

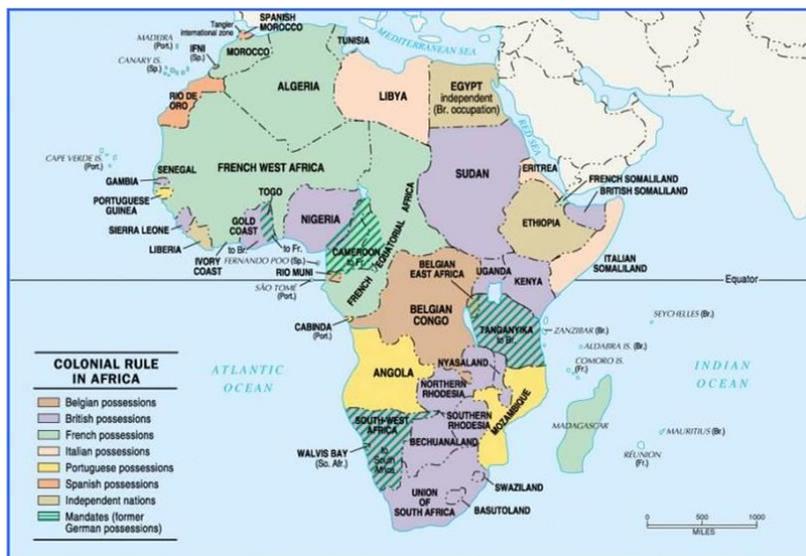
# Baylor School Hedges Library

## World History II European Imperialism

“Between the 1870s and 1900, Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonization.” Even though African societies resisted these attempts at colonization by the early twentieth century Europeans had colonized much of Africa, except Ethiopia and Liberia.

Three major factors motivated colonization: economic, political, and social. “The imperatives of capitalist industrialization—including the demand for assured sources of raw materials, the search for guaranteed markets and profitable investment outlets—spurred the European scramble and the partition and eventual conquest of Africa. Thus the primary motivation for European intrusion was economic.”

Iweriebor, Ehiedu E. G. "The Colonization of Africa." *Africana Age*, NYPL: Schomburg Center for Research in Black Culture, 2011, exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html. Accessed 25 October 2016.



### Reference Collection

- |                  |   |
|------------------|---|
| R 320 S797s 1900 | The Statesman's yearbook.   |
| R 903 Ber        | Berkshire encyclopedia of world history   |
| R 909.7 P884g    | Great events from history. The 18th century, 1701-1800                          |
| R 909.81 P884g   | Great events from history. The 19th century, 1801-1900                          |
| R 909 S528c      | Countries, peoples & cultures   |
| R 910.3 M913     | Peoples of the world. – Multi volume set covering globe                         |
| R 911.42 G465a   | Atlas of British history  |
| R 920.3 D554d    | Dictionary of world biography   |
| R 941.003 O98o   | The Oxford companion to British history   |
| R 950 E56e       | Encyclopedia of Asian history   |
| R 954 B219e      | Encyclopedia of India   |
| R 954 J67c       | Cultural atlas of India: India, Pakistan, Nepal, Bhutan, Bangladesh & Sri Lanka |
| R 954.003 B575d  | A dictionary of Indian history.   |
| R 956 K85h       | The handbook of the Middle East   |
| R 960 A983a      | Africa  |
| R 960 E56e       | Encyclopedia of African peoples   |
| R 960 M982a      | Africa  |
| R 960 M982c      | Cultural atlas of Africa  |
| R 960.03 C178c   | The Cambridge encyclopedia of Africa  |
| R 967.003 E56e   | Encyclopedia of Africa south of the Sahara                                      |
| R 980.003 L356l  | Latin America: history and culture: an encyclopedia for students                |

### Electronic Resources

- [Encyclopedia of Western colonialism since 1450](#)
- [Europe 1789 to 1914 encyclopedia of the age of industry and empire](#)
- [History of world trade since 1450](#)

### Select Databases

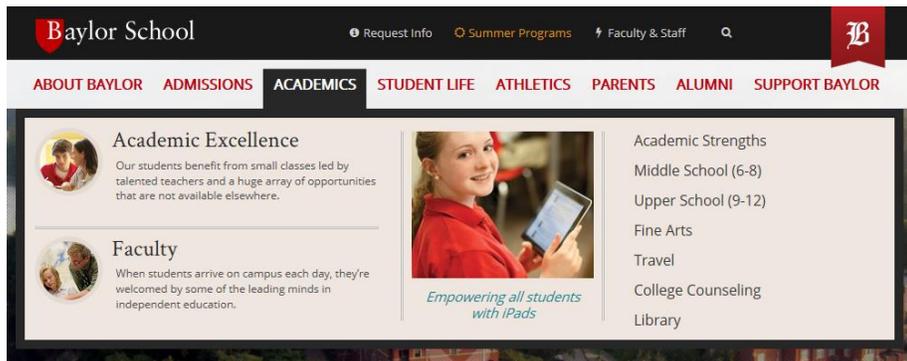
<a href="#"><u>Classroom Video on Demand</u></a>	<b>Classroom Video On Demand</b> is a comprehensive streaming video subscription service for high schools, featuring unlimited access to more than 5,000 educational programs that can be viewed in class, at the library, or from home. Brought to you by Facts On File, in conjunction with Films for the Humanities and Sciences (FFH&S), CVOD is a compilation of FFH&S's best high-school-level video content spanning across all subject areas.
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<a href="#"><u>Daily Life through History - ABC-CLIO</u></a>	In <b>Daily Life through History - ABC-CLIO</b> , students and researchers discover the everyday details about past eras that make historical accounts relevant and meaningful.	
<a href="#"><u>Encyclopedia Americana</u></a>	A standard in school, academic, and public libraries, the <b>Encyclopedia Americana</b> is easy to search online. This database helps middle- to upper-grade students find a wealth of information to assist with homework and research projects.	
<a href="#"><u>Encyclopædia Britannica School Edition</u></a>	<b>Encyclopædia Britannica Online School Edition</b> provides access to three databases: -- <i>Encyclopædia Britannica</i> for high school students and up, -- <i>Comptons</i> by Britannica for middle school students and up and -- <i>Britannica Elementary</i> for elementary students and up.	
<a href="#"><u>History Reference Center</u></a>	<b>History Reference Center</b> -- A comprehensive full text history reference database designed by EBSCO for secondary schools, public libraries, junior/community colleges and undergraduate research, this database features full text for more than 1,990 reference books, encyclopedias and non-fiction books from leading history publishers.	
<a href="#"><u>JSTOR</u></a>	<b>JSTOR</b> offers a high-quality, interdisciplinary archive to support scholarship and teaching. It includes archives of over one thousand leading academic journals across the humanities, social sciences, and sciences, as well as select monographs and other materials valuable for academic work.	
<a href="#"><u>ProQuest Central K12</u></a>	<b>ProQuest Central K12</b> offers a comprehensive publication collection that meets a wide range of research demands. From general reference to advanced subject matter, ProQuest has more than 2,000 periodicals and newspapers. Simply ProQuest and look for articles dealing "ancient civilizations" and Mesopotamia.	
<a href="#"><u>ProQuest Historical Newspapers</u></a>	<b>ProQuest Historical Newspapers</b> delivers the complete run of <i>The New York Times</i> -- 1851-2001, <i>The Wall St. Journal</i> -- 1889-1996, <i>The Washington Post</i> -- 1877-1997, <i>The Christian Science Monitor</i> -- 1908-2000 and the <i>Los Angeles Times</i> -- 1881-1990. ProQuest Historical Newspapers™ is the definitive newspaper digital archive offering full-text and full-image articles. More current articles may be found in ProQuest Central K12.	
<a href="#"><u>ProQuest History Study Center</u></a>	<p><b>History Study Center</b> provides current and backfile journal articles, rare books, newspaper articles, video clips, parliamentary papers, criminal trial records, radio and television news, maps, images, student guides and a bookshelf of respected reference titles. In addition, the history Web Gateway provides links to thousands of reliable and informative Web sites. <b>History Study Center</b> provides over 40,000 documents and articles organized under 515 widely-studied topics, with over 50 reference works, 3,000 images and links to 2,000 Web sites.</p>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Imperialism</u></a></li> <li>• <a href="#"><u>French colonialism</u></a></li> <li>• <a href="#"><u>The Sepoy Revolt, 1857</u></a></li> <li>• <a href="#"><u>The East India Company's rule of India, 1757-1857</u></a></li> <li>• <a href="#"><u>British colonialism</u></a></li> <li>• <a href="#"><u>Egypt and the Suez Canal, 1869-1956</u></a></li> <li>• <a href="#"><u>British foreign and imperial policy, 1867-1886</u></a></li> <li>• <a href="#"><u>Palmerston's Bulldog diplomacy, 1830-1865</u></a></li> <li>• <a href="#"><u>Kaiser Wilhelm I (1871-88) and Bismarck</u></a></li> <li>• <a href="#"><u>The Scramble for Africa</u></a></li> <li>• <a href="#"><u>Belgium, 1830-1939</u></a></li> </ul>
<a href="#"><u>Salem Press History Databases</u></a>	<p><b>Salem Press History Databases</b> at present include:</p> <ul style="list-style-type: none"> <li>• <i>Great Events from History: The Sixties in America, The Ancient World, The Middle Ages, The Renaissance &amp; Early Modern Era, The 17th Century, The 18th Century, The 19th Century, The 20th Century 1901-1940, The 20th Century 1941-1970, The 20th Century 1971-2000, Modern Scandals.</i></li> <li>• <i>Great Lives from History: Notorious Lives</i> includes biographies of notorious personages, from the merely controversial to extremely negative, from ancient times to the present and worldwide, with emphasis on their roles in historical events or impact on law enforcement or popular culture.</li> </ul>	
<a href="#"><u>World Book Encyclopedia</u></a>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Early World of Learning</u></a></li> <li>• <a href="#"><u>World Book Kids</u></a></li> <li>• <a href="#"><u>World Book Student</u></a></li> <li>• <a href="#"><u>World Book Advanced</u></a></li> <li>• <a href="#"><u>World Book Discover</u></a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#"><u>Enciclopedia Estudiantil Hallazgos</u></a></li> <li>• <a href="#"><u>World Book for Kids</u></a></li> <li>• <a href="#"><u>World Book Info Finder</u></a></li> <li>• <a href="#"><u>World Book Reference Center</u></a></li> </ul>
<a href="#"><u>World History Collection</u></a>	<i>World History Collection</i> provides access to scholarly journals and magazines useful to both novice historians as well as advanced academic researchers. The database offers balanced coverage of events in world history and scholarly work being established in the field.	

**World History:  
The Modern Era**  
- ABC-CLIO

**World History: The Modern Era** (covering history from the Renaissance to today) is the latest update of the reference standard of electronic history reference materials for high school and high-level middle school coursework.

## Remote Access to Hedges Library Online Databases



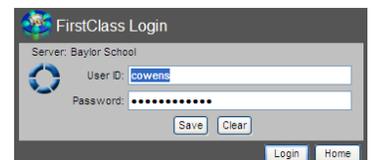
You may also access the library page from the Baylor School homepage:

(<http://www.baylorschool.org/>)  
Mouse over ACADEMICS and click on the library link located at the right side of that drop down menu.

From there, select “**Online Resources**” from the options from the menu on the left side of the page.

Once on that page, in the center column directly beneath the heading “Collections & Databases,” click on **Remote access information**. You will be prompted for your current First Class account username and password.

Click the link “Remote access” again and a pdf file with database information will open. Select desired database and follow directions.



## Vetted General Internet Sites

### Imperialism in North Africa

URL: <http://chnm.gmu.edu/wwh/modules/lesson9/lesson9.php?s=0>

The expansion of European imperialism impacted Asia and Africa and particularly indigenous women. This essay specifically focuses in imperialism in North Africa, how it spread, and its effects on women. It examines the beginnings of North American imperialism, French rule and the response of North Africa, and North African women. Information on the significance of the sources that accompany this essay is provided as well. A collection on primary sources includes both writings and images.

### The Great Rebellion of 1857 in India

URL: <http://www.crf-usa.org/bill-of-rights-in-action/bria-18-2-a-the-great-rebellion-of-1857-in-india#.UTT5YK5zyEy>

Take a trip to the Constitutional Rights Foundation for an overview on India’s failed uprising of 1857, also called the Great Sepoy Rebellion. Set the stage, learning what religious groups populated India and how they coexisted. Discover how Britain’s East India Company gained control of India, and what actions incited the rebellion of 1857. Also learn what a sepoy is and how they interacted with the British. Finally, get to know some of the major players and battles in this conflict, as well as the consequences for both sides.

### Art. X. – The Great Sepoy Rebellion

URL: <http://www.victorianweb.org/history/empire/1857/lgr2.html>

Travel back in time compliments of The Victorian Web. On this page, advanced researchers can get an in-depth look at the Great Sepoy Rebellion from a lengthy London Quarterly Review article, published in October 1857 (five months after the initial revolt). Learn about previous conflicts between Britain and India, what areas were affected, causes of the revolt (or disaffection) generally, as well as causes for revolt specific to the India militia, or Sepoy population. Furthermore, read accounts of the military maneuverings and discover how people perceived the outcomes of this rebellion at the time.

### Indian Mutiny

URL: <http://www.factmonster.com/encyclopedia/history/indian-mutiny.html>

Visit Fact Monster to learn about the Indian Mutiny, also known as the Sepoy Rebellion. Information is divided here into subheadings that allow for convenient navigation, including an introduction, causes of the mutiny, revolt, the beginning of reform, and the article’s bibliography. Learn what role the East India Company played in this rebellion, how rifle cartridges might have incited bloodshed, whether fighting was conducted ethically, and what precautions the British government took against future uprisings.

## **The Sepoy Mutiny--India, 1857**

URL: <http://lexicorps.com/sepoy.htm>

Visit the Atheneum web site for a balanced look at the Sepoy Mutiny. This page is divided in half to give researchers both the British and the Indian view of this conflict. Find out what social changes brought discontent in Indian society, and what conditions aggravated the Indian soldier population. Learn how long the mutiny lasted, what gave Britain the competitive advantage and why historians believe the mutiny failed. At the bottom of the page, learn how this event impacted the history of British-India.

## **The Fashoda Incident**

URL: <http://courses.wcupa.edu/jones/his312/lectures/fashoda.htm>

## **British Rule in India (c. 1600-1947)**

URL: <http://www.flowofhistory.com/units/eme/18/FC123>

Learn how India's and Britain's relationship evolved from the seventeenth century until India gained its independence in 1947. Use flow charts to visualize the causes and effects of historical events, including the Great India Mutiny (sometimes called the Great Sepoy Rebellion). Discover what a 'sepoy' is, why so many were trained, and what eventually caused them to revolt. Also, find out the role that Britain's East Indies Company played in this violent conflict. If you are a visual learner, the flowchart will help you see how these events fit together.

## **The Story of India: Freedom**

URL: <http://www.pbs.org/thestoryofindia/timeline/6/>

Ninety years before India gained its independence, a mutiny occurred. Extreme disrespect by the British toward native culture and language caused a rebellion to rise up. Hindu and Muslim joined together against the British to fight for their freedom. The British embarked on a cruel frenzy of revenge. The Indian National Congress first met in 1885 to lobby for representation. The Quit India resolution demanded Indian independence in exchange for help with the war. Learn about the Amritsar Massacre and the contributions of Gandhi and the Muslim League to the independence movement.

## **Indian Mutiny of 1857: Siege of Delhi**

URL: <http://www.historynet.com/indian-mutiny-of-1857-siege-of-delhi.htm>

Feel the strain of battle in this text-rich account of the Sepoy Rebellion. HistoryNet provides articles from history magazines perfect for advanced researchers. This particular article was originally published in a military history magazine, and focuses on the battles and maneuvering of 1857's British-India conflict. Get the names of battalions, cities, and significant personages involved on both sides of the revolt. Submerge yourself into the fray by reading the synopsis of major battles, including those that began and ended this rebellion.

## **British India and the 'Great Rebellion'**

URL: [http://www.bbc.co.uk/history/british/victorians/indian\\_rebellion\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml)

The Indian army, then under British rule, rebelled against the British authorities in 1857, and the conflict caused an upheaval in colonial Britain. In this five-part BBC History article, Professor Peter Marshall asks two questions: What lessons were learned? How did the rebellion shape modern India? In his analysis of the uprising, Marshall examines imperial authority, the split in British Indian history (i.e., before and after the rebellion), the East India Company, India's disaffection, and the replacement of the East India Company with the royal government.

## **On This Day: Egypt Begins Dredging the Suez Canal**

URL: <http://www.findingdulcinea.com/news/on-this-day/March-April-08/On-this-Day--Egypt-Begins-Dredging-the-Suez-Canal.html>

Work on the Suez Canal began on April 25, 1859 and took ten years to complete. This article explains the purpose, organization, and construction of the Suez Canal and reveals how much the canal cost to complete. The article also includes background information on earlier attempts to build a canal that dated back to ancient times and Napoleon's attempt at building a canal. Information on a key player in the completion of the canal is provided along with a discussion on the Suez crisis.

## **Suez Canal**

URL: <http://www.touregypt.net/featurestories/suezcanal.htm>

Photos. Maps. Drawings. Text. The Suez Canal comes alive on this web page, part of a larger site on ancient and modern Egypt. The story of the Suez Canal on this page begins with a history of why and how the Canal came about. Important locations and people are hyperlinked to other pages within the web site. The history continues

through the years in great detail, and ends up in the current day. How the Suez Canal affected world trade and even world politics is discussed, as are current plans for its renovation.

### **Suez Canal**

**URL:** <http://www.factmonster.com/encyclopedia/world/suez-canal.html>

In Arabic, it is called Qanat as Suways. We call it the Suez Canal. More than 100 miles long, it allows ships to travel all the way from the Mediterranean Sea to the Red Sea without going through any locks. Canals were built in ancient times but the modern one was built in the 19th century. It was declared neutral territory with ships from all countries having free passage. Discover the challenges of maintaining free passage.

### **The Suez Canal**

**URL:** <http://www.mrdowling.com/607-suezcanal.html>

This web page about the Suez Canal is part of a larger collection of information on the Middle East and North Africa. Because the Suez Canal connects the Mediterranean Sea to the Red Sea, it is sometimes called The crossroads to Europe, Africa and Asia. But how did the idea for connecting these two seas come about? And how is it decided who controls the Suez Canal? Is it open for every nation's use? Read this web page, and explore the others, too, to learn all about it.

### **Zulu: The True Story**

**URL:** [http://www.bbc.co.uk/history/british/victorians/zulu\\_01.shtml](http://www.bbc.co.uk/history/british/victorians/zulu_01.shtml)

British arrogance and contempt led to a humiliating defeat, as well as an unnecessary slaughter, as the British Army faced Zulu warriors on January 22, 1879. The British heroically defended a small garrison at Rorke's Drift, and history remembered that part of the battle while ignoring the battles on other fronts. The Zulu Kingdom had 40,000 warriors standing in the way of British rule in South Africa. British military leaders initiated the battle, refusing to change their plans when Zulu warriors were spotted waiting for them. Evidence was concealed, responsibility was avoided, and the blame was shifted.

### **Scramble for Africa**

**URL:** <http://regentsprep.org/Regents/global/themes/imperialism/africa.cfm>

The Portuguese were the first Europeans to establish trading posts on the African coast. The Dutch founded Cape Town. Early trade was based on the slave trade, while continued even after European countries made it illegal. Belgium, France, Germany, Spain, Italy, and Great Britain joined the scramble of imperialistic activity. They met in Berlin to make plans to divide Africa among them. Occupation and treaties verified power to the other European countries. The Zulu resisted British control. Cecil Rhodes developed a master plan for British dominance from Cape to Cairo.

### **The Age of Imperialism**

**URL:** <http://www.smplanet.com/teaching/imperialism/>

The Age of Imperialism refers to the period of time when the United States exhibited aggressive policies of expansion. These policies extended the political and economic influence of the United States around the world. Learn more about this period by visiting this web site. Read about the expansion in the Pacific, as well as the Spanish-American War and the Boxer Rebellion. Furthermore, learn about the Panama Canal and the United States interventions in Latin America.

### **Imperialism**

**URL:** <http://regentsprep.org/Regents/global/themes/imperialism/index.cfm>

This article explains Imperialism. Read about the different causes of Imperialism and results. Imperialism occurs when a strong nation takes over a weaker nation or region and dominates its economic, political, or cultural life. The forces of industrialization caused nations to look outside their borders for cheaper and more abundant raw materials. European nations became competitive with each other and increased pressure to practice imperialism to maintain power in Europe.

### **Imperialism**

**URL:** [http://www.gosocialstudiesgo.com/imperialism#!\\_imperialism](http://www.gosocialstudiesgo.com/imperialism#!_imperialism)

Imperialism existed in Ancient China, Egypt, Rome, and even Mesoamerica. In the 19th century, European imperialism became widespread. Powerful countries controlled the raw materials and natural resources of their colonies, and the colonies became a captive audience for buying their manufactured goods. Britain controlled India. France, Britain, Belgium, Spain, and Portugal discussed how to divide Africa among them. When the Chinese tried to stop Britain from smuggling drugs into China to sell, it sparked the Opium Wars. Asia was divided into trading monopolies. Forced to trade against their will, the Japanese updated their technology to become an imperial power.

### **The Nineteenth Century: Realism and Symbolism**

**URL:** <http://www.wwnorton.com/college/english/nawest/content/overview/realism.htm>

Society was quickly changing as empires fell, the middle class replaced the aristocracy, and the Industrial Revolution transformed transportation and industry in the 19th century. Liberty was pursued but imperialism

and colonialism were still prevalent and Europe controlled most of the world. Literature became a way to express social concerns, as realism became a style for conveying contemporary life with objective and truthful portrayals. Other literary movements included naturalism and symbolism. Realists opposed the new social order, reflected the diminished influence of religion, and revolted against the consequences of the Industrial Revolution for the working class.

### **Mercantilism**

URL: <http://www.econlib.org/library/Enc/Mercantilism.html>

The mercantile system is the focus of the in-depth article you will find on this web site. You will see how a mercantile system can benefit a society by restraining imports and encouraging exporting for great monetary inflow. Though this system is not as outwardly practiced as it was, you will see that remnants of this system still exist even with the new push towards free trade. For further information on topics discussed in the article check out the right sidebar.

### **Southeast Asia**

URL: <http://regentsprep.org/Regents/global/themes/imperialism/seasia.cfm>

Examine the role of imperialism in Southeast Asia in the 19th and 20th centuries. While controlled by the Dutch and Spanish, the land was exploited for agricultural plantations, mining resources, and valuable timber. People were forced into slave labor and yet European culture was not allowed to spread through this region. The British and French soon established imperialistic colonies in Indochina. As Japan began to industrialize, they joined the quest to exploit the natural resources of their neighbors through invasion and imperialism. After nationalism drove the French out, communism spread from China.

### **Afghanistan: History**

URL: <http://www.factmonster.com/ce6/world/A0856490.html>

The history of Afghanistan has grown increasingly political from the time of the early civilizations and conquerors like the Persian King Darius or Alexander the Great. A number of dynasties controlled the area before the Muslim conquest of Afghanistan began. British and Russian forces quarreled over Afghanistan in colonial times, producing the three Afghan Wars. In the 20th century, Afghanistan experienced many attempts at modernization, Westernization, and political reform. The defeat of the Soviet Communist by Islamic forces during the Afghanistan War led to the establishment of the Taliban. The United States and NATO forced democratic elections.

### **Imperialism to Postcolonialism -- Perspectives on the British Empire: Overview**

URL: [http://www.wwnorton.com/college/english/nael/20century/topic\\_1/welcome.htm](http://www.wwnorton.com/college/english/nael/20century/topic_1/welcome.htm)

The Norton Anthology of English Literature examines imperialism to postcolonialism as literary theories. You will find definitions for these terms and see how historians make the distinction between two British empires. The texts and contexts section introduces authors, essays, excerpts and photographs. Use the questions in the explorations section to think about ideas and themes in various works. Also included are several external web resources and links to all of the images in this section of the site.

### **Afghanistan's Web Site**

URL: <http://www.afghanistans.com/Information/History/Default.htm>

In Afghanistan, the average lifespan for men is 40 and for women it is 43. Hundreds of people are maimed by land mines. You can find a variety of Afghan information on this web site. Stay abreast of recent developments with Afghanistan news. Learn some basics about this war-torn country. Find information on the alphabet used in Afghanistan. Participate in a discussion forum. View past flags, stamps, and photographs. Read some Afghan proverbs.

### **Belgian Congo**

URL: [http://www.yale.edu/gsp/colonial/belgian\\_congo/index.html](http://www.yale.edu/gsp/colonial/belgian_congo/index.html)

Rubber exports from the Congo region of Central Africa began as early as 1890. It would become the colony's most profitable industry by the mid-1890s. Read about the events that led to King Leopold of Belgium to establish sovereignty in the Congo Basin area, allowing him to exploit both the ivory and the rubber market. Find out about his pledge under the General Act of the Belgian Conference and see how he violated all the conditions he promised. There are details about his monopolization of the rubber trade and his brutal treatment of the people who lived there.

### **The British Presence in India in the 18th Century**

URL: [http://www.bbc.co.uk/history/british/empire\\_seapower/east\\_india\\_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/east_india_01.shtml)

In 1600, a group of merchants incorporated themselves, creating the East India Company, which grew to monopolize all trade privileges with the East Indies. By the eighteenth century, the company, which thoroughly understood India's complex economy, ruled the country. In this five-part BBC History article, Professor Peter Marshall discusses the unique dominance of the East India Company, including its role in regional politics, the enlargement of the British empire, the company as a form of government, and territorial expansion.

## **The British in West Africa**

**URL:** <http://courses.wcupa.edu/jones/his312/lectures/brit-occ.htm>

India was the primary colonial focus of the British in the early 19th century, but the British did occupy a few areas in West Africa. Gambia, Sierra Leone, the Gold Coast, and Nigeria were controlled by the British, while most of West Africa was controlled by the French. The British first served as slave traders and later patrolled against slave ships. Risky African expeditions and explorations occurred among wealthy British investors looking for new trade opportunities. Read about trade on the Gambia River, resettlement of slaves in Sierra Leone, and trading posts on the Gold Coast.

## **Colonialism and Nationalism in Southeast Asia**

**URL:** <http://www.seasite.niu.edu/crossroads/wilson/colonialism.htm>

This course lecture provides a concise summary of the history and extent of territorial acquisition in Southeast Asia by Portugal, Spain, the Netherlands, Great Britain, France, and the United States between the years 1511 through 1963, and the corresponding impact of colonialism in Burma, the Philippines, Malaya and Indochina. The study guide, prepared for an introductory course on Southeast Asia by Dr. Constance Wilson, provides an overview of the types of government in place as well as a timeline of political events that guided acquisition and control over the territories. The material includes a set of review questions.

## **South Africa: History**

**URL:** <http://www.factmonster.com/ce6/world/A0861191.html>

The history of South Africa begins thousands of years ago with the indigenous San Bushmen and later, the Khoikhoi. These groups were later joined by the Bantu, followed by European settlers. The relationship between the Africans and Europeans is discussed on this site as well as information about the British and white farmers, or Boers. Readers will learn about the discovery of diamonds and gold in South Africa, and also about the many, many years of political unrest that followed.

## **Battle of Omdurman**

**URL:** [http://www.bbc.co.uk/radio4/history/empire/episodes/episode\\_68.shtml](http://www.bbc.co.uk/radio4/history/empire/episodes/episode_68.shtml)

At first light on a September morning in 1898, British and Egyptian troops defeated the Mahdist army that had ruled Sudan since 1881. The followers of the Madhi that killed General Gordon in 1885 had formed a successful regime at Omdurman even after the Mahdi's death. Revenge was the motive of the Battle of Omdurman, which sought to return Sudan to Egyptian control. Analyze how the disobedience of one brigadier general may have shaped the outcome of the battle.

## **Australia and the Boer War, 1899-1902**

**URL:** <http://www.awm.gov.au/atwar/boer.asp>

The Boer War in South Africa was fought over land in response to the question of whether Britain or Dutch Boers should control this region. The role of Australian troops in helping British forces in this war is the focus of this site. There is information on the war itself, Australia's involvement in it, and what happened to the Australian soldiers during the war in this overview of the war. There are also several photographs and links on this web site as well.

## **The Boer War 1899-1902**

**URL:** <http://www.roll-of-honour.com/Boer/BoerWarJoubertPetrusJacobus.html>

Petrus Jacobus Joubert was the Commandant General of the South African Republic from 1880 to 1900. He was a farmer, but was interested in law, as well, and was so admired and respected that he was elected to the Volksraad to serve with Marthneus Pretorius, who was serving his second term as President. He was respected by the British, and you can read how he fell from the favor of the Boers between the Boer Wars. He died of Peritonitis in 1900.

## **The South African War**

**URL:** <http://www.veterans.gc.ca/eng/feature/100africa>

The South African War, also called the Boer or the Second Boer War, affected people from all over the world. On this web site there is information on the one hundred year anniversary of the end of the South African War, and also on the involvement of the Canadian military. This war was also historical in the fact that "the Boer War marked the first occasion in which large contingents of Canadian troops served abroad."

## **Sudan**

**URL:** <http://www.crisisgroup.org/en/regions/africa/horn-of-africa/sudan.aspx>

A brief history of the country of Sudan, including the various conflicts that have occurred there since the nineteenth century, is discussed in this web site from International Crisis Group. The recent conflict occurring in the Darfur region of Sudan is summarized here, along with a summary of the factors that have caused Sudan to exist in a state of near-constant conflict for the past fifty years. A detailed map of Sudan is also included.

- **Giving credit where credit is due:** If you don't give credit when you use other's thoughts and information that is plagiarism. At Baylor: Plagiarism >> Violation of Honor Code >> Honor Council >> If found guilty >> Final Warning and penalties >> Guilty of 2<sup>nd</sup> offense >> Possible dismissal from Baylor >>> **Not good** 😞

### The Core Elements of MLA

You will not need to use all elements for every citation.

**Author.** (Last Name, First Name MI.)

**Title of Source.** (*Title of Book/Book Chapter/Article/Webpage*)

**Title of Container,** (Book/Encyclopedia/Periodical/Website)

**Other Contributors,** (directed by/edited by/translated by)

**Version,** (Edition)

**Number,** (Volume, Issue, Season)

**Publisher,** (Name of Publisher)

**Publication Date,** (Day Month Year/Month Year/Year)

**Location.** (Page Numbers/DOI/Web Address/Physical Location)

**\*Title of Container #2,** (*Name of Library Database/Online Video Service*)

**\*Location #2.** (Web Address of Library Database/Online Video Service)

**Date accessed.** (Day Month Year web site retrieved)

***\*Add information about additional containers as needed to fully document your source.***

### Understanding Containers

When the source being documented forms a part of a larger whole, then the larger whole can be thought of as a **container**. The title of the container is **italicized**, followed by a comma, since the information that comes next describes the container. A source may have two containers such as a magazine article found in a database. The article is found in the original journal and in the database. A given resource might have both a primary and a secondary container, depending on how that resource is housed and accessed. For example, a magazine article is a **source**. The magazine in which that article is found is the **primary container**. The database in which the journal is found is the **secondary container**. If a database is the producer and publisher of original content, then the database functions as the primary (and only) container, but most of the time databases are secondary containers.

**Below is the general format for any citation -- whether it be print or digital. If the information is present, include it. If the information is missing, omit that component:**

Author. Title. *Title of container* (self-contained if book), other contributors (translators or editors), version (edition), number (vol. and/or no.), publisher, publication date, location (pages, paragraphs URL or DOI). *2<sup>nd</sup> container's title*, other contributors, version, number, publisher, publication date, location, date of access (if applicable).

**Remember -- the following sample citations are single-spaced to conserve space -- your entire paper including the "Works Cited" page should be double-spaced Times New Roman 12 point font.**

### BOOKS AND EBOOKS

**Elements of the citation for a book with one author:**

Lastname, Firstname. *Title of Book*. Publisher, year.

**Example for a book with one author:**

① Hitt, James E. ② *It Never Rains after Three O'Clock: A History of the Baylor School, 1893-1968*. ③ Baylor Press, ④ 1971.

**Example of two author book - MLA p. 21:**

① Doris, Michael, and Louise Erdrich. ② *The Crown of Columbus*. ③ HarperCollins, ④ 1999.

**Example of 2-3 authors or editors:**

① Posamentier, Alfred S., Daniel Jaye, and Stephen Krulik. ② *Exemplary Practices for Secondary Math Teachers*. ③ Assn. for Supervision and Curriculum Development, ④ 2007.

KEY: ① author ② title of source ③ publisher ④ publication date

## Elements of the citation for a specialized reference book or chapter/section in an anthology:

1 Author Last name, Author First name. 2 "Section Used." 3 *Title of Reference Book or Anthology*, 4 edited by Name of editor(s), 5 edition, 6 vol. number, 7 name of publisher, 8 year of publication, 9 p (or pp.) page numbers.

## Example of a citation for a specialized reference book or chapter/section in an anthology:

1 Simmons, Edwin H. 2 "The Spanish-American War." 3 *Dictionary of American History*, 4 edited by Stanley I. Kutler, 5 3<sup>rd</sup>. edition, 6 vol. 7, 7 Thomson, 8 2003, 9 pp. 485-7.

KEY: 1 author 2 title of source (article) 3 title of container 1 (collection) 4 other contributors (editor)\* 5 edition 6 number 7 publisher 8 publication date 9 location (page numbers)

**Note:** If the article appears on a single page, use "p." only and the page number. If the article is multiple pages, use "pp." and the page range.

## GENERAL WEB PAGES

1 Womack, Todd. 2 *Spanish-American War in Georgia*, 3 Wiregrass Historical Society, 4 12 Aug. 2005, 5 [www.georgiaencyclopedia.org/articles/history-archaeology/spanish-american-war-georgia](http://www.georgiaencyclopedia.org/articles/history-archaeology/spanish-american-war-georgia). 6 Accessed 20 Sept. 2016.

KEY: 1 author 2 title of container 1 (website) 3 publisher (or sponsor of site), 4 publication date 5 location (url) 6 Accessed day month year.

1 Womack, Todd. 2 "Training Camps." 3 *Spanish-American War in Georgia*, 4 Wiregrass Historical Society, 5 12 Aug. 2005, 6 [www.georgiaencyclopedia.org/articles/history-archaeology/spanish-american-war-georgia](http://www.georgiaencyclopedia.org/articles/history-archaeology/spanish-american-war-georgia). 7 Accessed 20 Sept. 2016.

KEY: 1 author 2 title of article or section 3 title of website 4 publisher (or sponsor of site), 5 publication date 6 location (url) 7 Accessed day month year.

**Note:** If only using a portion or section of the webpage, place quotes around the title.

## Example of journal articles accessed from online databases:

### Example of article from the ProQuest Central database:

1 Winner, Cherie. 2 "Groundwater: Our Hidden Endangered Resource." 3 *Current Health* 2, 4 vol. 22, no. 5, 5 Jan. 1996, 6 p.28. 7 *ProQuest Central*, 8 [search.proquest.com/docview/211684894/45B4A7BC9A954059PQ/1?accountid=8515](http://search.proquest.com/docview/211684894/45B4A7BC9A954059PQ/1?accountid=8515). 9 Accessed 20 September 2016.

KEY: 1 author 2 title of source (article) 3 title of container 1 (periodical) 4 volume and issue number 5 publication date 6 location (pg. numbers) 7 title of container 2 (database) 8 location (url) 9 Accessed day month year

### Example of article from the CQ Researcher database:

1 Billitteri, Thomas. 2 "Preventing Bullying." 3 *CQ Researcher*, 4 10 Dec. 2010, 5 pp. 73-96. 6 *CQ Researcher*, 7 [library.cqpress.com/cqresearcher/cqresrre2010121000](http://library.cqpress.com/cqresearcher/cqresrre2010121000). 8 Accessed 20 Sept. 2016.

KEY: 1 author 2 title of source (article) 3 title of container 1 (periodical) 4 publication date 5 location (pg. numbers) 6 title of container 2 (database) 7 location (url) 8 Accessed day month year

### Example of article from the *Issues and Controversies* database (SOURCE WITH NO AUTHOR IN A CONTAINER):

1 "Capping Executive Pay." 2 *Issues and Controversies*, 3 Infobase Learning, 4 24 Apr. 2009, 5 [icof.infobaselearning.com/recordurl.aspx?ID=1821](http://icof.infobaselearning.com/recordurl.aspx?ID=1821). 6 Accessed 20 Sept. 2016.

KEY: 1 title of source 2 title of container 1 (website) 3 publisher 4 publication date 5 location (url) 6 Accessed day month year.

**Note:** The publisher's name, InfoBase Learning, is significantly different from the name of the database, *Issues and Controversies*. Therefore, the publisher's name is listed.

### Example of article from the JSTOR database:

1 Carlstrom, Oscar E. 2 "The Spanish-American War." 3 *Journal of the Illinois State Historical Society*, 4 vol. 16, no. 1/2, 5 Apr. - Jul. 1923, 6 pp. 104-110., 7 *JSTOR*, 8 [www.jstor.org/stable/40187096](http://www.jstor.org/stable/40187096). 9 Accessed 20 Sept. 2016.

KEY: 1 author 2 title of source (article) 3 title of container 1 (periodical) 4 volume and issue number 5 publication date 6 location (pg. numbers) 7 title of container 2 (database) 8 location (url) 9 Accessed day month year

## COMMON WEB BASED CITATIONS

### Citing an Email:

1 Batt, Jack. 2 "Spirit Week Research." 3 Received by Carl Owens, 4 19 September 2016.

KEY: 1 author 2 use subject line as title 3 recipient of email 4 date of email

**Note:** When you cite an email in your list of works cited, use the subject of the message as the title. The title should be capitalized and in quotation marks.

### Citing a Tweet:

1 @baylorschool. 2 “Baylor Boys Region Golf Champs; Bates is Girls' Medalist.” 3 *Twitter*, 4 20 Sept. 2016, 9:17 a.m., 5 [www.baylorschool.org/news/detail.aspx?pageaction=ViewSinglePublic&LinkID=17666&ModuleID=55](http://www.baylorschool.org/news/detail.aspx?pageaction=ViewSinglePublic&LinkID=17666&ModuleID=55).

KEY: 1 author 2 title of Tweet 3 title of service 4 day month year, time 5 location (url)

**Note:** The full text of the tweet should be your title -- enclose the text in quotation marks.

### Citing a Video from Classroom Video on Demand:

“The Spanish-American War Begins.” *The Spanish-American War: A Conflict in Progress*. Café Productions, 1998. *Classroom Video on Demand*, [cvod.infobase.com/PortalPlaylists.aspx?wID=95299&xtid=8335&loid=35966](http://cvod.infobase.com/PortalPlaylists.aspx?wID=95299&xtid=8335&loid=35966). Accessed 20 Sept. 2016.

KEY: title of the segment 2 title of source 3 publisher 4 publication date (release date) 5 title of container (website) 6 location (url) 7 accessed day month year

### Citing a Video from YouTube:

1 Anderson, Chris. 2 *TED's Secret to Great Public Speaking*. 3 TED Talks, 4 16 Apr. 2016. 5 *YouTube*, 6 [www.youtube.com/watch?v=-FOCpMAww28](http://www.youtube.com/watch?v=-FOCpMAww28). 7 Accessed 20 Sept. 2016.

KEY: 1 author 2 title of source 3 publisher 4 publication date (release date) 5 title of container (website) 6 location (url) 7 accessed day month year

**BE AWARE THAT SOME DATABASE VENDORS DO A BETTER JOB OF PROPERLY CITING ARTICLES THAN OTHERS.**

ABC-CLIO does a relatively good job of citing articles -- but states -- “Although every effort has been made to adhere to MLA rules, minor discrepancies may occur.”

### ANNOTATED WORKS CITED GUIDELINES

What is an Annotated Works Cited or Annotated Bibliography?

An annotated works cited or bibliography is essentially a listing of citations to books, articles, and documents. Each citation is followed by a brief (usually about 100 - 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited -- in short -- you are asked to comment on and/or explain why each source cited is useful.

**First**, you locate the information (books, periodicals, and documents) that may contain useful information and ideas on your topic and briefly examine/review those works that provide a variety of perspectives on your topic. **Second**, you cite the book, article, or document using the MLA style.

**Third**, write a concise annotation that summarizes the central theme and scope of the book or article.

This annotation should answer three main questions:

- **WHO** -- who wrote it; why is that person an authority or provide background of the author; or the group that sponsored it.
- **WHAT** -- what did it say; did it provide information or mis-information; compare or contrast this work with another you have cited -- does it agree or disagree.
- **WHY** -- explain why you think it is a good addition to your research. Also, comment on the intended audience -- who was the intended audience and most importantly why was it written.

#### Example for an article available from the ProQuest Direct database

Van Biema, David. “Missionaries Under Cover.” *Time*, vol. 161, no.26, 30 June 2003, pp. 36-45. *ProQuest Central K-12*, [search.proquest.com/docview/212826207/7DB9FC3A7F594E30PQ/1?accountid=8515](http://search.proquest.com/docview/212826207/7DB9FC3A7F594E30PQ/1?accountid=8515). Accessed 29 August 2016.

The article discusses the “current evangelical wave” and presents a variety of methods and attitudes dealing with the work of this new brand of missionaries. It illustrates how both believers in Judaism and Islam are possible targets to these new evangelists. Also, it provides a general understanding of this missionary movement and of the goals and dangers expected in achieving those goals. The article also presents a historical background to this current missionary wave and to past efforts elsewhere.

David Van Biema is a staff writer for *Time* magazine. This article is just one of many covering primarily topics dealing with the Middle East and/or religion. This article is the “cover story” for this issue of *Time* magazine and is written for the general public.

### In-Text Citation (Formerly Parenthetical Documentation) Examples:

According to MLA, the author's last name and a page reference are enough to identify the source and the specific location from which you obtained material. As shown in the following example:

**REMEMBER: Given the author's last name, your readers can find the complete publication information for the source in the alphabetically arranged list of works cited that follows the text of your paper.**

In-Text Material Type	In-Text Citation Example	Comment/Notes	Citation
Author's name in text	According to Naomi Baron, reading is "just half of literacy. The other half is writing" (194). One might suggest that reading is never complete without writing.	You only need to indicate page numbers, since the author's name appears in the text.	Baron, Naomi S. "Redefining Reading: The Impact of Digital Communication Media." <i>PMLA</i> , vol. 128, no.1, Jan. 2013, pp. 193-200.
Author's name in "in-text" reference	Reading is "just half of literacy. The other half is writing" (Baron 194).	Author's name and page numbers are placed at the end of the attributed text.	
Two authors' names in "in-text" reference	The dataset includes information on the entire population of children who have dropped out of North Carolina's public schools (Stearns and Glennie 37).	To avoid interrupting the flow of your writing, place the parenthetical reference where a pause would naturally occur (preferably at the end of a sentence), as near as possible to the material documented. The in-text reference precedes the punctuation mark that concludes the sentence, clause, or phrase containing the borrowed material.	Stearns, Elizabeth, and Elizabeth J. Glennie. "When and Why Dropouts Leave High School." <i>Youth Society</i> , 2006, vol. 38: pp. 29-57, yas.sagepub.com/content/38/1/29. Accessed 3 October 2016.
Quotation found in indirect or "secondhand" source	Samuel Johnson admitted that Edmund Burke was an "extraordinary man" (qtd. in Boswell vol. 2: 450).	If only an indirect source is available (only an indirect source is available--for example, someone's published account of another's spoken remarks), put the abbreviation <b>qtd. in</b> [which means "quoted in"] before the indirect source you cite in your in-text reference.	Boswell, James. <i>The Life of Johnson</i> . Ed. George Birkbeck Hill and L.F. Powell. 6 vols. Clarendon, 1934-50.
In-text Citations for Sources with No Known Author or Organization as Author	<i>Reading at Risk: A Survey of Literacy in America</i> notes that despite an apparent decline in reading during the sample period, "the number of people doing creative writing – of any genre, not exclusively literary works – increased substantially between 1982 and 2002" (3).	Include the first 2-3 key words from the title and the page number in parentheses.	<i>Reading at Risk: A Survey of Literacy in America</i> , National Endowment for the Arts, 2004, www.arts.gov/sites/default/files/ReadingAtRisk.pdf. Accessed 3 October 2016.
	The nine grades of mandarins were "distinguished by the color of the button on the hats of office" ("Mandarin").	In this example, there are no page numbers to include.	"Mandarin." <i>The Encyclopedia Americana</i> . 1993 ed.

**NOTE:** Some sources, especially those on the Internet, do not give page numbers. The general rule is to give a section number if it is given; otherwise simply don't use anything other than the author's name or title if no author is given.

**NOTE:** Periods should always follow the parenthetical citation. They should NEVER go within the quotation. Only exclamation points (!) and question marks (?) should be included in the quote.

# Baylor School Hedges Library 8<sup>th</sup> ed. MLA Format for Text Pages

According to the 8<sup>th</sup> edition of the MLA Handbook, there are specific requirements and/or recommendations for the format of a research paper. If there are questions check with your teacher, otherwise the following MLA recommendations are the most common for printing or typing, margins, spacing, etc.

## Printing or Typing

If you composed your paper on a computer, be aware of the following guidelines:

- EVERYTHING in your essay should be DOUBLE-SPACED. Everything including the heading, the title, the text, block quotations, and Works Cited page.
- Choose a standard, easily readable typeface (e.g., Times New Roman) and type size (e.g., 12 point)
  - Do not justify the lines of your paper at the right margin.
  - Turn off your word processor's automatic hyphenation feature.
  - Print on one side of the paper only.
  - Be sure to keep a copy of your paper either in hardcopy or a backup copy on disk.

## Spacing

A research paper must be double-spaced throughout, including quotations, notes, and the list of works cited or annotated list of works cited.

The FIRST PAGE of the essay should have a HEADING. It should contain the following:

- 1) your full name
- 2) your teacher's name
- 3) course name
- 4) the date  
20 Oct. 2003  
(day month year format)

Indent the first line of every paragraph 1/2 inch.

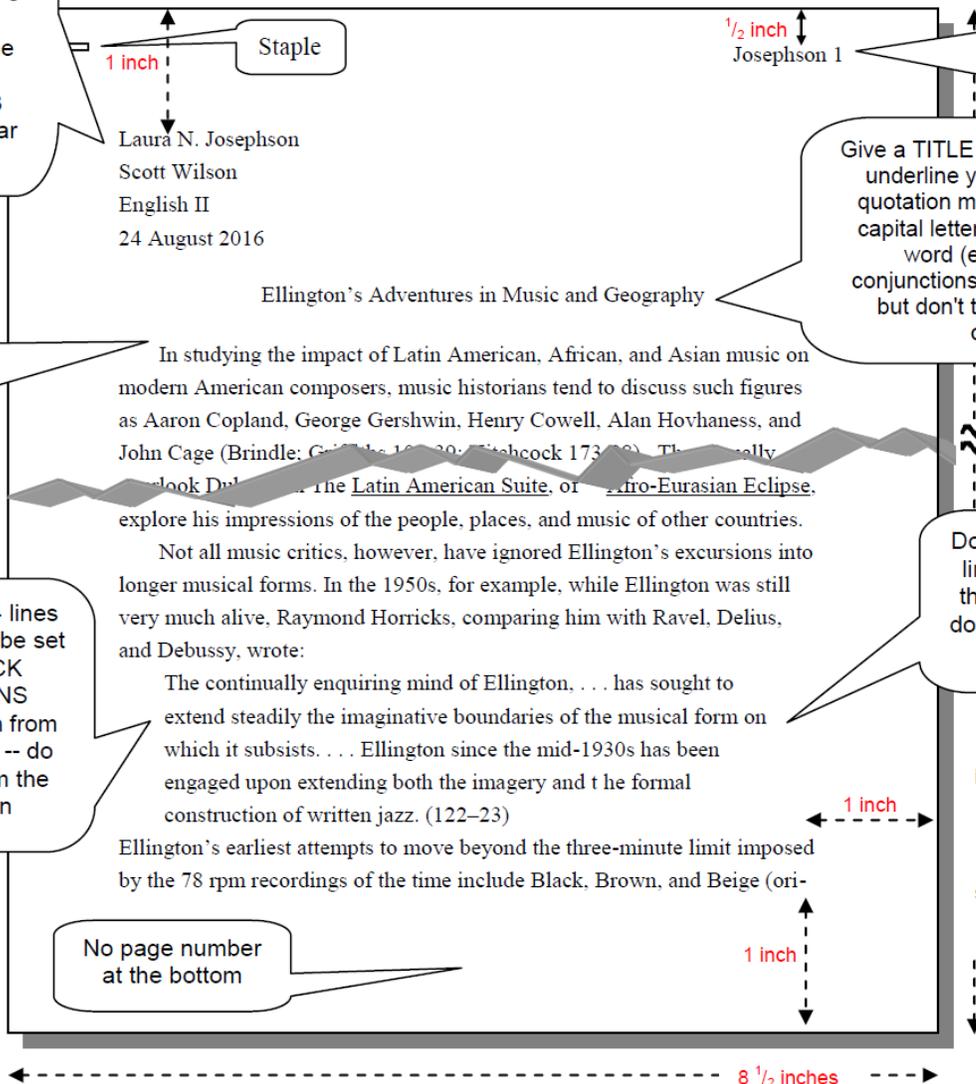
Quotations of 4 lines or more should be set off as BLOCK QUOTATIONS indented 1 inch from the left margin -- do not indent from the right margin

No page number at the bottom

The HEADER consists of 1) your last name and 2) the page number.

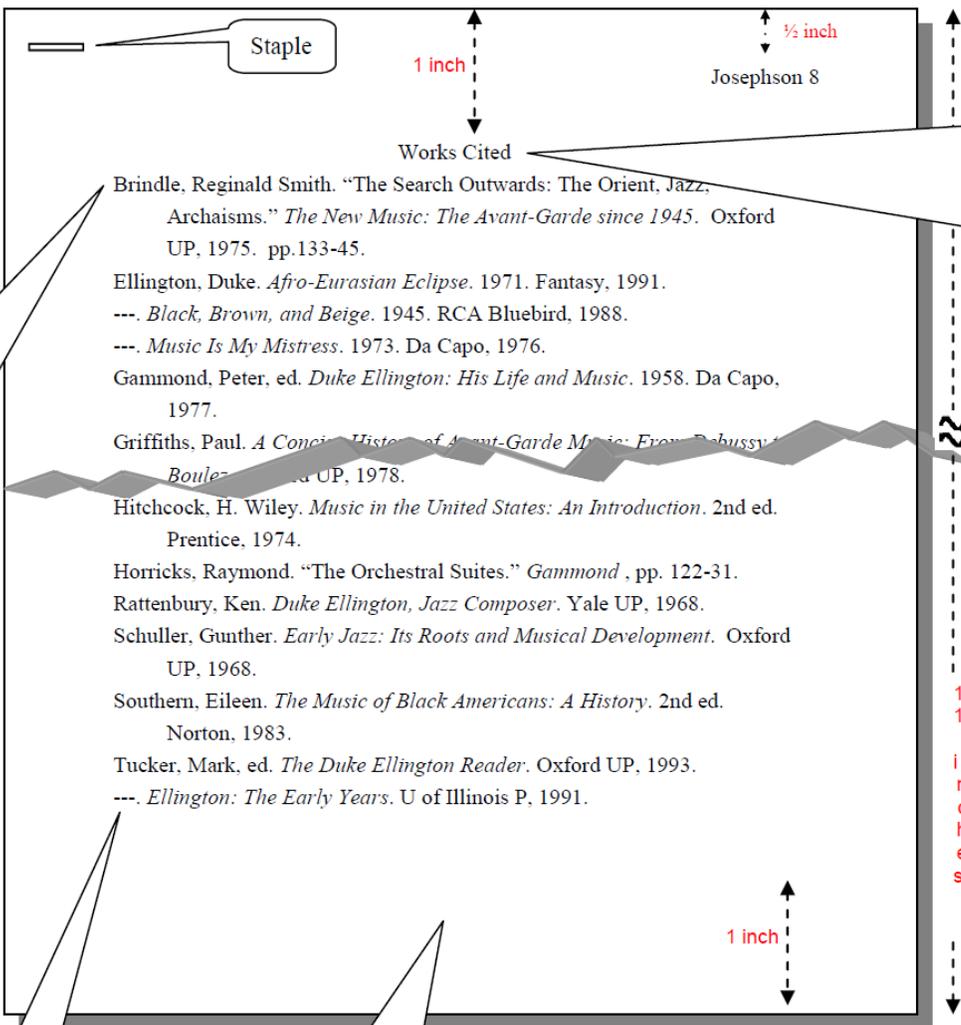
Give a TITLE to the essay. Do not underline your title or put it in quotation marks or type it in all capital letters. Capitalize each word (except articles, conjunctions, and prepositions), but don't type the title in all capitals.

Do not skip additional lines before or after the quotation. Also, do not indent the right margin.



Like EVERYTHING else in your essay, your Works Cited should be typed in upper and lower case and DOUBLE SPACED. DO NOT SKIP lines after "Works Cited" or between citations.

### MLA Format for Works Cited



The first line of each entry in your list should be flush left. Subsequent lines should be indented one-half inch. This is known as a hanging indent.

"Works Cited" should be centered 1 inch from the top of the 1<sup>st</sup> page of the bibliography. On all other bibliography pages, begin typing entries here.

If you have cited more than one work by a particular author, order them alphabetically by title, and use three hyphens in place of the author's name for every entry after the first.

No page number at the bottom

**Elements of a citation**  
 Authors' names are inverted (last name first); if a work has more than one author, invert only the first author's name, follow it with a comma, then continue listing the rest of the authors. Putting people's names in alphabetical order is done on a letter-by-letter basis. Ignore articles of speech: a, an, and the when alphabetizing citations.

Brindle, Reginald Smith. "The Search Outwards: The Orient, Jazz, Archaisms." *The New Music: The Avant-Garde since 1945*. Oxford UP, 1975, pp. 133-45.

The title of the article or book chapter is in quotations.

The title of the book is italicized

Publisher

Year of publication

Page numbers of the entire article or chapter.