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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### Undergraduate History and Military History Programs

**HIST320**

**History of Russia**

**Credit Hours: Three**

**Length of Course: 8-Weeks**

**Prerequisite: None**

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

#### Course Description (Catalog)

The course covers the history of Russia and its people from the medieval period up to the present. While student projects can be on any aspect of Russian history from any period, the emphasis in the classroom will be on political and social history from the period of reforms in the mid 19th century up to the fall of the Soviet Union.

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#### Course Scope

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The course will emphasize selected topics in social, religious, cultural, intellectual, institutional, and political history narrative. Students will strive to develop facility in analyzing some primary sources (in translation) and evaluating historical interpretations. We will examine the major themes and issues that have defined Russia's recent past, and we will also take a look at some Russian cultural achievements. Although there is no formal prerequisite for this course, some basic knowledge of European history will be helpful. There will be class a discussion of the modern Russian foreign policy and historical past of Caucasian region. Therefore, an underlying focus of the class will be an examination of the historian's craft through critical reading, discussion, and writing.

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### Course Objectives

Upon successful completion of this course in History of Russia, students will be able to:

- ❖ Demonstrate knowledge of general chronology and geography of Russian history to your further studies and research;
- ❖ Examine the importance of some key individuals and political, social, religious events in Russian history;
- ❖ Analyze primary historical sources and reach conclusions based on that analysis;
- ❖ Appraise the role and work of the Russian historians;
- ❖ Compare & contrast alternatives of realization of this or that event, the phenomenon, process on the basis of studying of all set of historic facts;
- ❖ Evaluate how Russia's history affects its politics and culture in the present;
- ❖ Demonstrate skills of theoretical judgment of historic facts, interrelation and creative thinking

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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 exam, written assignments, and 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.

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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.

<b>Grade</b>	<b>GPA / Percent</b>	<b>Description</b>
<b>A</b>	<b>4.0 / 100 - 94</b>	<b>All: Very high quality, clearly above average work</b>
<b>A-</b>	<b>3.67 / 93-90</b>	
<b>B+</b>	<b>3.33 / 89-87</b>	
<b>B</b>	<b>3.0 / 86-84</b>	<b>Undergraduate: Above Average Graduate: Expected performance level</b>
<b>B-</b>	<b>2.67 / 83-80</b>	
<b>C+</b>	<b>2.33 / 79-77</b>	
<b>C</b>	<b>2.0 / 76-73</b>	
<b>C-</b>	<b>1.67 / 72-70</b>	<b>Undergraduate: Below Average Graduate: Unsatisfactory</b>
<b>D+</b>	<b>1.33 / 69-67</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>D</b>	<b>1.0 / 66-64</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>D-</b>	<b>.67 / 63-60</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>F</b>	<b>0.0 / 59-0</b>	<b>Undergraduate: Unsatisfactory Graduate: Failing</b>
<b>P</b>	<b>NONE</b>	<b>Undergraduate: Pass Graduate: Pass</b>
<b>PD</b>	<b>NONE</b>	<b>Graduate Comprehensive Exam Only: Pass with Distinction</b>
<b>FAIL</b>	<b>NONE</b>	<b>Graduate Comprehensive Exam Only: Failed the Exam</b>
<b>I</b>	<b>NONE</b>	<b>All: Incomplete</b>
<b>DP</b>	<b>NONE</b>	<b>Dropped</b>
<b>W</b>	<b>NONE</b>	<b>All: Withdrawn</b>
<b>WP</b>	<b>NONE</b>	<b>All: Withdrawn Passing</b>
<b>WF</b>	<b>NONE</b>	<b>All: Withdrawn Failing</b>
<b>X</b>	<b>NONE</b>	<b>Audit grade: No Academic Credit awarded</b>
<b>S</b>	<b>NONE</b>	<b>Satisfactory: CEUs awarded: No Academic Credit awarded</b>

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NONE

**Unsatisfactory: No CEUs awarded  
No Academic Credit awarded**

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## Course Materials

### REQUIRED TEXTS:

Riasanovsky, Nicholas V.; Steinberg, Mark D.: *A History of Russia*. (7<sup>th</sup> ed., combined volume) New York: Oxford University Press, 2005.

OR

Riasanovsky, Nicholas V.; Steinberg, Mark D.: *A History of Russia*. (8<sup>th</sup> ed., combined volume) New York: Oxford University Press, 2011.

There is also a special web folder with a list of links to various sites on the WWW which deal in some way with Russian history. All other course readings (primary sources and some articles) will be available online in or linked to the e-classroom.

### Additional Resources

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. *Purchase Optional*.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- **WEB-BASED READINGS**

Listed in the Course Announcements and weekly lessons.

**Important Note:** The Director of the Undergraduate History, Military Studies, Western & World History Programs 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 in 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, Military History and Military Studies 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](#).

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## Evaluation Procedures

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There are several types of assignments to complete for this course. In the lesson section of the class, under the tab Assignment, are detailed expectations for each assignment. Here, in the syllabus, I am providing a brief description of each assignment and the grading in general terms.

### **Forums: 35%**

You must enter the appropriate forum under the Forums button to the left of the navigation bar.

After you have posted your own response, make sure you go back through the discussion and read the responses of your colleagues. These forums are found in the “Forums” section of the online classroom. There are 8 forums (week 1- week 8) in the course.

**Forum Participation** is the key to helping you gain a greater comprehension of the topics. As such, you must read at least four postings by your fellow students and responding to them with a substantial posting of 125 to 150 words. If you have a question for your fellow student in your response, you will note the question at the bottom of your posting separated by at least one line so that your fellow student can clearly see your question. It is your responsibility to check for comments made back to you by your fellow students and answer any of their questions. Your grade on discussion board participation is from your comments to your fellow students and the answers you provide to any questions that they have of you. As in the Forum Posting, English is important and your writing must be clear and free of errors.

Please note the due dates for your Forum posts:

- Your initial Forum post is due by **Friday midnight EST**.
- Your four peer responses are due by **Sunday midnight EST**.

Your response to instructor’ follow-on question is due by **Sunday midnight EST**

Week One’s forum is the only one during the course that is not graded with a numerical grade, it is Pass/Fail. All other 7 forums are graded on a 100-point system.

- ❖ **Thoroughness / Length of Original Post (50 points):** There is no specific length requirement, but a well-organized and well developed post will typically be two-three healthy paragraphs long (assuming a minimum of five sentences per paragraph). If you explain your ideas clearly and use specific details to support them, your post should reach an appropriate length. These posts should be **your own ideas**. That being said, you are free and welcome to use quotations from our sources to support your opinions. However, you **must** cite them appropriately if you do.
- ❖ **Thoroughness of Peer Responses (40 points):** Again, there is no limit, but your entry must have substance. Your responses should add to the conversation. Simply saying, "I agree" or "I disagree" is not good enough. Explain whether you agree and **why**. Bring up another related point, or ask a question. If you choose to ask a question, though, be sure to give your own answer as well. As a general rule, a thorough response will be one-two paragraphs long (again, assuming a minimum of five sentences per paragraph).

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- ❖ **Thoroughness of Follow-Up Question (10 points):** Same requirements as your original response.

### **Weekly Papers and Presentation: 40%**

There will be seven assignments. There are 6 weekly papers and one Power Point presentation. Weekly papers where you address the 'Learning Objectives' require **3-5 pages**. Students are required to show active, substantive participation in required reading and all other course readings. Assignments are available in weekly packets. Students can choose one of assignment questions they like to do every 6 first weeks. For week 7 students will prepare a Power Point presentation. The topic will be chosen by the student. For week 8 - weekly paper is not required.

Each week will be having topic, learning objective, required reading and other reading and articles and assignment. Always place your name, class number, session, date and title on the first page at top left if not using a cover page. The grades you receive weekly will count for your final grade; they are showing your strengths and weaknesses in proper writing, preparing you for the essay and exams.

### **Final Exam: 25%**

Students will take one open book final test (25%), during the final week of class. All material from the class is testable, including the discussion group and the entire textbook. The test follows the same rule as weekly papers, term paper, and only 1 submission allowed.

**Glossary:** You must learn all terms, those upload on the Glossary of Russian History. It is required assignment for this course.

### **Weighting of Assignments**

<b><u>Grade Instruments:</u></b>	<b><u>Points</u></b>	<b><u>% Final Grade</u></b>
Forums	35	35%
Weekly Papers and PowerPoint Presentation	40	40%
Final Test	25	25%
TOTAL	100	100%

I will post your grades for each assignment within three-five days of the due date. I will also provide detailed feedback about what you did well, and what may need improvement. If you

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have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

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**8 – Week Course Outline**

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

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**Course Outline**

<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>
1	Early Russian History 9-16 centuries	<p>Weekly objectives:</p> <p>Understand the general chronology and geography of Russian history.</p> <p>Describe the migration process and where East Slavs come from.</p> <p>Describe the pre-modern historic and cultural events of Russ and Muscovy that are the foundation for modern Russian historical development.</p> <p>Debate a role of Mongols in Russian history.</p> <p>Please, choose one of tasks below to make a short paper ( 3-5 pages):</p> <p>To explain the</p>	<p>Riasanovsky, Nicholas V.; Steinberg, Mark D.: <i>A History of Russia</i>. (7<sup>th</sup> ed., combined volume) New York: Oxford University Press, 2005.</p> <p>7<sup>th</sup> edition Parts I, II, III p.3-130 8<sup>th</sup> edition: Parts Parts I, II, III p.3-128</p>	<p>Week 1 lesson, <b>Forum #1 (Virtual Introductions)</b> <b>Weekly Paper 1</b> Learning terms from Glossary</p>

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		<p>migration process and where East Slavs come from.</p> <p>To debate what the problem of the origin of the first Russian State. Historiography of Norman theory.</p> <p>To describe Kievan political, Social and state Institutions.</p> <p>To debate why Kievan Russia choose a new religion – Orthodox Christian church. How it influenced to developing literature, language, architecture and other art in Kievan Russia.</p> <p>To debate about role of Mongols in Russian history.</p> <p>To explain why Moscow succeeds, describe factors of the rise of the Moscow.</p>		
2	Muscovite Russia 16-17 centuries	<p><b>Weekly objectives:</b></p> <p>Describe developing of religion, culture and education in Medieval Russia.</p> <p>Debate about positive and negative role of Ivan the Terrible 1533-1584 for political, social and cultural</p>	<p>7<sup>th</sup> edition Part IY Ch.15-19 p.135-195</p> <p>8<sup>th</sup> edition: Part IY Ch.15-19 p.139-195</p>	<p>Week 2 lesson, <b>Forum #2</b> <b>Weekly Paper 2</b> Learning terms from Glossary</p>



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		<p>life in Russia.</p> <p>Explain the social, the national, and the dynastic segments on the basis of the Time of Troubles (1598-1613).</p> <p>Please, choose one of tasks below to make a short paper ( 3-5 pages):</p> <p>To describe developing of religion, culture and education in Russia 16-17 centuries.</p> <p>To explain what is RASKOL. Who were the Old Believers&amp; What was role of Nikon and Avvakum in Church Great Split.</p> <p>To debate about positive and negative role of Ivan the Terrible 1533-1584 for political, social and cultural life in Russia. To describe OPRICHNINA.</p> <p>To explain the false Dmitri's phenomenon in Russian history.</p> <p>To explain the social, the national, the dynastic segments on the basis of the Time of Troubles (1598-1613). To describe the essence</p>		
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		and result of this period.		
3	The Eurasian Empire of Russia 18 century	<p><b>Weekly objectives:</b></p> <p>Analyze the rights, responsibilities, and obligations of the Russian nobility and its role in the Russian economic system in 18 century.</p> <p>Analyze the historical development of Russian foreign policy.</p> <p>Describe Peter the Great reforms of Russia.</p> <p>Please, choose one of tasks below to make a short paper ( 3-5 pages):</p> <p>To describe personality of Peter the Great. To explain his role in Russian history.</p> <p>To explain basic directions and events in Russian Foreign Policy in 18 century.</p> <p>To describe Peter the great reforms of Russia.</p> <p>To describe Catherine the Great domestic reforms and foreign affairs.</p>	<p>Part Y Ch. 20-28 p.197-341</p> <p>8<sup>th</sup> edition: Part V Ch.20-28 p.211-344</p>	<p>Week 3 Lesson, <b>Forum #3</b> <b>Weekly Paper 3</b> Learning terms from Glossary</p>

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		<p>Use example of a person (writer, poet, or artist, scientist or composer) for describing Russian cultural developing in the 18 - beginning 19 centuries.</p> <p>To debate reforms of the beginning 19 century: liberalism or conservatism?</p> <p>To describe in general terms Russian foreign Policy (1801-1855). Why Napoleon failed war with Russia.</p>		
4	<p>The Great Reforms in Russia 19 century.</p> <p>Historical sources of Caucasian conflict.</p>	<p><b>Weekly objectives:</b></p> <p>Appreciate some of the cultural achievements of the Russians.</p> <p>Analyze the historical development of Russian foreign policy.</p> <p>Define the distinguishing political, social and economic characteristics of Czarist Russia in 19 century.</p> <p>To describe the Great reforms in second part</p>	<p>7<sup>th</sup> edition:</p> <p>Part Y</p> <p>Ch.29-30</p> <p>p.341-376</p> <p>8<sup>th</sup> edition:</p> <p>Part V</p> <p>Ch.29-30</p> <p>p.363-385</p>	<p>Week 4 Lesson, Forum #4 (Caucasian Question)</p> <p>Weekly paper 4</p> <p>Learning terms from Glossary</p>

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		of 19 century.  To describe Russian foreign policy 1850-1900 (Caucasian Wars, Crimean War, Russian-Turkish wars)		
5	Russia in Wars and Revolutions.	<p><b>Weekly objectives:</b></p> <p>Identify areas of weakness in Russia's Eurasian Empire that contributed to the collapse of Tsarist Russia.</p> <p>Understand the ideological, political, and military dimensions of the Russian revolutions and revolutionary movements.</p> <p>To describe differentness between both revolutions in targets, powers and consequences.</p> <p>Describe the Silver Age of Russian Culture.</p> <p>Please, choose one of tasks below to make a short paper ( 3-5 pages):</p> <p>To describe Stolypin's policy and the Peasant Question in the beginning of 20 century.</p> <p>To explain causes, events, effect of the First Russian revolution</p>	<p>7<sup>th</sup> edition Part Y Ch.31-34 p.377-449 Part YI Ch.35-36 p.451-481</p> <p>8<sup>th</sup> edition: Part V Ch.31--34 p. 400-464 Part VI Ch.35-36 p.479-487</p>	<p>Week 5 Lesson, <b>Forum #5</b> <b>Weekly Paper 5</b> Work on your presentation learning terms from Glossary</p>

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		<p>(1905).</p> <p>To show role of Duma (Russian Parliament) in history.</p> <p>To describe economic, political and the social situation existed in Russia in the early twentieth century.</p> <p>Why revolutions of 1917 were successful? To describe differentness between both revolutions in targets, powers and consequences.</p> <p>To describe the Silver Age of Russian Culture – show examples.</p> <p>To describe First years of Soviet Republic – War Communism, Civil War and Allied Intervention. Why you think White Army failed its mission?</p>		
6	<p>Soviet Russia</p> <p>( 1917-1991)</p>	<p><b>Weekly objectives:</b></p> <p>Identify significant events that influence the USSR's external and internal relations with other countries, political blocs and peoples.</p> <p>Understanding the formation and development of the</p>	<p>7<sup>th</sup> edition</p> <p>Part YI</p> <p>Ch.37-42</p> <p>p.482-607</p>	<p>Week 6 Lesson, Forum #6“Personality in the Russian History”</p> <p><b>Weekly Paper 6</b></p> <p>Work on your presentation</p> <p>Learning terms</p>

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		<p>Soviet Union from 1917 to 1985 and the continuities between Russian and Soviet foreign policies.</p> <p>Define and describe the importance of some key individuals and events in Russian history.</p> <p>Trace the development of ethnic relations during the Soviet period, with particular regard to the effect of Soviet Russification on Muslim peoples and the peoples of the Baltic.</p> <p>Identify unanticipated consequences of Perestroika and Glasnost within the ethnic Republics that imploded the Soviet Union.</p> <p>Please, choose one of tasks below to make a short paper ( 3-5 pages):</p> <p>NEP</p> <p>The great Purge and its victims/</p> <p>Totalitarianism of Stalin State system.</p> <p>Soviet Foreign Policy 1921-1941</p> <p>Collectivization of agriculture</p> <p>Industrialization</p> <p>Second World War (Great Patriotic War)</p>	<p>8<sup>th</sup> edition:</p> <p>Part VI</p> <p>Ch.37-42</p> <p>p.511-617</p>	<p>from Glossary</p>
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		<p>1941-1946: Striving for Victory.</p> <p>Soviet Society in general terms (1953-1985)</p> <p>Soviet Union foreign police (1945-1985), Cold War.</p> <p>The collapse of Soviet Union ( 1985-1991)</p>		
7	<p>New Russia (1991-present)</p> <p>Whither Russia in the Twenty-First Century?</p>	<p><b>Weekly objectives:</b></p> <p>Create critical essays that explain the importance of certain historical events in Russian history.</p> <p>Explain the role of "energy" in the "New" Russia's strategy to regain Super Power status.</p> <p>Assignment: essay (term paper) is due by the end of this week</p>	<p>7<sup>th</sup> edition Part YII Ch.43-44 p. 609-665</p> <p>8<sup>th</sup> edition: Part YII Ch.43-44 p. 641-681 Page xvii New to the Eighth Edition</p>	<p>Week 7 Lesson learning terms from Glossary <b>Assignment (Presentation) is due by the end of this week</b></p> <p><b>Forum #7</b></p>
8	<p>Final Exam's week</p>	<p><b>Weekly objectives:</b></p> <p>Analyze how Russia's history affects its politics and culture in the present.</p> <p>Identify and describe the major historic figures, issues, and events of Imperial and</p>	<p>All readings throughout the course.</p>	<p><b>Submit all required assignments and take an open book test.</b></p> <p><b>Forum #8</b></p>

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		Soviet Russia that have shaped the course of Russian history.		
		Arrange the evens of Russian history in chronological order.		
		Study for and complete final test.		

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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

- 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 Director of the History, Military Studies, Western & World History Programs. This general policy is that I may reduce assignments that are one week late by 25 percent of the grade, two weeks late by 50 percent, and anything later than that may receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.



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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" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

## Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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## Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [librarian@apus.edu](mailto:librarian@apus.edu).

- **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. To locate, search by department name or navigate by school.

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- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code ([HIST300](#)).

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