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## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Arts and Humanities

**HIST680**

**Freedom Rising, The Second Year of Civil War: 1862**

**3 Credit Hours**

**8 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 will examine the critical Maryland Campaign of September 1862, which marked the first time Confederate General Robert E. Lee invaded Union territory and which culminated in the bloodiest single-day of battle in all of American history along the banks of Antietam Creek, near Sharpsburg, Maryland. While examining in detail the campaign and its four battles--South Mountain, Harpers Ferry, Antietam, and Shepherdstown--this course will also take a critical look at the larger implications and consequences of the campaign, including the impact on the people and the

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issuance of the Emancipation Proclamation. The Maryland Campaign of 1862 forever altered the course of American history; in this course, we will study how.

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## Course Scope

With the coming of spring 1862 and the beginning of the second year of the Civil War, the landscape in and around Harpers Ferry had changed dramatically. The two weapons factories in town were no more, their valuable machinery having been moved south to make arms for the Confederacy. From a pre-war population of some 3,000 residents, by April 1862, perhaps a hundred or so remained. And now, on Bolivar Heights, Camp Hill, as well as in the town of Harpers Ferry, Union campgrounds could be seen. These soldiers made up a portion of what the Federals called the "Railroad Brigade," a force stationed along the extremely important Baltimore & Ohio Railroad. Colonel Dixon Miles arrived the end of March 1862, was in command. He would not survive the year.

During our 2012 Teachers' Institute, we will consider questions of freedom, the impact of war, how Harpers Ferry was a key to the outcome of the war, and the continuing relevance of those issues today. As part of this, we will explore the civilian story, the importance of the railroads and technology, and the new Union recruit experience. We will focus much of our attention on the vitally important Maryland Campaign, and Lincoln's subsequent issuing of the Emancipation Proclamation, a document that changed the whole nature of the war.

To engage in meaningful intellectual work,

- This course seeks to help teachers better understand what history is, how historians conduct research, and how both the times in which historians live and theories about historical change can shape historical inquiry. It also seeks to shed light on how people remember both individually and collectively.
- This course is particularly designed for teachers who coach and advise colleagues as they research and ultimately create an educational project idea for use in their classroom. Participants will explore and add to growing sources of educational information on the Internet.
- This course offers creative approaches to teaching social studies, with particular emphasis on innovative ways of analyzing the historical records and integrating technology. At the conclusion of this course, students will reflect on how new approaches to our history, active learning techniques, and Web-based resources and media will impact their teaching and students.

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## Course Objectives

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

- Explain the two main reasons Harpers Ferry was so important to the Union during the Civil War.
- Discern the key outcome of the September 1862 Maryland Campaign and how Harpers Ferry affected that campaign.
- Assess the importance of the Emancipation Proclamation, how that document changed the course of the Civil War, and what its relevance is today.
- Decide three ways in which the Civil War had an impact on the civilian and Afro-American populations in this area during the Civil War.
- Construct at least three different teaching strategies that will enhance learning.
- Evaluate three effective techniques for using primary documents and material culture in the classroom.
- Select one way to incorporate technology into the classroom and teaching of this period of history.
- Develop one way that civic engagement lessons for students can be taught using the resources of Harpers Ferry National Historical Park.

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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 review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

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### Course Materials

#### Required Course Textbooks

Hoptak, John. The Battle of Antietam September 17, 1862: Overview. Published by Western Maryland Interpretive Association.

Guelzo, Allen C. Lincoln's Emancipation Proclamation: The End of Slavery in America. Simon & Schuster (February 3, 2004).

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McPherson, James M. *Crossroads of Freedom: Antietam (Pivotal Moments in American History)*. Oxford University Press, USA; 1st Printing edition (September 12, 2002).

**Additional Required Readings:** *In Resources Files or Provided by Instructor*

### **Optional Resources (Recommended)**

- Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.
- *The Chicago Manual of Style*, 16th ed. Chicago: University of Chicago Press, 2010.
- 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.

### **Websites**

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.

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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## **Evaluation Procedures**

### **Forums: Weekly (40 %)**

This will be your primary interaction in this course. There will be a number of discussion questions posted over the 8 week semester, and they will be graded and others will facilitate learning objectives without being a graded assignment. In each, you are required to post a thoughtful response to the question (of approximately 500 words) based on your reading and other course content. Specific evidence should be included (don't forget the appropriate in-text citations for your material). You may do additional research, but it is not required.

You are required to make your initial Forum post no later than Thursday of each week to give your colleagues ample opportunity to respond to your posts and in order to enrich the discussion. *After*

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posting your own response, read your peers' posts and comment substantively on at least two of them (250 words).

Each graded forum (those identified by a number) will be evaluated based on the following criteria:

- 1) direct connections to the readings,
- 2) critical thinking and ability to synthesize core concepts, and
- 3) quality of interaction with others' concepts and ideas.

**Draft Teaching Lesson: Due Week 6 (20%)** (See Assignment Instructions)

When creating the teaching lesson, you should design units that:

- Relate to students the context and impact of the period.
- Identify three different teaching strategies that will enhance learning.
- Identify three effective techniques for using primary documents and material culture in the classroom.
- Identify one way that civic engagement lessons for students can be taught using the resources of Harpers Ferry National Historical Park.

Your lesson should include background information and should be appropriate to be taught in a history classroom. It is also highly recommended that lessons teach across the curriculum. This teaching across the curriculum approach is being done for two reasons. First, there are schools where history is not being taught or it is being phased out. There are also schools where history is taught but it is not given time needed to cover topics adequately. This cross-curricular approach will help schools in this situation and allow teachers to cover information that they may not otherwise get to do so. Second, your efforts will encourage an understanding of the broad cultural impact of the event, be of greater relevance student, and allow for multiple learning techniques to be used.

Your lesson plan should:

- Create an atmosphere of energy and inspiration in which educators share with each other and build their own and each other's knowledge and understanding.
- Provide opportunities for educators to explore a variety of hands-on strategies that enhance student learning.
- Increase the comfort level for educators in applying and using authentic experiences to include internet sources, material culture, story and primary documents.

You may identify the topic you have selected that you would like to use as the specific focus for the curriculum unit you will create. It's important to keep the scope reasonable for amount of time you should devote to a unit. Provide a brief description of the topic and why you chose it.

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Locate the Standards of Learning that your state requires for this topic and grade level. Cite the specific area (title) and objectives required for this topic and discuss the topic coverage you expect to emphasize.

### Final Teaching Lesson: Due Week 8 (40%)

Grading of the final lesson unit will be based on the fol: (see Assignment Instructions)

**Standard 1 - Reflective Thinking:** the curriculum poses problems which challenge students to figure out possible answers, solutions, or results by thinking for themselves.

**Standard 2 - Coherence:** elements of a unit cohere within a single topic. All elements are related to one another and comprise a unified whole.

**Standard 3 – Depth:** the scope of knowledge within a unit of study is limited so that learning can be deep rather than shallow.

**Standard 4 - Alignment:** benchmarks aligned with external content standards recognized within a field of study, and assessment tasks correlate directly to the benchmarks.

**Standard 5 – Knowledge Application:** the curriculum includes knowledge that has use beyond success in school.

Graded Instruments	Points	Percentage
Forum # 1	50	5%
Forum # 2	50	5%
Forum # 3	50	5%
Forum # 4	50	5%
Forum # 5	50	5%
Forum # 6	50	5%
Forum # 7	50	5%
Forum # 8	50	5%
Draft Teaching Lesson	200	20%
Final Teaching Lesson	400	40%
Total	1000	100%

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### Weekly Course Outline

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

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Week	Topic	Learning Objectives	Readings	Assignment
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1	<b>The First Eighteen Months of War</b>	<ol style="list-style-type: none"> <li>1. Assess the significant military, social, and political events of the war's first year-and-a-half.</li> <li>2. Discern shifting tides of war and identify the major battles of April 1861-September 1862, and analyze their consequences.</li> <li>3. Compare and contrast the leadership of Generals Robert E. Lee and George McClellan and the makeup of their respective armies.</li> </ol>	<p><b>Text Readings:</b></p> <p>McPherson, James. <i>Crossroads of Freedom</i> Introduction Chapters 1-2</p> <p>Guelzo, Allen. <i>Lincoln's Emancipation Proclamation:</i> Introduction Chapter 1</p> <p><b>Videos:</b></p> <p>Richard N. Smith: "McClellan Statue:" <a href="#">McClellan Statue</a> "Lincoln &amp; McClellan:" <a href="#">Lincoln &amp; McClellan</a></p> <p>Gary Gallagher: "Remembering Robert E. Lee:" <a href="#">Remembering Robert E. Lee</a></p>	<p><b>Forum #1:</b> Virtual Introduction and Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #1</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the videos.</p> <p>Answer and post your response to the questions in the Week 1 Forum.</p>
2	<b>Lincoln &amp; Slavery</b>	<ol style="list-style-type: none"> <li>1. Debate Abraham Lincoln's views on slavery and evaluate the various political, social, and military struggles Lincoln faced upon taking office, explaining why he could not act sooner on emancipation.</li> <li>2. Analyze early attempts at emancipation, specifically the actions of Benjamin Butler and John Fremont and Lincoln's response to them.</li> <li>3. Summarize the evolution of the</li> </ol>	<p><b>Text Readings:</b></p> <p>Guelzo, Allen. <i>Lincoln's Emancipation Proclamation:</i> Chapters 2-3</p> <p><b>Videos:</b></p> <p>Guelzo, Allen: "Lincoln's Views on Slavery" <a href="#">Lincoln's Views on Slavery</a></p> <p>Foner, Eric: "Lincoln and Slavery" <a href="#">Lincoln and Slavery</a></p> <p>Blight, David: "<a href="#">Slavery and State Rights, Economies and Ways of Life: What Caused the Civil War?</a>" <a href="#">Slavery and State Rights, Economies and Ways of Life: What Caused the Civil War?</a></p>	<p><b>Forum #2:</b> Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #2</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the videos.</p> <p>- Answer and post your response to the questions in the Week 2 Forum.</p>

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		Confiscation Acts, legal issues, and their role during the war.		
3	Lee's Invasion	<ol style="list-style-type: none"> <li>1. Assess the reasons behind Confederate General Robert E. Lee's invasion of Maryland in September 1862, while placing the campaign within the larger context of the war.</li> <li>2. Examine the various problems encountered by Lee and his army once in Maryland.</li> <li>3. Analyze General George McClellan's response to Lee's invasion.</li> </ol>	<p><b>Text Readings:</b></p> <p>McPherson, James. <i>Crossroads of Freedom</i>, Chapter 3 &amp; Chapter 4, pgs. 97-109</p> <p>Hoptak, John. <i>Antietam: September 17, 1862</i>, pgs. 1-16</p> <p><b>Web Sites:</b></p> <p>"Why Did Lee Enter Maryland," by Brian Downey  <a href="#">Why did Lee Enter Maryland?</a></p> <p>"The Most Propitious Time. . .for the Confederate Army to Enter Maryland," by Gary Gallagher: <a href="#">The Most Propitious Time. . .for the Confederate Army to Enter Maryland</a></p>	<p><b>Forum #3:</b> Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #3</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the websites.</p> <p>- Answer and post your response to the questions in the Week 3 Forum.</p>
4	South Mountain & Harpers Ferry	<ol style="list-style-type: none"> <li>1. Weigh the impact of (September 14, 1862) Battle of South Mountain and the (September 13-15) Siege of Harpers Ferry.</li> <li>2. Discern the reasons why these two actions occurred.</li> <li>3. Analyze the consequences of South Mountain and Harpers Ferry and understand how each impacted the course of the Maryland Campaign.</li> </ol>	<p><b>Text Readings:</b></p> <p>McPherson, James. <i>Crossroads of Freedom</i>, pgs. 106-113.</p> <p>Hoptak, John. <i>Antietam: September 17, 1862</i>, pgs. 17-26.</p> <p><b>Websites:</b></p> <p>Civil War Trust: Battle of South Mountain:  <a href="#">Battle of South Mountain</a></p> <p>"The Battle of South Mountain," by Steven Stotelmyer:  <a href="#">The Battle of South Mountain</a></p> <p>Civil War Trust: The Battle of</p>	<p><b>Forum #4:</b> Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #4</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the websites.</p> <p>- Answer and post your response to the questions in the Week 4 Forum.</p>



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			<p>Harpers Ferry:  <a href="#">The Battle of Harpers Ferry</a></p> <p>“Stonewall Jackson’s Triumph at Harpers Ferry:”  <a href="#">Stonewall Jackson’s Triumph at Harpers Ferry</a></p>	
5	<b>The Battle of Antietam</b>	<ol style="list-style-type: none"> <li>1. Assess the Battle of Antietam, the bloodiest single-day battle in American history.</li> <li>2. Explain why the battle was fought and analyze General George McClellan’s plan for the battle.</li> <li>3. Evaluate the response of Robert E. Lee and his Army of Northern Virginia.</li> <li>4. Weigh the ebb and flow sequence of the battle.</li> </ol>	<p><b>Text Readings:</b></p> <p>McPherson, James. <i>Crossroads of Freedom</i>, Pages 113-131</p> <p>Hoptak, John. <i>Antietam: September 17, 1862</i>, Pages 26-59</p> <p><b>Videos:</b></p> <p>Antietam: Ten Days that Changed America:</p> <p><a href="#">Part 1: Antietam: Ten Days that Changed America</a></p> <p><a href="#">Part 2: Antietam: Ten Days that Changed America</a></p> <p><a href="#">Part 3: Antietam: Ten Days that Changed America</a></p> <p><a href="#">Part 4: Antietam: Ten Days that Changed America</a></p>	<p><b>Forum #5:</b>  Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #5</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the videos.</p> <p>- Answer and post your response to the questions in the Week 5 Forum.</p>
6	<b>Antietam: The Aftermath of Battle</b>	<ol style="list-style-type: none"> <li>1. Assess the impact of the Battle of Antietam upon the local community and weigh the myriad ways in which their lives and livelihoods were affected.</li> <li>2. Examine the reasons for Lee’s retreat from Maryland, General</li> </ol>	<p><b>Text Readings:</b></p> <p>Hoptak, John. <i>Antietam: September 17, 1862</i>, Pages 59-67</p>	<p><b>Assignment:</b></p> <p>Submit your draft lesson plan for review. See instructions and template.</p>

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		George McClellan's pursuit, and how the soldiers viewed the battle in its immediate aftermath.		
7	<b>Emancipation &amp; Its Impact; Importance of Campaign</b>	<p>1. Analyze the Emancipation Proclamation by understanding the reasons why Lincoln issued it and when, what the document did and did not do.</p> <p>2. Assess the many ways in which it transformed the war effort and the nation.</p>	<p><b>Text Readings:</b> McPherson, James. <i>Crossroads of Freedom</i>, Chapter 5</p> <p>Guelzo, Allen. <i>Lincoln's Emancipation Proclamation</i>, Chapters 4-5</p> <p><b>Videos:</b> <a href="#">Emancipation Proclamation</a> <a href="#">Lincoln and the Impact on the War</a> <a href="#">Lincoln's Proclamation</a> <a href="#">The Emancipation Strategy</a></p>	<p><b>Forum #7:</b> Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #7</b></p> <p>-Complete the assigned readings for the week.</p> <p>-View the videos.</p> <p>- Answer and post your response to the questions in the Week 7 Forum.</p>
8	<b>Conclusions and Reflection</b>	<p>1. Create a lesson plan for use in the classroom or onsite.</p> <p>2. Reflect on the course and the information covered.</p>	<p><b>Text Readings:</b> None required</p>	<p><b>Forum #8:</b> Response To Weekly Topic. See Forums for specific instructions</p> <p><b>Assignment #8</b></p> <p>-Answer and post your response to the questions in the Week 7 Forum.</p> <p>-Submit your final Lesson Plan per instructions.</p>

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## Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[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*, 7<sup>th</sup> 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](#).<sup>1</sup>

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- 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. 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](mailto:librarian@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**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. The following 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., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

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#### Turnitin.com

Faculty may require assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

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### Selected Bibliography

Please see Resources and bibliographies in the texts.

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