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.”


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

**Classroom Video On Demand** 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.
In Daily Life through History - ABC-CLIO, students and researchers discover the everyday details about past eras that make historical accounts relevant and meaningful.

A standard in school, academic, and public libraries, the Encyclopedia Americana 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.

Encyclopædia Britannica Online School Edition provides access to three databases: -- Encyclopædia Britannica for high school students and up, -- Comptons by Britannica for middle school students and up and -- Britannica Elementary for elementary students and up.

History Reference Center – 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.

JSTOR 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.

ProQuest Central K12 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.


History Study Center 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. History Study Center 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.

Salem Press History Databases at present include:
- Great Lives from History: Notorious Lives 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.

World Book Encyclopedia
- Early World of Learning
- World Book Kids
- World Book Student
- World Book Advanced
- World Book Discover

World History Collection
World History Collection 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.
Service 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

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

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/lqr2.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
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
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
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
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
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](http://www.econlib.org/library/Enc/Mercantilism.html)

The mercantile system is the focus of the in-depth article you will find on this website. 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**


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](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**


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**


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

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 Madhi'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


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


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 Martinus 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


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 2nd 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/directed 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)

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 house 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). 2nd 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:

Example of two author book - MLA p. 21:
1Doris, Michael, and Louise Erdrich. 2The Crown of Columbus. 3HarperCollins, 41999.

Example of 2-3 authors or editors:

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

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

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

Example of an article from the ProQuest Central database:

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.

Example of an article from the CQ Researcher database:

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 an article from the Issues and Controversies database (SOURCE WITH NO AUTHOR IN A CONTAINER):

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 an article from the JSTOR database:

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:
Batt, Jack. “Spirit Week Research.” Received by Carl Owens, 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:

KEY: author → title of Tweet → title of service → day month year, time → 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:

KEY: title of the segment → title of source → publisher → publication date (release date) → title of container (website) → location (url) → 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 a 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

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.

<table>
<thead>
<tr>
<th>In-Text Material Type</th>
<th>In-Text Citation Example</th>
<th>Comment/Notes</th>
<th>Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author’s name in text</td>
<td>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.</td>
<td>You only need to indicate page numbers, since the author’s name appears in the text.</td>
<td>Baron, Naomi S. “Redefining Reading: The Impact of Digital Communication Media.” PMLA, vol. 128, no.1, Jan. 2013, pp. 193-200.</td>
</tr>
<tr>
<td>Author’s name in “in-text” reference</td>
<td>Reading is “just half of literacy. The other half is writing” (Baron 194).</td>
<td>Author’s name and page numbers are placed at the end of the attributed text.</td>
<td></td>
</tr>
<tr>
<td>Two authors’ names in “in-text” reference</td>
<td>The dataset includes information on the entire population of children who have dropped out of North Carolina’s public schools (Stearns and Glennie 37).</td>
<td>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.</td>
<td>Stearns, Elizabeth, and Elizabeth J. Glennie. “When and Why Dropouts Leave High School. Youth Society, 2006, vol. 38: pp. 29-57, yas.sagepub.com/content/38/1/29. Accessed 3 October 2016.</td>
</tr>
<tr>
<td>Quotation found in indirect or &quot;secondhand&quot; source</td>
<td>Samuel Johnson admitted that Edmund Burke was an &quot;extraordinary man&quot; (qtd. in Boswell vol. 2: 450).</td>
<td>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 qtd. in [which means “quoted in”] before the indirect source you cite in your in-text reference.</td>
<td>Boswell, James. The Life of Johnson. Ed. George Birkbeck Hill and L.F. Powell. 6 vols. Clarendon, 1934-50.</td>
</tr>
<tr>
<td>In-text Citations for Sources with No Known Author or Organization as Author</td>
<td>Reading at Risk: A Survey of Literacy in America 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).</td>
<td>Include the first 2-3 key words from the title and the page number in parentheses.</td>
<td>Reading at Risk: A Survey of Literacy in America, National Endowment for the Arts, 2004, <a href="http://www.arts.gov/sites/default/files/ReadingAtRisk.pdf">www.arts.gov/sites/default/files/ReadingAtRisk.pdf</a>. Accessed 3 October 2016.</td>
</tr>
</tbody>
</table>

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.


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.
According to the 8th 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)

Laura N. Josephson
Scott Wilson
English II
24 August 2016

Ellington’s Adventures in Music and Geography

In studying the impact of Latin American, African, and Asian music on modern American composers, music historians tend to discuss such figures as Aaron Copland, George Gershwin, Henry Cowell, Alan Hovhaness, and John Cage (Brindle, Copland, Gershwin, Cowell, 173-74). Typically, John Dorsey’s The Latin American Suite, or “Trio-Eurasian Eclipse,” explore his impressions of the people, places, and music of other countries.

Not all music critics, however, have ignored Ellington’s excursions into longer musical forms. In the 1950s, for example, while Ellington was still very much alive, Raymond Horricks, comparing him with Ravel, Delius, and Debussy, wrote:

> The continually enquiring mind of Ellington, . . . has sought to extend steadily the imaginative boundaries of the musical form on which it subsists. . . . Ellington since the mid-1930s has been engaged upon extending both the imagery and the formal construction of written jazz. (122–23)

Ellington’s earliest attempts to move beyond the three-minute limit imposed by the 78 rpm recordings of the time include Black, Brown, and Beige (ori-
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.

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.

Works Cited


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.


Publisher

Year of publication

Page numbers of the entire article or chapter.

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

The title of the book is italicized.

No page number at the bottom

“Works Cited” should be centered 1 inch from the top of the 1st page of the bibliography. On all other bibliography pages, begin typing entries here.

Staple

1 inch

1 inch

Josephson 8

½ inch

1 1/2 inches

4 1/2 inches