

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

American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts & Humanities

MILH363

17th and 18th Century Warfare

Credit Hours: Three

Length of Course: 8-Weeks

Prerequisite: None but HIST300 highly recommended

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

Instructor: Please see the course for the instructor information.

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Course Description

MILH 363 covers the history of warfare from 1600 to the dawn of the French Revolutionary wars in the 1790s. The evolution of warfare from the inconclusive to the decisive battle, both on land and sea, is explored in depth.

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Course Scope

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The 17th and 18th centuries were eras in world history abound in continuous warfare. One of the reasons warfare was so continual was the lack of decisiveness in battle, both on land and at sea. The militaries of Europe in particular were still primarily composed of mercenaries, politically and often militarily unreliable. However, a young Swedish king and visionary military mind, Gustavus Adolphus, began during the Thirty Years War to transition his own army into a force of home grown professionals. An avid reader of the history of the Roman legions and their legendary victories he also began the transformation towards the decisive battlefield victory. Gustavus tried to bring battle to a point to destroy the enemy army, not just secure an advantageous ceasefire or peace treaty. The growth of professional armies gave Parliamentary forces the advantage in the English Civil War. Adolphus would be followed by other legends like John Churchill, duke of Marlborough and Frederick the Great, men who took the decisive victory to another level. As this era ended there, was a return to the pre-Armada days as the British Empire in an attempt to pacify their American and other colonies with as little military intervention as possible, entered a new sort of war, The Seven Years War. The American Revolutionary War transitioned to the wars of the French Revolution, where the destruction of the enemy was always the goal. Yet, warfare in this era was not confined to the plains of Europe. The world's oceans also played host to their own form of combat. The 17th and 18th centuries at sea began with England's defeat of the Spanish Armada to the newly united Great Britain becoming the unquestioned master of the ocean as they ended. Fellow colonial and European powers France, Spain, and the Netherlands were humbled in the presence of the Royal Navy. Thus, the 17th and 18th centuries began in an aura of indecisiveness and closed awash in the destruction of "world" war.

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COURSE OBJECTIVES

Upon completion of 17th and 18th Century Warfare students will be able to:

- CO 1 - Consider the reasons behind European reliance on mercenary armies at the turn of the 17th century.
- CO 2 - Discuss and critique the exploits of the era's top commanders (Maurice of Nassau, Gustavus Adolphus, Lord Marlborough, Frederick the Great, George Washington).
- CO 3 - Analyze the progress of the European "military revolution" from 1600 to 1780.
- CO 4 - Ascertain the concept of "decisive war" between the Thirty Years War and the Seven Years War.
- CO 5 - Evaluate the key naval battles of the era and their place in the worldwide military revolution.
- CO 6 - Discuss the evolution of the world's first global superpower, Great Britain.

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Course Delivery Method

This History and Military Studies course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday midnight each week (may vary based on the type of weekly learning activities) and must include Discussion Board questions (accomplished in groups through linear, threaded or roundtable discussion board forums), examinations and quizzes (graded electronically), and individual written assignments (submitted for review to the faculty member).

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.

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Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members have a responsibility to ensure that students interact with fellow students and the course instructor during the course as specified in the course syllabus, and can contact the instructor during posted office hours. The faculty member should initiate contact if a student is absent from class and makes no attempt to contact the faculty member during the week. This is especially important if the student fails to make contact at the start of the course. Students are **dropped** from the class if they do not log into the classroom during the first week of class.

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 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.

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Course Materials

All students majoring in any field of history should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the historiographical literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through [The Online Library](#).
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

Historical skills in a possible developmental history curriculum: The example of primary sources involves:

Analytical Skills	100 Level	200 Level	300 Level	400 Level
Dealing with evidence: Primary sources	Discriminate between a primary and a secondary source and their uses in research. Learn how to analyze/question a primary source: Who wrote it, when, why, its audience, its historical context, inferences that can be drawn from it, etc. In other words, students will comprehend how to extract information from artifacts and relate it to broader course themes. Recognize the place, time, and human agency behind the production of a primary source.	Interpret human agency in the context of how an artifact from the past was produced and of the times in which it was produced.	Evaluate the trustworthiness of sources. Compare and contrast diverse and potentially conflicting primary sources for a single historical problem.	Develop relationships among multiple sources and synthesize the major connecting issues among them.

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Bottlenecks and difficulties for students in acquiring those skills	Recognizing the variety of primary sources and interpreting them. Re-creating historical context and connecting it to a document. Beginning to empathize with people from another place and time.	Re-creating historical context and connecting it to a document. •Identifying and empathizing with people from another place and time.	Dealing with ambiguity and contradiction in historical sources.	Recognizing major points in primary and secondary sources. Producing some sense through connecting multiple sources.
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This table shows primary-source analysis skills that history instructors can teach their undergraduate students and the difficulties that students encounter when learning them. Instructors gradually teach students more difficult skills as they progress from introductory to advanced courses. Source: Developmental curriculum created by Arlene Díaz, Joan Middendorf, David Pace, and Leah Shopkow for the Indiana University Department of History, fall 2007, based on Lorin W. Anderson and David R. Krathohl, eds., *A Taxonomy of Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (New York, 2001). See: The History Learning Project

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the “Invisible College, primary resources, historical research sites, and such advanced web applications as:

- *Web 2.0:* H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.
-

Graduate students, must explore the research holdings of [The Online Library](#), Department’s Study Portals [History and Military Studies](#), and their ability to support research needs. Each student may be required to write a scholarly review of a particular research issue, with specific attention afforded to:

- *Online Scholarly Journals:* Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and
- *Electronic Books/Subject Clusters:* Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.
-

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct their own independent research – examples and links to relevant sites include:

- *The Valley of the Shadow: Two Communities in the American Civil War* <http://valley.vcdh.virginia.edu>
- *National Geographic: Remembering Pearl Harbor* <http://plasma.nationalgeographic.com/pearlharbor>
- *American Memory: Historical Collections for the National Digital Library, Library of Congress*, <http://lcweb2.loc.gov/amhome.html>
- *H-Net – Humanities and Social Sciences Online* <http://www.h-net.msu.edu/>
- *World History Matters* <http://chnm.gmu.edu/worldhistory>
- [H-Diplo: diplomatic and international history](#) H-Net discussion group dedicated to diplomatic history and

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international affairs. Features archive, reviews, bibliographies, reading lists, course syllabi etc.

REQUIRED TEXTS – All required and suggested readings for this course are available electronically, either through the Online Library or other sources. Articles are available through the Online Library under either EBSCO or PROQUEST or JSTOR.

Articles from the Online Library:

- Behrendt, Dennis. *A Christmas to Remember*. The New America, December 2002. (PROQUEST)
- Black, Jeremy. 1704: *Blenheim, Gibraltar, and the Making Of A Great Power*. History Today, August 2004. (PROQUEST)
- Chandler, D.G. *Notes on Battlefields VI: The Battle of Ramillies, May 23, 1706*. History Today, September 1979. (EBSCO)
- Dipalma, Matthew R. *Battle of Lutzewn: Victory and Death for Gustavus Adolphus*. Military History, June 2004. (PROQUEST)
- Dudley, Wade G. *The Sea Battle That Shook an Empire*. Naval History, October 2006. (PROQUEST)
- Eastby, Allen G. *Battle of Brandywine: Setback for the Continental Army*. Military History, December 1998. (PROQUEST)
- Fleming, Thomas. *The Battle of the Cowpens*. Military History, 2002. (PROQUEST)
- Hackman, W. Kent. *William Pitt and the Generals: Three Case Studied in the Seven Years' War*. Albion, Autumn 1971. (JSTOR)
- Kishlansky, Mark. *The Army and the Levellers: The Roads to Putney*. The Historical Journal, December 1979. (JSTOR)
- Lynn, John A. *Tactical Evolution in the French Army, 1560-1660*. French Historical Studies, Autumn 1985. (JSTOR)
- MacNaylor, Mitchell. *The Battle of Quebec: The Day France Lost North America*. Military History, September 2007. (PROQUEST)
- Maihafer, Harry J. *Quebec Campaign: Battle for a Continent*. Military History, August 1999. (PROQUEST)
- Neill, Donald. *Ancestral Voices: The Influence of the Ancients on the Military Thought of the Seventeenth and Eighteenth Centuries*. The Journal of Military History 1998. (PROQUEST)
- Oswald, Jamel. *The "Decisive" Battle of Ramillies, 1706: Prerequisites for Decisiveness in Early Modern Warfare*. The Journal of Military History, July 2000. (PROQUEST)
- Palmer, M.A.J. *The Military Revolution 'Afloat.' The Era of the Anglo-Dutch Wars and the Transition to Modern Warfare at Sea*. War in History 1997. (PROQUEST)
- Parker, Geoffrey. *The Limits to Revolutions in Military Affairs: Maurice of Nassau, the Battle of Nieuwpoort (1600), and the Legacy*. The Journal of Military History, April 2007. (PROQUEST)
- Parrot, David. *The Military Revolution in Early Modern Europe*. History Today, December 1992. (PROQUEST)
- Showalter, Dennis. *Frederick II*. Military History, June 2007. (PROQUEST)
- Singer, P.W. *The Ultimate Military Entrepreneur*. Military History, Spring 2003. (PROQUEST)
- Skaggs, David Curtis. *Admiral de Grasse's Decision For the Chesapeake*. Naval History, October 2006. (PROQUEST)
- Smart, James. *Fort Mifflin's Stubborn Stand*. Military History, June 2007. (PROQUEST)
- Stephenson, Michael. *Washington Risks Everything*. Military History, June 2007. (PROQUEST)
- Wilson, Peter. *The Origins of Prussian Militarism*. History Today, May 2001. (PROQUEST)

EBOOKS:

Harding, Richard. *Seapower and Naval Warfare, 1650-1830*. Taylor and Francis Group, 1999.
<http://site.ebrary.com/lib/apus/Doc?id=5001423>

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RECOMMENDED REFERENCES (For All History Majors)

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through [The Online Library](#).

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

WEB-BASED READINGS

Available through the Online Library (see reading assignments in the course outline below)

SOFTWARE REQUIREMENTS

- Microsoft Office 2003 or newer versions (MS Word, MS Excel, MS PowerPoint)
- Word documents created in Office 2007 have the default file extension of **.docx**, which is not supported by APUS & some internet browsers. To ensure the Word documents you create in Office 2007 can be opened by all, students must save them with the **.doc** extension using the "Save As" feature prior to submitting for grading.
- Adobe Acrobat Reader (for PDF files)
- To view streaming media and audio, individuals should have the following installed on their machines (all are free downloads):
 - Real Audio – <http://www.real.com>
 - Windows Media Player – <http://www.microsoft.com>
 - Quick Time – <http://www.apple.com/quicktime>

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Evaluation Procedures

Your course grade will consist of the average of the weekly forums, a research paper of 8-10 pages, an essay of 4 pages, and a final exam. The forums, which will comprise 40% of your grade, are where you will demonstrate your grasp of the readings and the key events, decisions, and personalities of the time. Each forum posting must be of a sufficient length to demonstrate your mastery of the topic, which is a minimum of 250 words. In addition, you must respond to at least 4 of your classmates and your instructor’s follow-up to your initial post with each post being at least 125 words. You will have a minimum of 6 posts per forum. Your paper and essay will answer a question I will provide and will discuss below. The Final Exam will be two essay questions that tie the entire course together.

Assignment	% OF FINAL GRADE
FORUMS	40%
ESSAY	10%
RESEARCH PAPER	30%
FINAL EXAM	20%
<hr/>	
TOTAL	100%

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This course requires thoughtful reading and analysis. The class forums, essay, research paper, and final exam are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is an undergraduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree/disagree, with the authors. My expectation is that your work is **original**. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas. The instructor will check all papers for plagiarism.

As this is a college course, I expect students to perform at the appropriate level. You are responsible for your work and I expect students to proof read all material they submit. Contractions, grammatical errors, misspellings, profanity, and slang are not tolerated.

All assignments must be uploaded under the proper assignment, as well as into a student's course folder, located in the E-Classroom. All assignments must be submitted in Microsoft Word. DOC. DOCX. Or RTF. Files. All assignments should be completed in 12 point Times New Roman font.

While Distance Learning, as conducted by the American Public University System, is inherently flexible, convenient, and loosely structured, I do expect you to meet course deadlines. If your personal or professional schedule prevents you from meeting an assignment deadline, contact me immediately. I will work with you, within reason, to ensure your success is not hindered by avoidable, administrative matters.

ESSAY: Please see the assignment in the classroom for more details.

As a precursor to your research paper and to give you an opportunity to write and see how I evaluate your writing a 4 page r is due in Week4. It is a good precursor for your research paper and will allow you to get a feel for writing about Military history.

RESEARCH PAPER: Please see the assignment in the classroom for more details.

In 8-10 pages, please make an argument in your paper using both primary and secondary sources on a topic related to this class.

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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> Some have shortened titles	<u>Assignment(s) and Discussion Boards</u>
1	Ancient Influences	CO 1 and CO 3	Lynn, John. <i>Tactical Evolution in Fr. Army</i> Neill, Donald. <i>Ancestral Voices</i> Parrot, David. <i>The Military Revolution in Early Modern</i>	Forum Posting Virtual Introduction Week 1 Discussion: Questions are posted in the Forum.

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			<i>Europe</i>	
2	Maurice of Nassau	CO 2	Parker, Geoffrey. <i>The Limits to Revolutions in Military Affairs</i>	Forum Posting Week 2 Discussion: Questions posted in the Forum.
3	Gustavus Adolphus and the Thirty Years' War	CO 2 and CO 4	Dipalma, Matthew R. <i>Battle of Lutzen</i> Singer, P <i>The Ultimate Military Entrepreneur</i>	Forum Posting Week 3 Discussion: Questions in Forum
4	English Civil Wars and the Duke of Marlborough	CO 2, 4, 5, 6	Black, Jeremy. <i>1704: Blenheim, Gibraltar, and the Making Of A Great Power</i> Kishlansky, Mark. <i>The Army and the Levellers</i> Oswald, Jamel. <i>The "Decisive" Battle of Ramillies, 1706</i>	Forum Posting Week 4 Week 4 Discussion: Questions in Forum ESSAY DUE
5	Frederick the Great	CO 2-4	Showalter, Dennis. <i>Frederick II</i> Wilson, Peter. <i>The Origins of Prussian Militarism</i>	Forum Posting Week 5 Week 5 Discussion: Questions in Forum
6	The Seven Years' War	CO 4-6	Hackman, Kent W. <i>William Pitt and the 3 Generals</i> MacNaylor, Mitchell. <i>The Battle of Quebec: The Day France Lost North America</i> Maihafer, Harry J. <i>Quebec Campaign: Battle for a Continent</i>	Forum Posting Week 6 Week 6 Discussion: Questions in Forum
7	The Revolution at Sea	CO 5 and 6	Palmer, M.A.J. <i>The Military</i>	Forum Posting Week 7

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			<i>Revolution Afloat</i> Harding Book	Week 7 Discussion Questions in Forum Research Paper Due
8	The End	CO1 - 6	Eastby, <i>The Battle of Brandywine</i> Stephenson. <i>Washington Risks Everything.</i> Review readings and notes for exam.	Final EXAM

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CITATION AND REFERENCE STYLE

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*, 6th 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.

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.

STUDENT HANDBOOK

The staff at American Public University System (APUS) knows how hard it is for students to balance work and other commitments while pursuing a college education. We created the APUS Student Handbook as the ultimate reference for answers to questions about administrative and academic policies and procedures. APUS students do not have to wait for our offices to be open in order to find the information they need to succeed. No matter what location or time zone our students are in, they can consult the online Student Handbook with any questions about financial aid, tuition assistance and refunds, registration, drop/withdrawal or extensions, the University System's grading system, and the electronic classroom. The handbook also covers issues related to various student services,

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academic guidance, and each student's rights and responsibilities. Of course, there may be a unique question that requires additional information outside that which is covered in the handbook. APUS students should use the contact information listed online inside their campus to contact the APUS staff with any additional questions. See [Student Handbook](#).

DISCLAIMER STATEMENT

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

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Online Library Research Center & Learning Resources

The Online Library Resource Center 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 Center provides access to special learning resources, which the University has contracted to assist with your studies.

APUS Library Tools

- [Book Catalog](#) - Link to thousands of *electronic* books
- [Databases](#) - Find *articles* and reports from scholarly journals, magazines, and newspapers
 - [ABC Clio US at War](#)
 - [CIAO](#)
 - [EBSCO](#)
 - [Praeger Security International](#)
 - [ProQuest](#)
- [Journal Title Search Engine](#)
 - [American Historical Review](#) from 2/01/1975 to 1 year ago in EBSCO
 - [Cold War History](#) from 08/01/2000 to 1 year ago in EBSCO
 - [Early Medieval Europe](#) from 03/01/1998 to 1 year ago in EBSCO
 - [Journal of American History](#) from 03/01/1983 in EBSCO
 - [Journal of Early Modern History](#) from 02/01/1999 to 1 year ago in EBSCO
 - [Journal of Medieval and Early Modern Studies](#) from 01/10/1997 to 1 year ago in EBSCO
 - [Journal of World History](#) from 04/01/1998 to present in ProQuest
- [Historical Research Methods](#)
 - [The Historical Approach to Research](#)
 - [Historical Research Methods](#)
 - [Reading, Writing, and Researching for History: A Guide for College Students](#)
 - [A Student's Guide to the Study of History](#)

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