

# Blood, Sweat, and Gold Controversies in Global History

HIST 1801E – 2018-2019 – Huron University College

**Lectures:** Tuesdays and Thursdays 10:30-11:30 a.m. **Room W12**

**Tutorials:**

551: Fridays, 10:30-11:30, W108

552: Tuesdays, 11:30-12:30, W18

553: Thursdays, 1:30-2:30, W101

554: Thursdays, 4:30-5:30, W103

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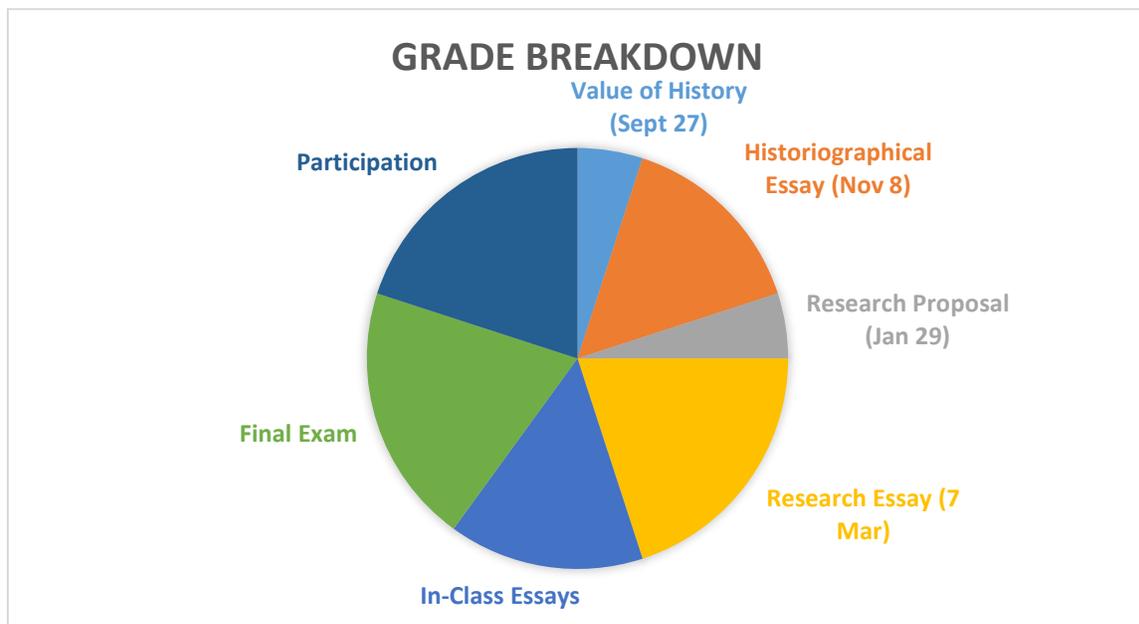
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**Contact policy:** For messages left by phone or email expect at least a twenty-four hour response time. Please be courteous and respectful: use a proper salutation, and formal language and punctuation in your emails. *It is recommended that you contact your professors by email rather than phone.*



## Course Outline

This three-hour lecture/tutorial course gives first-year students an overview of major themes in global history, dividing the course into five thematic units covering the Atlantic World, Slavery, Revolutions, Nations and Empire. In addressing these five broad concepts, students explore specific subjects such as global trade and industrialization as well the diverse ways that historians have sought to understand them. Most of the material considered comes from the past 500 years of human experience. The accompanying text helps students understand the chronology of the events that we consider, and the tutorials give students a chance to discuss the themes, ideas and events presented in the course material in more detail.

The unifying theme in the course is historiography- looking at what constitutes history and why historians have taken different approaches to its study. The course opens with a discussion of the concepts and theories of historiography and then integrates these themes into the subsequent units. In tutorials we will use conflicting historiographical interpretations to better understand the subject at hand and the nature of historical interpretation.

### Statement of Learning Objectives

The course will help students hone their writing, critical thinking, and analytical skills as they examine the evolution of different historical interpretations and explanations. The course will also give students an understanding of issues that have been and continue to be of fundamental importance to human societies around the world.

### COURSE REQUIREMENTS

#### Weight given to assignments

The Value of History	5%	Sept 27
Historiographical Essay	15%	Nov 8
In-class Essays	15%	(5% each)
Research Essay Proposal	5%	Jan. 29
Research Essay	20%	Mar. 7
Participation	20%	
• Lecture Quizzes	5%	
• Tutorial Participation	15%	
Final Exam	20%	In Final Exam Period

Three essays are required for this course. Your task on each assignment is the same: to analyze historical evidence and to discuss it clearly. **Note that, since this is an essay course, students must complete the two major written assignments (the historiographical essay and the research essay) to pass the course. Students who accumulate enough marks to pass the course but who do not complete either or both of these required assignments will be assigned a grade of 48%.**

## Required Texts

- 1) Robert Marks, *The Origins of the Modern World*
- 2) Armitage and Guldi, *The History Manifesto*
  - a. This is an Open Access text available through OWL

\* Please note that the tutorial readings are available through the OWL site, either as links to online content or as PDFs.

## Classroom Conduct

Professional behavior is asked of students and professors at all times in the classroom. Questions and discussions are welcomed, but interruptions, sleeping, talking, surfing the internet, watching movies, updating Facebook, reading the newspaper and eating are not (for example).

## Essays

The essays in this course are designed to build the skills necessary for historical analysis. The first assignment aims to evaluate your writing skills and provide useful feedback for your subsequent work. The second essay focuses on the analysis of primary sources, while the third is a research paper that incorporates all of the skills you will learn over the year. Brief instructions on essays follow below, and more detailed handouts will be given closer to the date of the assignment.

Papers submitted by email will not be accepted. Each paper must be submitted in class in paper form and to Turnitin.com via OWL on the due date, or late penalties will apply. ***Students should also retain their research notes as the instructors may ask them to provide them.*** Students who fail to produce their research notes when asked for them risk being assigned a grade of zero on the assignment.

Footnotes or endnotes must always be used in a history paper. Consult the syllabus (see pages 5-7) for guidance. The reference librarian, Colleen Burgess, can also help you. Essays will normally have fifteen to twenty-five notes. Notes are used for several reasons: most commonly, to document little-known facts, to provide references for quotations, and to acknowledge the borrowing of ideas. Occasionally, they are used to provide important material that cannot neatly or logically be inserted into the text.

**IMPORTANT NOTE:** We've included basic stylistic instructions in this syllabus. **Failure to follow these guidelines will result in the paper being returned to you unmarked.** An automatic 5% deduction will also be made from your assignment's final mark. Upon notification that you submitted an incomplete assignment, you will have one week to make the necessary corrections before late penalties will again be applied.

### **Assignment 1: One Read and the Value of History:**

This 750-word assignment focuses on your writing skills. There is no requirement for further research, but we would like you to include material from the lectures and readings covered before the due date (28 September). Otherwise, all we ask is that your essay respond to the following prompt:

*Historians have begun to study the history animals. Thinking about 15 Dogs and what you have learned so far in this course, how would history look if written with animals as the focus?*

We expect that this essay will have more than five paragraphs.

### **Assignment 2: Historiographical Analysis**

This 1,200-1,500 word (5-6 double-spaced pages) assignment is designed for your to demonstrate your ability to analyze and evaluate the arguments and methodologies of historians writing on the same subject. This is NOT a report on the historical subject itself. Instead your paper should concisely summarize the approach of each historian and their basic arguments, and compare and explain how each approach builds on, differs from, or argues against the other approaches or interpretations.

Students with last names A-F: What was the Atlantic World?

- Armitage, “Three Concepts of Atlantic History”
- Gilroy, *The Black Atlantic*
- Weaver, *The Red Atlantic*
- Banks, *The French Atlantic*

Students with last names G-K: How radical was the American Revolution?

- Degler, *Out of Our Past: The Forces that Shaped Modern America* (1970).
- Wood, *The Radicalism of the American Revolution*, (1992). Introduction and Chapter 15
- Kerber, “The Paradox of Women’s Citizenship in the Early Republic: The Case of Martin vs. Massachusetts, 1805” (1992)
- Nash, *The Unknown American Revolution*, “Epilogue, Sparks from the Altar of ‘76”, 423-455. (2006).

Students with last names L-R: Was Captain James Cook a god?

- Clayton, Captain Cook and the Spaces of Contact at “Nootka Sound.”
- Obeyesekere, *The Apotheosis of Captain Cook*
- Sahlins, *How “Natives” Think: About Captain Cook, For Example*
- Borofsky, “Cook, Lono, Obeyesekere, and Sahlins”

Students with last names S-Z: Was the Rape of Nanjing forgotten?

- Mark Eykholt, "Aggression, Victimization, and Chinese Historiography of the Nanjing Massacre," in Joshua Fogel, ed., *The Nanjing Massacre in History and Historiography* (Berkeley: University of California Press, 2000), p. 11-69.
- Kasdahara Tokushi, "Remembering the Nanking Massacre," in Fei Fei Li et al, eds., *Nanking 1937: Memory and Healing* (Armonk, New York: M.E. Sharpe, 2002), pp. 75-94.
- Takashi Yoshida, "A Battle over History: The Nanjing Massacre in Japan," in Joshua Fogel, ed., *The Nanjing Massacre in History and Historiography* (Berkeley: University of California Press, 2000), p. 70-132.
- Kikura Takuji, "Nanking: Denial and Atonement in Contemporary Japan," in Bob Tadashi Wakabayashi, ed., *The Nanjing Atrocity, 1937-1938: Complicating the Picture* (New York: Berghahn Books, 2007), pp. 330-352.

### **Assignment 3: Research Essay**

#### **Part One - Research Paper Proposal (5%)**

The goal of the paper proposal is to help you begin the major project for this course: the research essay. The first step is to choose a topic from the list that will be distributed at the beginning of the second semester, or to get permission for another topic from your tutorial leader.

The proposal should be a formally-written, 200-250 word summary of your topic, the historical debates surrounding it, how it ties into course themes, how you will approach the topic and what you expect to find in your research. You should include a tentative thesis statement. It would be most helpful for you to write the summary as a draft introduction to your essay; this will hone your writing skills and help to define your argument. The proposal must also include a bibliography of at least five sources you will use in your essay, excluding standard textbooks (such as Strayer's). At least two of the five sources used must be monographs (academic books on one topic).

The bibliography must be annotated; that is, comments must be made in the bibliography, in sentence form, about the worth of the sources used in the essay. For example, a student writing an essay on the extent of imperial sentiment in Canada during the Boer War who had consulted issues of the *London Free Press* for 1899 might well write: "The twelve issues I consulted of the *Free Press* provided clear evidence that imperial sentiment was alive in Canada. Not only did the paper devote several stories to the debate over the sending of the Canadian expedition but the editor fervently urged Canadian participation in several lengthy, heated editorials." If you are at a loss to know what to write about each source (and each source must have an entry), remember that the point of the exercise is to tell your professor exactly how useful each source will be in the writing of your essay.

Thus your proposal will demonstrate that you have made inroads into your research, and that you have formulated a preliminary argument/thesis that the rest of your research will follow.

## **Part Two – Research Paper (20%)**

The final research paper will be between 2,000 and 2,500 words (8-10 d.s. pages) in length, be in formal scholarly form with footnotes and bibliography. It must contain a thesis statement, introduction and conclusion, and be reinforced with at least ten citations. Your paper must be based on a minimum of five sources. At least two of the five sources used must be monographs (academic books on one topic). Please **do not use** general material such as textbooks, internet sources and encyclopedia entries.

Your paper will be marked on sophistication of analysis, clarity of writing, organization of ideas, breadth of research, as well as the implementation of comments on your previous written assignments. You must submit the paper in hard copy in class, and in electronic form to turnitin.com via OWL on March 8, 2017, or late penalties will apply.

**In-Class Essays:** After each unit, you will write an essay during our class time that analyzes the historiographical themes discussed during our lectures and in the textbook readings. Though these essays might include the material discussed and debated in tutorials, the focus of this exercise is on the material covered during our lectures. Passing essays must engage with the specific historians whose works were discussed in lecture. As the course progresses, we expect you to draw together course themes from previous units. Prompts to begin your essay will be circulated during the class before the essay is to be written. No aids will be permitted in the room when writing the essay.

## **Final Exam**

The final exam will consist of essay questions drawn from broad themes emerging from the course as a whole. Students are also expected to be familiar with the major debates about world history and the arguments made by different historians, as well as material from **all lectures, tutorials and readings**. Students will design the exam in the final week of tutorials.

## **Tutorials**

Each tutorial will have common readings for students to do. Attendance at, participation in, tutorials, as well as grading of your critical reading assessments, will account for 15% of the final mark. Participation marks are pro-rated; for example, if you attend only 80% of the tutorials, you will be eligible for a maximum of 80% of the mark. **Students who attend fewer than 50% of the tutorials will be given zeroes for their tutorial marks.**

Bonus marks will be awards for contributing 200 words to the OWL forums built around Huron's TRC film series. For each entry you will receive 10/10 to replace your lowest weekly participation grade. Films will be screened as part of this series on Sept 18 (*Reel Injun*), Oct. 17 (*Rumble*), Jan 16 (*Angry Inuk*), and Mar 6 (*Birth of a Family*). All films will be held in the Great Hall starting at 6 p.m.

Depending on the week's topic, Professor Compeau and Professor Peace will be leading all of the tutorials, not just the two to which they have been assigned. This will give you the chance to interact with both of us. To see which of us will be running each week's tutorial, refer to the schedule below.

### **Critical Reading Assessments**

50% of your weekly participation grade will be determined by our evaluation of your critical reading assessments. These assessments should be submitted at the end of each tutorial and will be returned to you at the next tutorial. You should keep all of the reading assessments together in order to use them to study for the exam.

### **Participation during Lecture**

Engaging with this course during each of our meetings is important for learning the course content and skills. During lecture it can be hard for us to engage with each of you individually. As such, we have created a tool to quickly check-in and evaluate your engagement with our course content. After each lecture, you will have time at the end of class to complete a simple multiple-choice question about the lecture as well as provide us with feedback about the session. These quizzes will *only* be available for 15 minutes after our lecture. Your participation grade will be determined by the percentage of questions you answered correctly.

### **Appeals**

Should you wish to discuss a mark on an assignment with the professor, you must wait a day after receipt of the assignment so that you can digest the comments on the assignment properly. Should you wish to appeal a mark in the course, first, prepare a written rationale for your appeal, and then consult your instructor. Most often, we will have the other professor re-grade your paper. If you wish to appeal further, consult Professor Nina Reid-Maroney, Chair of the History Department.

## LECTURE SCHEDULE

### **Date: Lecture Topic & Background Reading**

6 Sept: Introduction (Dr. Peace)

11 Sept: Historiography: Reading Sources (Dr. Peace)

13 Sept: Historiography: Concepts and Theories (Dr. Compeau)

### **UNIT 1: The World in 1492**

18 Sept: Strategies for Good Writing (Guest lecture: Mandy Penney)

20 Sept: The Fall of Constantinople (Rev'd Dr. Gary Thorne)

- Marks, Introduction

25 Sept: The Americas before 1492 (Dr. Peace)

27 Sept: The World in 1492 (Dr. Compeau)

- **Value of History Assignment Due**

2 Oct: Language and Empire (Dr. Peace)

4 Oct: Global Contexts of Slavery (Dr. Compeau)

- Marks, chap. 1

**\*\*\* Oct 9 – Oct 12: No Class - Reading Week \*\*\***

16 Oct: Contexts of Slavery: North America (Dr. Peace)

17 Oct: Library Resources in History (Guest lecture: Colleen Burgess)

- Marks, chap. 2

23 Oct: Contexts of Slavery: Mediterranean (Dr. Peace)

25 Oct: In-Class Essay: The World in 1492

### **Unit 2: The Atlantic World, Empire and Slavery**

30 Oct: Introduction to the Atlantic World (Dr. Peace)

1 Nov: Early European Empires: Spain and Portugal (Dr. Compeau)

6 Nov: Early European Empires: England and France (Dr. Peace)

8 Nov: The Columbian Exchange (Dr. Peace)

- Marks, chap. 3

13 Nov: The Trans-Atlantic Slave Trade (Dr. Compeau)

15 Nov: The Black Atlantic (Dr. Reid-Maroney)

- **Historiographical Analysis Due**

20 Nov: Resistance to Slavery in the Atlantic World (Dr. Compeau)

22 Nov: Twelve Years a Slave

27 Nov: Twelve Years a Slave

29 Nov: In-class essay: Slavery in a global context

4 Dec: World War One: The Seven Years War (Dr. Compeau)

6 Dec: The Seven Years War: New Diasporas (Dr. Peace)

### **Unit 3: Revolution, Empire and Nation-States**

8 Jan: Theories of Revolution (Dr. Compeau)

10 Jan: Empire and Revolution: The United States (Dr. Compeau)

15 Jan: Empire and Revolution: France (Guest Lecture: Dr. Read)

17 Jan: Empire and Revolution: Haiti (Dr. Peace)

22 Jan: Theories of Imperialism (Dr. Peace)

24 Jan: British Imperialism in India (Dr. Compeau)

29 Jan: Social Darwinism and Imperialism (Dr. Peace) **\*\*Essay Proposals Due\*\***

31 Jan: Ecological Imperialism (Dr. Peace)

5 Feb: Imperialism and Industry (Dr. Peace)

- Marks, chap. 4

7 Feb: Industrialization and Class in Britain (Dr. Compeau)

12 Feb: Industrialization and Gender in Britain (Dr. Compeau)

14 Feb: European Imperialism in Africa (Dr. Compeau)

### **\*\*\*Feb. 19-23: Reading Week\*\*\***

26 Feb: In-class Essay: Intersections in Empire

28 Feb: Theories on Nation State & Nationalism (Dr. Peace)

5 Mar: Decolonization and History (Dr. Peace)

7 Mar: Nationalism and Decolonization: Africa (Dr. Compeau)

- Marks, chap. 5
- **\*\*\*Research Essays due\*\*\***

12 Mar: Film: *Rabbit Proof Fence*

14 Mar: Film: *Rabbit Proof Fence*

19 Mar: Nationalism and Decolonization: India (Dr. Bell)

21 Mar: Nationalism and Decolonization: Turtle Island (Dr. Peace)

26 Mar: History Wars: Nationalism and historiography (Dr. Compeau)

28 Mar: States and Revolution: Russia (Dr. Peace)

- Marks, chap. 6

2 Apr: States and Revolution: Nazi Germany (Dr. Compeau)

4 Apr: States and Revolution: China (Dr. Compeau)

9 Apr: Conclusion and the Final Exam (Dr. Peace)

## TUTORIAL SCHEDULE

All the tutorial readings are available on the OWL course website in the “resources” section, subfolder “readings”. Search for the reading by the author’s last name.

Week 1, beginning 11 Sept.                   **Organization (split)**

- Introduction of the critical assessment reading sheet

Week 2, beginning 18 Sept.                   **What is History? (split)**

- Armitage and Guldi, *The History Manifesto*, introduction and conclusion

Week 3, beginning 25 Sept.                   **What does a Historian do? (split)**

- Armitage and Guldi, *The History Manifesto*, chaps. 1-2.

Week 4, beginning 2 Oct.                   **What is Historical Evidence? (split)**

- Armitage and Guldi, *The History Manifesto*, chaps. 3-4.

Week 5, beginning 9 Oct.                   **No Tutorials (Reading Week)**

Week 6, beginning 16 Oct.                   **Historians Debate (Compeau)**

- American Historical Review Exchange: On the History Manifesto (OWL)

Week 7, beginning 23 Oct.                   **Essay Writing: Historiography Essay (split)**

- Spalding and Parker, “The Essay and Historiography”

Week 8, beginning 30 Oct.                   **Controversy: The Black Legend (Dr. Compeau)**

- Las Casas, *Tears of the Indians*
- Keen, “The Black Legend Revisited”

Week 9, beginning 6 Nov.                   **Controversy: The Black Legend (Dr. Compeau)**

- Hanke, “A Modest Proposal for a Moratorium on Grand Generalizations”

Week 10, beginning 13 Nov.                   **Controversy: Slave Resistance in the Early Atlantic (Dr. Compeau)**

- Amrita Chakrabati Myers, “Sisters in Arms: Slave Women’s Resistance to Slavery in the United States” *Past Imperfect*, Vol. 5. (1996): 141-175.

Week 11, beginning 20 Nov.                   **Controversy: Slavery in the American South (Dr. Compeau)**

- Fogel and Engerman, *Time on the Cross*, Chapter 4, “The Anatomy of Exploitation.”

Week 12, beginning 27 Nov.                   **Slavery (Dr. Compeau)**

- Film Discussion: Cheryl Lederle, “12 Years a Slave: Primary Sources on the Kidnapping of Free African Americans,” *Library of Congress Blog*, Nov. 19 2013 (OWL),

<https://blogs.loc.gov/teachers/2013/11/12-years-a-slave-primary-sources-on-the-kidnapping-of-free-african-americans/>

Week 13, beginning 4 Dec.                   **No Tutorials**

## **WINTER BREAK**

Week 14, beginning 9 Jan.                   **Essay Writing: Research Essay and Proposal (Colleen Burgess)**

Week 15, beginning 16 Jan.                   **Controversy: Gender and Revolution (split)**

- Vivian R. Gruder, "The Question of Marie-Antoinette: The Queen and Public Opinion before the Revolution" *French History* vol. 16 no. 3 (2002): 269-298.

Week 16, beginning 23 Jan.                   **Controversy: Gender and Revolution (split)**

- Desmond Hosford, "The Queen's Hair: Marie-Antoinette, Politics, and DNA" *Eighteenth-Century Studies* vol. 38 no. 1 (Fall 2004): 183-200.

Week 17, beginning 30 Jan.                   **Controversy: Gender and Revolution (split)**

- French Revolution Primary Source Package (OWL)

Week 18, beginning 6 Feb.                   **Discussion: How did gender shape the outcome of the French Revolution? (split)**

Week 19, beginning 13 Feb.                   **Engaging Primary Sources: Industrialization and Empire (split)**

- Trading Consequences, <http://tradingconsequences.blogs.edina.ac.uk/>

## **Week 20: Reading Week**

Week 21, beginning 27 Feb.                   **Controversy: Settler Colonialism and Genocide (Dr. Peace)**

- Benjamin Madley, "Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods," *AHR*, 2015.

Week 22, beginning 6 Mar.                   **Controversy: Settler Colonialism and Genocide (Dr. Peace)**

- Andrew Woolford, "Nodal repair and networks of destruction: residential schools, colonial genocide, and redress in Canada," *Settler Colonial Studies* vol. 3 no. 1 (2013).

Week 23, beginning 13 Mar.                   **Controversy: Settler Colonialism and Genocide (Dr. Peace)**

- Open History Seminar: First Peoples and Schooling (OWL)

Week 24, beginning 20 Mar.

- Film discussion

**Controversy: Settler Colonialism and Genocide (Dr. Peace)**

Week 25, beginning 27 Mar.

**Debate: Was Canadian society build through genocidal practice? (Dr. Peace)**

Week 26, beginning 3 Apr.

- Marks, Conclusion

**Exam Discussion and course wrap up (split)**

## **HISTORY DEPARTMENT RULES AND REGULATIONS**

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Written assignments are due at the beginning of class. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including weekends.
4. In first and second year courses lateness will be penalized as follows:  
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counselling.
8. Students must complete the written assignments worth more than 10% to pass essay courses.

### **Guide to Footnotes and Bibliographies: Huron History Department**

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.<sup>1</sup>

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<sup>1</sup> They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
  - o The title of a book is underlined or written in *italics*.
  - o The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
  - o Place and date of publication in parentheses ( ),
  - o A fuller reference will include the publisher after the place of publication.
  - o Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

<sup>1</sup>J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

<sup>2</sup>Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

<sup>3</sup>Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West*

*Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

## **Bibliography**

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



**The Appendix to Course Outlines is posted on the OWL course site.**