



# INTS102

## China in World History

S2 Day 2016

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Lecturer

Kevin Carrico

[kevin.carrico@mq.edu.au](mailto:kevin.carrico@mq.edu.au)

Contact via Email

W6A, 227

Tuesday, 2-4pm

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 the forces driving Chinese and world history.

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

Demonstrate an understanding of some critical exchanges of ideas, culture and

materials between China and the world.

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.

## General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Tutorial Participation</u></a>	20%	Cumulative
<a href="#"><u>Online quizzes</u></a>	10%	Throughout session
<a href="#"><u>Lecture notes</u></a>	15%	Week 13
<a href="#"><u>Mid-session Exam</u></a>	25%	Week 7, in lecture
<a href="#"><u>Final exam</u></a>	30%	Week 13, in lecture

## Tutorial Participation

Due: **Cumulative**

Weighting: **20%**

This is not a simple attendance mark. Marks will not be awarded for attendance- one could attend every tutorial yet receive zero for lack of participation. 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 the forces driving Chinese and world history.
- Analyse and express judgements about Chinese history in oral and written form.
- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- 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.

## Online quizzes

Due: **Throughout session**

Weighting: **10%**

Throughout the course of the session, there will be two online quizzes for you to complete, assessing your comprehension of the readings. There will be no extensions on these quizzes, and they will account for 10% of your grade (5% each).

On successful completion you will be able to:

- Demonstrate an understanding of the forces driving Chinese and world history.
- Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Plan, revise and submit written work according to schedule.

## Lecture notes

Due: **Week 13**

Weighting: **15%**

At the end of the semester, participants will hand in detailed lecture notes covering the lectures given this session, demonstrating thoughtful engagement with the topics and issues covered. This must be your own work, and is a task that you should work on throughout the session.

On successful completion you will be able to:

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

materials between China and the world.

- 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.

## Mid-session Exam

Due: **Week 7, in lecture**

Weighting: **25%**

An examination based on all materials covered in lectures and tutorials during the first half of the session.

On successful completion you will be able to:

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

## Final exam

Due: **Week 13, in lecture**

Weighting: **30%**

A cumulative examination based on all materials covered in lectures and tutorials, focused upon the second half of the session, but also including essential information from throughout the session..

On successful completion you will be able to:

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

## 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 required tutorial readings 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.

## Electronic Copy via Turnitin.com

Macquarie University subscribes to the 'Turn It In' 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/](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/>

## Assessment Marking Rubrics

Assessment Marking Rubrics are required for each assessment task (see Assessment Tasks in General). They can be downloaded from iLearn.

## Unit Schedule

Date	Topic	Lecture reading	Tutorial reading
Week 1	China before China	Schirokauer, Chapter 1	None
Week 2	Classical thought	Schirokauer, Chapter 2	Puett, "Classical Chinese Historical Thought"
Week 3	The Early Empire- Qin and Han	Schirokauer, Chapter 3	Cohen, "The Goujian Story in Antiquity" and "The Goujian Story in a Privatizing China"
Week 4	China Divided	Schirokauer, Chapter 4	Waldron, "Representing China: The Great Wall and Cultural Nationalism"
Week 5	China Cosmopolitan: The Sui and Tang	Schirokauer, Chapter 5	Dikotter, "Race as Type" and Fiskesjo, "The Raw and the Cooked Barbarians of Imperial China"
Week 6	From the Song to the Yuan	Schirokauer, Chapters 6 and 7	Review
Week 7	Mid-term exam	Mid-term exam	No reading

Week 8	NO CLASS	NO CLASS	
Week 9	The Ming meets the world	Schirokauer, Chapters 8 and 9	Mungello, Chapter 1
Week 10	The Qing	Schirokauer, Chapter 10	Mungello, Chapter 2
Week 11	Internal and external crises	Schirokauer, Chapter 11	Mungello, Chapter 3
Week 12	The end of the imperial system	Schirokauer, Chapter 12 (through pg. 288)	Mungello, Chapters 4 and 5
Week 13	Final exam	Final exam	

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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:

### Assessment task

- Tutorial Participation

### 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 outcome**

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

## **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 outcome**

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

### **Assessment tasks**

- Online quizzes
- Lecture notes
- Mid-session Exam
- Final exam

## **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**

- 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.

## Assessment tasks

- Online quizzes
- Lecture notes
- Mid-session Exam
- Final exam

## 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.
- Interpret written and material evidence, demonstrating appreciation and understanding.
- Plan, revise and submit written work according to schedule.

## Assessment tasks

- Tutorial Participation
- Mid-session Exam
- Final exam

## 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

- 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.

## Assessment tasks

- Tutorial Participation
- Lecture notes

## 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 outcome

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

## About this Unit

INTS102 is an introduction to the history of imperial China and its relationship with the world, from the Qin to the Qing. INTS102 will broadly cover the history of pre-modern China, as well as the transmission of culture, ideas and materials between China and the rest of the world.

Topics will include the "Hundred Schools" of classical thought, the formation of China as a political entity, periods of disunity and centralization, Buddhism and its influence on Chinese culture, imperial relations with the outside world and the civilization-barbarism distinction, the influence of conquest dynasties, and China's eventual encounters with the Western world in early modernity. There is something for everyone in this unit.

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 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 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.

## Assessment submission

All written assessment tasks will be required to be submitted **only electronically via Turnitin.com**, unless otherwise indicated.

***Written assignments not received in e-copy via Turnitin.com by the appropriate due date***

**will NOT be marked.**

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

**Electronic submission via Turnitin.com**

Macquarie University's subscription to the Turnitin plagiarism detection system. All students will be required to submit all of their written work through this system.

To submit, follow the link for the required assignment on the iLearn INTS 102 home page and submit your assignment. You do not need to submit the assessment marking rubric with the Turnitin submission.

## **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 Monday, 12:00-1:00pm

## **Tutorials**

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

## **Examinations**

*Important:* This unit has a mid-session and a final exam. These are the primary modes of assessment in this unit.

You are expected to present yourself for examination at the designated time and place.

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. Anyone who misses an exam and does not file an application for consideration of Disruption to Studies will receive a zero.

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

### Serious Illness and Unavoidable Disruption

If your performance has been affected 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. I cannot, however, casually approve any extensions or adjustments- I will tell you to file an application for consideration of Disruption to Studies. You must supply documentary evidence of the extended disruption in an **application for consideration of Disruption to Studies**. (see [ask.mq.edu.au](http://ask.mq.edu.au)).

No assessment work will be accepted for marking unless you have submitted an **application for consideration of Disruption to Studies** 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 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 to Studies process

<http://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f>

## Required and Recommended Readings and Materials

The required texts for this course are:

Schirokauer, Conrad and Miranda Brown. *A Brief History of Chinese Civilization, Fourth Edition*. Boston: Wadsworth, 2013.

Mungello, D.E. *The Great Encounter of China and the West, 1500-1800, Fourth Edition*. Lanham: Rowman and Littlefield, 2013.

Please make sure you have your own copy of these books, or access them at library reserves on a weekly basis.

### 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 exams.

## 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](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/](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/](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 Williams, '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 Macquarie University, NSW, March 7, 2005).

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

### Theses and dissertations

14 Elizabeth Eggleston, "Emma Peel - Feminist Icon or Swinging 60s Chick?" (BA (Hons) thesis, Bournemouth University, 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: Oxford University 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 Macquarie University, NSW, March 7, 2005.

### **Thesis and dissertations**

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