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American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST642

Nazi Germany and the Holocaust

3 Credit Hours

16 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

Course Description (Catalog)

This course offers a study of the origins and history of the Holocaust within National Socialist Germany and throughout Eastern Europe. Students examine the organizations involved at the grass roots level as well as the escalation of events from open murder to the implementation of concentration and death camps. Topics include the birth of National Socialism through the final days of the Holocaust, including the political, social, economic, and scientific contributions during the Third Reich.

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Course Scope

The scope of this course is to trace the origins, chronology, and events of the Holocaust in Nazi Germany, to examine the NSDAP's (Nationalsozialistische Deutsche Arbeiter Partei, or National Socialist German Workers' Party, hence Nazi) early years after World War I through 1945, its impact upon society, government, laws, methods, actions, policies, including mass murder and conquest. Students will examine, discuss, and analyze several main issues, such as: Was the average German knowledgeable or even accepting of Nazi policies and actions? How did the Nazis plan and execute the Holocaust? Was the Holocaust well planned and executed, or did it simply evolve as a by-product of World War II? What impact did the Holocaust have upon non-Jews? Was Hitler instrumental in the Holocaust or not? Who was responsible? We will also examine the historiographical debate surrounding the ideas of functionalism and intentionalism. This course contributes to the graduate degree program in that it provides examination of the Holocaust as part of World War II Nazi Germany but also as part of World War II and the Holocaust on a global scale. Assignments in the form of forums, a book review, and a research paper will serve as learning activities and as assessment measures based on the course learning objectives.

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Course Objectives

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

1. Analyze the history of the Nazi political movement and its origins, including the chronology of events from the end of World War I through 1945 and the impact on the Holocaust.
2. Evaluate Hitler's rise to power, his propaganda, politics, and doctrine in relation to the Holocaust.
3. Appraise the functionalist and intentionalist theories.
4. Assess anti-Semitic views both within and without Germany and the impact of those views on the Holocaust.
5. Examine the planning, evolution, and execution of the Holocaust.

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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 (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions

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(accomplished in Forums), examinations, and individual assignments submitted for faculty member review and evaluation. Dr. Sheffer is the assigned faculty who will support the students throughout this sixteen-week course.

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Course Materials

Required Course Textbooks:

-Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: Harper Collins, 1993.

-Rhodes, Richard. *Masters of Death: The SS Einsatzgruppen and the Invention of the Holocaust*. New York: Vintage Books/Random House, 2003.

- Roseman, Mark. *The Wannsee Conference and the Final Solution: A Reconsideration*. New York: Henry Holt, 2002.

REQUIRED ONLINE TEXT:

Bartov, Omer. *Mirrors of Destruction*. [electronic resource] : war, genocide, and modern identity / Omer Bartov. ; Bartov, Omer. ; Oxford ; New York : ; Oxford University Press, ; 2000.
<http://site.ebrary.com/lib/apus/Doc?id=10087217>

Additional Required Readings: See Course Outline

Optional Resources (Recommended)

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. *Purchase is highly recommended.*
- [Turabian Citation Guide Online](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

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Websites: See Course Outline

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.

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Evaluation Procedures

This course requires thoughtful reading and critical analysis, demonstrated through forums, book reviews, brief essays, and a research paper, as described below. Your work must demonstrate comprehension and mastery of the learning objectives. Your work must be original, academic, and grounded in scholarly evidence, not simply regurgitation of course readings. Your work should analyze, critique, and agree or disagree with the authors. Essential elements include academic integrity, correct use of sources and ideas, and effective writing skills.

Faculty grade written assignments using the APUS writing rubrics appropriate for the course level. Rubrics provide institutional evaluation consistency and appropriate attention to each area of the assignment. University-approved rubrics are located at <http://www.apus.edu/center-teaching-learning/Faculty-Resources/Teaching-Learning-Resources/writing-rubrics.htm>

For written assignments, students should upload assignments by selecting the Assignments link on the left hand side of the classroom page.

For forums, select the Forums link on the left hand side of the classroom page. The Forums should not be used for administrative communications.

Forums: 50% of course

The introduction forum is now a graded forum, is due by Sunday of the first week, and is worth 100 points. You need to closely follow the instructions in the introductions forum. Each remaining forum will span two weeks and be worth 50 points. Post the forum assignment (book review of research paper proposal) or respond to the forum question by the end of the first week of the two week span for that forum. By the end of the second week, respond to at least two other postings and any follow-up questions I ask. Initial responses to forum questions must be at least 250 words in length, incorporating reading assignments and any outside research you feel is appropriate. Cite relevant examples from the course readings, and critique the authors' work. Discussion is a way for you to demonstrate and develop your understanding of the course content. All posts should be thoughtful, thorough, well-reasoned, accurate, complete, relevant, well-written, and should make a point. Responses to other posts should be more than simply "good post" or "I agree." Responses to other posts should move the discussion forward, demonstrate your knowledge, and be more than just two or three brief sentences. Six of our forums will be responses to questions. Two of our forums will involve posting assignments: the research

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paper proposal in week 6 and the book review in week 12. The book review and the research paper proposal must also be posted to the Assignments list as Word documents for grading.

Book Review: 100 points

The scholarly book review will be due in week 11, should be 600 words in length, and should strictly follow guidelines provided in the Assignment. The book review will be worth 100 points. At the end of week 11, you will post the book review in the book review forum. By the end of week 12, you will respond to at least two other book reviews in the forum. The forum will be worth 50 points, will be separate from the book review grade, and will be a part of the forum grade for the course. The book review must be posted to the Assignments list as a Word document for grading.

Research Paper Proposal: 100 points

The research paper proposal will be due in week 5. The proposal should be 250 words and should include the topic, a thesis statement, a general overview, proposed sources, the relationship to the course and readings, and how the proposed thesis makes a historiographical argument. The proposal will be worth 5 points. At the end of week 5, you will post the proposal in the research paper proposal forum. By the end of week 6, you will respond to at least two other proposals. The forum will be worth 50 points, will be separate from the proposal grade, and will be a part of the forum grade for the course. The proposal must be posted to the Assignments list as a Word document for grading.

Final Research Paper: 100 points

The research paper will be 12-15 pages, exclusive of title page and bibliography, and will be due in week 15. It should include a title page, reference citations from multiple sources, and a bibliography. Footnotes are required for the reference citations, and all sources, as well as the corresponding bibliography, must conform to Turabian's *Manual for Writers of Term Papers* style for notes and references. Substantial research other than the required course readings is necessary. Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library. Wikipedia and encyclopedias are not valid academic sources. All research papers require footnotes or endnotes. The paper should have the following minimum elements: a title page, strong introduction with thesis statement, body, footnote citations, page numbering, strong conclusion that relates back to the introduction and thesis, a works cited page, and effective writing throughout. The paper must be posted to the Assignment list as a Word document for grading.

Graded Instruments	Points
Week 1: Introductions	100
Weeks 1 and 2: Forum #1	50
Weeks 3 and 4: Forum #2	50
Weeks 5 and 6: Forum #3 Research Paper Proposal	50
Week 5: Research Paper Proposal	100
Weeks 7 and 8: Forum #4	50
Weeks 9 and 10: Forum #5	50
Weeks 11 and 12: Forum #6 Book Review	50
Week 11: Book Review	100

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Weeks 13 and 14: Forum #7	50
Week 15: Research Paper	100
Weeks 15 and 16: Forum #8	50
Total	800

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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(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web Activities</u>	<u>Assignment(s) and Forums</u>
1	Explain how Nazi Germany began the system of social and professional exclusion, segregation, targeting, evolving into a flawed racial ideology, and what the results were.	<p>1-Explain how the invasion of Poland and the USSR accelerated the Final Solution.</p> <p>2-Discuss how euthanasia became an acceptable program, and who qualified.</p> <p>3-State which persons qualified for Nazi targeting other than Jews, and why. See course objectives 1-5</p>	<p>Mark Roseman, <i>The Wannsee Conference and the Final Solution: A Reconsideration</i>, pp. 1-47.</p> <p>Bartov, <i>Mirrors of Destruction</i>, Introduction and "Fields of Glory"</p> <p>http://www.youtube.com/watch?v=xVVD3C2apVs Kristallnacht 1 of 5 8:50</p> <p>http://www.youtube.com/watch?v=USbLOR6V_kA Kristallnacht 2 of 5 8:50</p> <p>http://www.youtube.com/watch?v=Bb-l7Ey7j9A Kristallnacht 3 of 5 8:50</p> <p>http://www.youtube.com/watch?v=1YCtvF876kc Kristallnacht 4 of 5 8:50</p> <p>http://www.youtube.com/watch?v=5QFPg1k</p>	<p>Introduction forum due by Sunday night – for a grade</p> <p>Forum #1</p>

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			AWKU Kristallnacht 5 of 5 8:50	
2	Discuss how German policy, both foreign and domestic, laid the ground work for the Holocaust.	1-Discuss the birth, function and organization of the <i>Einsatzgruppen</i> . 2-Explain how anti-Semitism was not exclusively a German/Nazi paradigm, but also found throughout Europe. See course objectives 1 and 2	Roseman, pp. 48-78. Bartov, <i>Mirrors of Destruction</i> , "Grand Illusions"	Forum #1 continued
3	Determine and compare the level of knowledge of the Holocaust outside and within German occupied Europe, and the global responses and actions taken.	1-Explain the importance, similarities and differences between death, concentration, and labor camps. 2-Cite examples of Jewish resistance and their knowledge of the Holocaust if any.	Roseman, pp. 79-141	Forum #2

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		See course objectives 1 and 2		
4	Assess the German tactics in collecting and eliminating Jews and any assistance they may have received from the local populations.	<p>1-Describe the transportation system and methods employed placing Jews and others into collective points.</p> <p>2-Discuss how the Wannsee Conference altered the methods being employed against Jews and other undesirables.</p> <p>See course objectives 2, 3, 4</p>	Roseman, 142-72 Bartov, <i>Mirrors of Destruction</i> , "Elusive Enemies"	Forum #2 continued
5	Explain the nature of the relationship between the various military and police organizations, as well as the impact that mass murder had upon the men in question.	<p>1-State the difference between the 'intentionalist' and 'functionalist' debate as related to the Holocaust.</p> <p>2-Describe the liquidation of the ghettos, and how this became part of the final solution.</p> <p>See course</p>	<p>Browning, <i>Ordinary Men</i>, pp. xv-25</p> <p>Bartov, <i>Mirrors of Destruction</i>, "Apocalyptic Visions"</p> <p>http://www.youtube.com/watch?v=a6jnawYwm3E BBC Auschwitz: The Nazis and the Final Solution 1 of 5 9:53</p> <p>http://www.youtube.com/watch?v=kUpCjzftH84 BBC Auschwitz 2 of 5 9:49</p> <p>http://www.youtube.com/watch?v=fXHkBR5</p>	<p>Research Paper Proposal Due</p> <p>Forum #3 Research Paper Proposal</p>

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		objectives 2, 3, 4.	P8jY BBC Auschwitz 3 of 5 9:55 http://www.youtube.com/watch?v=nyawVLaFR1g BBC Auschwitz 4 of 5 10:00 http://www.youtube.com/watch?v=rkCN8AWBDqY BBC Auschwitz 5 of 5 8:51	
6	Explain the varying degrees of German complicity with the mass murder, and identify those groups who appeared to have the most culpability.	1-Explain what 'resettlement' was and how this varied depending upon location and administration. 2-State how the evolution of segregation, relocation, and transportation led to extermination.	Browning, <i>Ordinary Men</i> , pp. 25-48. Bartov, <i>Mirrors of Destruction</i> , "Conclusion"	Forum #3 Research Paper Proposal continued
7	Analyze how Hitler organized his government, how the departments functioned, and how this method of control assisted in the development of the Final Solution.	1-Explain the options the Germans discussed regarding 'deportation', 'relocation', and 'extermination', and what that evolution was, and who was involved. 2-Explain how other groups besides the SS and SD were involved. See course	Browning, <i>Ordinary Men</i> , pp. 48-77. http://www.youtube.com/watch?v=WRtNEzJPCSG Auschwitz 1 of 2 10:00 http://www.youtube.com/watch?v=Fgy2W0M0vZg Auschwitz 2 of 5 10:00 http://www.youtube.com/watch?v=0XlZrDDjA0 Auschwitz 3 of 5	Forum #4

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		objectives 1, 2, 3	10:00 http://www.youtube.com/watch?v=rZhVkqxQGMk Auschwitz 4 of 5 10:00 http://www.youtube.com/watch?v=Pmr3XZJzevA Auschwitz 5 of 5 10:00	
8	Describe and contrast the perceptions and attitudes of the participants within the German military from the readings	1-State the varying perceptions of those who served during the war regarding the Holocaust from all readings thus far. 2-Discuss what psychological impact these actions had upon the police and soldiers. See course objectives 1, 2, 3, 4	Browning, <i>Ordinary Men</i> , pp. 78-96.	Forum #4 continued
9	State clearly what impact if any mass murder had upon the Germans involved.	1-State how the killing effected the killers in different ways, and why. 2-Discuss the varying degrees of both 'willing' and 'unwilling' complicit and non-complicit See course objectives 1, 2, 3, 4	Browning, <i>Ordinary Men</i> , pp. 97-132. http://www.youtube.com/watch?v=U7VsV7NscQo The Nazis: The Road to Treblinka 1 of 5 9:31 http://www.youtube.com/watch?v=6TVzjs_pEc The Nazis: The Road to Treblinka 2 of 5 9:36 http://www.youtube.com/watch?v=Orl3PcyWt7k	Forum #5

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			<p>The Nazis: The Road to Treblinka 3 of 5 9:50</p> <p>http://www.youtube.com/watch?v=TrgeUxZ3fZU</p> <p>The Nazis: The Road to Treblinka 4 of 5 9:34</p> <p>http://www.youtube.com/watch?v=nViGAX-qb0A</p> <p>The Nazis: The Road to Treblinka 5 of 5 9:00</p>	
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10	Trace the chain of command, and the “pecking order” of those units and persons responsible for mass murder in Poland.	<p>1-Discuss the relationship between the order police, SD, SS and Army.</p> <p>2-State the progression from passive to active actions against Jews, using examples.</p> <p>See course objectives 1 and 5</p>	Browning, <i>Ordinary Men</i> , pp. 133-189.	Forum #5 continued
11	Explain Hitler’s nonviolent actions, diplomacy, territorial gains, and the eventual inclusion of the Holocaust into war plans.	<p>1-Explain the debate over whether or not Hitler was lacking control of his government, or whether he was calculating in his methods to retain power.</p> <p>See course objectives 1, 4, 5</p>	<p>Browning, <i>Ordinary Men</i>, pp. 191-223</p> <p>http://www.youtube.com/watch?v=zaCdKwFcHnw The Holocaust in color Nazi rising terror and concentration camps 9:55</p>	<p>Book Review Due</p> <p>Forum #6 Book Review</p>
12	Explain how or if German society was accepting of the various programs, what they knew, and how the Nazis expanded their selection of those deemed ‘undesirable’.	<p>1-Describe the conditions of labor camps and how or if this differed from extermination camps.</p> <p>2-Describe the relationship between the Jewish Councils and German authorities.</p> <p>See course</p>	Rhodes, <i>Masters of Death</i> , Author’s Note through page 68.	Forum #6 Book Review continued

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		objectives 1, 3, 5		
13	State clearly what, if any, military benefit was derived from the genocide, from all perspectives.	<p>1-Discuss how politics and economics secured Hitler and the Nazi Party a foothold in the German psyche.</p> <p>See course objectives 1 and 4</p>	<p>Rhodes, <i>Masters of Death</i>, pp. 69-135</p> <p>http://www.youtube.com/watch?v=GckmVMtcdIE World at War: Genocide 1 of 5 10:00</p> <p>http://www.youtube.com/watch?v=-UTbbTa2XZU World at War: Genocide 2 of 5 10:00</p> <p>http://www.youtube.com/watch?v=lo6KNWpg2qo World at War: Genocide 3 of 5 10:00</p> <p>http://www.youtube.com/watch?v=uDVVpvBO4s0 World at War: Genocide 4 of 5 10:00</p> <p>http://www.youtube.com/watch?v=NtfQR4HtoyA World at War: Genocide 5 of 5 10:00</p>	Forum #7
14	Identify how, where, and when the death squads operated, and the results of their actions.	<p>1-State how big business was incorporated into the greater Nazi economic plan, and how Jews played a role.</p> <p>2-State the rationale, origin and method of</p>	<p>Rhodes, <i>Masters of Death</i>, pp. 136-179</p> <p>Research paper due by Sunday of this week.</p>	Forum #7 continued

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		controlling German society, especially those targeted for 'special treatment,' including non Jews, and why. See course objectives 1, 4, 5		
15	Analyze the 'thread of continuity' regarding the escalation of murder, and its transformation.	1-Explain how the Holocaust evolved from mass killing in great round ups, to the well-organized destruction within the death camps. Refer to previous reading from Roseman also. 2-Discuss the paradox of authorized, unlimited mass murder and the subsequent conflicting orders restricting the killings, depending upon organization and upper command structure. See course objective 1-5	Rhodes, <i>Masters of Death</i> , pp. 179-228.	Forum #8 Research paper due
16	Assess the Allied wartime and post-war perceptions of the Holocaust, and what actions were taken against those	1-Explain how foreign policy shaped the eventual Holocaust. 2-Discuss Hitler's views on Bolshevism and Judaism.	Rhodes, <i>Masters of Death</i> , pp. 229-282.	Forum #8 continued

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	involved.	3-State whether or not Hitler was a 'reactionary' or 'instigator' regarding the Holocaust. See course objectives 1-5		
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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*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), 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.

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Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

Endnotes/Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised superscript.¹
- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

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

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist.

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.

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:

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.

- 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

The APUS Online Library for history and military history students is located at:
http://www.apus.edu/Online-Library/departments/military_st.htm

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