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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Arts and Humanities

#### MILH221 WARFARE FROM ANTIQUITY TO 1700

3 Credit Hours

8 Weeks

Prerequisite(s): None

#### Table of Contents

<a href="#">Instructor Information</a>	<a href="#">Course Materials</a>
<a href="#">Course Description</a>	<a href="#">Evaluation Procedures</a>
<a href="#">Course Scope</a>	<a href="#">Course Outline</a>
<a href="#">Course Objectives</a>	<a href="#">Online Research Services</a>
<a href="#">Course Delivery Method</a>	<a href="#">Selected Bibliography</a>

#### Instructor Information

**Instructor:**

**Email:**

**Phone:**

**Fax:**

**Office Hours:**

[Table of Contents](#)

#### Course Description

This course is a survey and discussion of war during ancient times through to the beginning of the 17th century with emphasis on technological advances in the military arts and sciences and their short term and long term effects on strategy and tactics.

[Table of Contents](#)

#### Course Scope

**MILH221-War from Antiquity to 1700** covers a dynamic period in the history of warfare in the Near East and Europe over thirty-seven centuries (c.3200 BC to 500 AD). This period witnessed the rise of organized warfare in Mesopotamia and Egypt during the Bronze Age. The early Iron Age saw the rise of powerful empires like Assyria and Persia capable of fielding large armies over vast territories using combined arms tactics and capable of defeating

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sophisticated enemy fortifications. In archaic Greece, the establishment of powerful thalassocracies and rise the phalanx ushered in unique period of collective combat where close-order warfare between rival poleis created a system of battle capable of first fending off Persian invasions, and then under the command of Macedonia, defeating Persia and ushering in the Hellenistic era where Greek martial ideas diffused throughout the Mediterranean (influencing early Rome and Carthage) and as far east as India. In Italy, the Romans threw off their Etruscan masters and defeated rivals up and down the peninsula, forging a military capable of winning the Mediterranean basin and setting up an empire that would control Western Europe for five hundred years (31 BC to 476 AD). But Rome would eventually be challenged by first Parthia and then the Sassanians in the east and the rising Germanic tribes in the north, leading the collapse of the Western Roman Empire in the late fifth century and the continuation of the Eastern Roman Empire as Byzantium. Byzantium reestablishing a powerful Mediterranean empire during the reign of Justinian in the sixth century, but saw much of this territory lost to the rising power of Islam beginning in the seventh century. The Byzantine Empire experienced another revival in the tenth century, but was severely weakened again by the Seljuk invasion of Anatolia and the occupation of Constantinople by Latin Crusaders during the Fourth Crusade. Byzantium would limp along until the Ottoman conquest in 1453. In Western Europe, Germanic invasions gave way to the rise to the unique Germanic kingdoms of Anglo-Saxon England, Ostrogothic Italy, Visigothic Spain, Vandal North Africa and Frankish France who fused classical, Germanic and Christian institutions. These regions witnessed a second age of invasions beginning in the 9<sup>th</sup> century when Muslim, Magyar and Viking raiding and invasions threatened new found prosperity, responding with feudalism and manorialism to support a new and expensive stirrup-stabilized heavy cavalry. This heavy cavalry grew into a mounted warrior aristocracy that dominated the battlefields of Europe for the next five hundred years and participated in expanding Catholic cultural zones in Iberia, the Levant and the Baltic region during the age of Crusades. Heavy cavalry's dominance would finally be challenged with the return of powerful infantry units and the rise of gunpowder technologies in the late medieval and early modern periods. These trends continued into the 16<sup>th</sup> and 17<sup>th</sup> centuries with the return of classical martial ideas and the full integration of handguns and artillery into Western warmaking.

## Course Objectives

As a result of successfully completing this course, students should be able to:

- CO- 1: Critique the evolution of martial technologies and warfare in the Paleolithic and Neolithic periods.
- CO- 2: Identify the martial ethos, organization, tactics and military technologies of significant Bronze Age and Iron Age Western civilizations (Mesopotamian, Egyptian, Persian, Hellenic, Hellenistic, and Roman) and how they informed the development of warfare in Western Civilization during the ancient and classical periods.
- CO-3: Identify the martial ethos, organization, tactics and military technologies of the barbarian societies (Semitic, Indo-European and Turkic-Mongol peoples) and how they informed the development of warfare in Western Civilization.
- CO-4: Critique the significance of the Muslim, Viking and Magyar invasions on the development of a heavy cavalry-based aristocracy in Western Europe.
- CO-5: Analyze the impact of the Crusades on the development of fortification, siegecraft and combined-arms warfare in Western Europe.
- CO-6: Examine the military challenges faced by the heavy cavalry-based aristocracy and the return of a combined-arms tactical system to Western Europe.
- CO-7: Critique the impact of reliable gunpowder technologies on medieval tactics, organization and fortifications.
- CO-8: Identify the significant military personalities and martial events on the development of early European warfare.
- CO-9: Evaluate the changing relationship between fortification and siegecraft in early European warfare.
- CO-10: Assess the development of naval warfare in the ancient, classical, medieval and early modern periods.

[Table of Contents](#)

## Course Delivery Method

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This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards forums.

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

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

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

[Table of Contents](#)

## Course Materials

### REQUIRED BOOK READINGS:

The following two books will be your primary textbooks this semester and can be accessed through the Online Library Log-In Portal using Student ID and Password.

Carey, Brian Todd et al *Warfare in the Ancient World*. Barnsley, South Yorkshire: Pen and Sword Military, 2005.  
[Warfare in the Ancient World Online Library Log-In](#)

Carey, Brian Todd et al *Warfare in the Medieval World*. Barnsley, South Yorkshire: Pen and Sword Military, 2006.  
[Warfare in the Medieval World Online Library Log-In](#)

### REQUIRED ARTICLE OR CHAPTER READINGS:

The following articles or chapter readings will also be required reading and are available using links to PDF files.

Crowley, Robert. "The Guns of Constantinople" in *Military History*. September 2007, Vol. 24, Num. 6: 42-49. Available in the Online Library or through these two links as PDF files: [Guns of Constantinople--Part 1](#) [Guns of Constantinople--Part 2](#)

Gabriel, Richard, "Masters of the Mediterranean--Rise of the Roman Navy" in *Military History Magazine*. December 2007, Vol. 24, Num. 9: 36-41. Available in the Online Library or through this link as a PDF file: [Rise of the Roman Navy](#)

### POWERPOINT PRESENTATIONS

Please make sure you access the PowerPoint presentations under the Course Materials link to supplement your weekly readings. These files are large and may take a few moments to load, but they are designed to reinforce your weekly readings. These PowerPoint presentations are for Weeks 1, 2 3,4, 5 and 6.

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#### **OPTIONAL BOOK AND ARTICLE READINGS:**

The following books and articles are Optional Readings and can be used to research and write the weekly forums and Week 6 Reading Report. Some are available using links to PDF files, others are available in the Online Library using one of its search engines. Some of the sources below must be acquired through Inter-library Loan by the student.

Carey, Brian Todd et al *Hannibal's Last Battle: Zama and the Fall of Carthage*. South Yorkshire: Pen and Sword Military, 2008.

Carey, Brian Todd et al *Road to Manzikert: Byzantine and Islamic Warfare, 527-1071*. South Yorkshire: Pen and Sword Military, 2012. Chapters 2 and 4 on Islamic Warfare. Available through this link: [Road to Manzikert--Islamic Warfare](#) Full e-book available as Kindle Book.

Carey, Brian Todd. "The Roman Conquest of Britain" in *Strategy and Tactics* magazine, November/December 2010, Number 265: 32-41. Please access article as two PDF files through these links: [Roman Conquest of Britain--Part 1](#) [Roman Conquest of Britain--Part 2](#)

Carey, Brian Todd. "Muslims, Magyars and Vikings, Oh My!" in *History Magazine*, August/September 2008, Vol. 9, Num. 6: 48-51. Available through this link: [Second Age of Invasions](#)

Carey, Brian Todd. "Harald Hardrada: The Life and Times of the Vikings' Greatest King" in *Strategy and Tactics* magazine, March/April 2010, Number 261: 40-51. Please access article as two PDF files through these links: [Viking's Greatest King--Part 1](#) [Viking's Greatest King--Part 2](#)

Carey, Brian Todd. "The Reconquista and Its Legacy" in *History Magazine*, January 2004. Vol. 5, Num 2: 43-47. Available through this link: [The Reconquista](#)

Carey, Brian Todd. "King Richard I of England: Crusader-king Extraordinaire" in *History Magazine*, April/May 2005. Vol. 6, Num. 4: 14-19. Available through this link: [Richard I Crusader King](#)

Carey, Brian Todd. "The Knight at Tournament: Sport in a Culture of War" in *History Magazine*, April/May 2004. Vol. 5, Num. 4: 27-32. Available through this link: [The Knight at Tournament](#)

Carey, Brian Todd. "The Hundred Years War" in *History Magazine*, August/September 2005. Vol. 6, Num. 6: 21-26. Available through this link: [The Hundred Years War](#)

Gabriel, Richard. *The Great Armies of Antiquity*. Santa Barbara, California:: ABC-CLIO, 2002. [The Great Battles of Antiquity](#)

Hanson, Victor Davis. *Hoplites: Classical Greek Battle Experience*. London: Routledge, 1991. [Hanson Classical Greek Battle](#)

Warry, John, *Warfare in the Classical World*. Norman: University of Oklahoma Press, 1995.

#### **ADDITIONAL RESOURCES**

*The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.

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Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*

**Important Note:** The Directors of the Undergraduate History and Military History program requires conformity with the traditional citation method used by Historians. This is the [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional endnote attribution. Do not use parenthetical (APA / MLA) variations. Students cannot use Wikipedia or encyclopedias (this includes online encyclopedias) as references for any form of assignment. You may use dictionaries for specific definitions when necessary.

### Recommended References:

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

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

[Table of Contents](#)

## Evaluation Procedures

### MILH221—WARFARE FROM ANTIQUITY TO 1700 BREAK-DOWN

**Forums:** You are required to submit five (5) replies to the posted questions. These will be posted weeks 2, 3, 4, 5 and 6. Each of these postings is worth 60 points (300 points total or 30 percent of your grade). **See Forums link in e-classroom for more information**

**Midterm Online Quiz and Final Online Quiz:** The Midterm Quiz and Final Quiz will consist of a fifty question multiple-choice quiz (200 points each).

- **PART 1)--Online Multiple-choice Quiz:** Your Online Midterm and Final Multiple-choice Quizzes are 90 minute timed tests over your weekly Historical Vocabulary and will be automatically graded at the end of your session. Both the midterm and final Quizzes will consist of 50 multiple-choice questions. You may only take each quiz once. Both quizzes are OPEN BOOK and OPEN NOTES. **It is strongly suggested that you have studied your Weekly Historical Vocabulary before taking the exam.** Late penalties will be assessed if longer than 90 minutes is taken.

**Week 6 Reading Report:** Week 6 Reading Report (200 points): Your Week 6 Reading Report will consist of an OPEN BOOK and OPEN NOTE essay answering one of the chosen questions found in Week 6 of your Lessons.

- Always add a coversheet and restate the question before your answer.
- Answer the chosen question in 900-1,200 narrative words (double spaced, 11 or 12 point font, normal margins and minus citation and a bibliography). Please restate question verbatim before writing your essay.
- Each component of the question should be answered as completely as possible using your required texts (five quality academic sources are required. Please review Source Requirements and Restrictions on Home Page).
- Use historical examples to support your essay. Please include reign or life dates when introducing historical personalities and include conflict and battle dates when introducing in your essay.

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- Finally, be certain to cite all sources used in your essay using footnotes or endnotes using Chicago/Turabian citation (see examples essay under Course Materials link). Please include a Bibliography at the end of your essay.
- **Minimum of five sources required. You must use applicable required readings, but may supplement with optional readings and outside sources.**
- This Essay Exam will be uploaded under the appropriate assignment area as a MSWord.doc file or as a .rtf file. **Example for upload file name CareyBrianMILH221ReadingReport**

Please see the Assignments section of the Sakai classroom for the questions to be answered for this assignment.

**Week 7 Book Review:** For this assignment, you will evaluate one book from the list of Further Readings or a book approved with me. Your write up should be between 900-1000 words. Please choose a book to review on the subject of warfare from antiquity to 1700 AD. **PLEASE SEE WEEK 7 LESSON FOR FURTHER DETAILS.** The Book Review is worth 100 points or 10 percent of your total grade.

<b>Grade Instruments:</b>	<b>Points</b>	<b>% Final Grade</b>
Week 2 Forum	6	6%
Week 3 Forum	6	6%
Week 4 Forum	6	6%
Week 5 Forum	6	6%
Week 6 Forum	6	6%
Online Quiz #1	20	20%
Week 6 Reading Report	20	20%
Book Review	10	10%
Online Quiz #2	20	20%
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

I will post your grades for each assignment within five days of the due date or within five days of when you submit it if submitted after the due date. I will provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

[Table of Contents](#)

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

<b>Course Outline: 8 Week Course</b>				
<b><u>Week</u></b>	<b><u>Topic(s)</u></b>	<b><u>Learning Objective(s)</u></b>	<b><u>Reading(s) and Web-Activities</u></b>	<b><u>Assignment(s) and Discussion Boards</u></b>
<b>1</b>	Ancient Near Eastern Warfare in the Bronze and Early Iron Ages.	To examine the development of warfare in Mesopotamia, Egypt and Mycenae.  To examine the	See Required Readings in the Week 1 Lessons.  Week 1 PowerPoint.	<b>Week 1—Forum Board Introduction (not graded)</b>

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		development of warfare in Assyria and Persia during the early Iron Age.		
2	Warfare in Archaic, Hellenic and Hellenistic Greece	<p>To examine the clash of Greece and Persia on land and at sea in the Persian and Peloponnesian Wars.</p> <p>To examine the conquests of Alexander the Great.</p> <p>To examine the Hellenistic art of war during the Successor State period.</p>	<p>See Required Readings in the Week 2 Lessons.</p> <p>Week 2 PowerPoint.</p>	<b>Week 2— Forum Due</b>
3	Warfare Under the Roman Republic and Empire and Byzantium	<p>To examine the development of Roman warfare in the Republican period.</p> <p>To examine the development of the Roman army and navy in the early Imperial period.</p> <p>To examine the military explanation behind the decline and fall of the Western Roman Empire.</p>	<p>See Required Readings in the Week 3 Lessons</p> <p>Week 3 PowerPoint.</p>	<p><b>Book for Book Review Chosen</b></p> <p><b>Week 3—Forum Due</b></p>
4	Quiz	To examine the development of warfare from the origins of war in Mesopotamia in the Bronze Age through the decline and fall of the Western Roman Empire (c.3000 BCE to c.500 CE).	<p>All required reading assignments from Weeks 1, 2 and 3.</p> <p>All optional reading assignments from Weeks 1, 2 and 3.</p> <p>All PowerPoint presentations from Weeks 1, 2, 3 and 4.</p>	<p><b>Online Multiple-choice Quiz #1</b></p> <p><b>Week 4—Forum Due</b></p>
5	Warfare in the Medieval Period	To analyze the development of warfare in western Europe during the Merovingian and Carolingian Frankish periods and the impact of the Muslim, Viking and Magyar invasions.	<p>See Required Readings in the Week 5 Lessons.</p> <p>Week 5 PowerPoint.</p>	<b>Week 5— Forum Due</b>

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		<p>Examine the return and rise of light infantry and heavy infantry to the battlefields of Western Europe in the High and Late Medieval periods.</p> <p>To examine fortification and siegecraft during the Middle Ages.</p>		
6	Warfare in the Early Modern Period and Medieval and Early Modern Sea Power	<p>To analyze and study the impact of gunpowder on martial technologies, organizations and tactics which transformed warfare in the early modern period.</p> <p>To examine the development of western sea power from the medieval period through 1700.</p>	<p>See Required Readings in the Week 6 Lessons.</p> <p>Week 6 PowerPoint.</p>	<p><b>Week 6—Forum Due</b></p> <p><b>Week 6—Reading Report Essay Due</b></p>
7	Book Review	To examine and evaluate a book-length manuscript on warfare from antiquity to 1700. Book reviews	Reading of student's choice for Book Review	<b>Book Review Due</b>
8	Final and Quiz	To examine the development of warfare from the fall of the Western Roman Empire until the Early Modern Period (500 CE to 1700).	<p>All required reading assignments from Weeks 5 and 6.</p> <p>All optional reading assignments from Weeks 5 and 6.</p> <p>All PowerPoint presentations from Weeks 5 and 6.</p>	<b>Online Multiple-choice Quiz #2</b>

## 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](#)



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### Writing Expectations

- Typewritten in double-spaced format
- Times New Roman 12-point font
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Footnotes as applicable

### Citation and Reference Style

Students in this course will follow the Chicago Manual of Style as the sole citation and reference style used in written work submitted as part of coursework to the University.

### 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. If I deduct points, it will be within the overarching policy set forth by the Directors of the History and Military History programs. This general policy is I will grant a one-week grace period to all non-Forum assignments. Assignments two weeks past the original turn-in week are penalized 50 percent of assignment total, while assignments turned in three weeks late receive no credit. For instance, your Week 4 Midterm will have a one week grace period (week 5). One the Monday of Week 6, it will be penalized 50 percent of its value. If turned in Week 7 it will be penalized 75 percent of its value. Assignments turned in four weeks past the assignment week receive no credit. **Forum assignments must be completed during their one-week assignment window to receive credit.** There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

### 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.

[Table of Contents](#)

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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).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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. The Portal for the History program is located [here](#).

[Table of Contents](#)