



INTS102

China in World History

S2 Day 2015

Dept of International Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Edwin Lowe

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Contact via edwin.lowe@mq.edu.au

W6A 227 (Thursday only)

Thursday 1000 or by email

Co-Convenor (05 September - 05 October 2015)

Jonathan Goodall

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Contact via jonathan.goodall@mq.edu.au

W6A 227 (Thursday only in Weeks 7 & 8)

Thursday 1000 or by email (in September)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit is an introduction to the history of China in the world. Topics will broadly cover the transmission of culture and ideas between China and the rest of the world; the impact of this transmission on both China and the world; and the consequences of both China's interaction with and isolation from the outside world. Topics will include China's traditional role as the focus of socio-political order and culture in East Asia and its continuing influence and relevance in the modern world; the role of wars and invasions in shaping Chinese politics and culture; the role of trade in the transmission of science, technology and beliefs between China and the world and their importance in world history; the radical intellectual and social changes that shaped the revolutions of the twentieth century; and the transmission and role of Chinese culture as a part of world culture.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.

Demonstrate an understanding of the forces driving Chinese and world history.

Analyse and express judgements about Chinese history in oral and written form.

Interpret written and material evidence, demonstrating appreciation and understanding.

Work with and respond to the views of staff and other students in the unit, in both oral and written form.

Plan, revise and submit written work according to schedule.

Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.

Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.

Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

General Assessment Information

1. All written assessments will be graded against **Assessment marking rubrics**, which are to be considered by students as marking criteria for the task. Each written task has a specific marking rubric and students should use these rubrics as benchmarks and a guide for performance in each criteria. Download and use for reference when completing assessments.
2. All written assessments will require students to complete and attach a **Self Assessment sheet** for that task. These will assist students with their assessment and skills development process. Marks will be deducted if these are not completed and attached.
3. Self assessment sheet and assessment marking rubrics are available for download from ilearn.
4. Miscellaneous: All written work **must conform** with the 'Chicago' style of writing set out in *Writing and Referencing* in this guide. All written work must be formatted to a minimum of 1.5 line space.
5. Scholarly sources (academic journal articles, scholarly books etc) are the expected sources of information. While useful for basic information and subject orientation, generic websites such as blogs, Wikipedia (and similar), culture-china.com and the like, are *not an acceptable primary or secondary reference* source in any assessment task. Information sourced from 'websites' must be used sparingly with scholarly judgement and caution with regard to context and appropriateness.

6. A bibliography must be included.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial Participation</u>	10%	Cumulative
<u>Biographical Paper(1000 Words)</u>	10%	14 August 2015
<u>Biography Group Presentation</u>	10%	Week 8 - Week 13 Tutorials
<u>Research Paper 1 (1,500 Words)</u>	20%	11 September 2015
<u>Research Paper 2 (2,000 Words)</u>	25%	30 October 2015
<u>Examination</u>	25%	As scheduled

Tutorial Participation

Due: **Cumulative**

Weighting: **10%**

This is not a simple attendance mark. Marks will not be awarded for attendance. Attendance is mandatory and deductions for absences will count toward the final grade.

Tutorials are a critical part of your learning in this unit. Weekly tutorial activities will be based on the week's set readings and questions, as well as lecture materials. Tutorial readings will be posted directly to or linked via iLearn. All students will be expected to have read the readings, and considered the tutorial questions *prior to attending tutorials*, as well as having attended the lectures and reviewed the lecture materials. Tutorials are also the place to ask questions of any aspect of the lecture and tutorial materials or assessment tasks. Students will also be expected to respond to ideas and questions raised in response to tutorial class biography group work presentations.

The tutor will look for evidence of student knowledge of set readings and lectures; analysis of those readings expressed in verbal form; ability to complete set tasks; ability and willingness to work with and respond to the views of the tutor and other students in verbal form. To do well in tutorial participation, you will not be expected to 'know everything', but you will be expected to show an informed opinion of the unit materials and be able to contribute and share constructively with the class.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.

- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Biographical Paper(1000 Words)

Due: **14 August 2015**

Weighting: **10%**

Write a short researched biography of discussing the significance of one of the following people from the set list, that have played an important role in the transmission of ideas or have been important actors between China and the world.

Since this is a short writing task, you should aim to be concise. Focus on the significance of the biography subject and their contribution to the exchange between China and the world, rather than the the minute details of their life. You may need to discuss the broader cultural, social, political, historical (or other) contexts to effectively discuss your subject's role in these matters.

Biographies must be referenced according to the required system and standards. Refer to Writing and Referencing for the required system of referencing. Scholarly sources (books, academic journals etc) should be used as much as possible, and internet sources should be kept at a minimum and used judiciously. A *minimum* of 5 scholarly sources is expected as the pass mark criterion. Higher performance requires greater numbers of reference sources. (see also 'General Assessment Information ' for more information about unit policy on references).

This is an introduction to the requirements of academic writing. Use this assessment task as an opportunity to receive feedback and critique on your academic writing style and techniques before moving on to the higher-weighted assessments.

These biographies will form the basis of tutorial class presentations.

Starting in Week 1 each student should consider a choice of biography subject preference. At the start of Week 1, registration of biography choices will be opened and kept updated on iLearn. Biography choice availability will be allocated on a first come, first served basis. There will be a limit of one biography subject in each tutorial class and the list may be restricted depending on tutorial class size .

Write a biography on **ONE** of the following people grouped into weekly 'topic themes' (only one student per subject in each tutorial class):

Faith & Knowledge

Matteo Ricci, Giuseppe Castiglione, Robert Morrison, Hudson Taylor

Translation & Transmission

Arthur Waley, Pearl Buck, James Legge, Yan Fu

Government & Administration

Robert Hart, Morrison of Peking, Donald of China, Soong May-ling.

Science & Industry

Yung Wing, Li Hongzhang, Joseph Needham, Qian Xuesen

Revolution & Politics

Morris Cohen, Mikhail Borodin, Otto Braun, Edgar Snow.

War & Peace

Norman Bethune, Rewi Alley, Claire Chennault, Sidney Rittenberg.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.

Biography Group Presentation

Due: **Week 8 - Week 13 Tutorials**

Weighting: **10%**

After completing the biography paper, students of each week's biography theme will form a group to collaborate in producing a Seminar presentation.

This presentation should give brief reviews of the individual biographies and also analyse and discuss contributions to the exchange between China and the world by the collective group in the theme.

In the collective group of biography subjects, consider the context of the group theme as well as the individuals; the exchange of ideas, the significance of their individual and collective work; and the role that each subject and the collective group may have had on the exchange of ideas and knowledge or the connection between China and the world.

For the presentation, the use of visual slides (eg Powerpoint) is expected. The presentation should be *15 - 20 minutes long*. As the presentation will form a significant portion of the content of tutorial discussion, student groups are expected to make their presentation on the scheduled due date.

Each group is expected to *pose at least four tutorial questions* based on their presentation for the class to consider and answer.

A student's failure to participate in the collaborative group work and the presentation to the tutorial class on the scheduled week will result in a forfeiture of all marks in this task, and a penalty to the tutorial participation mark.

All students are expected to consider the presentations, tutorial questions and ask their own questions about the biography subjects or themes and the role that they played in the exchange of ideas and/or the role they played between China and the world. Student participation in these presentations will be counted towards the tutorial participation mark.

Each group must submit a completed 'Group Work Declaration' sheet which can be downloaded from iLearn. No marks will be recorded unless this is submitted.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.

Research Paper 1 (1,500 Words)

Due: **11 September 2015**

Weighting: **20%**

Choose and answer only ONE of the following questions:

"Discuss the basis of the introduction, the Sinification and development of:

1. Buddhism after the fall of the Han Dynasty; **or**

2. Western Industrial Science and Technology in the late Qing Dynasty (1860-1911); **or**
3. Communism in 20th Century China."

Responses must address all aspects of the question, and must be fully researched and referenced. A *minimum* of 10 scholarly sources (books, academic journals etc) are expected to be used to support your assertions and arguments. See general requirements in 'General Assessment Information'.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.

Research Paper 2 (2,000 Words)

Due: **30 October 2015**

Weighting: **25%**

Answer the following question in a fully researched and referenced response.

“Evaluate the significance of foreigners and foreign ideas during a chosen period of modern Chinese history. What were the Chinese views on foreigners and/or foreign ideas? What role did these views have in shaping China during and after this period ?

Base your answer on ONE of the following periods. These are

- 1) From the Macartney Mission to the 2nd Opium War (1790s-1860s)
- 2) During the Qing Dynasty Reforms and Modernisation (1860s-1890s)
- 3) Early Revolutionary China (1890s-1930s)

Each of these periods is a weekly tutorial reading theme in the final weeks of the semester (weeks 11, 12 & 13 respectively). In addressing your response, *you must make specific reference to the primary source documents* that are given as required tutorial readings for these themes. Refer to the unit schedule and iLearn for the specific primary source documents. Additionally, you should also draw on materials from further research to provide additional primary source documents as well as further historical, social, political and cultural contexts to support your response. A *minimum* of 10 scholarly references is expected. See also 'General Assessment Information '.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Examination

Due: **As scheduled**

Weighting: **25%**

An examination based on all materials covered in lectures and tutorials, held during the examination period.

On successful completion you will be able to:

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.

Delivery and Resources

iLearn

Online units can be accessed at: <http://ilearn.mq.edu.au>

iLearn is an important part of this unit. Each week's lecture, tutorial and assessment resources will also be accessed via iLearn.

This unit will make use of iLearn for communications.

Students should set the iLearn emails to be forwarded to their personal email account for convenience. It is the responsibility of students to be aware and up to date with unit news and announcements via iLearn.

Turnitin

Macquarie University subscribes to the 'Turnitin' plagiarism detection system. All students will be required to submit all of their written work through this system. See **Assessment Submission** for details.

Library Databases

The library databases offer access to thousands of academic journal articles on all relevant subject areas. Make a point of searching these databases for scholarly articles for sources of

information for assignments. The library enquiry desk is a good point of assistance in the use of these databases. You can also the 'Ask a Librarian' service by phone or live chat. http://www.mq.edu.au/on_campus/library/

Please direct any questions about passwords, access and iLearn to the IT helpdesk <http://informatics.mq.edu.au/help/>

Unit Schedule

	Lecture	Tutorial Reading & Discussion	Assessment
Week 1	1. Geography & Chinese Distinctiveness	Tutorial Classes are ON in week 1. Introductions & Orientation	
Week 2	1. War and socio-political order - Foundations of Chinese Philosophy.	Week 1: Slide & podcast: Who are the Chinese? - The Taklamakan & Mawangdui Mummies.	
Week 3	1. The Qin Unification - The Creation of 'China' (221-206BCE)	Week 2: Selections from Confucius, Mencius, Han Feizi, Xun Zi and Lao Zi; <i>Da Xue, Sanzijing</i>	Biography Paper due: 14 August
Week 4	1. Barbarians and Buddhism - Han Dynasty (206BCE-220CE) Syncreticism and Sinification.	Week 3: Selections from Li Si & Shang Yang; Selections from <i>Shiji</i> (Sima Qian)	
Week 5	1. The Cosmopolitan Tang Dynasty (618-907) 2. iLearn Slides & Podcast: From Xuanzang to Dragonball Z. 'Journey to the West'. The Journey from Chinese Culture to World Culture	Week 4: Slides: Dunhuang and Barbarians on the Silk Road.; Readings: Richard Foltz, A.F. Wright, Theodore De Barry <i>et al</i>	
Week 6	1. The Song Dynasty (960-1279). Turning Points & Paradoxes - The Making of the Modern World	Week 5: Readings from Tang Poetry: Selections from Li Bai, Du Fu, Wang Wei; Han Yu's Memorial on Buddhism; Emperor Wuzong's Edict on the Suppression of Buddhism	

<p>Week 7</p>	<p>1. The Yuan Dynasty (1279-1368) - China in the Mongol Empire</p>	<p>Week 6: Robert Hymes, Song China.</p>	<p>Research Paper 1 due: 11 September</p>
<p>MID-SEMESTER BREAK</p>			
<p>Week 8</p>	<p>1. Naval Power, The Great Wall & The Society of Jesus - International Exchange and Isolationism in the Ming Dynasty (1368-1644). Pivotal Point in World History</p>	<p>Week 7: Podcast <i>History's Mysteries - The True Story of Marco Polo</i>; Reading: Igor de Rachewiltz's criticism of Frances Wood's thesis that Marco Polo did not go to China.</p>	<p>Tutorial Group Presentation. Faith & Knowledge: Matteo Ricci, Giuseppe Castiglione, Robert Morrison, Hudson Taylor.</p>
<p>Week 9</p>	<p>1. The Manchu Conquest – The Qing Dynasty and the Birth of Modern China (1644-1791)</p>	<p>Week 8: <i>Needham question</i>, Liu Dun & <i>Why the Scientific Revolution Did Not Take Place in China?</i> Sivin</p>	<p>Tutorial Group Presentation. Translation and Transmission: Arthur Waley, Pearl Buck, James Legge, Yan Fu</p>
<p>Week 10</p>	<p>1. Tea, Opium and Jesus' Younger Brother - The Qing Dynasty and the West ?1792- 1860?</p>	<p>Week 9: Victor Lieberman, <i>The Qing Dynasty and Its Neighbors</i></p>	<p>Tutorial Group Presentation. Science & Industry: Yung Wing, Li Hongzhang, Joseph Needham, Qian Xuesen.</p>
<p>Week 11</p>	<p>1. Self Strengthening & The Problems of Modernisation -The Late Qing Dynasty (1860 - 1900) 2. iLearn Slides & Podcast: Christians and Chinamen - Creating Modern China and the White Australia.</p>	<p>Week 10: Selections from Qianlong Edicts 1792, Macartney's reports 1792; <i>Cantonese Denunciations of the Barbarians</i> 1841, <i>Chi Ying's Method of Dealing with the Barbarians</i> 1844, Lin Zexu's Letter to Queen Victoria</p>	<p>Tutorial Group Presentation. Government & Administration: Robert Hart, Morrison of Peking, Donald of China, Soong May-ling</p>
<p>Week 12</p>	<p>1. New Culture & Radicalism - Revolution and Republic (1900 - 1927)</p>	<p>Week 11: Selections from Late Qing Reformers, Wang Tao, Zhang Zhidong, Zeng Guofan, Feng Guifen, Li Hongzhang Commentaries on reformers by Teng & Fairbank.</p>	<p>Research Paper 2 due: 30 October Tutorial Group Presentation. Revolution & Politics: Morris Cohen, Mikhail Borodin, Otto Braun, Edgar Snow.</p>

<p>Week 13</p>	<p>1. The East Is Red - Communism & Capitalism (1927-2015).</p>	<p>Week 12: Liang Qichao and Nationalism & Sun Yat-sen's Early Revolutionary Program; <i>Call to Youth</i>, Chen Duxiu; <i>Suicide of Miss Zhao</i> & <i>Physical Education</i>, Mao Zedong; <i>Medicine</i> & 'Preface to <i>Call to Arms</i>' Lu Xun.</p>	<p>Tutorial Group Presentation. <i>War & Peace</i>: Norman Bethune, Rewi Alley, Claire Chennault, Sidney Rittenberg.</p>
<p>EXAM</p>		<p>EXAMINATION Date TBA</p>	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation

- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue

knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)
- Examination

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.

- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important

contributor to the development of Chinese and world history.

- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Plan, revise and submit written work according to schedule.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)
- Research Paper 2 (2,000 Words)

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.
- Draw together and analyse self-located evidence to provide a biography of an important contributor to the development of Chinese and world history.
- Draw together and analyse self-located evidence to provide a critical analysis of an important development in Chinese and world history, in the context of the exchange of ideas between China and the world.
- Draw together and analyse pre-selected and self-located evidence to provide a critical analysis of a significant intellectual or political development in Chinese and world history.

Assessment tasks

- Tutorial Participation
- Biographical Paper(1000 Words)
- Biography Group Presentation
- Research Paper 1 (1,500 Words)

- Research Paper 2 (2,000 Words)

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Demonstrate an understanding of the forces driving Chinese and world history.
- Work with and respond to the views of staff and other students in the unit, in both oral and written form.

Assessment tasks

- Tutorial Participation
- Biography Group Presentation

About this Unit

INTS102 is an introduction to the history of China in the world. INTS102 will broadly cover the transmission of culture, ideas and materials between China and the rest of the world, and the impact of this transmission on both China and the world. Students will learn of the distinctiveness of Chinese socio-political structures and the patterns of historical development developed in isolation from the rest of the world, as well as the development of culture and history as a result of interaction with the outside world.

Topics will include China's role as the focus of socio-political order and culture in North East and South East Asia; Confucianism and its 2500 year old influence and relevance in the modern world. Students will study the basic concepts of Buddhism, which originated in India, and its transmission from India to China and the rest of the world. Students will learn about people who were involved in the transmission of knowledge between China and the West: Xuanzang, who brought the 'true scriptures' of Buddhism from India to China; the medieval and Renaissance travellers from Europe who brought western science and mathematics to China; the flow of Chinese culture and treasures such as silk, porcelain, tea and opium to 'the West' via the Silk Road and China's maritime trade and exploration. Students will study the transmission of modern ideas between China and the world, such as Marxism and capitalism; and the intellectual and social changes between China and the West in the 20th century. In between there will also be a few interludes: the Mummies of the Taklamakan and Mawangdui; the influence of the Chinese on one of Australia's first acts of Parliament; the influence of 'Australian values' on China's socio-political development in the Republican era.

There is something for everyone in this unit and students will come away with a sense of excitement and discovery in this unit. At the end of this unit, students will know a lot more about China and the world than they ever imagined. This sense of excitement and discover will stay with them as a life long thirst for knowledge.

This is a first year course for students studying the Bachelor of International Studies, the Bachelor of Arts or for other general interest. Students will be exposed to a lot of new knowledge, but are not expected to know everything about everything mentioned in lectures.

Students will also actively participate in tutorial classes and will be expected to prepare for these by taking in all the lecture materials and completing the tutorial readings posted online, prior to attending the tutorial classes.

Students will also be expected to discuss and answer questions based on their interpretation and understanding of the tutorial readings.

INTS102 is a stimulating and at times challenging introduction to Chinese studies, which will pave the way for students to further studies in Chinese modern history, ancient history, Chinese philosophy, literature and film studies. It will also serve as an introduction to the academic skills required at university, such as use of research resources, critical thinking, academic writing.

Classes

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

Lectures

Lecture 1 Thursday

Tutorials

There is one tutorial class each week which must be attended. Tutorial materials are to be downloaded from ilearn and must be reviewed before the relevant tutorial class.

Examinations

Important: This unit has a final exam.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable.

The only exception to sitting an examination at the designated time is because of documented

illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available under the *Extension and Special Consideration* section of this Unit Guide.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

Extensions and Special Consideration

Short Term Extensions

Requests for assignment extensions due to unavoidable and unforeseen circumstances of less than three days duration (eg short term illness or misadventure) must be made to the tutor before the due date if possible, or immediately after the disruption. Approvals of extensions **must be noted on the assignment cover sheet**. Note that other assessment commitments will not be considered grounds for an extension.

Assignments that are handed in later than the due date, where no extension has been granted, or are handed in later than the extension date without being granted further extension or special consideration will be penalised.

Late submission of the essays will result in a penalty of 5% of the total value of the essay towards unit assessment on the initial day and 2% per subsequent day for a period of four calendar days (including each day of weekends). The essay will not be marked after a period of five calendar days of non-submission.

Serious Illness and Unavoidable Disruption

If your performance has been affected for a period of 3 days or more as a result of serious unavoidable disruption or illness, you are advised to inform the unit convenor and tutor of the problem at the earliest possible opportunity. You must supply documentary evidence of the extended disruption and submit an **Application for Special Consideration**. (see below).

No assessment work will be accepted for marking beyond 13 November 2015 unless you have submitted an **Application for Special Consideration** with adequate and appropriate supporting evidence and have been granted special consideration. Please note that requests for special consideration for long term or serious reasons are not granted automatically, and are reserved for unforeseen and serious circumstances such as prolonged & chronic illness, hospitalisation or bereavement in your immediate family which have affected your performance over the course of the semester; or in cases of unavoidable disruption or misadventure during the formal examination period. If you believe that you qualify for special consideration, please contact the teaching staff as soon as is practically possible and lodge the application.

Disruption of Studies Policy

http://mq.edu.au/policy/docs/disruption_studies/policy.html

Required and Recommended Readings and Materials

Weekly Tutorial Readings

Each week's required tutorial readings will be accessed via ilearn. Each week's readings must be read before attending class and students will be expected to demonstrate a knowledge of the reading materials in both the tutorial class and in the final exam.

Library Reserve

The following books are in the library reserve section, to ensure its availability to students. Students may find them useful in at least one assessment task.

China's response to the West : a documentary survey, 1839-1923 by Ssu-yu Teng and John King Fairbank. Harvard 1954

The Search for Modern China - A Documentary Collection edited by Pei-kai Cheng, Michael Lestz, with Jonathan D. Spence. 1st ed. Norton, 1999.

The Pattern of Chinese history : cycles, development, or stagnation? / edited with an introduction by John Meskill

Recommended Reading

The following reads are recommended for furthering your Sinological knowledge.

Conrad Schirokauer. *A Brief History of Chinese Civilization*. Harcourt, Brace, Jovanovich. New edition 2004.

Fairbank and Reischauer. *China : Tradition and Transformation* . Revised Edition 1989. (A popular alternative to Schirokauer)

.Jonathan Spence. *The Search for Modern China* . Second edition 1999. (The set text for INTS210: Modern Chinese History).

Immanuel Hsu, *The Rise of Modern China* . Third Edition, 1983. (Covers the period from the Qing dynasty and the Opium Wars to China After Mao. An alternative to Spence)

.John Fairbank and Merle Goldman , *China , A New History* . Harvard, 1998

Maurice Meisner , *Mao's China and After - A History of the Peoples Republic* . Collier Macmillan, 1986

Colin Mackerras, Pradeep Taneja, Graham Young. *China since 1978*. Longman, 1998. (Detailed coverage of history, politics, agricultural reform, political reform etc during the period 1978-1998.)

Colin Mackerras , *China in Transformation 1900-1949* . Longman, 1998.

Linda Benson , *China Since 1949* . Longman, 2002.

David Goodman and Gerald Segal (eds.) *China in the Nineties: Crisis Management and Beyond*. Oxford , 1991

Alan Lawrance. *China Under Communism* . Routledge, 1998

John Gittings, *The changing face of China : from Mao to market*. Oxford University Press, 2006

Patricia B. Ebrey, *China: A Cultural, Social, and Political History* Wadsworth Publishing, 2005

Unit Requirements and Expectations

Students will be expected to:

1. Review lecture materials in lectures or iletecture prior to tutorial classes.
2. Review assigned tutorial class readings prior to tutorial classes.
3. Actively participate in tutorial classes by interacting with tutors and fellow students by discussing and answering questions based on the lecture materials and tutorial readings.
4. Complete written assignments on time and to the prescribed standards.
5. Successfully complete a formal examination.
6. Act with a high level of academic honesty http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
7. Have a functional level of language competence. This is a language-intensive course, which includes heavy reading, considerable writing and classroom interaction. A good grasp of English grammar and syntax is essential. Students for whom English is a second language are strongly advised to ensure that their level of English proficiency is adequate before taking this course. Even for native speakers, academic reading and writing is not always simple or straightforward. Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://www.students.mq.edu.au/support/learning_skills/

Writing and Referencing

Writing a Research Paper

An excellent guide from Purdue University. There are many more guides available online.

<http://owl.english.purdue.edu/owl/resource/658/03/>

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://www.students.mq.edu.au/support/learning_skills/

Research Assistance

This unit is research intensive and will require you to make the full use of university research resources of the library. Sign up for a 'library tour' in the first few weeks of uni start and discover the multiple sources of print books and journals, newspapers and electronic journal databases available through the library.

Writing Essays and Referencing

Based on '*Writing Essays in History*', prepared by Bridget Deane, Department of Modern History June 2007.

Writing an essay is not just about writing a narrative, biography or chronology of an event, person or period of time: It requires the construction of an argument in answer to the question posed or the problem being investigated. During research for your paper you will find that the evidence may suggest several answers to the question or problem. You will therefore form your own opinion through evaluation and analysis of sources and this will be the basis of the argument put forward in your answer.

It is because of the emphasis on evaluation and analysis in academic writing, that it is essential to acknowledge sources used in your work through the use of a referencing system. In this unit, **footnotes** are required, using the Chicago referencing style (see also <http://www.lib.monash.edu.au/tutorials/citing/chicago.html> for more information)

All students are expected to conform to this system in this unit guide, unless directed by the supervisor in accordance with the required style of an academic journal or publisher.

Why reference?

It shows the person marking your work the sources that you have been accessing. It establishes that your argument is one formed by knowledge of a range of authors' opinions - use of this knowledge will make your argument stronger. It allows the reader to quickly identify and verify the sources you have used. Most importantly, it is how you recognise your intellectual debt to others.

When to footnote

It is essential to footnote when you are making use of someone else's words, information or ideas as evidence for your argument. Failure to acknowledge this in your own work amounts to plagiarism, i.e., presenting another person's work as if it were your own. It is simply not acceptable to plagiarise, and any piece of work found to contain it will be failed automatically. For more information on Macquarie University's policy on Academic Honesty Policy

Using sources in your essays

If you use another person's ideas or information in your essay then you need to acknowledge this use through referencing. Such material may be included in the following ways:

Direct Quotation Using the author's exact words. They must be placed in quotation marks, with a footnote number at the end of the quotation.

Paraphrase (indirect quotation) Rewriting someone else's ideas in your own words. The footnote number is placed at the end of the sentence.

Summary (indirect quotation) Reference to an author's ideas or argument. Again, the footnote number is placed at the end of the sentence.

Quotations of more than forty words should be indented using single spacing, without quotation marks:

Other sources that need to be referenced:

Images, figures, tables, graphs, maps and diagrams, frame enlargements from films. Information from lectures - the lecturer's words, notes taken during the lecture, information from slides and overheads.

What does not need to be referenced:

Common knowledge - information that is general and well known, that is, in the public domain. For example, the Second World War ended in 1945. Your own ideas, arguments and visual materials.

If in doubt about whether to reference or not, ask the unit convenor for advice.

Preparing footnotes

Footnotes appear at the bottom of each relevant page of your essay, whereas endnotes are located at the end of the document.

Sometimes because of lack of space at the bottom of a page, Word will move footnotes over to the next page. Do not worry if this happens.

Titles of books, journals, etc, must be written in *italics*.

Punctuation and the use of capitals are important in footnotes, so pay attention to this in the examples below.

How to create a footnote using Microsoft Word

Go to the **Insert** menu and select **Footnote** (or in the 2003 version click **Reference**). Choose **footnote..** Make sure the **numbering** is **continuous** and **applies** to the **whole document**.

Additional material in footnotes

You are discouraged from the placing of additional material in footnotes, as this indicates lack of editing and an attempt to get round the word limit. An exception is the inclusion of a translation of material included in the main text.

Footnotes

Different sources require different formats when creating footnotes as the examples below will show, but generally you need to include the following information for an initial citation of a source:

Name of author

Title of the source

Name of the city and publisher of the source

Date of publication

Page number(s)

For an initial citation of:

Books

1 Simon Ryan, *The Cartographic Eye: How Explorers saw Australia*(Melbourne: Cambridge University Press, 1996), p.45.

Note that publication details are placed in brackets

Books with two authors

2 Christopher Bayly and Tim Harper, *Forgotten Armies: The Fall of British Asia, 1941 – 1945* (Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 2005), pp.30-31

Note that multiple pages are indicated with **pp**.

Books with three or more authors

3 R. Frankham, J.D. Ballou and D.A. Briscoe, *Introduction to Conservation Genetics*, (Cambridge University Press 2002) p2.

Multivolume work

4 Winston Churchill, *A History of the English Speaking Peoples*, vol. 2, *The New World* (London: Cassell, 1956), p.124.

Translation

5 Christine de Pizan, *The Book of the City of Ladies*, trans. R. Brown Grant (Harmondsworth: Penguin, 1999), p. 48.

Foreign Language Books

Standard conventions must be followed, although foreign language words must be *italicised*.

5 Qiao Liang and Wang Xiangshui, *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. (*Jiefangjun Wenyi Chubanshe* (Liberation Army Arts Publishing House), Beijing , 1999). p.34

Note that the publisher's name in Chinese is italicised, but the English translation of it remains un-italicised. Both are correctly observing convention.

Chapter in an edited book

6 Gareth Wiliams, 'Popular Culture and the Historians' in *Making History: An Introduction to the*

History and Practices of a Discipline, ed. Peter Lambert and Phillipp Schofield (Abingdon: Routledge, 2004), p.260.

7 M.N. Pearson, "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): p.127.

Journal articles (online access of printed journals)

8 Georg Iggers, "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004) p.149.

Note: you must cite the author, article title and journal title in full, and not just the URL from where you accessed the article.

Electronic Journal articles

Electronic journals and other material sourced from the Internet usually do not have page numbers. Include the appropriate section or paragraph instead. eg Introduction

9. Tom Wilson, "'In the Beginning Was the Word': Social and Economic Factors in Scholarly Electronic Communication", *ELVIRA Conference Keynote Paper*, 1009, 10 April 1995, <http://www.shef.ac.uk/~is/wilson/publications/elvira.html> (accessed May 23 1999), Introduction.

Book reviews

9 Colin Seymour-Ure, review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55, no. 9 (September 2005): p.55.

Citing a source read in another source

10 Paul Keating quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944* (London: Brassey's, 1994), p.11.

Unpublished manuscript material

11 John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture

12 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture given at MacquarieUniversity, NSW, March 7, 2005).

13 Jane Smith, "Women Politicians of the Twentieth Century" (Lecture slide, MacquarieUniversity, NSW, March 7, 2005).

Theses and dissertations

14 Elizabeth Eggleston, "Emma Peel - Feminist Icon or Swinging 60s Chick?" (BA (Hons) thesis, BournemouthUniversity, 2002), p.12.

Internet sources

References for internet sources must give the author and/or title of the material and the URL (website address) to enable the reader to find the source easily. Provide the date on which you accessed the source online.

15 "Australians at War: First World War 1914-1918," Australian War Memorial, available from <http://www.awm.gov.au/atwar/ww1.htm> (accessed 12/10/2009)

Audio-visual sources

16 Steven Spielberg, *Schindler's List*, (Universal Pictures, 1993)

If you are engaged in intensive film analysis it will be of great assistance to the reader of your work if you specify the chapter or minute mark.

Newspapers and magazines

17 M. Lake, "The Howard History of Australia," *The Age*, 20 August 2005, p.5.

18 Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning Herald*, 11 February 2010.

<http://news.smh.com.au/breaking-news-world/china-upholds-jail-term-for-top-dissident-lawyer-20100211-ntss.html>

Note If you access the newspaper or magazine online you must include the URL address.

For unsigned articles:

18 "History with a Raw Edge," *Sydney Morning Herald*, November 10, 2003, p.12.

Images, figures, maps, etc

Every image, figure or map used should be provided with a caption naming the source of the illustration and title:

From a book:

Map: The Religious Complexion of Europe in the Period c. 1555-8

Source: Euan Cameron, *The European Reformation*. New York: OxfordUniversity Press,1991.

For works of art include the name of the artist and title of the work and source:

Herbert Badham, *The Swimming Enclosure*, 1941. Source: State Library of NSW, Sydney

Note that these sources do not need to be included in your bibliography.

Second and later references

After the first, full reference of a source you can then use an abbreviated version in your footnotes or endnotes:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 Ryan, p.45.

OR

When referring to a source more than once you may use **ibid** in your footnotes when the work is the same as the one *immediately* above it:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

OR

When referring to a source already cited, you may use **Op. Cit.** in your footnotes.

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones, p2

19 Ryan *Op.Cit.*, p.45

If

There is more than one publication by the same author, use a year to indicate separate publications in second and later references:

16 Simon Ryan, *The Cartographic Eye; How Explorers saw Australia*

(Melbourne: Cambridge University Press, 1996), p.45.

17 *Ibid.*

18 Jones 1990, p2

19 Ryan *Op.Cit.*, p.45

20 Jones 1991, pp41-42

Books with two authors

2 Bayly and Harper, p3

Books with three or more authors

3 Frankham *et al*, p3-4

Bibliography

At the end of your essay list all the books, articles and other sources in **alphabetical order of author's family name**. You can divide the bibliography into sections, i.e. primary and secondary sources.

Be aware of naming conventions for Chinese names. The family name is traditionally the first name written eg MAO Zedong, unless it has been reversed in the English language convention, particularly in Western academic publishing eg Zedong MAO.

Note that a bibliography is required in addition to footnotes. Formats used for bibliographical entries are different from those used for references.

Books

Ryan, Simon. *The Cartographic Eye; How Explorers saw Australia*. Melbourne: CambridgeUniversity Press, 1996.

Books with two authors

Bayly, Christopher and Harper, Tim. *Forgotten Armies: The Fall of British Asia, 1941 - 1945*. Cambridge, Massachusetts: The Belknap Press of HarvardUniversity Press, 2005.

Three or more authors

Grimshaw, Patricia, MarilynLake, Ann McGrath, and Marian Quartly. *Creating a Nation*. Ringwood: Penguin Books Australia Ltd., 1996.

Multivolume work

Churchill, Winston. *A History of the English Speaking Peoples*. Vol. 2, *The New World*. London: Cassell, 1956.

Translation

de Pizan, Christine. *The Book of the City of Ladies*. Translated by R. Brown Grant. Harmondsworth: Penguin, 1999.

Foreign Language Books

Qiao, Liang and Wang, Xiangshui. *Chaoxian Zhan. Dui Quanqiuhua Shidai Zhanzheng Yu Zhanfa De Xiangding (Unrestricted Warfare. Thoughts on Warfare and Strategy in the Globalised Era)*. Jiefangjun Wenyi Chubanshe (Liberation Army Arts Publishing House), Beijing, 1999.

Note the Chinese family name convention.

Note that for the bibliographical entries for **chapters**, **journal articles** and **electronic journal articles** you need to include the full page range of the text. For **footnotes** just the page number

is cited.

Chapter in an edited book

Williams, Gareth. "Popular Culture and the Historians" in *Making History: An Introduction to the History and Practices of a Discipline*, edited by Peter Lambert and Phillipp Schofield, Abingdon: Routledge, 2004, pp.257-268.

Journal articles

Pearson, M.N. "Pilgrims, Travellers, Tourist: the Meanings of Journeys." *Australian Cultural History* 10 (1991): pp.125-134.

Electronic journal articles

Iggers, Georg. "Historiography from a Global Perspective," *History and Theory* 43, no. 1 (2004) <http://www.blackwell.synergy.com/doi/abs:> pp.146-154.

Note: you must cite the author, article title and journal title in full, and not just the URL.

Book reviews

Colin, Seymour-Ure. Review of *World War II in Cartoons*, by Mark Bryant, *History Today*, 55, no. 9 (September 2005): pp.55-56.

Source read in another source

Keating, Paul, quoted in Richard Connaughton, *Japan's War on Mainland Australia 1942-1944*. London: Brassey's, 1994.

Unpublished manuscript material

John David Booth, Papers, 1984-1990, MLMSS7332, State Library of NSW, Sydney

Information from a lecture

Smith, Jane. "Women Politicians of the Twentieth Century." Lecture given at MacquarieUniversity, NSW, March 7, 2005.

Thesis and dissertations

Eggleston, Elizabeth. "Emma Peel - Feminist Icon or Swinging 60s Chick?" BA (Hons) thesis,

BournemouthUniversity, 2002.

Internet source

"Australians at War: First World War 1914-1918." Australian War Memorial.

<http://www.awm.gov.au/atwar/ww1.htm>

Audio-visual sources

Spielberg, Steven. *Schindler's List*. Universal Pictures, 1993

Newspapers and magazines

Lake, Marilyn. "The Howard History of Australia." *The Age*, August 20, 2005.

Agence France-Presse, "China upholds jail term for top dissident: lawyer", *Sydney Morning Herald*, 11 February 2010.

For unsigned articles put the name of the newspaper first:

Sydney Morning Herald, "History with a Raw Edge," November 10, 2003.

Further information on referencing and compiling bibliographies

For further information on referencing and compiling bibliographies, including sources not mentioned here, the following books will be useful:

Jules R. Benjamin, *A Student's Guide to History*, 8th edition, (Boston: Bedford/St. Martins, 2001)

Style Manual for Authors, Editors and Printers (Canberra: AGPS, 1994)

The Chicago Manual of Style, 15th edition, (Chicago:University of Chicago Press, 2003)

Chicago-Style Citation Quick Guide available online at

http://www.chicagomanualofstyle.org/tools_citationguide.html

You can also access Citation and Style Guides through the Macquarie University Library Website at <http://www.library.mq.edu.au/readyref/cites.html>

Changes since First Published

Date	Description
07/08/2015	Added assessment task word lengths. Updated unit schedule.
27/07/2015	Updated teaching staff, lecture and tutorial schedules.
26/07/2015	Add Sijia as the convenor
23/07/2015	Updated teaching staff, lecture and tutorial schedules.