“In European history, the Middle Ages, or Medieval period, lasted from the 5th to the 15th century. It began with the collapse of the Western Roman Empire and merged into the Renaissance and the Age of Discovery. The Middle Ages is the middle period of the three traditional divisions of Western history: Antiquity, Medieval period, and Modern period. The Medieval period is itself subdivided into the Early, the High, and the Late Middle Ages.”

Reference Books

R 103 B628o  The Oxford dictionary of philosophy
R 291.02 W927w  World religions: from ancient history to the present
R 291.03 B786w  World religions
R 292 R356o  The Oxford guide to classical mythology in the arts, 1300-1990s
R 305.4 C557c  Chronology of women worldwide: people, places & events that shaped women's history
R 305.4 L724a  A to Z of ancient Greek and Roman women
R 305.4 S112w  Women's chronology: a history of women's achievements
R 305.409 S313w  Women and gender in medieval Europe : an encyclopedia
R 355.009 R286r  The reader's companion to military history
R 355.02 B396e  Encyclopedia of guerilla warfare
R 355.02 K79d  Dictionary of wars
R 364.1 B218n  Great lives from history: Notorious lives
R 394.2 B846l  Festivals of the world: the illustrated guide to celebrations, customs, events, and holidays
R 411 W927w  The world’s writing systems
R 509 A832a  Asimov's chronology of science & discovery
R 608.03 E89e  Eureka!
R 609 W927w  World of invention.
R 610.9 M489m  Medical discoveries: medical breakthroughs and the people who developed them
R 610.3 O98m  The Oxford illustrated companion to medicine
R 610.95 L926t  Traditional Chinese medicine: how to maintain your health and treat illness
R 702.2 O58a  Atlas of world art
R 703 B856o  The Oxford companion to Western art
R 703 D554d  The dictionary of art
R 703 E56a  Encyclopedia of world art.
R 703 E56va  The Encyclopedia of visual art
R 703 H645v  A Visual dictionary of art.
R 909 C557c  Chronology of the medieval world, 800 to 1491
R 909 C557c  Chronology of the expanding world, 1492 to 1762
R 909 H325h  History: the definitive visual guide: from the dawn of civilization to the present day
R 909.07 J82m  The Middle Ages: an encyclopedia for students
R 909.07 P337g  Great events from history. The Middle Ages, 477-1453
R 909.5 M825g  Great events from history: The Renaissance & early modern era, 1454-1600
R 911 C737c  The complete atlas of world history.
R 911 W927w  World atlas of the past
R 920.3 D554d  Dictionary of world biography
R 928 C995c  Cyclopedia of world authors
R 930 C512g  Great events from history: The ancient world, prehistory-476 c.e.
R 930.1 B675e  Encyclopedia of society and culture in the ancient world
R 931 R328a  The ancient Chinese
R 940.02 C557c  Chronology of European history, 15,000 B.C. to 1997
R 940.1 B626o  The Oxford dictionary of the Middle Ages
R 940.1 C178m  The Cambridge medieval history.
R 940.1 D554d  Dictionary of the Middle Ages
### Online Databases

<table>
<thead>
<tr>
<th>Classroom Video On Demand</th>
<th>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&amp;S), CVOD is a compilation of FFH&amp;S’s best high-school-level video content spanning all subject areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life through History - ABC-CLIO</td>
<td>In Daily Life through History - ABC-CLIO, students and researchers discover the everyday details about past eras that make historical accounts relevant and meaningful.</td>
</tr>
<tr>
<td>Encyclopedia Americana</td>
<td>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.</td>
</tr>
<tr>
<td>Encyclopædia Britannica Online School Edition</td>
<td>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.</td>
</tr>
<tr>
<td>ProQuest Central K12</td>
<td>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.</td>
</tr>
<tr>
<td>ProQuest History Study Center</td>
<td>ProQuest 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.</td>
</tr>
<tr>
<td>Salem Press History Databases</td>
<td>Salem Press History Databases use: Great Events from History: The Ancient World Great Events from History: The Middle Ages</td>
</tr>
<tr>
<td>World History: Ancient &amp; Medieval Eras ABC-CLIO</td>
<td>World History: Ancient and Medieval Eras covers early human history around the globe—from prehistoric times to the beginnings of the Renaissance.</td>
</tr>
</tbody>
</table>
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 Web Pages

A Case Study of Medieval Japan through Art: Samurai Life in Medieval Japan
URL: http://www.colorado.edu/CAS/TEA/curriculum/imaging-japanese-history/medieval/m2-online-handout.html
For seven centuries, Japan was ruled by warrior governments. The imperial court still existed, but the daimyo and samurai held the power. It all began in the Kamakura period with a shogun, or barbarian-quelling generalissimo, named Yoritomo. See artwork depicting the Heiji Rebellion and other battles. Yoritomo appointed military governors. At first, they served him. Later, they gained power and became the daimyo. Find out what was expected of warriors besides fighting. Learn about loyalties, alliances, and heroic values. Financial problems left the shogunate unable to reward samurai who fought off an invasion.

China’s Great Wall
URL: http://tlc.howstuffworks.com/family/great-wall-of-china-landmark.htm/printable
One of the best known landmarks in the world, the Great Wall of China ripples across China like a scaly dragon. From desert to sea, it stretched for four thousand miles. Not simply a wall, it was more than twenty feet wide with a highway for horses across the top. Examine the colossal scale of this construction project that lasted more than two thousand years. Find out why the wall sometimes failed to stop invaders. Discover the newest invaders who visit the wall by the thousands every day.

Ancient China
URL: http://ancientweb.org/explore/country/China
Chinese civilization dates back over 4000 years. Early accounts of China’s history were written by the ruling class and focused on politics and court histories, not on the common classes. Learn about the first prehistoric dynasty in China and see what archaeologists have learned from artifacts found from this time period. Read about the discovery of the ancient site of the Terracotta army and about warfare in Ancient China. There are descriptions of the different Chinese gods and notes about religion.

Ancient Chinese Science
URL: http://www.historyforkids.org/learn/china/science/
Ancient Chinese scientists were interested in practical inventions like weapons and paper. Medieval scientists didn’t worry so much about scientific theories. They wanted something they could use. They invented the crossbow, gunpowder, the hot air balloon, and the magnetic compass all by 250 B.C. Scientific observation was used to study the stars and planets as well as plants and animals. Mathematics and engineering were also important to the early Chinese. They experimented with printing and movable type.

Japan’s Medieval Age: The Kamakura and Muromachi Periods
URL: http://aboutjapan.japansociety.org/content.cfm/japans_medieval_age
See what life was like in medieval Japan as you read about the Kamakura and Muromachi period of history. In this article from the Japan society, you can read about imperial government, warriors, shoguns and more. Learn about political life during the Kamakura period and look at the political history of the country. The economy, culture and religious life are also discussed. Find out how and when the Muromachi period began and learn about economics, religion and culture of that period.
History of Art for Kids
URL: http://www.historyforkids.org/learn/arts/
This Web site helps students understand ancient art and the cultures and history of the people that created it. Students can explore architecture, sculpture, painting, and pottery from the Stone Age to 1500 A.D. The text is illustrated with photos and tells the story of the beliefs behind the art. The site also discusses the history, economy, lifestyles, philosophy, and science of many countries and cultures so the student gets a well-rounded view of the subject.

Ancient Chinese Explorers
URL: http://www.pbs.org/wgbh/nova/sultan/explorers.html
What was it like to sail on a Chinese treasure junk? Watch a video about these amazing ships used by Chinese explorers in the 15th century. See what was taken on the ships and the many places they traveled. The history of Chinese sea power is explained, and Chinese Admiral Zheng He is introduced. Find out about his many journeys and his battles along the way. You will even find out about a giraffe brought from India to China in 1415!

Land and Resources
URL: http://www.chinaembassy.se/eng/zgabc/t100383.htm
A general overview of the geography of China is provided by the web site of China's Embassy in Sweden. The land and resources are described in several different sections beginning with position and area. Learn about the total land area and borders. In the topography section you can find facts about elevation in the four areas of China. There are facts about the rivers and lakes, climate, flora and fauna, land resources and mineral resources.

Japanese Calligraphy
URL: http://metrotel.co.uk/calligraphy/intro1.html
Calligraphy is a Japanese art that has been studied for thousands of years. This beautiful style of writing is not easy to master and differs from person to person. This web site describes exactly what calligraphy is and the features that make the writing good or bad. A brief history of this art is provided taking you back to the seventh century A.D. and the Buddhist monks. There are also descriptions of the five basic types of script.

China's Age of Invention
URL: http://www.pbs.org/wgbh/nova/ancient/song-dynasty.html
NOVA presents questions and answers from Robin D.S. Yates, Professor of History, and East Asian Studies at McGill University in Canada. Learn more about the Song Dynasty (960-1280) as a period in China's history that excelled in economic prosperity and technological innovations. Basic modes of transportation would not have been possible without the Chinese invention of an explosion in a self-contained cylinder. This early development led to the internal combustion engine and the steam engine.

Traditional Chinese Medicine - An Alternative and Complementary Medicine Resource Guide
URL: http://www.amfoundation.org/tcm.htm
Traditional Chinese (or Oriental) Medicine practices date back more than two thousand years. The Alternative Medicine Foundation has prepared this resource guide which has a brief summary of Traditional Oriental Medicine, discussion of the basic principles, and an explanation of the five element theory, acupuncture, Chinese herbs, the eight guiding principles, diagnosis, diet, and more. This is intended to be only an overview of a complex treatment system that takes many years to master.

The ABCs of Traditional Chinese Medicine and Acupuncture
URL: http://www.acupuncturetoday.com/abc/
Traditional Chinese medicine, with records dating back to 2000 B.C., is one of the world's oldest systems of medicine. Chinese medicine is complex and is based on the belief that everything in the universe is interconnected. The parts of the body and the mind are interconnected and work together. Acupuncture, while common, is but one component of traditional Chinese medicine. There are as many as 2000 acupuncture points on the human body, following 20 meridians. There are several theories as to why it works, such as stimulating the nervous system.

Q. What Religions Do Japanese People Practice?
URL: http://web-japan.org/kidsweb/explore/culture/q6.html
The Ancient Japanese believed animals and plants had divine power. The power was called kami and the religion based on these beliefs was called Shinto. Natural phenomena also had special powers. Shinto became a major religion in Japan alongside Buddhist and Confucianism, which came from other parts of Asia. Find out about Shinto and Buddhist shrines, festivals, and ceremonies. Discover how New Year's Eve and Day may be celebrated in Japan. Learn about the introduction of Christianity in Japan.

Japan History and Customs
URL: http://asiarecipe.com/japeathistory.html
Explore the history and customs of Japanese eating here. You can research dining history, traditional dining, Japanese culture and wedding ceremony and customs. There are articles which discuss the differences between Japanese etiquette compared to western dining. Did you know that the color of the chopstick makes a
statement? Other sections titled Environment, Climate and the Diet and The Relationship with Rice are present. Japanese food is no longer considered as one of the world's unsolved mysteries.

**Japanese Aesthetics**

**URL:** [http://plato.stanford.edu/entries/japanese-aesthetics/](http://plato.stanford.edu/entries/japanese-aesthetics/)

This extensive encyclopedia article covers many aspects of Japanese aesthetics. An interactive table of contents allows you to access information on a topic of interest or you can read the article from beginning to end. The main body of the article explores the history and meanings behind these six particular types of Japanese aesthetics. Some sections have pictures that demonstrate the elements that the Japanese consider beautiful. Following the article you will find recommended links and a related encyclopedia entry.

**Middle Ages**

**URL:** [http://www.factmonster.com/encyclopedia/history/middle-ages.html](http://www.factmonster.com/encyclopedia/history/middle-ages.html)

In European history, the Middle Ages followed the Roman Empire. Beginning in the 4th or 5th century, the time period went until the 15th century. Western civilization and its cultural institutions emerged from the Middle Ages. It was once called the Dark Ages, perhaps because there were few sources of information on the events of that period. The development of Western culture was based around Christianity. The political and social system was one of feudalism. Guild managed economic life and trade.

**Middle Ages**

**URL:** [http://regentsprep.org/Regents/global/themes/economic/mid.cf](http://regentsprep.org/Regents/global/themes/economic/mid.cf)

Explore the European economic system during the Middle Ages. Although many new things were being invented, resources were scarce. Feudalism controlled the social, political, and economic systems. Serfs were not slaves but they had to work for the lord of the manor. It was the only way they could have land to farm. They paid taxes out of the crops they harvested. The lords paid taxes to higher lords or the king. They provided protection to the serfs but the serfs might have to serve in the lord's army. The Crusades increased trade and eventually brought an end to feudalism.

**Middle Ages**

**URL:** [http://www.bbc.co.uk/history/british/middle_ages/](http://www.bbc.co.uk/history/british/middle_ages/)

The Middle Ages in England were a time of turmoil, invasion, and death but they were also a time of new beginnings and rights. Massive social and political changes happened during this time period. King Henry II replaced anarchy with cultural growth. Nationalism arose and the government became stable enough to survive the long absences of its kings. Famine and plague decimated half of England's population, with lasting social impact. Investigate English imperialism, feudal control, rebellions, and rivalries. Learn about the strengths of weaknesses of medieval English kings.

**Everyday Life in the Middle Ages**

**URL:** [http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/everyday_life_middle_ages/activity/](http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/everyday_life_middle_ages/activity/)

The Middle Ages weren't all about knights, jousting, and the Black Death. What was everyday life like? Find out who liked to eat sheep's feet, beef ribs, swan, and peacock. Discover what people sports people enjoyed, where they slept, and how long people worked before breakfast. Local merchants opened their shops before foreign merchants, but most closed around 3 p.m. Everybody had an 8 p.m. curfew. People were assigned to either fight, pray, or work.

**Middle Ages**

**URL:** [http://www.learner.org/interactives/middleages/](http://www.learner.org/interactives/middleages/)

Annenberg presents this attractive web site detailing what it was like to live in the Middle Ages. Information is presented in a clear, concise manner which makes it easy for the user to navigate throughout the site. Links are available to the broad categories of feudal life, religion, homes, clothing, health, arts and entertainment, town life and resources. Additional links are offered to further details within each subject area. This is a very nice site for all levels.

**Characteristics of the Feudal World**

**URL:** [http://westernreservepublicmedia.org/middleages/feud_feudalw.htm](http://westernreservepublicmedia.org/middleages/feud_feudalw.htm)

The Middle Ages began with the fall of the Roman Empire and lasted about 1,000 years. To find out what life was like in the Middle Ages, visit this web page. You will learn about the different classes of society during that time and find out how they lived. Life was very hard in the Middle Ages. The king had absolute power, and everyone else owed loyalty and service to someone else in exchange for land and protection. Find out about the government, education, medicine, and entertainment during this important period in European history.

**Medieval Europe**


Warring Germanic tribes looking for supplies and riches left a path of destruction through Europe. Building and trade declined since it was no longer safe to travel. Things got worse than they had been in previous generations. Some
called it the Dark Ages. Food was hard to find and education was scarce. The Merovingian kings were different. They tried to build a better civilization. Learn about the Franks, the Holy Roman Empire, and the Vikings. Investigate castles, knights, chivalry, and feudalism. Find information about the French and English monarchies.

**Major Crusades to the East: Christian History Timeline**

**URL:** [https://www.christianhistoryinstitute.org/magazine/article/major-crusades-to-the-east-timeline/](https://www.christianhistoryinstitute.org/magazine/article/major-crusades-to-the-east-timeline/)

Investigate the mission, leaders, and outcomes of the First, Fifth, Sixth, Seventh, and Eighth Crusades. The First Crusade was to protect pilgrimages to Jerusalem as well as defend Eastern Christians from Muslim attacks. The Fourth, Fifth, and Seventh Crusades sought to defeat Egypt because it was a center of Muslim power. The Sixth Crusade returned to the original mission of retaking Jerusalem. Frederick II negotiated with Muslims to share Jerusalem, a treaty that got him excommunicated for making peace instead of war. Peace only lasted a decade. The Eighth Crusade against sought to retake the Holy Land but was abandoned.

**The Second Crusade**

**URL:** [http://www.middle-ages.org.uk/the-second-crusade.htm](http://www.middle-ages.org.uk/the-second-crusade.htm)

The Second Crusade began in 1147 and ended in 1149. Use this web site to get facts about this historic event. Find out what caused the Second Crusade as you learn about the fall and the massacre at Edessa in 1146. Read about the preaching of Saint Bernard of Clairvaux and his role in the Second Crusade. There is information about King Louis VII of France and Conrad III of Germany and how they got involved in the crusade. Discover why this crusade was considered a failure.

**How the Crusades Worked**

**URL:** [http://history.howstuffworks.com/middle-ages/crusades.htm/printable](http://history.howstuffworks.com/middle-ages/crusades.htm/printable)

More than 900 years ago, a battle began over the Holy Lands. Christians were at war with Muslims for control over Jerusalem. The Crusades were a battle between religions and cultures. Historians look back at the Crusades and tell tales of knights, greedy popes, and barbarians. Most of the Crusaders were ordinary people who had never left their towns before but were spurred to join when they heard about atrocities against others or spiritual rewards. Muslims laughed as the Crusaders fasted and marched barefoot around the city, but the Crusaders turned a siege into a slaughter.

**The Crusades**

**URL:** [http://www.uwgb.edu/dutchs/westtech/xcrusade.htm](http://www.uwgb.edu/dutchs/westtech/xcrusade.htm)

News traveled slowly in the Middle Ages, when most people rarely went more than a few miles from home. So it is perhaps surprising that people traveled from Europe to Asia for the Crusades. It might also surprise you to know that the Crusades were more about political rivalry than religious conflict. Investigate the Great Schism, the decline of the Byzantine Empire, and Moslem attitudes toward pilgrimages to the Holy Land. Analyze the stated and hidden agendas of the Crusades. Evaluate the tactics and strategies of the Crusaders.

**The First Crusade**

**URL:** [http://europeanhistory.boisestate.edu/crusades/1st/](http://europeanhistory.boisestate.edu/crusades/1st/)

At the Council of Clermont, Pope Urban II gave a public speech, calling the Franks to the aid of Eastern Christians. Moslem Turks were invading the Holy Land, turning the Church of the Holy Sepulchre into a mosque, and keeping Christian pilgrims from going to the Holy Land. The poor were the first to arrive, but armies took longer to prepare and finance. Learn about some of the leaders of the First Crusade and trouble on the way to Constantinople. The Crusaders ran into conflicts with merchants and emperors. Read about how the Crusaders took Jerusalem.

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**Giving credit where credit to 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 😐

**Hedges Library MLA 8th Edition Citation Generator**

Allows citations to copied and pasted using most browsers (Internet Explorer, Opera, Safari) -- exception being Netscape. Pop-ups must be enabled. Simply click the desired resource type to the left and follow directions. If there are questions check with your teacher since they represent the ultimate authority for your assignment, otherwise the following MLA recommendations are the most common for printing or typing, margins, spacing, etc.

**WARNING:** When copying and pasting in Apple Pages, italic formatting is lost.

**URL:** [https://mail.baylorschool.org/~cowens/mla/mla8thed.htm](https://mail.baylorschool.org/~cowens/mla/mla8thed.htm)
In-Text Citation (Formerly Parenthetical Documentation) Examples:

The in-text citation should direct the reader unambiguously to the entry in your works-cited list for the source -- and, if possible, to a passage in the source -- while creating the least possible interruption in your text.

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 &quot;just half of literacy. The other half is writing&quot; (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.” <em>PMLA</em>, vol. 128, no.1, Jan. 2013, pp. 193-200.</td>
</tr>
<tr>
<td>Author's name in “in-text” reference</td>
<td>Reading is &quot;just half of literacy. The other half is writing&quot; (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. &quot;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 <em>qtd.</em> in [which means &quot;quoted in&quot;] before the indirect source you cite in your in-text reference.</td>
<td>Boswell, James. <em>The Life of Johnson</em>. Ed. George Birkbeck Hill and L.F. Powell. 6 vols. Clarendon, 1934-50.</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. "Mandarin." *The Encyclopedia Americana*. 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.
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**


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.
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 **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.

**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 (Brandle, Copland 45; Cowell 96; Hovhaness 172-80). Typically, Ellington’s Latin American Suite, or Afro-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-
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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.


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