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American Public University System

The Ultimate Advantage is an Educated Mind

**School of Arts and Humanities
Department of History and Military History**

**HIST 657
Antebellum America**

**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 is an analysis of the conditions existing in the United States in the first half of the 19th century. The course focuses on the political, cultural/social, economic, security, leadership, and other issues that played roles in starting and shaping the Civil War. Students will analyze the issues in the context of war and peace to determine whether or not such conflicts as civil wars can be avoided prior to their inception.

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Course Scope

This course examines the history of the United States during the antebellum period of American history, generally from 1830 to 1861, although some key events taking place prior to 1830 will be considered. In particular, the course emphasizes social, economic, and geo-political contexts leading to the Civil War.

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Course Objectives

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

1. Evaluate the economic conditions of the Antebellum Era and their impact on the war.
2. Evaluate the political conditions of the Antebellum Era and their impact on the war.
3. Evaluate the social conditions of the Antebellum Era and their impact on the war.
4. Compare the history of slavery in the Antebellum North and South; analyze its role in Antebellum America and its contribution to the outbreak of war.
5. Assess the historical debate on the causes of the Civil War, especially slavery.

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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 (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:

- Freehling, William W. *The Road to Disunion, Vol. I, Secessionists at Bay 1776-1854*. New York: Oxford University Press, 1990.

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- Holt, Michael F. *Political Crisis of the 1850s*. New York: W.W. Norton & Company, 1983.
- Levine, Bruce. *Half Slave and Half Free: The Roots of the Civil War*. New York: Hill & Wang, 2005.
- McPherson, James. *Battle Cry of Freedom*. New York: Oxford University Press, 1988.
Also online at <http://quod.lib.umich.edu.ezproxy.apus.edu/cgi/t/text/text-index?c=acls;cc=acls;view=toc;idno=heb00677.0001.001>

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.

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

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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> The grading rubric for this course is:

| Basic Criteria for upper level written assignments | 1 | 2 | 3 | 4 | 5 | Indicate the Score/Rationale and how the grade was determined |
|--|---|--|--|--|--|---|
| | Unsatisfactory | Poor | Adequate | Good | Superior | |
| Introduction and Thesis Statement Introduction contains clear thesis statement | No clear introduction or thesis statement in introduction | Introduction and/or Thesis statement of limited clarity | Introduction and/or Thesis statement mostly clear | Introduction establishes thesis clearly to topic | Introduction contains clear thesis and relevance | |
| Organization and Body of essay used to present evidence in research findings; length/ required pages | Evidence of research not passable or logical in sequence | Quality and quantity of evidence limited; sequence weak | Quality and quantity of evidence limited; sequence weak | Good quantity and quality of evidence; sequence mostly logical | Quality and quantity are sound; sequence logical | |
| Historical analysis Evidence to support thesis statement or argument made | Demonstrated analysis skills not passable | Limited recognition of historical significance | Adequate recognition of historical significance | Very good recognition of historical significance | Thorough and perceptive recognition of historical significance | |
| Conclusion Concluding statement used to summarize research findings | Conclusion not present and/or not consistent with facts presented | Conclusion has limited connection to facts presented | Adequate conclusion; consistent with some key facts | Good conclusion; consistent with most key facts | Sound conclusion; fully supportable | |
| Writing Style and Grammar Effective use of language and punctuation | Use of language not passable nor proper use of punctuation | Limited use of proper spelling, grammar and sentence structure | Adequate use of spelling; grammar and sentence structure weak at times | Spelling and grammar used well; sentence structure awkward | Spelling, grammar and sentence structure all used effectively | |
| Use of footnotes and bibliography to credit primary and secondary sources; correct use of Chicago/ Turabian | Sources not evident nor properly credited | Limited use of footnotes and bibliography to credit sources | Footnotes and bibliography used, sources adequate | Good sources used; all sources credited | Excellent sources used; all sources well credited | |

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A PAPERS: SUPERIOR

A Papers set the standard of excellence for history essays. An A paper will show all the following characteristics:

1. The paper has a well-defined thesis and makes important points.
2. Organization is entirely logical: the argument is developed step by step from introduction to conclusion with no irrelevant material.
3. Documentation is ample and in the correct form, and indicates that the writer has examined the most important available sources.
4. The paper has been written in a clear, literate and scholarly fashion.
5. The paper displays insight, originality, and a thorough understanding of the subject under discussion.

B PAPERS: GOOD

B papers have most of the following characteristics:

1. There is a well-defined thesis.
2. The argument is clear and logical, with little irrelevant material, but there may be minor problems in organization.
3. The paper is well and correctly documented, and is based upon an adequate number of sources of good quality.
4. The paper is generally well written.
5. The subject matter is thoroughly understood, and there is some evidence of original thought.

C PAPERS: ACCEPTABLE

C papers have most of the following characteristics:

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1. While there is a definite thesis, it may not always be made clear to the reader.
2. The conclusions follow logically from the arguments presented.
3. Documentation is adequate and in the correct form, but there may be reliance on sources of lesser quality.
4. The paper contains minor errors in grammar, punctuation and spelling.
5. While understanding of the subject is adequate, there is little originality.

D PAPERS: POOR

One or more of the following characteristics may result in a D grade:

1. The thesis is poorly defined.
2. The argument is illogical or unclear, and there may be unresolved contradictions and/or irrelevancies.
3. Documentation is adequate, but there may be some deviation from the correct form, and the sources may be poorly-chosen and/or limited in number.
4. There are stylistic, grammatical and/or spelling errors.
5. There is some doubt that the writer fully understands the subject matter of the paper.

F PAPERS: UNSATISFACTORY

The following types of papers will be given failing grades:

1. Papers which consist of little more than a series of facts or quotes, with little or no attempt at interpretation.
2. Papers based on a single source (unless the assignment calls for the use of a single source).
3. Papers with insufficient and/or incorrect documentation.
4. Papers which do not meet university standards of English literacy.
5. Papers not based on the assigned topic (in extreme cases, this can lead to an "F - zero" grade; see

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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: 9 forums (introduction forum of 100 points and 8 discussions forums of 50 points each), 500 total points

The Introduction forum will span week 1, is a graded forum, and is due by midnight on Sunday of week 1. Each remaining forum will span two weeks. Post the forum assignment (book review of research paper proposal) or respond to the forum question by the end of the first week. 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 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.

Topic and 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 and 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 100 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

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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 *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 s 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 |
| Weeks 13 and 14: Forum #7 | 50 |
| Week 15: Research Paper | 100 |
| Weeks 15 and 16: Forum #8 | 5 |
| Total | 800 |

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

Weekly Course Outline

| Week | Topic(s) | Learning | Reading(s) and Web Activities | Assignment(s) and |
|------|----------|----------|-------------------------------|-------------------|
|------|----------|----------|-------------------------------|-------------------|

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| | | <u>Objective(s)</u> | | <u>Forums</u> |
|----------|--------------------------------|---|--|--|
| 1 | Politics of Antebellum America | Evaluate the political conditions of Antebellum America and their impact on the war. Course Objective 2. | Holt, chapters 1, 2, 3 Prof. David Blight, "Why Does the Civil War Era Have a Hold on American Historical Imagination?" http://www.youtube.com/watch?v=QXXp1bHd6gl&feature=channel | Introduction forum due Forum #1 |
| 2 | Politics in Antebellum America | Evaluate the political conditions of Antebellum America and their impact on the war. Course objective 2 | Holt, chapters 4, 5 Prof. David Blight, "Slavery and State Rights, Economies and Ways of Life: What Caused the Civil War?" http://www.youtube.com/watch?v=zJeyelPNEiU&feature=related | Forum #1 continued |

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|---|---|---|---|--------------------|
| 3 | Geographic and Political Factors in Antebellum America Leading to the Civil War | Identify, analyze, and interpret geographic and political factors leading to the Civil War. Course objectives 1, 2, 4. | <p>Prof. David Blight, "Southern Society: Slavery, King Cotton, and Antebellum America's 'Peculiar' Region." http://www.youtube.com/watch?v=PunB5vPj2sE&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL</p> <p>Constitution of the United States, at http://www.earlyamerica.com/earlyamerica/freedom/constitution/text.html.</p> <p>James O. Horton, "Race and the American Constitution: A Struggle Towards National Ideals," at http://www.historynow.org/09_2007/historian3.html.</p> <p>Northwest Ordinance of 1787, at http://www.earlyamerica.com/earlyamerica/milestones/ordinance/text.html.</p> <p>Bruce Levine, <i>Half Slave and Half Free: The Roots of the Civil War</i>, "Introduction," pp. 3-16; "A Firebell in the Night," pp. 160-176.; "Keep It Within Limits," pp. 177-198; "Anti Nebraska Feeling Runs Too Deep," pp. 199-224.</p> | Forum #2 |
| 4 | Geographic and Political Factors in Antebellum America Leading to the Civil War | Identify, analyze, and interpret geographic and political factors leading to the Civil War. Course objectives 1, 2, 4. | <p>Library of Congress, "Missouri Compromise," http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html.</p> <p>Michael F. Holt, <i>The Political Crisis of the 1850s</i>, chapters 6, 7, 8.</p> <p>Prof. David Blight, A Southern World View: the Old South and Proslavery Ideology." http://www.youtube.com/watch?v=yRfByLRO5xs&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL</p> | Forum #2 continued |

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|---|---|---|---|--|
| 5 | Geographic and Political Factors in Antebellum America Leading to the Civil War | Identify, analyze, and interpret geographic and political factors leading to the Civil War. Course objectives 1, 2, 4. | <p>Thomas Jefferson, "Manners," in <i>Notes on Virginia</i>, at http://etext.virginia.edu/toc/modeng/public/JefVirg.html.</p> <p>R.B. Bernstein, "The Marshall and Taney Courts: Continuities and Changes," at http://www.historynow.org/04_2008/historian3.html</p> <p>Prof. David Blight, "A Northern World View: Yankee Society, Antislavery Ideology and the Abolition Movement." http://www.youtube.com/watch?v=Pd1rB51xCzk&feature=Playlist&p=5DD220D6A1282057&playlist_from=PL</p> | <p>Research Paper Proposal Due</p> <p>Forum #3 Research Paper Proposal</p> |
| 6 | Economic Factors in Antebellum America leading to the Civil War | Identify, analyze, and interpret economic factors leading to the Civil War Course objectives 1, 4, 5 | <p>William W. Freehling, Chapters 27-31, <i>The Road to Disunion</i>.</p> <p>Prof. David Blight, "Telling a Free Story: Fugitive Slaves and the Underground Railroad in Myth and Reality." http://www.youtube.com/watch?v=QAzP6_NFGc0&feature=Playlist&p=5DD220D6A1282057&playlist_from=PL</p> | <p>Forum #3 Research Paper Proposal continued</p> |
| 7 | Economic Factors in Antebellum America leading to the Civil War | Identify, analyze, and interpret economic factors leading to the Civil War Course objectives 1, 4, 5 | <p>William F. Freehling, <i>The Road to Disunion</i>, pp. 132-133, 254-298, 362, 422-423.</p> <p>Prof. David Blight, "Expansion and Slavery: Legacies of the Mexican War and the Compromise of 1850." http://www.youtube.com/watch?v=8bzOIn2WVAw&feature=Playlist&p=5DD220D6A1282057&playlist_from=PL</p> | <p>Forum #4</p> |

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| | | | next from=PL | |
| 8 | Economic Factors in Antebellum America leading to the Civil War | Identify, analyze, and interpret economic factors leading to the Civil War Course objectives 1, 4, 5 | Bruce Levine, <i>Half Slave and Half Free: The Roots of the Civil War</i> , "Our Laborers Are Our Property," pp. 17-45; "Each Person Works for Himself," pp. 46-70. | Forum #4 continued |
| 9 | Social and Cultural Factors in Antebellum America leading to the Civil War | Identify, analyze, and interpret social and cultural factors leading to the Civil War Course objectives 3, 4, 5 | William F. Freehling, <i>The Road to Disunion</i> , Chapters 1-6, 13. Prof. David Blight, "'A Hell of a Storm': The Kansas-Nebraska Act and the Birth of the Republican Party, 1854-55" http://www.youtube.com/watch?v=noph6RyyWvg&feature=related | Forum #5 |
| 10 | Social and Cultural Factors in Antebellum America leading to the Civil War | Identify, analyze, and interpret social and cultural factors leading to the Civil War Course objectives 3, 4, 5 | Thomas Jefferson, "Manners," in Notes on Virginia, http://etext.virginia.edu/toc/modeng/public/JefVirg.html . Bruce Levine, <i>Half Slave and Half Free: The Roots of the Civil War</i> , "A Complete Revolution in Social Life: Cultural Change in the Antebellum North," pp. 71-94; "The Anointed Lords of Creation: Cultural and Society in the Antebellum South," pp. 95-120. Prof. David Blight, "Dred Scott, Bleeding Kansas, and the Impending Crisis of the Union, 1855-58" http://www.youtube.com/watch?v=aVFlkEonxhs&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL | Forum #5 continued |
| 11 | Social and Cultural | Identify, analyze, | Library of Congress, "Abolition, Anti-Slavery | Book Review Due |

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| | Factors in Antebellum America leading to the Civil War | and interpret social and cultural factors leading to the Civil War Course objectives 3, 4, 5 | Movements, and the Rise of the Sectional Controversy,” at http://lcweb2.loc.gov/ammem/aahtml/exhibit/aoart3b.html Prof. David Blight, “John Brown’s Holy War: Terrorist or Heroic Revolutionary?” http://www.youtube.com/watch?v=aVFlkEonxhs&feature=channel | Forum #6 Book Review |
| 12 | Geographic, Political, Economic, and Social Factors in Antebellum America leading to the Civil War | Integrate, synthesize, and analyze geopolitical, economic, social, and cultural factors leading to the Civil War Course objectives 1-5 | James McPherson, <i>Battle Cry</i> , chapters 1, 2. This source can also be found at , in the AMU online library at http://quod.lib.umich.edu.ezproxy.apus.edu/cgi/t/text/text-idx?c=acls;cc=acls;view=toc;idno=heb00677.0001.001 Prof. David Blight, “The Election of 1860 and the Secession Crisis” http://www.youtube.com/watch?v=GscBDjPNBjM&feature=Playlist&p=5DD220D6A1282057&playnext_from=PL | Forum #6 Book Review continued |
| 13 | Geographic, Political, Economic, and Social Factors in Antebellum America leading to the Civil War | Integrate, synthesize, and analyze geopolitical, economic, social, and cultural factors leading to the Civil War Course objectives 1-5 | McPherson, chapters 3, 4 | Forum #7 |
| 14 | Geographic, Political, | Integrate, synthesize, and | McPherson, chapters 5, 6 | Forum #7 continued |

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|----|---|--|--------------------------|--|
| | Economic, and Social Factors in Antebellum America leading to the Civil War | analyze geopolitical, economic, social, and cultural factors leading to the Civil War Course objectives 1-5 | | |
| 15 | Causes of the Civil War | Assess the historical debate on the causes of the Civil War, especially slavery. Course objectives 1-5 | McPherson, chapters 7, 8 | Forum #8 Research paper due |
| 16 | Causes of the Civil War | Assess the historical debate on the causes of the Civil War, especially slavery. Course objectives 1-5 | McPherson, chapter 9 | Forum #8 continued |

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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](#)

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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.

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.

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- 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. 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

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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.

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

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

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Selected Bibliography

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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