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## American Public University System

*The Ultimate Advantage is an Educated Mind*

**School of Security & Global Studies**  
**Security Management**  
**SCMT529**  
**International Terrorism**  
**3 Credit Hours**  
**8 Weeks**  
**Prerequisite(s): None**

### Instructor Information

**Instructor:** See information provided in the Syllabus link in the classroom

**Email:** Please use internal classroom messaging system

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### Course Description (Catalog)

This course examines the global terrorism phenomenon and the social, economic, political, and religious conditions of select states, groups, and individuals that influence the terrorist mindset. Students examine the definitions, origins and development of terror as a means of influencing public policy decisions and in fostering transitions in public power to promote group goals. Specific historical instances of the use of terror are evaluated, assessed, and appraised. Examples of groups such as the Al-Qaeda terrorist network are assessed including focused discussions on current events. Topics include: geography and geopolitics of terrorism, origins and history of terrorism, characteristics and goals of terrorism, role of politics and religion in terrorism, media impact on terrorism recruiting, and Al-Qaeda in Iraq organization.

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### Course Scope

*SCMT 529 International Terrorism* is an advanced terrorism studies course, with initial focus on a wide academic dissection of the phenomena and its historical evolution, and includes overviews of all aspects of the phenomena ranging from types of leadership, to targets and victims, to motives and catalysts.

The past two decades have illustrated dramatically the increased lethality of terrorism, especially against US citizens and property. The first World Trade Center attack (1993), the Oklahoma City bombing (1995), the destruction of Khobar Towers (1996), the bombings of US embassies in East Africa (1998), the attack

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on the USS Cole (2000), and then the worst attacks and loss of life in a single day in US history September 11, 2001 cumulatively brought terrorism to a crisis pitch for Americans.

Terrorism has been a known phenomenon for centuries. However, coincident with the end of the Cold War, it became the most frequent form of conflict by the late 20th century. Additionally, success in preventing nuclear warfare and in curbing the outbreak of most conventional war have spurred more low-intensity violence, a significant feature of which is overt terrorism. Religious extremism, ideological hardening, ethnic militancy, and ready access to and affordability of weapons have fueled terrorist ambitions. Broadly speaking, the course assesses a variety of issues pertaining to the terrorism phenomenon.

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### Course Objectives

**Upon completion of this course, the student will be able to:**

1. Appraise the competing definitions of terrorism; critique the manifold elements that comprise terrorism; construct a personal definition of terrorism.
2. Evaluate and assess the origins of heretical Islamic fundamentalism and the Jihad movement; debate its metamorphosis into violent worldwide religiously based terrorism.
3. Critique, compare, and contrast security and counter-terrorism related practices in terms of future security challenges beyond Iraq and Afghanistan.
4. Evaluate and appraise the memo authored by Secretary of Defense Donald Rumsfeld questioning if the U.S. was winning or losing the War on Terror.
5. Assess the Jihad and its impact on the future of radical Islam as it pertains to the war against terrorism and detainee policy and behaviours at Guantanamo Bay, Cuba.
6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.
7. Appraise and critique the value, validity, and conclusions of the movie regarding Radical Islam.
8. Evaluate and appraise current terrorism and security related literature for its scholarly value and relevance to fighting trans-national terrorist networks.
9. Propose proper security measures and protocols to prevent terrorism related incidents.
10. Synthesize and expound upon the learning objectives in order to write a major research paper integrating topics pertaining to the global terrorism phenomenon.

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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 and access to an online learning management system will be made available to each student. To facilitate class interaction, forum discussion assignments are due by Friday evenings of the week as noted. All other course work is due by Sunday evenings of the week as noted and includes forum classmate responses, papers, projects, and quizzes/examinations submitted for review by the Faculty Member. Assigned faculty will support the students throughout this eight-week course.

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## Course Materials

### **Required Textbooks/Items**

Hoffman, B. (2006). *Inside terrorism*, (2<sup>nd</sup> ed), New York: Columbia University Press.

This book is available at the APUS Library:

<http://site.ebrary.com/lib/apus/docDetail.action?docID=10183571&p00=bruce%20hoffman>

*Obsession - Radical Islam's War Against the West* (2007) Available free on: *YouTube*

### **Supplementary Resources**

Noted throughout the course.

### **Web based Resources**

Engaging streaming lecture content on a variety of terrorism and homeland security topics. These lectures are derived from material developed for the Master's Degree at the Naval Post Graduate School's Center for Homeland Defense & Security. Click on the LESSON'S tab to access video lectures.

### **Software Requirements**

Microsoft Office (MS Word, MS Excel, MS PowerPoint)

Adobe Acrobat Reader ([Click here for free download](#))

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## Evaluation Procedures

**The grading for this course is based on one Major Research Paper, Mid-Term Exam, Final Exam, Critical review of the movie *Obsession*, six Forum postings/twelve responses, and Current Terrorism Literature Review.**

### **Research Paper (100 points/20% of final course grade)**

This assignment requires students to think critically, appraise and investigate an issue related to terrorism, and present an informed and well-researched paper. Students must select a topic that applies in general terms and principle to the stated course objectives. This paper counts for 20% of your final course grade. Students must post (NLT week 8) the completed research paper to the ASSIGNMENT section saved as a Microsoft WORD document and labeled: Research(last name).doc. Note 1: Papers must conform to the writing standards located in the Policies section below. Note 2: Papers must be a minimum of 13 pages in length, single-sided, double-spaced, with cover page, Abstract page, body of the paper, and References page(s). The 13 page minimum is a total page count including all items. Review and follow the example paper format posted inside RESOURCES TAB/STUDENT RESOURCE FOLDER. Do not deviate from

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this format. Note 3: *Wikipedia* is NOT to be used as a resource. Note 4: Topics do not need to be cleared by the professor. Any topic that relates in some fashion to terrorism is acceptable.

### **Forums #1, 2, 3, 4, & 6 (100 points each/50% of final course grade)**

Forum assignments are designed to promote interactivity among all students and enhance the on-line learning experience. Based on various items provided in each Forum these discussions provide maximum flexibility for asynchronous exchanges between faculty and students pertaining to a variety of current issues. These Forum postings count for **50%** of your final course grade. Students must post a response to the weekly discussion question AND respond to **at least two** other student's original postings. Responses must be a minimum of 750 words (original posting) and cited appropriately in APA style. Replies to other students carry a 250 word count recommendation and should refute, support, or supplement a fellow student's response using the terms, concepts, and theories from the required reading and/or other outside sources. These responses must also cite appropriately when ever used. Responses must be substantive; replies such as "great posting," "I agree with you," etc., are considered shallow and offer little to the group learning process. These types of replies will merit zero (0) points. Note 1: In order to receive the maximum points for each weekly Forum, students MUST submit the initial response AND the replies to two fellow students. Note 2: Forum's are due on Friday and must be submitted inside the Forum function. Note 3: Replies are due by Sunday of the current week. Example: If the original response was due Friday of week 6, the replies to a fellow student must be submitted NLT Sunday of week 6. Note 4: Forum #4 is the Current Terrorism Literature Review. See the Forum tab inside the classroom for specific instructions regarding this Forum assignment.

When completing Forum postings, you must click into the Forum link on the left side of the screen. From there you will see the list of Forums available. Click on the title of the one that you wish to work on and read my opening statement and questions (you will have to click on the "read full description" link to see entire Forum). Once you can view the entire Forum, click on the "Post New Thread" button at the top left of the gray box area. This will open the dialogue box for you to type or insert your response. Ensure you maintain correct naming conventions by using titles associated with each Forum #. For example, Forum 1 should be titled Forum #1 when responding. When you are ready to submit your response, scroll down to the bottom of page and click on "post message".

### **How Forums are assessed (Rubrics):**

Synthesis of concepts & response to fellow student (60 pts): The response refers to course resources and shows a clear understanding of main ideas and concepts. There are no irrelevant comments and the information is on point. Ideas are clearly and properly organized. The other learner's ideas, questions, concerns were addressed. The response referenced reading or lecture materials when needed. The response addressed the learner's feelings if needed. There were no irrelevant or off-point comments. The posting reflects a clear understanding of the other learner's ideas.

Applications of personal experiences (10 pt): The response provides personal examples that tie in with the course material being discussed. Reflection is evident and clearly ties in with the material presented. Insight was provided to some concept.

Clear citations (10 pt): The response made proper reference to the course text or to other materials that were referenced or referred to in the discussion. Opinions were also included and were valid.

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Writing standards (10 pt): The writing is grammatically correct, clear and concise. The response is well formulated and easy to read and understand. Correct terminology was used when needed.

Timeliness (10 pt): The posting was submitted on time. Late postings will be assessed a 10 pt penalty per day.

**Forum #5: Critical Review of *Obsession: The Movie* (100 points/10% of final course grade)**

Using images from Arab TV, rarely seen in the West, *Obsession - Radical Islam's War Against the West* (2007) reveals an 'insider's view' of the hatred the Radicals are teaching, their incitement of global jihad, and their goal of world domination. With the help of experts, including first-hand accounts from a former PLO terrorist, a Nazi youth commander, and the daughter of a martyred guerilla leader, the film shows, clearly, that the threat is real. This review is due NLT Friday of week 6 and counts for **10%** of your final course grade. Reviews must be 750 words minimum and a minimum of two replies are required to fellow learner's postings NLT Sunday of week 6. You may work ahead on any of the Forum postings.

Available free at: Go on *Youtube* and type "Obsession: Radical Islam's war against the west" in the search box. The movie is available in 10 separate parts (1 of 10, 2 of 10, ...). Each part is approx 5 -6 minutes. If you wish to purchase a hard copy DVD you can typically find it on Amazon.com.

**Mid-Term Exam (100 points/10% of final course grade)**

To access this exam, click on **Tests & Quizzes** then **Mid-Term Exam**.

**Objectives:** This mid-term exam consists of two essay questions related to topics introduced in Chapters 4 and 5 of the Hoffman text.

**Location:** In the Sakai classroom, click on *Tests & Quizzes*, then *Mid-Term Exam*. The exam is opened during week 4.

**Deadline:** Week 4, Sunday. The exam is not timed.

**Value:** This exam counts for 10% of your Final Course Grade.

**Submission:** Students may access this exam only once. There are two essays each worth 50 points.

**Score:** Do not be alarmed with your *Gradebook* score of "0". This exam is not auto-scored and your overall grade percentage will temporarily drop until the exam can be graded.

**Final Exam (100 points/10% of final course grade)**

To access this exam, click on **Tests & Quizzes** then **Final Exam**.

**Final Exam**

**Objectives:** This exam requires students to appraise and assess information pertaining to current terrorism/security events. This exam is based solely upon what is available in open-source media outlets.

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**Location:** In the Sakai classroom, click on *Tests & Quizzes*, then *Final Exam*. The exam is opened during week 7.

**Deadline:** Week 7. The exam is not timed.

**Value:** This exam counts for 10% of your Final Course Grade.

**Submission:** Students may access this exam more than once. There are two essays each worth 50 points. You should work your entries on a separate WORD document and then copy/paste your answers into the exam at one time.

**Score:** Do not be alarmed with your *Gradebook* score of "0". This exam is not auto-scored and your overall grade percentage will temporarily drop until the exam can be graded.

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

The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

<u>Grade Instruments</u>	<u>Points Possible</u>	<u>% of Final Grade</u>
Forum #1 Post/Responses, Terrorism & Security Issues	100	10%
Forum #2 Post/Responses, Guantanamo Bay & Jihad	100	10%
Forum #3 Post/Responses, Rumsfeld & Panetta	100	10%
Mid-Term Exam	100	10%
Forum #4 Post/Responses, Terrorism Literature Review	100	10%
Forum #5 Post/Responses, Obsession Movie Review	100	10%
Forum #6 Post/Responses, Future Security Challenges	100	10%
Final Exam	100	10%
Research Paper	100	20%
<b>TOTAL</b>	<b>800 Points</b>	<b>100%</b>

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### 8 Week Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	<b>International Terrorism</b>	Learning Objectives: Course Objectives:	<i>Inside Terrorism</i> , Hoffman, read preface, ch 1 & 2.	Thoroughly review the course syllabus

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	Defining Terrorism; The End of an Empire and the Origins of Contemporary Terrorism	<p>1. Appraise the competing definitions of terrorism; critique the manifold elements that comprise terrorism; construct a personal definition of terrorism.</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network..</p>	<p><i>A Military Guide to Terrorism in the Twenty-First Century</i>, read Preface and Introduction (located inside Week 1 folder)</p> <p><i>Law vs. War, Competing Approaches to Fighting Terrorism</i>, Conference Report. (inside Week 1 folder)</p> <p><i>Terrorism, Security, &amp; Power</i>; Crenshaw (inside Week 1 folder)</p> <p>Video: <i>New Trends in Global Jihadi Terrorism</i>(inside Lesson 1)</p> <p>NPS Video Lectures</p>	<p>Post Introduction – Week 1 Forum response (mandatory 250 word introduction)</p> <p>Forum #1: Post FORUM #1 response: One of the major reasons the world struggles with how to combat terrorism is because of the world's inability to agree on a common definition of terrorism...</p>
2	<p><b>International Terrorism</b></p> <p>The Globalization of Terrorism</p>	<p>Learning Objectives: Course Objectives:</p> <p>1. Appraise the competing definitions of terrorism; critique the manifold elements that comprise terrorism; construct a personal definition of terrorism.</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 3.</p> <p><i>A Military Guide to Terrorism in the Twenty-First Century</i>, read ch 1. (inside Week 1 folder)</p> <p><i>Why Go On Jihad</i>, Cursio, (inside Week 2 folder)</p> <p>Video: <i>Battle of Ideas: Terrorism</i> (inside Lesson 2)</p> <p>NPS Video Lectures</p>	<p>Forum #2: Post second FORUM response: Have we placed too much hype and emphasis on this notion of "Jihad?"</p>
3	<p><b>International Terrorism</b></p> <p>Religion and</p>	<p>Learning Objectives: Course Objectives:</p> <p>2. Evaluate and assess</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 4.</p> <p><i>A Military Guide to</i></p>	<p>Forum #3: Post third FORUM response: <i>In October 2003, then SECDEF Donald</i></p>

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	Terrorism	<p>the origins of heretical Islamic fundamentalism and the Jihad movement; debate its metamorphosis into violent worldwide religiously based terrorism.</p> <p>5. Assess the Jihad and its impact on the future of radical Islam as it pertains to the war against terrorism and detainee policy and behaviours at Guantanamo Bay, Cuba.</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.</p>	<p><i>Terrorism in the Twenty-First Century</i>, read ch 2. (inside Week 1 folder)</p> <p>Read SECDEF Rumsfeld Memo and the two replies (Apostolou &amp; Smith) to his memo in preparation for FORUM #3. (all three items inside Week 3 folder)</p> <p>Video: <i>Anti-Semitism and Jihad</i> (inside Lesson 3)</p> <p>NPS Video Lectures</p>	<p><i>Rumsfeld wrote a memo to senior DOD officials asking if the US was winning or losing the War on Terror...</i></p>
4	<p><b>International Terrorism</b></p> <p>Suicide Terrorism</p>	<p>Learning Objectives: Course Objectives:</p> <p>2. Evaluate and assess the origins of heretical Islamic fundamentalism and the Jihad movement; debate its metamorphosis into violent worldwide religiously based terrorism.</p> <p>4. Evaluate and appraise the memo authored by Secretary of Defense Donald Rumsfeld questioning if the U.S. was winning or losing the War on Terror.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 5.</p> <p><i>A Military Guide to Terrorism in the Twenty-First Century</i>, read ch 3. (inside Week 1 folder)</p> <p>Video: <i>The Rise of Al Qaeda and the long road to 9/11</i> (inside Lesson 4)</p> <p>NPS Video Lectures</p>	<p><i>Complete &amp; submit Mid-Term Exam</i></p>

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		6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.		
5	<p><b>International Terrorism</b></p> <p>The Old Media, Terrorism, and Public Opinion</p>	<p>Learning Objectives: Course Objectives:</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.</p> <p>7. Appraise and critique the value, validity, and conclusions of the movie <i>Obsession: Radical Islam's War against the West</i>.</p> <p>8. Evaluate and appraise current terrorism and security related literature for its scholarly value and relevance to fighting trans-national terrorist networks.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 6.</p> <p><i>A Military Guide to Terrorism in the Twenty-First Century</i>, read ch 4. (inside Week 1 folder)</p> <p>Video: <i>Overcoming Extremism – The Changing Media Landscape</i> (inside Lesson 5)</p>	<p>Forum # 4 – Current Terrorism Literature Review: Post FORUM #4 response (at least two student replies required): <i>Through our personal reading we often come across something that really hits home or is worth passing on to friends. Pick one of these books, articles, presentations, etc., you have read (resources outside of the current course textbook) and prepare a critical review.</i></p>
6	<p><b>International Terrorism</b></p> <p>The New Media, Terrorism, and the shaping of Global Opinion</p>	<p>Learning Objectives: Course Objectives:</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.</p> <p>7. Appraise and critique the value, validity, and conclusions of the movie <i>Obsession: Radical Islam's War against the West</i>.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 7.</p> <p><i>A Military Guide to Terrorism in the Twenty-First Century</i>, read ch 5. (inside Week 1 folder)</p> <p>Video: <i>Obsession - Radical Islam's War Against the West</i> (available free on YouTube)</p> <p>Video: <i>Al Qaeda and the Media</i> (inside Lesson 6)</p>	<p>Forum #5: Complete &amp; Submit FORUM #5 regarding <i>Obsession - Radical Islam's War Against the West</i></p>

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		Appraise and critique the value, validity, and conclusions of a movie pertaining to Radical Islam.		
7	<p><b>International Terrorism</b></p> <p>The Modern Terrorist Mind-set: Tactics, Targets, Tradecraft, and Technologies</p>	<p>Learning Objectives: Course Objectives:</p> <p>3. Critique, compare, and contrast security and counter-terrorism related practices in terms of future security challenges beyond Iraq and Afghanistan.</p> <p>6. Critique and contrast the varying characteristics and scholarly opinions of the Al Qaeda network.</p> <p>9. Propose proper security measures and protocols to prevent terrorism related incidents.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 8.</p> <p>Read <i>Defense Imperatives for the New Administration</i> (inside Week 7 folder)</p> <p>Video: <i>The Face of Terrorism</i> (inside Lesson 7)</p>	<p>Complete &amp; Submit <i>Final Exam</i></p> <p>Forum # 6. Post FORUM #6 response: <i>It has been more than two generations since the American Presidency has transitioned with troops in significant combat operations, a deployment begun immediately after the 9/11 attacks. Beyond the war in Iraq and Afghanistan, the country faces significant security challenges at home...</i></p>
8	<p><b>International Terrorism</b></p> <p>Terrorism Today and Tomorrow</p>	<p>Learning Objectives: Course Objectives:</p> <p>10. Synthesize and expound upon the learning objectives in order to write a major research paper integrating topics pertaining to the global terrorism phenomenon.</p>	<p><i>Inside Terrorism</i>, Hoffman, ch 9.</p>	<p>Submit <i>Research Paper</i>.</p>

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**Policies**

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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**

Describe your writing expectations.

### **Citation and Reference Style**

Attention Please: Students will follow the APA 6<sup>th</sup> Edition as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the *Publication manual of the American Psychological Association* (2009). (6<sup>th</sup> ed.).

### **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 advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums 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 rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum 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**

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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.

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### Turnitin.com

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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.

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### Selected Bibliography

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