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# American Public University System

*The Ultimate Advantage is an Educated Mind*

School of Arts and Humanities  
MILH622

Great Power Military Interventions  
3 Credit Hours  
8 Week Course

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

**Instructor:**

**Email:**

**Office Hours:**

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## Course Description (Catalog)

This course is a graduate seminar that surveys military interventions of the United States and Soviet Union/Russia since the end of World War II. Students are expected to read and write intensely on both broadly and narrowly addressed topics associated with the military intervention of the United States and Soviet Union/Russia.

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## Course Scope

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*Great Power Military Interventions* examines the military interventions of the United States and Soviet Union/Russia between 1945 and 1991. During the course of the Cold War the motivations and goals of the various interventions gradually changed. We will examine the roles of ideology, internal politics and personalities in these events as they evolved over time and are illustrative of changes in the Cold War and superpower dynamics.

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### Course Objectives

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

- Understand and assess the historical implications of the Cold War for the Interventions that followed.
- Assess the causes, as well as consequences, of military intervention in the post-1945 world.
- Analyze the military interventions of the United States and Soviet Union/Russian Federation from the end of World War II to 1991.
- Assess the influence of the Cold War diplomacy and national strategy/strategic objectives on U.S. and Soviet military operations.
- Assimilate the principle analytical and interpretive trends in the literature of post-1945 military intervention and incorporate, as well as evaluate, them in detailed, analytical written assignments.

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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 (Resources) 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 as noted and include discussion board 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 16-week course.

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### Course Materials

**Required Course Textbooks:**

Jones, Howard. *The Bay of Pigs*. New York: Oxford University Press, 2010.

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Westad, Odd Arne. *The Global Cold War: Third World Interventions and the Making of Our Times*. New York: Cambridge University Press, 2007.

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

--Iranian Coup 1953

Behrooz, Maziar. "Tudeh Factionalism and the 1953 Coup in Iran." *International Journal of Middle East Studies* Vol. 33 #3 (August 2001): 363-382

Gasiorowski, M.M. "The 1953 Coup d'Etat in Iran." *International Journal of Middle East Studies* Vol. 19 #3 (August 1987): 261-286.

Gavin, J.F. "Politics, Power and US Policy in Iran 1950-1953" *Journal of Cold War Studies* Vol 1 # 1 (Winter 1999) 56-89.

Habib, Ladjevardi. "The Origins of US Support for an Autocratic Iran." *International Journal of Middle East Studies* Vol. 15 #2 (May 1983): 225-239

Marsh, Steven. "Continuity and Change: Reinterpreting the Policies of the Truman and Eisenhower Administrations Toward Iran 1950-1954." *Journal of Cold War Studies*. Vol. 7 # 3 (Summer 2005): 79-123

Mokhtari, Fariborz. "Iran's 1953 Coup Revisited." *Middle East Journal* Vol. 68 # 3 (Summer 2008): 457-488.

--Suez Crisis 1956

Bernard, Jean-Yves. "Disregarding the Atlantic Special Relationship." *Canadian Journal of History* Vol. 44 #1 (Spring 2009): 39-61.

Dietl, Ralph. "Suez 1956: A European Intervention?" *Journal of Contemporary History* Vol. 43 #2 (April 2008): 259-278.

McCauley, Brian. "Hungary and Suez 1956: The Limits of Soviet and American Power." *Journal of Contemporary History* Vol. 16 #4 (October 1981): 777-800.

Matthews, Robert. "The Suez Canal Dispute: A Case Study in Peaceful Settlement." *International Organization*. Vol. 21 #1 (Winter 1967): 79-101.

Smolansky, O.M. "Moscow and the Suez Crisis." *Political Science Quarterly* Vol. 55 #2 (April 1979): 581-605

--Hungary and Poland, 1956

Borhi, Laszlo. "Rollback, Liberation, Containment or Inaction?" *Journal of Cold War Studies* Vol. 1 #3 (Fall 1999): 67-110;

Granville, Johanna. "To Invade or Not to Invade?" *Canadian Slavonic Papers*. Vol. 43 # 4 (December 2001): 437-473.

Kemp, Welch. "Dethroning Stalin: Poland 1956 and its Legacy." *European-Asia Studies* Vol. 58 #9 (2006): 1261-1284

Kramer, Mark. "The Soviet Union and the 1956 Crisis in Hungary and Poland." *Journal of Contemporary History* Vol. 33 #2 (April 1998): 163-214.

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Marchio, James. "Risking General War in Pursuit of Limited Objectives." *Journal of Military History* Vol. 66 #3 (July 2002): 783-812.

Persak, K. "The Polish-Soviet Confrontation in 1956 and the Attempted Soviet Military Intervention in Poland." *Europe-Asia Studies* Vol. 58 #8 (December 2006) 1285-1310.

Stykalim, Aleksandr. "The Hungarian Crisis of 1956. The Soviet Role." *Cold War History* Vol. 2 #1 (October 2001): 113-145.

#### --Czechoslovakia 1968

Dawisha, Kaaren. "Soviet Security and the Role of the Military: The 1968 Czechoslovak Crisis." *British Journal of Political Science* Vol. 10 #3 (July 1980): 341-363

Eidlin, Fred. "'Capitulation,' 'Resistance' and the Framework of Normalization: The August 1968 Invasion of Czechoslovakia and the Czech Response." *Journal of Peace Research* Vol. 18 #4 (1981): 319-332.

Mastny, Vojtech. "Was 1968 a Strategic Watershed of the Cold War?" *Diplomatic History* Vol. 29 #1 (January 2005): 149-177.

McGinn, John. "The Politics of Collective Inaction: NATO's Response to the Prague Spring." *Journal of Cold War Studies* Vol. 1 #3 (Fall 1999): 111-138.

Paul, David. "Soviet Foreign Policy and the Invasion of Czechoslovakia: A Theory and Case Study." *International Studies Quarterly* Vol. 15 #2 (June 1971): 159-202.

Ramundo, Bernard. "Czechoslovakia and the Law of Peaceful Coexistence: Legal Characterization in the Soviet National Interest." *Stanford Law Review* Vol. 22 #5 (May 1970): 963-978.

Urban, George. "The Invasion of Czechoslovakia, 1968: The View from Washington D.C." *The Washington Quarterly* Vol. 2 #1 (1970).

#### --Panama and Grenada

Gilboa, Eytan "The Panama Invasion Revisited." *Political Science Quarterly* Vol. 10 # 4 (Winter 95/96): 539-563.

Millett, Richard. "The Aftermath of Intervention: Panama 1990." *Journal of Interamerican Studies and War* Vol. 32 #1 (Spring 1998): 1-15.

Rubner, Michael. "The Reagan Administration, the 1973 War Powers Resolution and the Invasion of Grenada." *Political Science Quarterly* Vol. 100 #4 (Winter 85-86): 627-648.

Shearman, Peter. "The Soviet Union and Grenada under the New Jewel Movement." *International Affairs* Vol. 61 #4 (Autumn 1985): 661-674.

Sutley, Stewart. "The Revitalization of United States; A Territorial International Logic." *Canadian Journal of Political Science* Vol. 25 #3 (September 1992): 435-452

#### --Ethiopia

Bienen, Henry. "Soviet Political Relations with Africa." *International Security* Vol. 6 #4 (Spring 1982): 153-173.

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Brind, Harry. "Soviet policy in the Horn of Africa." *International Affairs* Vol. 60 #1 (Winter 83/84): 74-96.

Petterson, Donald. "Ethiopia Abandoned?" *International Affairs* Vol. 62 #4 (Autumn 1986): 627-45.

Steven, David. "Realignment in the Horn of Africa: The Soviet Advantage." *International Security* Vol. 4 #2 (Fall 1979): 69-90.

Waters, Maurice. "The Law and Politics of a US Intervention: The Case of Grenada." *Peace and Change* Vol. 14 #1 (January 1989): 65-107.

**Additional Resources**

- *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.

Site Name	Website URL/Address
Institute for 1956	<a href="http://www.rev.hu/history_of_56/naviga/index.htm">http://www.rev.hu/history_of_56/naviga/index.htm</a>
John F. Kennedy Presidential Library	<a href="http://www.jfklibrary.org/JFK/JFK-in-History/The-Bay-of-Pigs.aspx">http://www.jfklibrary.org/JFK/JFK-in-History/The-Bay-of-Pigs.aspx</a>
Department of Defense, Grenada A Preliminary Report	<a href="http://web.archive.org/web/20130412235900/http://www.dod.mil/pubs/foi/International_security_affairs/grenada/153.pdf">http://web.archive.org/web/20130412235900/http://www.dod.mil/pubs/foi/International_security_affairs/grenada/153.pdf</a>
Rand Corporation. Communist Ethiopia: Is it Succeeding	<a href="http://www.rand.org/content/dam/rand/pubs/papers/2008/P7054.pdf">http://www.rand.org/content/dam/rand/pubs/papers/2008/P7054.pdf</a>
U.S. Department of State Office of the Historian	<a href="http://history.state.gov/">http://history.state.gov/</a>

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<b>Reagan Presidential Library</b>	<a href="http://www.reaganfoundation.org/">http://www.reaganfoundation.org/</a>
<b>Eisenhower Presidential Library</b>	<a href="http://www.eisenhower.archives.gov/">http://www.eisenhower.archives.gov/</a>
<b>Imperial War Museum</b>	<a href="http://www.iwm.org.uk/visits/iwm-london?gclid=CICvlfjMqbsCFWQOOgodJTwAAQ">http://www.iwm.org.uk/visits/iwm-london?gclid=CICvlfjMqbsCFWQOOgodJTwAAQ</a>

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

Review each Forum question, think critically, answer the question in 200-250 words, and respond at least two more times during the week. The replies to classmates should be 100-150 words. Substantive replies to other students or the instructor make up your participation grade, so they should go beyond "I agree," or "I see your point." Effective responses relate to course readings, theory, research, or personal experience to the discussion topic.

Try to tie your analysis into the readings for the week in direct ways (such as citing a key phrase). I do not want a summary of the readings by any means, but appropriate references can improve and support your argument. The ultimate goal is for you to address the Forums and readings in a critical way (positive or negative). Cite a key phrase, analyze intent, sources, structure, thesis, and apply this to your own ideas about the subject. This means including a footnote for any section of the text or outside source used for developing ideas and including a full reference citation for all sources below the post.

**Please note** that I read and grade posts once a day, so there will undoubtedly be occasions when you see a partial grade. Just continue to participate in the conversation(s) and know that your final grade for the Forum will not appear until the end of the Forum.

### LITERATURE REVIEW

The Literature Review must cover ten (10) of the major monographs, scholarly articles and/or web sites which you will use for your research paper. The purpose of this assignment is to assist you in the preparation of the final research paper. The books you use should be scholarly studies, not popular

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works. Any articles you select should be in a peer-reviewed journal that contains footnotes or endnotes citations

The Literature Review will be graded on the discussion of the sources, clarity of writing and proper documentation (footnotes and bibliography) using either Turabian or Chicago format. The review will be 6-9 pages long using Times New Roman 12 point font and be double-spaced throughout.

Literature reviews are written as “historical narratives.” Transitions from one paragraph to another should be facilitated through strong topical and transitional sentences. Do not create sub-titles, number, or double-space between paragraphs. Be sure that your review has a substantive introduction and conclusion.

### **BIOGRAPHICAL STUDY**

Your second written assignment will be a brief study of an individual who played a role in the topic which you are investigating for your final research paper. This study will be 7-9 pages of text, with proper documentation where needed. It will include brief biographical data on the individual’s early life and career, and focus on his/her participation in the events under examination. In addition to the text, the study will include a bibliography with a minimum of eight (8) sources. A substantive introduction and conclusion are required. The assignment will be graded on the thesis and analysis, clarity of writing and proper documentation (both footnotes and bibliography).

### **RESEARCH PAPER**

No later than the end of Week 8 you must submit a 15-17 page (excluding title page, footnotes, bibliography, and any charts) double-spaced analytical essay that addresses the topic you have worked on this semester. Your essay must be documented (footnotes and bibliography) as detailed in either the *Chicago Manual of Style* or *Turabian’s Manual for Writers*.

The research paper will be graded according to the following essential elements: 1) introduction providing a thesis statement; 2) body providing a discussion of central themes supported by primary / secondary sources; 3) conclusion drawing together the themes of the paper in a succinct, organized, and persuasive manner; and, 4) citations that are properly annotated as footnotes or endnotes.

<b>Graded Instruments</b>	<b>Points</b>
Forums	800
Literature Review	200
Biographical Study	200
Research Paper	400
<b>TOTAL POINTS</b>	<b>1600</b>

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

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**Weekly Course Outline**

<u>WK</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignments</u>
1	Overview	LO-1: Understand and assess the historical implications of the Cold War for the Interventions that followed.	Westad, <i>The Global Cold War</i> , Ch. 1, 2, 3, 4,5, 6	Forum 1
2	Iran: The Overthrow of Mossadegh	LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.  LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.	Habib, "Origins of US Support"  Behroos "Tudeh Factionalism"  Gavin, "Politics, Power and US Policy"  Gasiorowski "The 1953 Coup d'Etat"  Mokhtari "Iran's 1953 Coup"  Marsh "Continuity and Change"  Ruehsen "Operation Ajax Revisited"	Forum 2
3	The Suez Crisis	LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.  LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.	Smolansky "Moscow and the Suez Crisis"  Dietl "Suez 1956"  McCauley "Hungary and Suez"  Warner "Collusion and the Suez Crisis"  Matthews "The Suez Canal Dispute"  Bernard	Forum 3  <b>Literature Review Due</b>

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			“Disregarding the Atlantic Special Relationship”							
4	Hungary and Poland	<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p> <p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>	<p>Borhi “Rollback”</p> <p>Stykalin “The Hungarian Crisis”</p> <p>Marchio “Risking General War”</p> <p>Granville “To Invade or not to Invade?”</p> <p>Persak “The Polish-Soviet Confrontation”</p> <p>Kramer “The Soviet Union and the 1956 Crises”</p> <p>Kemp “Dethroning Stalin”</p>	Forum 4						
5	The Bay of Pigs	<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p> <p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>	Jones <i>Bay of Pigs</i> Pgs 1-174	Forum 5						
6	Czechoslovakia 1968	<table border="1"> <tr> <td> <p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p> </td> <td></td> <td></td> </tr> <tr> <td> <p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p> </td> <td></td> <td></td> </tr> </table>	<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p>			<p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>			<p>Dawisha “Soviet Security”</p> <p>Paul “Soviet Foreign Policy”</p> <p>Pikhoia “Czechoslovakia in 1968”</p> <p>Ramundo “Czechoslovakia and the Law of Peaceful Coexistence”</p>	<p>Forum 6</p> <p>Biographical Study Due</p>
<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p>										
<p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>										

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			<p>McGinn "The Politics of Collective Inaction"</p> <p>Mastny "Was 1968 a Strategic Watershed?"</p> <p>Eidlin "Capitulation, Resistance"</p> <p>Urban "The Invasion of Czechoslovakia"</p>	
7	Panama and Grenada	<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p> <p>LO-2: Assess the influence of the Cold War diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>	<p>Shearman "The Soviet Union and Grenada"</p> <p>Rubner "The Reagan Administration"</p> <p>Williams "Prelude to an Intervention"</p> <p>Joyner "Reflections"</p> <p>Gilboa "The Panama Invasion"</p> <p>Millett "The Aftermath of Intervention"</p> <p>Sutley "The Revitalization of US Aterritorial International Logic"</p> <p>Westad, <i>The Global Cold War</i>, Ch. 9</p>	Forum 7
8	Ethiopia	<p>LO-1: Review the causes, as well as consequences, of military intervention in the post-1945 world.</p> <p>LO-2: Assess the influence of the Cold War</p>	<p>Westad, <i>The Global Cold War</i>, Ch. 7</p> <p>Bienan "Soviet</p>	<p>Forum 8</p> <p>Final Research Paper Due</p>

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		<p>diplomacy and the national strategy / strategic objectives, of the nations involved, on military interventions designed to democratize undemocratic nations.</p>	<p>Political Relations with Africa”</p> <p>Brind “Soviet Policy in the Horn”</p> <p>Petterson “Ethiopia Abandoned?”</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*, 6<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](#).

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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>
- 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

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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 Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

#### Disclaimer Statement

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

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#### **Online Library**

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

- *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.

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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](mailto:librarian@apus.edu)

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**Selected Bibliography: See Resources**

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