



# CHN 156

## Introduction to Chinese Culture (Background Speakers)

S2 Day 2018

*Dept of International Studies*

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#### Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff Lecturer Kevin Carrico <a href="mailto:kevin.carrico@mq.edu.au">kevin.carrico@mq.edu.au</a> Australian Hearing Hub, 2nd floor Mondays, 2-4pm
Credit points 3
Prerequisites Permission by special approval
Corequisites
Co-badged status
Unit description This is an introductory unit covering various aspects of Chinese culture, from philosophy to literature, from medicine to cultural aspects of everyday life. This unit is designed for students who have passed HSC Chinese for Background Speakers or who have a similar level of knowledge of Chinese. Lectures, discussion, texts and assignments are in both Chinese and English.

## 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:

Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.

Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."

Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## General Assessment Information

Indicative examples of assessment tasks will be available on iLearn.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Active participation</u>	25%	No	Throughout session
<u>Mid-session test</u>	20%	No	Week 7
<u>Essay</u>	25%	No	Week 9
<u>Final test</u>	30%	No	Week 13

### Active participation

Due: **Throughout session**

Weighting: **25%**

This is not an attendance mark. Note that this highlights "active participation," not attendance. Marks will in fact not be awarded for attendance alone, meaning that it is possible to attend every class and still not receive any participation marks. Participation marks are based in your active contributions to tutorial discussions.

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.

The tutor will look for evidence of student knowledge of set readings and tutorial questions; analysis of those readings and questions 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.

Rubric on ilearn.

On successful completion you will be able to:

- Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.
- Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## Mid-session test

Due: **Week 7**

Weighting: **20%**

A short-answer written test (closed book) based on all materials covered in lectures and tutorials during the first half of the session.

Held in lecture, week 7.

Rubric on ilearn.

On successful completion you will be able to:

- Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## Essay

Due: **Week 9**

Weighting: **25%**

A 1,000 character essay responding to a prompt providing by the instructor in Week 6, due at the end of Week 9.

In completing the essay, students must fulfill the following key criteria.

a) *Grasp of the task and focus.* Are you really answering the question(s)? Is there a well-defined framework or scope of argumentation?

b) *Knowledge of content and research.* For example, is there a well-developed argument? Does the essay reflect a clear, insightful knowledge of the topic in a clear and critical analysis? Does the written work demonstrate a substantial and skilful research effort? The essay may incorporate

text materials linked together with your own commentary and conclusions. This will involve research, such as locating materials, books and journal articles.

c) *Creativity and judgement*. Does the essay show good judgement in the selection or arrangement of materials? Is there evidence to support the argument?

d) *Communication and presentation*. Does the work show a mastery of the technical aspects of writing an essay? What will be assessed here also include such matters as grammar, punctuation, spelling, citation, etc.

e) *Referencing and ethical use of materials*. All cited works needs to be properly acknowledged. Is referencing consistent and precise?

A detailed marking rubric will be provided on iLearn.

Assignments should be students' original work. Plagiarism is **not** acceptable and will result in a mark of 0. For further information and advice, see [www.student.mq.edu.au/plagiarism](http://www.student.mq.edu.au/plagiarism).

**Note: All written assignments have to be submitted by the due date via Turnitin. Do not email them to me.**

On successful completion you will be able to:

- Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## Final test

Due: **Week 13**

Weighting: **30%**

A short-answer written test (closed book) based on all materials covered in lectures and tutorials, focused upon the second half of the session, but also covering essential information from throughout the session.

Held in lecture, week 13.

Rubric on ilearn.

On successful completion you will be able to:

- Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and

management, problem-solving skills, and written and oral communication skills

## Delivery and Resources

### TECHNOLOGY USED AND REQUIRED

#### Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

#### Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

For students attending classes on campus we strongly encourage that you bring along your own laptop computer, ready to work with activities in your online unit. The preferred operating system is Windows 10.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required. If applicable, students are required to download the relevant language package prior to Week 2.

Please contact your course convenor **before** the end of **Week 1** if you do not have a suitable laptop (or tablet) for in-class use.

- For central technical support go to: [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/)
- For student quick guides on the use of iLearn go to: <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

### 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

	Topic	Reading
Week 1	What is "China"?	????????????????????????????????
Week 2	Confucianism	Excerpts from ????????? and ?????????????1970????????
Week 3	Daoism	Excerpts from ??? and Kristofer Schipper, <u>The Taoist Body</u> , Chapters 1-3, "Taoism," "Everyday Religion," and "Divinity" pg. 1-43
Week 4	Chinese local religions	Steven Sangren, "Dialectics of Alienation: Individuals and Collectivities in Chinese Religion" in <u>Chinese Sociologics: An Anthropological Account of the Role of Alienation in Social Reproduction</u> , pg. 69-95
Week 5	Legalism and political culture	????????????????????"????????????????????" pg. 37-75
Week 6	The rise of cultural critique	?? ??????and selections from ?????????
Week 7	Mid-session test	
Week 8	NO CLASS	
Week 9	The Maoist vision of culture	??? ??????????????and excerpts from Groys, "The Total Art of Stalinism"
Week 10	The Cultural Revolution: the pinnacle of Maoism	????????????????, ?????????"????????????????"??"?????"
Week 11	Re-creating critique in the 1980s	?????????????and selections from ????
Week 12	Revitalizing tradition?	Selections from ????????????? and ?????????????
Week 13	Final test	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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](http://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:

### Learning outcomes

- Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

### Assessment tasks

- Active participation
- Mid-session test
- Essay
- Final test

## 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**

- Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.

## **Assessment tasks**

- Active participation
- Mid-session test
- Final test

## **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**

- Attain a basic knowledge of Chinese culture and tradition, including Chinese philosophy, history, politics, and their evolution over time.
- Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## **Assessment tasks**

- Active participation
- Mid-session test
- Essay
- Final test

## **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**

- Develop critical thinking and analytical skills. Students should be able to independently and critically analyse important aspects of Chinese culture, and develop a deeper understanding of the complexities of the idea of "culture."
- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## **Assessment tasks**

- Active participation
- Mid-session test
- Essay
- Final test

## **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 outcome**

- Acquire general academic and communication skills, including self-awareness, interpersonal skills and working with others, skills in information gathering and management, problem-solving skills, and written and oral communication skills

## **Assessment tasks**

- Active participation
- Mid-session test
- Essay
- Final test

## **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 Thursday, 10:00-11:00am, 10 Hadenfeld Ave, 211

## Tutorials

There is one tutorial class each week which must be attended, Thursdays from 3:00-4:00pm. Tutorial readings are to be downloaded from ilearn and must be read and reviewed before the relevant tutorial class. Discussion questions will be posted on the ilearn site.

## Tests

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

You are expected to present yourself for test at the designated time and place (in lecture, Week 7 and Week 13).

The only exception to sitting a test 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 a test 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 tests for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester.

## 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 all assignments and assessments on time and to the prescribed standards.
5. Act with a high level of academic integrity.

## 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 Quanchihua 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 MacquarieUniversity, NSW, March 7, 2005).

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



## **Theses and dissertations**

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

## **Internet sources**

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

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

## **Audio-visual sources**

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

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

## **Newspapers and magazines**

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

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

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

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

For unsigned articles:

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

## **Images, figures, maps, etc**

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

From a book:

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

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

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

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

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

## Second and later references

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

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

17 Ryan, p.45.

### OR

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

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

17 *Ibid.*

### OR

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

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

17 *Ibid.*

18 Jones, p2

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

### If

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

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

17 *Ibid.*

18 Jones 1990, p2

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

20 Jones 1991, pp41-42

### Books with two authors

2 Bayly and Harper, p3

### **Books with three or more authors**

3 Frankham *et al*, p3-4

## **Bibliography**

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

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

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

### **Books**

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

### **Books with two authors**

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