# INTS102

## China in World History

S2 Day 2016

*Dept of International Studies*

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General Information

Unit convenor and teaching staff
Lecturer
Kevin Carrico
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://students.mq.edu.au/important-dates

Learning Outcomes
1. Demonstrate an understanding of the forces driving Chinese and world history.
2. Analyse and express judgements about Chinese history in oral and written form.
3. Demonstrate an understanding of some critical exchanges of ideas, culture and materials between China and the world.
4. Interpret written and material evidence, demonstrating appreciation and understanding.
5. Work with and respond to the views of staff and other students in the unit, in both oral and written form.

6. Plan, revise and submit written work according to schedule.

**General Assessment Information**

Indicative examples of assessment tasks will be available on iLearn.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Participation</td>
<td>20%</td>
<td>Cumulative</td>
</tr>
<tr>
<td>Online quizzes</td>
<td>10%</td>
<td>Throughout session</td>
</tr>
<tr>
<td>Lecture notes</td>
<td>15%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Mid-session Exam</td>
<td>25%</td>
<td>Week 7, in lecture</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
<td>Week 13, in lecture</td>
</tr>
</tbody>
</table>

**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.
This Assessment Task relates to the following Learning Outcomes:

- 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).

This Assessment Task relates to the following Learning Outcomes:

- 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.

This Assessment Task relates to the following Learning Outcomes:

- 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.

This Assessment Task relates to the following Learning Outcomes:
• 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.

This Assessment Task relates to the following Learning Outcomes:
• 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](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/](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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecture reading</th>
<th>Tutorial reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>China before China</td>
<td>Schirokauer, Chapter 1</td>
<td>None</td>
</tr>
<tr>
<td>Week 2</td>
<td>Classical thought</td>
<td>Schirokauer, Chapter 2</td>
<td>Puett, &quot;Classical Chinese Historical Thought&quot;</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Early Empire- Qin and Han</td>
<td>Schirokauer, Chapter 3</td>
<td>Cohen, &quot;The Goujian Story in Antiquity&quot; and &quot;The Goujian Story in a Privatizing China&quot;</td>
</tr>
<tr>
<td>Week 4</td>
<td>China Divided</td>
<td>Schirokauer, Chapter 4</td>
<td>Waldron, &quot;Representing China: The Great Wall and Cultural Nationalism&quot;</td>
</tr>
<tr>
<td>Week 5</td>
<td>China Cosmopolitan: The Sui and Tang</td>
<td>Schirokauer, Chapter 5</td>
<td>Dikotter, &quot;Race as Type&quot; and Fiskesjo, &quot;The Raw and the Cooked Barbarians of Imperial China&quot;</td>
</tr>
<tr>
<td>Week 6</td>
<td>From the Song to the Yuan</td>
<td>Schirokauer, Chapters 6 and 7</td>
<td>Review</td>
</tr>
<tr>
<td>Week 7</td>
<td>Mid-term exam</td>
<td>Mid-term exam</td>
<td>No reading</td>
</tr>
<tr>
<td>Week 8</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
<td></td>
</tr>
</tbody>
</table>

[https://unitguides.mq.edu.au/unit_offerings/68827/unit_guide/print](https://unitguides.mq.edu.au/unit_offerings/68827/unit_guide/print)
### Policies and Procedures

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


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://mq.edu.au/policy/docs) 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) 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 Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity 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.

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
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

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

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.

**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.

**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

**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](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).

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:


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 ilecture 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.
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 MacquarieUniversity’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
**For an initial citation of:**

**Books**


**Note** that publication details are placed in brackets

**Books with two authors**


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

**Books with three or more authors**


**Multivolume work**


**Translation**


**Foreign Language Books**

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


**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**


Journal articles (online access of printed journals)


**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


Book reviews


Citing a source read in another source


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.


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**


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

For unsigned articles:


**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


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


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**Second and later references**

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


17 Ryan, p.45.

**OR**

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17 Ibid.

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17 Ibid.

18 Jones, p2


**If**

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


17 Ibid.

18 Jones 1990, p2


20 Jones 1991, pp41-42

**Books with two authors**

2 Bayly and Harper, p3

**Books with three or more authors**

3 Frankham *et al, p*3-4

**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.
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Books


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Chapter in an edited book

Williams, Gareth. "Popular Culture and the Historians" in *Making History: An Introduction to the
**Unit guide** INTS102 China in World History


**Journal articles**


**Electronic journal articles**


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

**Book reviews**


**Source read in another source**


**Unpublished manuscript material**

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

**Information from a lecture**


**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.
Audio-visual sources
Spielberg, Steven. Schindler’s List. Universal Pictures, 1993

Newspapers and magazines

For unsigned articles put the name of the newspaper first:

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