

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

**SCHOOL OF ARTS AND HUMANITIES**  
**Department of History and Military History**  
**MILH412**

**Diplomacy and War II**  
**3 Credit Hours**  
**8 Week Course**

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses

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### Instructor Information

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### Course Description

This course is a comprehensive international study of the struggles between and among states, beginning with the Treaty of Westphalia, looking at the restructuring of Europe after the Congress of Vienna and continuing onto the Present.

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### Course Scope

This course is a study of diplomacy in the 17 to 21<sup>st</sup> Centuries. We will discuss the use of coercive diplomacy as well as the other types of diplomacy out there – what happens when diplomacy fails.

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### Course Objectives

Students should be able to:

- CO-1: Analyze the foundations for modern diplomacy.
- CO-2: Assess the different types of diplomacy.
- CO-3: Discuss the impact of politics, economics and religion on diplomacy and war.
- CO-4: Explain how technology is used in diplomatic endeavors.
- CO-5: Critique the reasons for failed diplomacy.
- CO-6: Examine terrorism and diplomacy.

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## Course Delivery Method

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.

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.

All written assignments are due by the designated due date of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the discussion board postings from the discussion board

**All assignments are due as posted in the syllabus. I may accept late assignments with a penalty. Assignments one (1) week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.**

**The instructor has the last word as to what are acceptable extenuating circumstances. Failure to plan, assuming an unrealistic work load, or ineffective time management are not exceptions.**

## Course Materials

### Required Text:

- **There is a list with the syllabus that gives you all the readings for this class, please make sure you have this. There will be links in each module as well.**

All other course readings will be available online in the E-Classroom.

**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 footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military History classes DO NOT use Wikipedia or encyclopedias – this includes online encyclopedias.** Sites with advertisements or pop-ups also should be avoided. The school's library is one of the finest electronic reference resources available in the industry and you are encouraged to avail yourself of its comprehensive collection. If you need assistance please let me know. The AMU/APU online library is a critically acclaimed, state of the art information resource with subscriptions to an extensive collection of databases and journals. Other outstanding resources accessed simply through Google include The Gutenberg Project and the Avalon Project. These sources provide access to primary

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source documents and books for free in the public domain.

**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.

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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](#).

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## Evaluation Procedures

### **FORUMS – Initial Responses and Participation**

Overview: Review the Forum question, consult suggested and discovered resources, think critically, and answer the question. Please stay within the word count. If you make your post too long, you will lose the interest of your peers.

Format: **Initial Posts 300-400 words.** If you do not make the word minimum, you will be docked points. Responses need to be cited correctly using CMS. One source is required for each of your weekly responses.

**Responses to your peers** – You are to respond to three (3) of your peers each week expect for Week 1 which is four weeks. Your responses need to be **200-300 words in length.** If you do not make the word minimum, you will be docked. You will **need to have one source** in your responses to your peers. Your responses are to be substantive. If you give an opinion, you need to back that opinion up.

Substantive replies to other students or the instructor make up your participation grade. Substantive replies go beyond “I agree,” or “I see your point” or merely restating what you and other students have already said in other portions of the discussion. Effective responses relate course readings, theory, research, or personal experience to the discussion topic. Use citations where appropriate to support your points (see Chicago).

**Rubric is as follows for Weeks you pick a question: During these weeks, the instructor will not participate in discussions but the instructor will post comments to your post when it comes to grading**

Initial Post: 43 Points

Response to Classmate I – 15 Points

Response to Classmate II – 15 Points

Response to Classmate III – 15 points

Formatting – 4 Points

Bibliography – 8 Points

### **Rubric for Weeks where you construct your question**

Create a question: 12 points

Answer your question: 37 Points

Response to Classmate I – 12 Points

Response to Classmate II – 12 Points

Response to Classmate III - 12

Formatting – 7 Points

Bibliography – 8 Points

*(Spelling and grammar do count, you will be deducted these points if errors are found. Word count does count does count)*

Submission: You must enter the appropriate group under the “Forum” button on the left navigation bar. **Post your response in the discussion board area for your classmates to read and respond to the postings of other classmates.**

**Initial Response is due on Friday.**

**You have until Sunday Evening to respond to your peers.**

### **\*\*INSTRUCTOR EXPECTATIONS**

Please use complete sentences and check both the spelling and grammar of your Forum participation postings. **Also, you must make your discussion postings to the appropriate week. For example, do not try to go back and make postings to Week One when we are in the middle of Week Four.** Do not make advance postings either. Discussion postings made outside of the current week will not be counted for points. **Our “weeks” will begin on Monday and end at midnight, Sunday. Assignments and forums are due on different days, so you need to be mindful of these dates.**

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*Do not copy and paste definitions from Wikipedia or articles from other websites and post them for discussion / participation credit. You will receive zero points if you do this.*

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## Written Assignments

### **Assignment 1 - Short Assignment – Due Week 3**

Write an 800-1000 word paper on the role of diplomacy in the 19th Century. Be sure to include a thesis in your paper that clearly states what you will talk about; support it with your main points, and the end with a strong conclusion.

The minimum for this assignment is 800 words and the maximum is 1000 words and does not including title page, bibliography, notes etc. Do not go under or over on this assignment. The goal of these limitations is to teach you to write within certain parameters. For example if you are writing for an academic journal or magazine you will be restricted to the number of words, pages etc this means you must choose your words and information carefully. **Due Wednesday of Week 3**

#### **Writing Rules:**

Short paper is to be in Times New Roman Font 12 or Arial Font 11

...Is to be double spaced

...Is to be formatted using CMS, Chicago Manual Style – Footnoting or end noting

...Is to have a Title Page, including your name, course name, professor's name and date (not included in Word Count)

...Is to have a Bibliography of a minimum of three sources. (Not included in Word Count)

### **Assignment 2 - Week 5 WEBography Due Sunday**

For this assignment, we are going to be doing a Webography with a different twist. Instead of a plain document, you will be doing a Prezi. Below are a few sites that will help you in creating your Prezi. Be creative. Add music. Add visuals. Be you!!! You can also review my Prezi on the Sakai Classroom that was placed here for your review.

Here are sites that will help you with your Prezi. The How to Make a

Great Prezi, Prezi [http://prezi.com/sto8qf\\_0vcs/the-how-to-make-a-great-prezi-prezi/](http://prezi.com/sto8qf_0vcs/the-how-to-make-a-great-prezi-prezi/) How to Get Started with Prezi

[http://blogs.princeton.edu/hrc/docs/prezi\\_tech\\_spotlight\\_session.pdf](http://blogs.princeton.edu/hrc/docs/prezi_tech_spotlight_session.pdf)

Prezi – Teaching History.org

<http://teachinghistory.org/digital-classroom/tech-for-teachers/24457>

Prezi Login

<http://prezi.com/>

Now that you have viewed the above sites, you are ready to begin the assignment.

You will create a Webography dealing with US Diplomacy and the Native Americans in the United States in the 19<sup>th</sup> Century.

You will provide me with 8 Sites.

You will give a brief description of each site. You will keep your descriptions between 150-200 words. You will provide for the word count at the end of each paragraph in a parenthesis.

You will give me the URL, the title, author, etc.

You will format all in the correct format which is Chicago Manual Style.

Be Creative....

This is due Sunday of Week 6.

#### **Writing Rules:**

WEBography is to be in Times New Roman Font 12 or Arial Font 11

...Is to be formatted using CMS, Chicago Manual Style

...You need to include your name, course name, professor's name and date (not included in Word Count)

...Is to include word count at the end of each paragraph.

### **Group Project – Due Wednesday Week 7**

**More on the project is listed by itself in the Syllabus section as well as the assignment section. This will include the rubric as well.**

**Topic submitted by Wednesday of Week 3.**

**Research Proposal: Submit your research proposal along with an outline of what your paper will address. This is due by the end of Week 5.**

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In this class everyone will be put in groups and will work on a project unless you personally speak to me the first three days of class.

**Overview:** Complete scholarly Research on your topic. I am allowing a free flow of thoughts here but in this paper, there will be no regurgitation of the facts. I have provided questions for you as a guideline on what each one of you is to write about but these questions are only a guideline.

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Subject: The Scholarly Research will answer a question posed by YOU the researcher on one of the topics dealing with current and past issues dealing with the Mid-19<sup>th</sup> Century to 20<sup>th</sup> and 21<sup>st</sup> Centuries, discussing War and Diplomacy posted in the Forum. You will have to submit your topic as a group needs to be placed in the Forum under topics, there will be no duplications. Each of you will submit your own working outline to the Assignment Section, Your working outline will have your thesis statement, an introduction paragraph, a tentative Outline, and a working list of a minimum of 5 sources formatted in accordance with a Turabian/Chicago Manual Style bibliography.

Research Paper: Choose the event that you believe exhibits the most significant diplomatic impact of the time period asked for above. Explain why it was significant at the time and its lasting impact. Be sure to include a thesis in your paper that clearly states what you will talk about; support it with your main points, and the end with a strong conclusion.

The minimum for this assignment is 1400 words and the maximum is 1,600 (Each section) and does not including title page, bibliography, notes etc. Do not go under or over on this assignment. The goal of these limitations is to teach you to write within certain parameters. For example if you are writing for an academic journal or magazine you will be restricted to the number or words, pages etc this means you must choose your words and information carefully. \*\*\*\*

\*\*\*\***For those asking for extensions:** If an extension is granted by beginning of Week 5 of the semester, you will write a complete research paper, a bit part of this paper is interaction with your peers, since this is no longer an option, your assignment changes slightly to a 2800 -3000 word research paper on one of the topics listed in the Research Project Paper. For those asking for extensions End of Week 5 on, you are required to submit your section of your paper with a cover page and a bibliography page.

**Final Exam:**

There will be a final exam in this class. Format dependent upon the instructor.

Grade Instruments:		% Final Grade
Forums 1-8		51%
Final		12%
Assignment 1 Assignment 2		15%
Response to Assignment 1		3%
Group Topic Working Outline		3%
Group Project/PP Paper	11.2%	16%
Week 2 Interaction	4.8%	
Week 3 Interaction		
Week 4 Interaction		
Week 5 Interaction		
Week 6 Interaction Week 7 Interaction		
TOTAL		100%

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**Course Outline**

**8 Week Course**

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web Activities</u>	<u>Assignment(s) and Discussion Boards</u>



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1	Course Introduction	LO-1 Instructor / student introductions and course overview.	Course Syllabus	Virtual Intro Discussion due Friday at 11:59 PM Eastern Time of Week One, and <b>four</b> classmate responses by Sunday 11:59 PM EST.
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	Peace and Begin Clausewitz	<p>LO-2 Discuss the issue of Peace First.</p> <p>LO – 3 Discuss Clausewitz and his On War</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Nathan Codevilla Clausewitz Nielsen Lepper</p> <p><b>Video:</b> On War</p>	<p>Please make sure you read the assigned readings for next week's discussion.</p>
2	Congress of Vienna	<p>LO-1 Discuss the issues that led to the Congress of Vienna</p> <p>LO – 2 Explain the outcome of the Congress of Vienna</p> <p>LO – 3 – Discuss the short term and long term ramifications of the Congress of Vienna</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Chapman Coolidge</p> <p><b>Recommended Readings:</b> Pardt</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p>Interaction Forum Due Sunday</p>
3	Diplomacy Tradition and Innovation	<p>LO – You will be able to evaluate US Diplomatic policy of the 18<sup>th</sup>, 19<sup>th</sup>, 20<sup>th</sup> Centuries.</p> <p>LO 2 –Discuss the traditional forms of diplomacy.</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Kleiner Godwin</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p>Answer instructor follow up question Monday</p> <p><b>Assignments due 11:59 PM of Respective Dates</b></p> <p>Short Paper 1 Wednesday</p> <p>Interaction Forum Due Sunday</p> <p>Group Project Topic Due Wednesday</p>
4	<p>Diplomacy and International Organizations</p> <p>African Foreign Relations</p>	<p>LO-1 Discuss Diplomacy and outside organizations</p> <p>LO – 2 Discuss the role of treaties in Diplomacy</p> <p>LO – 3 Understand how African Diplomacy differences from state to state.</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Kleiner Nanjira</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p>Interaction Forum Due Sunday</p>

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5	Middle East Kashmir	LO-1 Discuss the reasons for conflict in the Middle East	<b>Your reading assignment this week are from the following authors:</b> Quandt Schofield	<b>Forums: All Responses due by 11:59PM on the Respective dates</b> Initial Response due Friday Peer response by Sunday
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		<p>LO 2 Discuss the various diplomatic measures taken to keep peace</p> <p>LO 3 Evaluate policies in place for Middle East</p> <p>LO 4 Formulate which diplomatic measures will work for Kashmir</p>		<p>Answer instructor follow up question Monday</p> <p><b>Assignments due 11:59 PM of Respective Dates</b></p> <p>Group Project Outline Wednesday of Week 5</p> <p>Respond to Short Paper 1 in Forum 2 Sunday</p> <p>Interaction Forum Due Sunday</p> <p>WEBography Due Sunday</p>
6	<p>Coercive Diplomacy</p> <p>When Diplomacy Fails</p>	<p>LO-1 Argue the reasons for coercive diplomatic polices.</p> <p>LO 2 Evaluate reasons why Diplomacy fails.</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Lauren Nathan Reiter Menos Abbas</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p>Interaction Forum Due Sunday</p>
7	<p>Digital Diplomacy</p>	<p>LO-1 Explain digital diplomacy</p> <p>LO 2 Evaluate the positives and negatives of digital diplomacy</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Dizard</p> <p><b>Recommended Reading</b></p> <p>Dizard</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p>Interaction Forum Due Sunday</p>
8	<p>Soft Power, Terrorism and other forms of Diplomacy</p> <p>Final Exam</p> <p>Group Project</p>	<p>LO-1 Demonstrate the skills of research, synthesis, organization, and writing ability.</p> <p>LO – 3 Evaluate the other forms of Diplomacy</p> <p>LO – 3 Discuss the reasons behind terrorism and How diplomacy may help or not</p> <p>LO – 4 Understand the term “soft power” and how it has a role in Diplomatic measures</p>	<p><b>Your reading assignment this week are from the following authors:</b></p> <p>Stempel Abbas Savir</p>	<p><b>Forums: All Responses due by 11:59PM on the Respective dates</b></p> <p>Initial Response due Friday</p> <p>Peer response by Sunday</p> <p><b>Assignments due 11:59 PM of Respective Dates</b></p> <p>Group Project Due Wednesday</p> <p>Group Project Synopsis due Week 8.</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.

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[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

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## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. 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, Military History and Military Studies courses. You can also access PURDUE OWL CMS using this site - <https://owl.english.purdue.edu/owl/resource/717/01/>

## 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. **Please review the Course Assignment Policy within the Resources section of the classroom for more information.**

## DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email [registrar@apus.edu](mailto:registrar@apus.edu) to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

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## **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"

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

must 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 Sakai 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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## Academic Services

### ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

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.
- **Tutor.com:** Students have access to ten free hours of tutoring service per year through Tutor.com. 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 “Tutor.com.” All login information is available.

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