday of that week, while the Responses will be due the Sunday of the same week. The topics will be developed in part to encourage the students to do the assigned reading, but also to provoke further investigation, research and thought about the subjects. All Forum posts are expected to be substantive, and to reference readings, both the assigned texts as well as outside reading. For further information on the discussion groups and the expectations for them, see the **Instructions** in the Forums section.

The Reading Opinion Essays will be based on the various books assigned as course reading. Note that while these essays will discuss the books assigned, they are **NOT** traditional "book reviews". The point of the Reading Opinion Essays is to discuss your personal reaction to the book - what you felt about it, what you liked and didn't like, and why. These essays are not intended to be an objective analysis of the book, but rather a purely personal reaction to it. The purpose of these assignments is to help students understand and identify the degree to which their own personal reaction to a book influences their analysis of it.

The Reading Opinion Essays are to be a *minimum* of three full pages of text, *exclusive* of the required title page and any end matter. Complete instructions for the Essays may be found in the Writing Assignments / Opinion Essays folder in the Resources section of the class site.

The research proposal and paper constitutes the largest single portion of the graded assigned work. The proposal will be due at the end of Week 3, and the paper will be due at the end of the course, the end of Week 8. The paper will be a minimum of **15** pages of text, *exclusive* of title page, notes, or bibliography, although it may be longer. The paper must be about some aspect of the Great War period. The paper subject could be a biographical study, an examination of a battle or weapon, a look at a social, economic, or political aspect of this period - almost anything that relates to the period from the early 20th century through the Russian Revolution, as long as it ties into the Great War in some fashion.

Instructions for the paper and proposal, and an example of the format for the proposal can be found in the Assignments / Research Paper section of the class site. The annotated bibliography as well as the bibliographies in the course texts can serve as a starting point for the research for these papers. The paper should follow the appropriate guidelines for form and style listed in the Policies section of this syllabus. There is also a PDF file of the US Army's Center for Military History's official Writing Manual - an excellent resource for working on the paper.

For students with a more interactive bent, there is an option that can be used in place of the traditional research paper. This involves purchasing and installing a computer simulation, *To End All Wars*, available from Matrix Games. The student will be required to write two After Action Reports (AAR) based on this simulation, one covering the tutorial and one covering a campaign of the student's choosing. The tutorial AAR is substituted for the proposal, and the AAR on the larger campaign substitutes for the research paper. The grade for these AARs is based not on the results of the simulation, but on how well the student reports on what has happened and what they learn from the experience. Further details on these optional alternate assignments can be found in the Game folder in the Resources section of the class site. If a student wishes to choose this option, they must inform the instructor before the end of Week 2. For further questions about this option, contact the instructor.

Graded Activities	Total Number	Percentage Each	Total Percentage
Virtual Introduction (extra credit)	1	(1)	(1)
Discussion Forum Topics: Initial Post	8	1.75	14
Discussion Forum Topics: Responses	16	1	16
Reading Opinion Essays	4	7.5	30
Research Paper Proposal	1	10	10
Research Paper	1	30	30
Optional Extra Credit Opinion Essay	1	(5)	(5)

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Weekly Course Outline

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

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<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	<p>Fin-de-siecle Europe - the maturation of civilization or a powder keg waiting to explode?</p> <p>The science of slaughter - the development, production and use of a new generation of weapons.</p>	<p>Examine Europe during the first decade of the 20th century - what were the economic, social, political, and scientific developments?</p> <p>Explore the growth of conscription, the new mass armies.</p> <p>Was Europe really a "powder keg" waiting only for a spark, or was the war a deliberate creation?</p> <p>Examine some of the new weapons developed in the late 19th and early 20th century - the machine gun, quick-firing artillery, the airplane - and evaluate the impact they had on war.</p> <p>How did these new weapons affect training, tactics, and strategic planning?</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 1 - 2; Herrmann, <i>Arming</i>, Intro - Chap 3</p> <p><u>Documentary Series</u> Episode 1: <i>To Arms</i>, Episode 2: <i>Under the Eagle</i></p> <p><u>Websites</u> West Point Atlases, World War I http://www.west-point.edu/history/Site-Pages/WWI.aspx The Great War Society http://www.worldwar1.com/tgws/index5.htm World War I Primary Source Archive http://wwi.lib.byu.edu/index.php/Main_Page</p> <p><u>Lesson</u> Week 1</p> <p><u>If You Want To Know More</u> Cornish, <i>Machine Guns and the Great War</i> Zuber, <i>The Battle of the Frontiers: Ardennes 1914</i></p>	<p><u>Discussion</u> Virtual Introduction; Week 1: The Evolution of Total War. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> None</p>

<p>2</p>	<p>Feeding Mars - the economics of mass armies and modern warfare</p> <p>The Fear Feedback Function - how perceptions and fears helped drive Europe towards war</p>	<p>How did the Industrial Revolution affect war and weapons? How did mass production and mass armies fit together?</p> <p>What role did industrial and economic limitations play in the ability of various countries to modernize and equip their military forces? How did these limitations affect the willingness of these nations to go to war?</p> <p>Examine the role various fears - including loss of status, encirclement, threats to national safety - played in pushing various nations to consider war as a viable policy.</p> <p>Consider the lengthy time interval - nearly a century - since the last major European wars, and how unfamiliarity with the devastation of war played a role in various nation's willingness to resort to it.</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 3 - 5; Herrmann, <i>Arming</i>, Chaps 4 - Conclusion</p> <p><u>Documentary Series</u> Episode3: <i>Global War</i></p> <p><u>Websites</u> The First World War.com http://www.firstworldwar.com/index.htm</p> <p>Military History Links http://www.american-historyprojects.com/downloads/mil-2012.html#J</p> <p><u>Lesson</u> Week 2</p> <p><u>If You Want To Know More</u> Beaver, <i>Collision Course</i> Strachan, <i>Financing the First World War</i></p>	<p><u>Discussion</u> Week 2: Science and the Rise of Industrial War. Initial Post by Thursday mid-night, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> Opinion Essay # 1 - Herrmann</p>
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<p>3</p>	<p>Raising the stakes - each time a Great Power acts to preserve or enhance its "position", it alarms and frightens the other powers.</p> <p>"A Slide Into War"? The traditional explanation for the beginning of the Great War is that it was an accident, that it emerged as a result of events beyond the control of the politicians, and dragged nations along with it. How accurate is this concept?</p>	<p>War as the lesser of two evils - an examination of why nations were willing to go to war, despite an understanding of the cost in money and blood.</p> <p>Investigating the degree to which political and military leaders understood the likely results of even a limited war.</p> <p>An examination of the various elements of the theory that the Great War was "accidental". Can this theory be proven true?</p> <p>If the war was not accidental, why then did it begin? What factors drove nations to willingly enter what they understood would be a major, and possibly very long and bloody, war?</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 6 - 8; Hamilton & Herwig, <i>Decisions</i>, Chaps 1 - 6</p> <p><u>Documentary Series</u> Episode 4: <i>Jihad</i></p> <p><u>Websites</u> World War One Historical Association http://www.greatwar.co.uk/organizations/ww1-historical-association-us.htm Order of the First World War Genealogical Society http://www.orderfirst-worldwar.com/</p> <p><u>Lesson</u> Week 3</p> <p><u>If You Want To Know More</u> McMeekin, <i>July 1914: Countdown to War</i> Clark, <i>The Sleepwalkers: How Europe Went to War in 1914</i></p>	<p><u>Discussion</u> Week 3: A Slide Into War? Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> Research Paper Proposal</p>
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4	<p>“Home Before Christmas” - the expectations of a short, victorious war.</p> <p>A truly global war - how a local European conflict spread around the planet.</p>	<p>Investigate why all the original belligerents believed the war would be relatively short, over in no more than a few months. How did this belief affect their planning and strategies?</p> <p>Why wasn't the war over in just months? What factors conspired to prevent an early decisive victory for any side?</p> <p>Examine the various theaters of the war - in America, the Western Front is what people think of when they consider the Great War. Investigate the Eastern Front, the Italian Front, the Balkan Front, the Middle East, Africa, and the world's oceans.</p> <p>Consider how these various “secondary” theaters affected the outcome of the war, and the impact they had on future events once the war ended.</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 9 - 11; Hamilton & Herwig, <i>Decisions</i>, Chaps 7 - 12</p> <p><u>Documentary Series</u> Episode 5: <i>Shackled to a Corpse</i>; Episode 6: <i>Breaking the Deadlock</i></p> <p><u>Websites</u> Great War Photo Archive http://www.gwpda.org/photos/greatwar.htm#TOP</p> <p><u>Lesson</u> Week 4</p> <p><u>If You Want To Know More</u> Senior, <i>Home Before the Leaves Fall</i> Farwell, <i>The Great War in Africa</i></p>	<p><u>Discussion</u> Week 4: Hell on Earth? A View from the Trenches. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> Opinion Essay # 2 - Hamilton & Herwig</p>
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<p>5</p>	<p>Eye deep in hell - the stalemate of the trenches</p> <p>War in the third dimension - the knights of the air</p>	<p>Examine how and why the network of trenches developed, not only on the Western Front, but anywhere large armies were deployed into relatively constricted geographical regions.</p> <p>What impact did the trench lines have on the fighting? Why did they prove to be nearly impossible to successfully penetrate?</p> <p>Investigate the principle use of aircraft in the war. Were pre-war generals tradition-bound “fossils” who couldn’t see the potential of airpower, or were there other factors limiting the use of aircraft initially?</p> <p>How did aircraft diversify from their original mission? How and why did fighter pilots become the new “heroes” of the war?</p> <p>To what extent did aviation contribute to the outcome of the war?</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 12 - 14; Strachan, <i>Oxford</i>, Intro - Chap 11</p> <p><u>Documentary Series</u> Episode 7: <i>Blockade</i></p> <p><u>Websites</u> Old Rhinebeck Aerodrome www.olderhinebeck.org The Vintage Aviator http://thevintageaviator.co.nz/node Red Baron Propaganda Film https://www.youtube.com/watch?v=Xliuyijw-KRs</p> <p><u>Lesson</u> Week 5</p> <p><u>If You Want To Know More</u> Bull, <i>Trench</i> Kennett, <i>The First Air War</i></p>	<p><u>Discussion</u> Week 5: War on the Periphery. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> None</p>
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<p>6</p>	<p>Economic warfare - the German U-Boat campaigns and the British naval blockade</p> <p>Exporting revolution - the attempts by Germany, and later Britain, to use revolution and rebellion among their enemies as weapons of war.</p>	<p>Examine the role of economic warfare. How was it implemented? How successful were these efforts? What effects did it have?</p> <p>Why would Germany, a continental power, prove to be more vulnerable to economic warfare than Britain, an island nation?</p> <p>Examine the vulnerability of various Great Powers to revolution, both at home and among their colonial empires. How did their enemies attempt to exploit that vulnerability?</p> <p>Discuss how fears of revolution caused various nations to take actions to defend against it - and what impact those actions had.</p> <p>Investigate the impact revolution had on the outcome of the war, and in the post-war world</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 15 - 16; Strachan, <i>Oxford</i>, Chaps 12 - 24</p> <p><u>Documentary Series</u> Episode 8: <i>Revolution</i></p> <p><u>Websites</u> International Society for First World War Studies http://www.firstworldwarstudies.org/</p> <p><u>Lesson</u> Week 6</p> <p><u>If You Want To Know More</u> Herwig, <i>Luxury Fleet</i> Hopkirk, <i>Like Hidden Fire</i></p>	<p><u>Discussion</u> Week 6: Exporting Revolution. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> Opinion Essay # 3 - Strachan</p>
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7	<p>The Home Front</p> <p>Woodrow Wilson, American neutrality, and American entry into the war</p>	<p>Examine how the war affected the societies of the various belligerents. What were some of the most significant social changes to come out of the war? How lasting were they?</p> <p>Investigate why America chose to remain neutral when the war began. Was this true neutrality, or did American neutrality favor one side over the other, and if so, why was this? How important was the role of Wilson in deciding on and maintaining American neutrality?</p> <p>What combination of factors changed America from a neutral observer to a full belligerent in the war? Were there alternatives to American entry into the war?</p> <p>How prepared was America to enter the war, and why was this the case?</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chaps 17 - 18; Kinvig, <i>Churchill</i>, Chaps 1 - 9</p> <p><u>Documentary Series</u> Episode 9: <i>Germany's Last Gamble</i></p> <p><u>Website</u> The Great War Association Reenactors http://great-war-as-soc.org/index.html</p> <p>Military History Links http://vlib.iue.it/history/mil/</p> <p><u>Lesson</u> Week 7</p> <p><u>If You Want To Know More</u> Axelrod, <i>Selling the Great War</i> Boghardt, <i>The Zimmermann Telegram</i></p>	<p><u>Discussion</u> Week 7: Ally Turned Enemy. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> None</p>
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8	<p>Revolution and collapse in the East, and one last “all or nothing” throw of the dice for Germany</p> <p>“A Twenty Year Cease Fire” - the Treaty of Versailles, and its impact</p>	<p>As late as early 1918, Germany looked to be able to win the war - German victory in Russia, Italy, and the Balkans appeared to give them a good chance of concentrating massive power in France, and overwhelming France and England before sufficient American power could be brought to bear. What happened with this effort, and why?</p> <p>What was the contribution of America to the ultimate Entente victory in the war?</p> <p>Examine the German decision to ask for an armistice, and the implications of that decision in Germany.</p> <p>Investigate the process that produced the treaty, and how that would affect post-war Europe.</p>	<p><u>Text Reading</u> Stevenson, <i>Cataclysm</i>, Chapters 19 - 21; Kinvig, <i>Churchill</i>, Chaps 10 - 17</p> <p><u>Documentary Series</u> Episode 10: War Without End</p> <p><u>Website</u> Order of the First World War http://www.orderfirst-worldwar.com/</p> <p><u>Lesson</u> Week 8</p> <p><u>If You Want To Know More</u> Figs, <i>A People’s Tragedy</i> MacMillan, <i>Paris 1919: Six Months That Changed the World</i></p>	<p><u>Discussion</u> Week 8: A Twenty Year Cease Fire - Versailles. Initial Post by Thursday midnight, at least two Response posts by Sunday midnight</p> <p><u>Written Assignment</u> Opinion Essay # 4 - Kinvig; Research Paper</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*, 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.

All APUS assignment files *must* be submitted in Microsoft Word format - .doc or .docx file format.

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.
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- *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](#).¹
 - 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.
 - o 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.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

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.

- **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

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Selected Bibliography

There is an annotated bibliography file along with the Instructions in the Assignment section for both the Proposal and Research Paper. This listing is just a tiny sampling of the vast amount of literature on the Great War, and should be taken as a starting point. This list is broken down into various categories, such as the Air War, Battles and Campaigns, Biographies, Weapons, etc.

There is also a file listing the complete titles in a series published by Ballantine in the 1970s, most of which deal with World War II - but there are some excellent World War I titles as well, often on fairly obscure topics. Many of these books were written by experts in their field, and remain surprisingly good sources. The series is out of print, but most titles can be obtained used from eBay quite inexpensively.

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