



MHIS217

Britain, Empire and the Making of a Globalized World, 1688-1914

S2 External 2016

Dept of Modern History, Politics & International Relations

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General Information

Unit convenor and teaching staff

Unit Convenor

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Tutor

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Credit points

3

Prerequisites

12cp or (3cp in HIST or MHIS or POL units)

Corequisites

Co-badged status

Unit description

Over the course of the eighteenth and nineteenth centuries, Britain transformed the world. Beginning with the Glorious Revolution of 1688, this period saw the rise of Britain from a relatively weak position on the margins of Europe to the centre of the largest and most influential empire in the modern world. This unit will consider how the British Empire functioned as a carrier of modernity around the globe over two hundred years. It will look at Britain's rise to power through trade; its establishment of settlements in the Americas, with its attendant institutionalization of both slavery and a rhetoric of liberty; and the crumbling of British Atlantic holdings in revolution by 1776. It also looks at British renewal in the Indo-Pacific region, alongside growing calls at home for liberal political reform. The unit will briefly survey the relatively rapid unravelling of the Empire through the twentieth century. Throughout we will investigate the nature of resistance to empire. The unit will appeal especially to students of European history and postcolonial studies.

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:

Understand and explain some chief threads of British imperial activity during the eighteenth, nineteenth, and twentieth centuries.

Understand and evaluate the ways in which the British Empire since 1688 has served as a globalizing carrier of modernity.

Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.

Synthesize their understandings and analysis into clear, specific arguments presented in cogent writing with appropriate references.

Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Assessment Tasks

Name	Weighting	Due
<u>Tutorial Participation</u>	10%	Continuous
<u>Tutorial Quizzes</u>	10%	Continuous
<u>Blog posts and comments</u>	20%	Weeks 4 & 7
<u>Major Essay</u>	40%	28 Oct 2016, 5pm
<u>Take-home exam</u>	20%	18 Nov, 2016, 5pm

Tutorial Participation

Due: **Continuous**

Weighting: **10%**

You are expected to attend all tutorials. Absences must be documented (for example, with a medical certificate). Participation means not only doing all the readings beforehand but also contributing to discussion with your fellow students during our meeting. Good participation ensures a productive learning environment for you and everyone else. Your grade is assessed on the basis of your *generosity with your knowledge* to other students and your *willingness to ask relevant questions* and to *have a go at trying to answer others' questions*. Simply turning up registers no marks at all. Please do not turn up if you have not done any preparation. Tutorial participation for external students involves posting (about 200 words) to each online weekly discussion.

On successful completion you will be able to:

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- Understand and evaluate the ways in which the British Empire since 1688 has served as a globalizing carrier of modernity.
- Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Tutorial Quizzes

Due: **Continuous**

Weighting: **10%**

Each week *in the online lectures*, I will pose a question or two for students to answer before coming to tute. Internal students must submit their answers *on paper* at each tute – they can be either handwritten or typed. Presentation is not crucial for these pieces. *Questions will not be made elsewhere for students to read, so you must listen to the lectures.* Questions will be based on both lecture material and the readings. You cannot make up quizzes later in the unit if you miss the tute, but the good news is that only your best 8 of the 10 quizzes set will count towards your final grade. For external students: quiz answers must come to the tutor via email (no attachment) by the Friday of each week. This task usually ensures adequate student preparation, kicks off good tute discussions, and enables us to identify any writing issues.

On successful completion you will be able to:

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- Understand and evaluate the ways in which the British Empire since 1688 has served as a globalizing carrier of modernity.
- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
- Synthesize their understandings and analysis into clear, specific arguments presented in cogent writing with appropriate references.

Blog posts and comments

Due: **Weeks 4 & 7**

Weighting: **20%**

Students post *two* blog posts. The first blog post should relate to topics covered in weeks 1-4; the second blog relates to topics covered in weeks 5-7. Blog posts should be around 500 words each. Students choose one topic of interest in the given group of topics, and reflect on what that topic is about and how it relates to an issue current in the present world.

Note:

- Each post should pursue **one clear idea** (not a rambling stream of consciousness)
- Emphasis should be on the relationship between the past and the present

- Each blog post must demonstrate some minimal research – at least **two** scholarly sources must be cited
- You can use a conversational tone, as well as images, videos, and hyperlinks to pertinent webpages.
- You should include acknowledgement of sources, but these can be given in short/informal form or via a hyperlink and need not be a part of the word count.
- See examples put up in iLearn; see especially *The Conversation* online

Important: In order to pass this task, each student must also make at least one comment on another student's post within three days of each posting. That is, students must make at least 2 comments in total (you are free to make more). Your comments are not graded but must be made by the set dates.

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Major Essay

Due: **28 Oct 2016, 5pm**

Weighting: **40%**

Answer one of the twelve questions listed below, in 2500 words. Your essay should include reference to at least **two** primary sources and **six** secondary sources. The 'further reading' lists in the unit guide will be the best place to start your research. The point of this task is to hone your research skills; hone your ability to make a sustained argument with evidence; and hone your ability to write persuasively. Refer to the history essay-writing guide on iLearn for information about argumentation and form.

Format: Each essay should be typed, double-spaced, appropriately formatted with wide margins, and proof-read for spelling and grammatical errors. Every essay also needs a title and page numbers. Essays must include footnotes and a bibliography of all sources cited, including full publication details.

1. To what extent were "Protestantism and Commerce" the key drivers for British imperialists? Assess this truism for the eighteenth century and then for the nineteenth

century.

2. To what extent did slaves make a viable world for themselves in the eighteenth century? Discuss the social experience of slaves with reference to at least two different colonies.
3. How did Britons understand colonial American rebellion in the lead up to American Independence? Discuss with reference to at least two different British commentators.
4. What were Pacific explorers looking for in the 'South Seas' before 1800, and did they find it? Discuss with reference to at least two different British voyagers to the Pacific.
5. Why did the British think that Australia was a terra nullius but that America was not? Compare the ways in which British imperialists treated Native Americans to the ways in which they treated Australian Aborigines.
6. Was industrial technology more a promise or a pitfall to the British Empire? Discuss with reference to at least three different technologies.
7. Compare the exercise of liberal government in settler colonies to that exercised in non-settler colonies. How did liberalism work across the British Empire in the nineteenth century?
8. To what extent was the British Empire a "man's world"? Discuss the ways in which the British Empire affected women's lives in at least two different colonies.
9. How successful were armed insurrections against the British Empire during the nineteenth century? Discuss with reference to at least two different examples.
10. Did missionaries serve more as agents or more as subversives of the British Empire? Discuss with reference to at least two different colonies.
11. Why were successful abolitionist ideas about the rights of Africans in the early nineteenth century followed by increasingly racist ideas about the limitations of Africans in the late nineteenth century?
12. In what ways did popular culture serve an imperialist agenda during Britain's period of High Imperialism?

On successful completion you will be able to:

- Understand and explain some chief threads of British imperial activity during the eighteenth, nineteenth, and twentieth centuries.
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Take-home exam

Due: **18 Nov, 2016, 5pm**

Weighting: **20%**

Questions and guidelines to be handed out on Friday 11th Nov, via iLearn. Emphasis will be given to the *last two tutorial topics especially*, as well as to your ability to *synthesise* the materials covered in the unit as a whole. No new research outside of that achieved in the unit already will be necessary. No extensions will be granted; late submissions will receive zero.

On successful completion you will be able to:

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- Understand and evaluate the ways in which the British Empire since 1688 has served as a globalizing carrier of modernity.
- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
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- Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Delivery and Resources

LECTURES AND TUTORIALS

As you will note this year MHIS217 will run in flipped format. All the lecture material (90 minutes per week) will be online via the iLearn site. Students are expected to attend just their 60 minute tute every week, after listening to all the lecture material for that week. For current updates, please consult the MQ Timetables website: <http://www.timetables.mq.edu.au>.

Students are expected to attend 12 of the 13 tutes offered in this unit. They need to listen to the week's lectures before turning up to the tute per week. They need also to bring to each tute completed work, set by the lecturer in the online lectures, based on lecture content and on reading. Tutes usually require about 40 pages of reading per week. Undue absences need to be documented with a medical certificate or equivalent. Students need to achieve at least 50% overall to pass the unit.

READINGS

There is no set textbook (though see recommendations listed in Week One). All essential readings are available via the Unit Readings block to the right. Each week, I have set some *essential* readings for the tute. There is always also a further reading list, which you may consult for extra work or for guidance in your essays. I have tried to combine primary sources with secondary sources for most of the weeks — sometimes it has gone one way or the other.

This is to give you a feel for the mixture of sources that you will be expected to manage in your written work. As mentioned elsewhere, your participation grade is measured by the quality and enthusiasm of your input: *be generous; be curious; be brave.*

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

New Assessment Policy in effect from Session 2 2016 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/

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

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://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:

Learning outcomes

- Understand and explain some chief threads of British imperial activity during the eighteenth, nineteenth, and twentieth centuries.
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- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
- Synthesize their understandings and analysis into clear, specific arguments presented in cogent writing with appropriate references.
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Assessment tasks

- Tutorial Participation

- Tutorial Quizzes
- Blog posts and comments
- Major Essay
- Take-home exam

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

- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
- Synthesize their understandings and analysis into clear, specific arguments presented in cogent writing with appropriate references.
- Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Assessment tasks

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- Take-home exam

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

- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
- Synthesize their understandings and analysis into clear, specific arguments presented in cogent writing with appropriate references.

- Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Assessment task

- Tutorial Participation

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.

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Assessment tasks

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- Take-home 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

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- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
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Assessment tasks

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- Take-home 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

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- Produce written work on multiple aspects of British imperial activity and impact based on primary- and secondary-source research.
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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

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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

- Understand and explain some chief threads of British imperial activity during the eighteenth, nineteenth, and twentieth centuries.
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- Engage with staff and other students in classroom discussions and present their ideas and opinions orally.

Assessment task

- Tutorial Participation

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

- Understand and explain some chief threads of British imperial activity during the eighteenth, nineteenth, and twentieth centuries.
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Assessment task

- Tutorial Participation

On Assignments

ASSIGNMENTS

Submissions

Quizzes: Internals must submit them to tutes on paper; externals must submit them to the tutor by email by the Friday of each week.

Blog posts: post in blog set up in iLearn; feedback by 5th Oct.

Major Essay: submit via Turnitin in iLearn; feedback by 11th Nov.

Take Home Exam: submit via Turnitin in iLearn

Extensions

Ask early for a legitimate extension if you really need only an extra day or so. If you need longer you will need to apply for special consideration. Any work submitted late without an extension will be penalized two percentage points (2%) for every calendar day late, with the exception of the Take-Home Examination. Take-Home exams submitted late will not be graded and will receive zero.

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation. See <https://ask.mq.edu.au>

University Grading Policy

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

The grade a student receives will signify their overall performance in meeting the learning outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 100, 200, 300, 800 etc). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

Writing Essays in History

Before you submit your essay, please take a look at the following information on writing essays in history. In particular, plagiarism will result in a fail mark without the option of resubmission.

Writing Essays in History: What Markers Look For

When you write essays, it will help to know what we are looking for as we assess your work. In writing essays, you are trying to solve problems. This involves three distinct tasks: 1) posing the question clearly and exploring its implications; 2) answering the question persuasively; and 3) presenting your answers clearly and convincingly.

Like a juror in a law court, you must first figure out exactly what the problem is. If you do not understand the question clearly, and if you are not aware of all its implications, you will find it very hard to solve it. Often, it is a good idea to explain the question clearly in the introduction to your essay.

Second, you must figure out what happened and why. You must do this despite the lies, the evasions, and the sheer randomness of the evidence available to us. Doing this is tricky, so it is not enough just to repeat what the experts say about the past. Your job, like a good juror, is to listen to what the experts say, and then check it by asking what evidence they give, and whether it adds up. Doing this will help you develop your own sense of historical truth and enable you to start building your own vision of the past.

Once you have constructed your answers, you must present them as convincingly as possible.

Markers are looking for answers that are as clear, as carefully argued, and as convincing as possible given the time and evidence available to you. In presenting your argument, use the skills of a debater.

The Questions Markers Will Ask

Has the Problem been posed clearly?

Grasp of the problem: Has the question been understood? Too many people skip this stage. Yet you cannot answer a question effectively unless you understand it. So, we will ask: Have the terms been defined? Have the hidden assumptions of the question been winkled out? Has the significance of the question been understood? And its implications?

Has the question been answered persuasively?

Scholarship and Research: Is the argument convincing and based on serious research? Is the argument based on a wide range of supporting evidence? Is there any original research? Does the evidence support the conclusions? Have alternative answers been considered? Has the evidence been assessed critically or merely accepted at face value? Has the evidence been cited properly? (i.e. do the footnotes let the reader check sources? Note that essays with no footnotes at all are likely to be failed.)

Has the answer been presented clearly and logically?

Logic & Organization: Is the argument logically organized? Is there a logical argument which answers the question? Is the logic good? Is there an introduction, development, conclusion? Has irrelevant material been used?

How well does the writer communicate ideas?

Communication: Is the argument written up carefully, precisely and persuasively? Has language been used with precision? Is the writing marred by cliché, vagueness, verbosity? Are there too many passive verbs? Has care been taken with punctuation and spelling? Is the writing clear and concise?

Good writing is immensely important. One of the best and shortest introductions to good writing is: Strunk & White, *The Elements of Style*. Also, *The Pocket Macquarie Writer's Guide* is a reference work on usage and style. G.V. Carey's *Mind the Spot* is a superb short guide to punctuation. The English department runs very good courses on writing skills, and on 'English for Academic Purposes'.

Who's Reading Your Work?

One of the best ways of improving your writing skills is to spend some time thinking about your reader. The ideal reader is:

Intelligent and critical ...

It helps a lot to assume that your reader is intelligent, because this forces you to write logically and sensibly. An intelligent reader will pick up any loose or slipshod arguments. You will also find it helpful to imagine a reader who is critical, as this also keeps you on your toes. A critical reader will expect an essay that is well presented, and has been carefully checked for errors in spelling

and punctuation. A critical reader will also see through any muddled or unfounded arguments, and will expect hard evidence for any statement you make.

... *but not very well informed.*

On the other hand, don't assume that your reader knows much about the subject. If you assume that your reader does not know much about the subject, this will encourage you to be extremely clear, and to explain difficult ideas or arguments with great care. (Sometimes, imagining that your reader is a very intelligent child is a good way of forcing you to write with clarity and simplicity, even when you are handling complex arguments.)

Historical Argumentation

A good history essay, like a good legal argument, must try to persuade the reader. That means giving plenty of evidence and discussing the quality of the evidence. So wide reading and careful use of footnotes or endnotes are important. Who would take seriously a legal argument that offered no evidence? The job of testing your argument against the evidence also forces you to check how good it is, and to refine, clarify and sharpen it. Finally, by offering evidence you give the reader a chance to assess your argument. For all these reasons, testing arguments against the evidence is one of the basic skills of good history writing. And citing that evidence systematically in footnotes is equally important.

Historical research, like all good research, is most productive if the researcher is constantly testing hypotheses. So, even before you start research, try to clarify your existing ideas about the topic. Jot down any ideas or questions you may already have about the topic. At this stage, it does not matter if your ideas are good or bad; you will refine them as you do your research. But you will read and research more efficiently and alertly if you already have some ideas in your mind, for you will be constantly asking if your reading confirms or undermines these ideas. Slowly, you will improve your ideas until they are ready for presentation. As you research, it's a good idea to dip into a lot of different books, and then decide which books you are going to use in more detail. This will give your research greater breadth. A marker will always be impressed if you can come up with good sources not listed in the course bibliographies.

Good Referencing is very important

History is written by a process of argument. A good argument puts forward a point of view that is well grounded: it has *evidence* to support it. History, unlike mathematics or science subjects, does not have universally agreed upon answers to the questions asked. Rather you must take the available evidence into account and argue your own case. The emphasis in history is on *analysis*. Precisely because of this emphasis on analysis, history has a set of rules for writing. These exist to make it clear to the reader which views are yours and which are the views of other writers; to allow you to acknowledge your intellectual debts to others if you decide to accept their views or information; to direct the reader by the most efficient signposts to the place where the information you have relied on can be checked and verified.

At first these rules of documentation may seem difficult or over-precise but once you have used them they become familiar and in time will become second nature in regard to your professional writing.

When to Footnote

Whenever you know that you are relying on another writer for the words, information or ideas you are using, you **MUST** use a footnote. Please do not use endnotes or in-text citation methods. To use another person's writings (or audio-visual materials, or computer-stored information) as if this material is your own is to plagiarise. Plagiarism defeats the purpose of historical writing: it is dishonest, stunts the development of your powers of reasoning, and frustrates the reader's right to check the basis of your argument. Any piece of work which contains plagiarism will be unacceptable. i.e. it will be given a fail mark without option of resubmission. How to Avoid Plagiarism: Any direct quotation: Place in quotation marks and footnote. Any paraphrase: Footnote. Any reference to someone else's arguments or key facts: Footnote.

Where to locate a Footnote

When quoting directly from an author, place the excerpt in quotation marks and write the footnote number half a space up at the end of the quotation (it need not be at the end of the sentence). Word processing packages like ?Word? include a footnote function. Go to the ?insert? menu and follow the prompts. Word will not only insert and keep track of numbers, it will also place notes at the foot of each page or at the end of your essay. e.g: "Menocchio hadn't taken his cosmogony from books."¹

When you paraphrase an author, place the number *at the end of the sentence*. e.g: An ideal woman, in nineteenth-century terms, was employed in the home.²

If you have more than four lines of *direct* quotation, you should *indent* the quotation without quotation marks and use single spacing. e.g:

Some sources suggest that Britain was interested in colonizing NSW for commercial purposes; none of the plans for the settlement of NSW, official or unofficial, omitted to mention trade or resource considerations.³

Your footnotes should be written at the bottom of the page on which the reference occurs. Number the footnotes *consecutively* from start to finish of your essay. (Do not return to 1 at start of each new page.)

How to Footnote different Types of Material

Book

Anne Summers, *Damned Whores and God's Police* (Melbourne, 1975), p. 18.

Articles in journals

E.W. Ives, "The Genesis of the Statute of Uses," *English Historical Review*, vol. 63 (1967), pp. 673-679.

Articles in books

Gerhard Ritter, "Why the Reformation occurred in Germany," in L.W. Spitz (ed.), *The Reformation: Material or Spiritual?* (Boston, 1962), pp. 69 ff. at p. 75.

Original Sources

Vergil, *Aeneid* 8. 345-347, cf. Homer, *Iliad* 22. 103-105.

or

Darling to Hay, 3 Nov. 1827, *Historical Records of Australia*, ser. I, vol. 23, p. 627.

Audio-visual sources

Gladiator [dvd], director: R. Scott, Universal Pictures, 2000.

or

Memento [videorecording], director: C. Nolan, Miramax, 2000.

Electronically-accessed sources

National Archives of Ireland: Transportation Records,

<http://147.252.133.152/nat-arch/search01.html>, accessed 27 June 2001.

This is an area where the rules are still being worked out but the over-riding aim here, as in all other types of citation, should be to give the reader the most efficient signposts to the precise place where you found the information. These signposts must include the author and/or title of the material plus the electronic address (URL) of your source and enough further information to allow the reader to replicate your search. It is also important that you think very carefully about the reliability of any electronic information used as peer review does not apply to websites. Please include the date you accessed the site, as well as the site title and author(s) if known. Note: If your reference is to an electronically-accessed journal article, you should give the citation (so far as is possible) in the form set out above for citing articles in journals.

Second and Later References

You will probably refer to a book more than once. Where the book is exactly the same as the one above it, write *ibid.* [meaning “in the same place”] followed by a comma and the page number.

e.g.: *Ibid.*, p. 150.

When it is not *immediately above*, you may use *op. cit.* [meaning “in the work previously cited”] after the surname.

e.g.: Summers, *op. cit.*, p. 62

Alternatively, you may prefer to give the reference in abbreviated author/title form.

e.g.: Summers, *Damned Whores*, p. 62

Bibliography

At the end of your essay, list alphabetically all the books and articles you have used in the writing of the essay. You will notice that citations used as examples here have been ?streamlined? by omission of vol. [= volume] and p. or pp. [= page or pages] cues. This streamlining is also acceptable to most historians in *footnote* citations as well, as long as standard *order of* information is preserved.

Use the form:

Bellemore, J., “Gaius the Pantomime,” *Antichthon*, 28(1994), 65-79.

Matthews, J., "Ammianus' Historical Evolution," in B. Croke and A.M. Emmett (eds.) *History and Historians in Late Antiquity* (Sydney, 1983), 30-41.

McLynn, N., *Ambrose of Milan* (Berkeley, 1994)

Final Note

While the rules listed above are in general use among history writers, they do not cover all types of material or all preferred forms of citation. If you are uncertain of your footnoting, consult your tutor or lecturer *before* you hand in your essay or tutorial paper.

Some Works of Reference for Complicated Cases

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

Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago, 1987)

Bill Stinson, *Citing Non-Book Materials: A Guide for Researchers and Students* (Macquarie University Library, 1990)

Xia Li and Nancy B. Crane, *Electronic Style: A Guide to Citing Electronic Information* (Westport, 1993)

KATE'S EXTRA NOTES ON WRITING ESSAYS IN HISTORY

- Make sure you read the questions carefully. If a question asks for two examples, you must give two examples. If it asks for examples within a particular time span or region, then please heed the instructions. Even the best essays cannot achieve an HD if they do not address the parameters set by the question.
- The introduction is usually the most important part of the essay; if you get it right then your essay will usually be more organized and easier to write. Think about what an introduction is meant to do – it introduces the reader to a problem and how you personally are going to solve it. You need to include in it therefore the chief terms, a sense of the essay's structure, and at least a whiff of what your particular thesis or take on the problem will be.
- On tense: the present tense can be a powerful mode but be careful of using it too much or of mixing it too haphazardly with the past tense. Generally in history it is better to use the present only for analysis of a text (if desired) and keep to the past for general narratives of events.
- All essays need a title, wide margins, double-spaced text, page numbers. These are not empty rules – they allow an assessor room to give you accurate feedback. They are easy to do! Don't forget them!
- To differentiate paragraphs, choose either to indent the first word of each paragraph OR to leave a line break between each paragraph. You do not need to leave a line break AND indent.
- There is no need to italicise quotations unless they already include italicised words or you want to emphasise something in particular (in which case you need to let the reader know in the footnote that you added italics).
- When two words together form an adjective, you need to include a hyphen between them. For

example: it is 'nineteenth-century history'. When only the first word is an adjective and the second used as a noun, then of course you do not need the hyphen. For example: it is 'history of the nineteenth century'.

- When you want to include a dash mark in a sentence to indicate a significant pause, the mark should be an M rule rather than a hyphen. A hyphen is just the short line next to the 0 (-). An M rule is the width of a capital M, made by hitting shift, option and hyphen at the same time (—).
- A gap in between words (or a sign for suspense) is an ellipsis and is written by giving one space, three stops, one space. If you do this, then WORD will automatically space it correctly for you. Don't give lots of stops with no spaces.....
- Decades do not need an apostrophe. It is the 1970s not the 1970's. Be careful of apostrophe use in general.
- The guide above is fairly clear about its preferred Chicago style for referencing. Don't mix footnotes with in-text.
- When indenting a large quotation (making it into a block quote), you do not include quotation marks (though you do still include the footnote mark).
- A footnote mark in the text comes after all other punctuation. For example: ... century."¹ or ... century".¹
- It is also OK to put a footnote mark in the middle of a sentence if necessary, but it should also come after any punctuation (e.g. a comma). For example: ... although Burke was an MP,¹ he still believed that ...
- Bibliographies need to begin on a separate page. They must be alphabetised. Do not list them by numbers or by dots or by anything other than the author's surname.