HIST3041

“The Indispensable Nation”?:
America and the World, 1776 to the Present

Course Co-ordinator: Associate Professor Chris Dixon:
Course Overview

Semester  
Semester 1 - 2007

Unit Weighting  
10

Teaching Methods  
Lecture

Tutorial

Brief Course Description
Examines the historical dimensions of America’s rise to global pre-eminence. Topics: US foreign policy during the early years of the Republic, America's westward surge, the Spanish-American War, America's acquisition of empire (particularly in Asia and Latin America), America's role in the two World Wars, the Cold War; the post-Cold War world, September 11 and the War on Terror. Themes include the tensions between isolationism and internationalism, public opinion and foreign policy, and the roles of race, economics, and national interest. The role of ideology, particularly American exceptionalism, will also be considered: is the United States really the world’s “indispensable nation”?

Contact Hours
Lecture for 1 Hour per Week for the Full Term
Tutorial for 1 Hour per Week for the Full Term
Seminar for 1 Hour per Week for the Full Term

3 contact hours per week for full term, comprising a one-hour lecture, a one-hour tutorial, and THE SEMINAR IS a one-hour video-screening.

Learning Materials/Texts

Course Objectives
Students will:

1. Discuss major themes and issues pertaining to America's relationships with other nations and peoples.
2. Discuss historiographical issues pertaining to American foreign policy.
3. Demonstrate skills in the areas of research, analysis, and the presentation of arguments, both written and verbal.

Course Content
Course content will be drawn from the following range of topics:

1. The birth of the republic and American exceptionalism
2. The Monroe Doctrine
3. Manifest Destiny & westward expansion
4. Post-Civil War expansion
5. The War of 1898 and American Imperialism
6. American and Europe: Immigration, World War One, and the “return to isolationism”
7. Isolationism Abandoned - the United States and World War Two
8. The US & Latin America
9. The United States and the Cold War
10. The McDonalds Empire - US cultural expansion in the Twentieth Century
11. From the Cold War to the War on Terror.

Assessment Items

<table>
<thead>
<tr>
<th>Essays/Written Assignments</th>
<th>Essay 3,000 words, 46% &amp; Essay Bibliography, 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination:</td>
<td>Formal exam or class test, as specified in the course guide, 19%</td>
</tr>
<tr>
<td>Other:</td>
<td>Quiz: 15%.</td>
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<tr>
<td>Other:</td>
<td>Class participation demonstrating preparation and involvement, worth 10%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
20 units in History at 1000 level or equivalent.
Callaghan Campus Timetable

<table>
<thead>
<tr>
<th>HIST3041</th>
<th>THE INDISPENSABLE NATION?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enquiries: School of Humanities and Social Science</td>
<td></td>
</tr>
<tr>
<td>Semester I - 2007</td>
<td></td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
<td>Monday</td>
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<tr>
<td>and <strong>Lecture</strong></td>
<td>Monday</td>
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<tr>
<td>or <strong>Tutorial</strong></td>
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<td>or <strong>Monday</strong></td>
<td>15:00 - 16:00</td>
</tr>
<tr>
<td>or <strong>Monday</strong></td>
<td>13:00 - 14:00</td>
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</tbody>
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Ourimbah Timetable

<table>
<thead>
<tr>
<th>HIST3041</th>
<th>THE INDISPENSABLE NATION?</th>
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</thead>
<tbody>
<tr>
<td>Enquiries: School of Humanities and Social Science</td>
<td></td>
</tr>
<tr>
<td>Semester I - 2007</td>
<td></td>
</tr>
<tr>
<td><strong>Film Screen</strong></td>
<td>Thursday</td>
</tr>
<tr>
<td>and <strong>Lecture</strong></td>
<td>Thursday</td>
</tr>
<tr>
<td>and <strong>Tutorial</strong></td>
<td>Thursday</td>
</tr>
<tr>
<td>or <strong>Thursday</strong></td>
<td>15:00 - 16:00</td>
</tr>
</tbody>
</table>

**Plagiarism**

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

**Written Assessment Items**

Students may be required to provide written assessment items in electronic form as well as hard copy.

Assignment Cover Sheet  http://www.newcastle.edu.au/school/hss/studentlinks/studentform.html

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particularly for information on the options available to you, at:


Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the date of submission or examination.
- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.
- Requests for Rescheduling Exams must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2007
For semester 2 courses: 31 August 2007
For Trimester 1 courses: 17 February 2007
For Trimester 2 courses: 9 June 2007

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre. To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students on campus.
The four Student Hubs are located at:

**Callaghan campus**
- Shortland Hub: Level 3, Shortland Union Building
- Hunter Hub: Student Services Centre, Hunter side of campus

**City Precinct**
- City Hub & Information Common: University House, ground floor in combination with an Information Common for the City Precinct

**Ourimbah campus**
- Ourimbah Hub: Administration Building

**Faculty websites**
- **Faculty of Business and Law**
- **Faculty of Education and Arts**
- **Faculty of Engineering and Built Environment**
- **Faculty of Health**
- **Faculty of Science and Information Technology**

**Contact details**

**Callaghan, City and Port Macquarie**
Phone: 02 4921 5000
Email: EnquiryCentre@newcastle.edu.au

**Ourimbah**
Phone: 02 4348 4030
Email: EnquiryCentre@newcastle.edu.au

**The Dean of Students**
Resolution Precinct
Phone: 02 4921 5806  Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

**Deputy Dean of Students (Ourimbah)**
Phone: 02 4348 4123
Fax: 02 4348 4145
Email: resolutionprecinct@newcastle.edu.au
Various services are offered by the University Student Support Unit:


Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

Web Address for Rules Governing Postgraduate Academic Awards

Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:


Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below. Hard copy submission:

- **Type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.

- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.

- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

- **Staple the pages** of your assignment together (do not use pins or paper clips).

- **University Assessment Item Coversheet:** All assignments must be submitted with the University coversheet available at: http://www.newcastle.edu.au/study/forms/

- **By arrangement with the relevant lecturer, assignments may be submitted at any Student Hub located at:**
  - Level 3, Shortland Union, Callaghan
  - Level 2, Student Services Centre, Callaghan
  - Ground Floor, University House, City
  - Ground Floor, Administration Building, Ourimbah

- **Date-stamping assignments:** All students must date-stamp their own assignments using the machine provided at each Student Hub. If mailing an assignment, this should be address to the relevant School. Mailed assignments are
accepted from the date posted, confirmed by a Post Office date-stamp; they are also date-stamped upon receipt by Schools.

- **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.

- **Keep a copy of all assignments:** It is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in electronic and hard copy formats.

**Online copy submission to Turnitin**
In addition to hard copy submission, students are required to submit an electronic version of the following assignments to Turnitin via the course Blackboard website:
- Major Essay and Annotated Bibliography

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing. Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

**Penalties for Late Assignments**
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded **zero marks**.

**Special Circumstances**
Students wishing to apply for Special Circumstances or Extension of Time should apply online @ http://www.newcastle.edu.au/policylibrary/000641.html

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students (Refer http://www.newcastle.edu.au/policylibrary/000769.html).

**Return of Assignments**
Students can collect assignments from a **nominated** Student Hub during office hours. Students will be informed during class which Hub to go to and the earliest date that assignments will be available for collection. Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**
- See the information at the end of this Course Guide.

**Student Representatives**
Student Representatives are a major channel of communication between students and the School. Contact details of Student Representatives can be found on School websites.

**Student Communication**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
HIST3041
“The Indispensable Nation”?:
America and the World, 1776 to the Present
## Course Program

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Week #</th>
<th><strong>LECTURE</strong></th>
<th><strong>TUTORIAL</strong></th>
<th><strong>VIDEO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>19 February</td>
<td>1</td>
<td>1) Introduction: Course Description &amp; Organization</td>
<td>No Tutorial</td>
<td>The West (2): Empire Upon the Trails</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) The Idea of “America”</td>
<td></td>
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<tr>
<td>26 February</td>
<td>2</td>
<td>American Attitudes to the World, 1776-1898</td>
<td>Introductory Tutorials: Course Organization and Introduction</td>
<td>The West (2): Empire Upon the Trails (cont.)</td>
</tr>
<tr>
<td>5 March</td>
<td>3</td>
<td>From Empire to Isolationism, 1898-1932</td>
<td>An American Empire?: Nineteenth-century Expansionism</td>
<td>The Great Depression, 1929-1941: Arsenal of Democracy</td>
</tr>
<tr>
<td>12 March</td>
<td>4</td>
<td>Abandoning Isolationism: Franklin D. Roosevelt and the Triumph of American Power</td>
<td>An Imperial Power: Acquiring and Administering the American Empire</td>
<td>Atlantic Charter</td>
</tr>
<tr>
<td>19 March</td>
<td>5</td>
<td>The Cold War, I: Containing the Soviet Threat, 1945-1949</td>
<td>Woodrow Wilson: A Naïve Idealist?</td>
<td>TBA</td>
</tr>
<tr>
<td>26 March</td>
<td>6</td>
<td>Quiz</td>
<td>American Entry into World War Two</td>
<td>TBA</td>
</tr>
<tr>
<td>2 April</td>
<td>7</td>
<td>The Cold War II: From Containment to the “New Look”</td>
<td>The Origins of the Cold War</td>
<td>A Cold War</td>
</tr>
</tbody>
</table>

### Semester Recess

No Classes: Major Essays Due this week

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Week #</th>
<th><strong>LECTURE</strong></th>
<th><strong>TUTORIAL</strong></th>
<th><strong>VIDEO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>23 April</td>
<td>8</td>
<td><strong>No Classes: Major Essays Due this week</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 April</td>
<td>9</td>
<td>To Bear Any Burden: John F. Kennedy and the Cold War</td>
<td>Exporting America: The United States and the 3rd World</td>
<td>Playing the Game: Black Star Rising</td>
</tr>
<tr>
<td>7 May</td>
<td>10</td>
<td>Paying the Price: Vietnam &amp; the Limits of American Globalism</td>
<td>On the Brink: The Cuban Missile Crisis, 1962</td>
<td>The Trial of Henry Kissinger</td>
</tr>
<tr>
<td>21 May</td>
<td>12</td>
<td>The End of the Cold War</td>
<td>Defeating the “Evil Empire”: Ronald Reagan &amp; the End of the Cold War</td>
<td>Secrets of State: The President’s Men (3): Reagan and Bush</td>
</tr>
<tr>
<td>28 May</td>
<td>13</td>
<td>America Triumphant?: A New World (dis?)Order</td>
<td>A New Crusade?: The United States and the War on Terror</td>
<td>Playing the Game: Breaking the Silence</td>
</tr>
<tr>
<td>4 June</td>
<td>14</td>
<td>End-of-Semester Test</td>
<td>No Tutorials</td>
<td>No Video</td>
</tr>
</tbody>
</table>
While we will be giving due attention to the America’s relationship with the rest of the world in the period preceding the twentieth century, and although you will be expected to familiarize yourself with a number of concepts and ideas that were first articulated during the pre-twentieth century period, most of our attention will be focused on the period since 1898. Lectures will provide the building blocks for your own research, and for the tutorial topics, which will address specific themes and “episodes.” It is not compulsory to attend lectures, but I’d encourage you to do so. (I will be distributing Lecture Outlines each week; if you do miss a lecture, be sure to pick up a copy of the outline from me, or from Blackboard.)

Class Times:

**Callaghan:**
- Lecture: Monday 10-11 (AT25)
- Video: Monday 11-12 (AT25)
- Tutorials (choose one): Monday 1-2 (MC102), Monday 2-3 (MC102), Monday 3-4 (MC102)

**Ourimbah:**
- Lecture: Thursday 12-1 (O_LT2)
- Video: Thursday 5-6 (O_CS1.03)
- Tutorials (choose one): Thursday 11-12 (O_CS2:.07), Thursday 4-5 (O_CS2:.07)

Consultation Times:
- Callaghan: Monday 1-2 and Wednesday 11-12 (MCG28a)
- Ourimbah: Tuesday 11-12 and Thursday 2-3 (HO1.75)

Alternatively, you can schedule an appointment at a different time.

Readings:

The textbook for this course is:


Recommended reading:


Additional sources:

- See the various editions of Thomas Paterson’s *Major Problems in American Foreign Relations*. The title changes slightly from edition to edition, and in recent years Dennis Merrill has joined Paterson as a co-editor.

- Paterson has also authored (or, co-authored) and edited a number of other useful sources, including *American Foreign Relations* (various editions).

- The *Encyclopaedia of U.S. Foreign Relations* is a useful adjunct to your research and learning.

- Thomas Bailey’s *A Diplomatic History of the American People* is dated, but still useful. (See also Alexander DeConde, *A History of American Foreign Policy*.)

- Howard Jones, *Crucible of Power* (2 vols.)

- Useful journals include *Foreign Affairs* and *Diplomatic History*.


- More generally, the stacks at 327.73, and 973, will yield a wide array of sources.

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- Attendance during the scheduled class time on Monday March 26 (Callaghan) or Thursday March 29 (Ourimbah) – when the Quiz will be held – and at the Class Test on Monday June 4 (Callaghan) or Thursday June 7 (Ourimbah) is obligatory.

- The University recognizes only religious holy days and documented medical conditions as reasons for exemption.

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**PLEASE DISARM ALL MOBILE PHONES BEFORE YOU COME INTO LECTURES OR TUTORIALS.**
Assessment Tasks

<table>
<thead>
<tr>
<th>Item</th>
<th>Date (due)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Week 6</td>
<td>15%</td>
</tr>
<tr>
<td>Essay (2,500 words)</td>
<td>Tuesday April 24</td>
<td>46%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Tuesday April 24</td>
<td>10%</td>
</tr>
<tr>
<td>Tutorial Participation</td>
<td>Continuous</td>
<td>10%</td>
</tr>
<tr>
<td>End-of-semester Test</td>
<td>Monday 6 June</td>
<td>19%</td>
</tr>
</tbody>
</table>

The Quiz (Week 5):
The quiz will last 30 minutes, and will be based on material covered in the first five weeks of the course. The Quiz will be worth 15% of your overall assessment. (More details will be provided during the first two weeks of the course.)

Essay and Annotated Bibliography (due 5pm Tuesday April 24)

You are required to write one essay (2,500 words) for this course, due anytime before 5pm Tuesday April 24. This project is worth a major proportion of your final grade; accordingly, you should put considerable effort into both researching and writing your essay.

In addition, you’re required to submit an Annotated Bibliography (c.500 words).

It is imperative that you start work on the essay at an early stage – and perhaps submit it before the due date. The fact that other assignments are due at the same time as this essay will not be considered a satisfactory reason for late submission.

a) The Essay is worth 45% of your overall assessment. You must answer one of these questions:

1. Which “side” was responsible for the Cold War? Was it inevitable?


3. Analyze the “Good Neighbor Policy” of the 1930s. To what extent was it a significant departure from previous American policies toward Latin America?

4. Why did Woodrow Wilson lose the fight for the League of Nations?

5. With reference to a specific region (and period, if you wish) analyze the proposition that “American cultural power has been as significant as American military power.”
6. What were the main reasons for American expansionism at the end of the nineteenth century? What justifications did Americans offer for expansionism?

7. How did the United States influence the world economically, politically, and culturally during the 1920s?

8. Analyze Theodore Roosevelt’s policies toward Latin America. Did his policies “promote dictatorships, instability, and revolution,” or did they “establish political order”?

9. Why did the United States become involved in the Korean War? To what extent was the war a victory for US foreign policy?

10. Analyze Franklin Roosevelt’s wartime diplomacy. To what extent was he in control of the “Grand Alliance” with the Soviet Union and Britain?

11. Analyze the relationship between the international process of decolonization and the African American struggle for civil rights within the United States.

12. Analyze U.S.-Cuban relations in the period preceding the Cuban Missile Crisis, paying particular attention to the period following the ascendency of Fidel Castro.

13. Analyze the Nixon Administration’s efforts to “normalize” relations with China.

14. Analyze the Reagan Administration’s policies toward Central America? Were they successful?

15. Assess the foreign policy successes – and failures – of the Clinton Administration.

16. Analyze the Carter Administration’s policies toward the Arab-Israeli conflict?

17. Analyze the “Iranian Hostage Crisis” of 1979-1980? How did this crisis come about? How would you assess the response of the Carter Administration?

18. Analyze the role of Henry Kissinger in forging détente with the Soviet Union.

19. Analyze the Nixon Administration’s policies towards Chile.

20. Analyze United States involvement in Iranian affairs during the early 1950s. (Consider the period up to 1954.)

21. Analyze the policies of the first Bush Administration toward the Middle East.

b) The Annotated Bibliography is worth 10% of your overall assessment.

This exercise consists of a brief (two or three sentences will be sufficient in most cases) discussion of the value – or otherwise – of each of the sources you have consulted.
The purpose of this exercise is to encourage you to think critically about the books and articles you use. The Annotated Bibliography must be submitted at the same time as your essay.

I appreciate that many of you will not have written an Annotated Bibliography before, so I’ll discuss the exercise in more detail in lecture and tutorials. In other words, don’t be intimidated.

Please note: you are also required to include a “normal” Bibliography, appended to the end of your essay.

**Essay Hints:**

- Please **double-space** your work, and print on one side of the paper only.

- **Please ensure, too, that essays conform to the stipulated word length.** (I’ll stop reading after the word limit has been exceeded by 10%.)

- **No plastic, please:** When submitting essays please attach one of the School’s cover sheets. Please DO NOT place the essay in a manila folder, plastic folio, or anything similar.

- Your essays must follow the recommended School conventions regarding footnotes and bibliography. Essays that do not conform to these conventions will be returned for correction (and a 5-mark penalty – out of 46 – will be applied). If you are in any doubt, please consult the School website, or ask me for advice.

- Your argument should be expressed in clear, error-free English; you will lose marks if it is not – and absolute disasters will be handed back for resubmission. (A penalty will be also applied in these cases.)

- Extensions will be granted only in special circumstances and at the discretion of the course coordinator but must be obtained in writing *before the due date*. Except in cases of unforeseen sickness and misadventure, requests for extensions should be accompanied by documentation, such as a medical certificate. The fact that other essays or assignments are due at the same time as your essay will **not** be considered a valid reason for an extension.

- Essays submitted late without satisfactory explanation will receive a mark, but no comments.

- For reasons of equity, students who are disappointed with the mark they receive for their essay will **not** be allowed to re-submit. It is, therefore, incumbent upon you to ensure your essay is in the best possible shape when it is submitted.
The End-of-semester Test will be held in the final lecture: Monday 4 June, (Callaghan) and Thursday June 7 (Ourimbah).

The Test will be in two parts.

Part A: (10 Marks)

This section will consist of a compulsory essay question. This is the question:

- What are the major forces that influenced America’s foreign relations during the period 1898-2001?

Part B: (9 Marks)

This section will ask you to answer 3 “short answer” questions, drawn from the Tutorial Topics from weeks 7-13.

Tutorial Participation

Satisfactory attendance at tutorials is a requirement of the course; students who fail to attend regularly will be liable to be excluded.

There will be no formal tutorial presentations in this course, but you should come prepared to participate in the weekly discussions; your contribution to tutorials is expected to be an informed and will be worth up to ten (10) percent of your final grade.

- Please note that students who are vociferous each week but whose participation is based upon their general knowledge, rather than on careful reading of the documents and texts, cannot expect to receive a high mark.

- I will not hesitate to give full marks to those students who prepare properly for each class, and whose contribution indicates they have given some thought to the issues under consideration.

- Note, too, that tutorials are meant to be inclusive, interactive meetings: students who are content to do nothing in tutorials except note down what other students, or the tutor, are saying, cannot expect to receive a good mark for tutorial participation.

- You are expected to be on time for tutorial classes. Tutorials will commence at five minutes past the hour, and finish at five to the hour.

- Students who miss more than three tutorials without satisfactory explanation risk exclusion from the course.
As you’re studying the various readings, you should be looking not just for “information” about the topic, but should also be interrogating the primary and secondary sources under consideration:

- what do the primary sources suggest?
- what disagreements can you discern between various historians’ accounts?
- have historians’ interpretations changed over time?
- why have historians disagreed?

The criteria for assessing tutorial participation are listed below. You will be asked to assess your own participation at the end of semester. The final mark you are awarded will take into account the grade you allocate yourself, as well as the tutor’s evaluation of your participation.

- Remember that assessment for tutorial participation is based on the quality of your contribution to the discussion of required readings during tutorials.
- Attendance is not used as a basis of assessing class participation.

**Tutorial participation marks will be allocated as follows:**

**High Distinction**

You have contributed substantially to the discussion. You worked hard to integrate your reading for tutorials & lectures into an overall understanding of what each topic was about, and how it related to the course as a whole. You made informed and thoughtful contributions that helped others in the tutorial to understand the topic.

**Distinction**

You participated substantially each week. You demonstrated a conscientious effort to come to terms with the topic each week and relate it to the course as a whole.

**Credit**

You participated regularly in discussions, demonstrating that you have made an effort to come to terms with the topic each week.

**Pass**

You contributed a few words in most tutorials, based on the required readings.

**Fail**

You have said nothing each week, or have only once or twice participated. Remember: *attendance is not* part of this grade; you must contribute to the discussion.

**USING THE WEB:**

While there is some excellent material available on the Web, there is also a great deal of rubbish. Because many aspects of American history and foreign policy are the source of much debate and dispute, be particularly wary of some of the groups or individuals who use the Web to push their own particular line: while the Internet is in some respects a
“democratic” medium, we must treat some of the material that is posted there with a great deal of skepticism. As with any historical source, any material you obtain from the Web should be course to the most rigorous scrutiny. You should ask yourself: who wrote this material?; would it be published by a reputable academic press or in a quality refereed journal?; why has the “author” put this material on the Web? If you bear these points in mind, you’ll no doubt find some useful material on the Web.

Notwithstanding these concerns, if used judiciously the Web can offer a good deal of useful material, particularly primary source material. A look at the Library of Congress homepage, for example, will lead you toward some useful sites pertaining to the various topics we’ll be examining this semester.

If you’re thinking of using the Web, please consult:


Tutorial Topics

Week 2

Course Organization & Introduction

The first purpose of this week’s tutorials is to discuss the structure of the course, and explain the assessment tasks. It is important, therefore, that you take the time to read through this Course Guide, and come prepared with any questions. We’ll discuss some of the major themes and assumptions that have underpinned the formulation and implementation of United States foreign policy. One of the key themes to bear in mind is that the U.S. has not always been a superpower: from where we stand, it is often easy to forget that the United States is a relatively young nation, which has been a “major player” on the world scene for little more than a century. The path to world power was characterized by continuing tensions between “isolationists” and “internationalists,” both of whom claimed to represent the “real” America.


As you’re reading for this week’s tute, keep these questions in mind:

- Is American really “different”? Why do Americans so readily assume that their nation is unique? What are the implications of that conviction for America’s international relations?

- What does Michael Hunt suggest about the role of race in American ideology? Do you think his analysis is correct? Can we even speak of an American “ideology”?

- At what point did the United States – or, perhaps, the American colonies – become an “imperialist power”? Or would you reject that label altogether?

- To what extent is American foreign policy driven by economic imperatives? What are the advantages – and the pitfalls – of such an analysis?
Week 3

An American Empire?: Nineteenth-century Expansionism

This week’s tutes will consider the period from the late-eighteenth century through to the mid-nineteenth century. Ostensibly, this was a period in which the United States pursued a policy of “isolationism.” Of course, Native Americans, and others, might challenge such a characterization. It is important, nonetheless, to consider the ways in which Americans envisaged themselves within the world system. It is also important to view American foreign policy as a dynamic, rather than static force and imperative.


• What was the significance of George Washington’s Farewell Address?

• What was the Monroe Doctrine? How did those “south of the border” react to American pronouncements?

• What was Manifest Destiny? Was it a significant force in mid-nineteenth-century American politics, foreign policy, and culture? Is it relevant in the early 21st century?

• In what ways did Americans’ views of their nation’s role in the world change in the half century after George Washington left office?
Week 4

An Imperial Power: Acquiring and Administering the American Empire

This week’s tutes will consider the late nineteenth and early twentieth centuries, when the United States is traditionally regarded as having acquired an empire. As well as considering that process, it is helpful to consider some of the ideological assumptions that underpinned the debates that took place within the US about the advantages and disadvantages about the acquisition of empire. It is important to appreciate at the outset that there was considerable debate amongst Americans about whether they should become an imperial power.


- What changes took place in the US in the post-Civil War period? To what extent did these changes impel the US toward empire?

- Why was a navy important in the late nineteenth century?

- On what grounds did Americans justify the acquisition of colonies during the late nineteenth and early twentieth centuries? What arguments did their opponents use? Was American imperialism any different from European imperialism?

- How significant were economic factors in directing and shaping US foreign policy during the late nineteenth and early twentieth centuries? Were there other factors driving McKinley? What arguments does Kristin Hoganson use to explain McKinley’s actions?

- Consider: Can you draw any connections between the language and assumptions of American foreign policy during the late nineteenth and early twentieth centuries, and Americans’ attitudes during the early twenty-first century (bearing in mind that we should be wary of generalizations: after all there are over 300 million Americans)?
In this week’s tutes, we’ll discuss the foreign policies of Woodrow Wilson, who served as President from 1913 until 1921. A former academic, and a determined advocate of the “Progressive” principles that were so influential during the early decades of the twentieth century, Wilson not only led the United States into World War One, but also articulated a set of principles that he hoped would guide international relations in the post-war world. Whilst many Americans shared Wilson’s dream of a new system of international relations, the United States did not join the League of Nations, which was the center-piece of Wilson’s diplomatic dream.


**Debating question:** To facilitate our discussion, we’ll divide each tutorial group into two “teams,” who will debate whether “Wilson was naïve idealist.”

The debate – needless to say – should be spirited, but good-natured, and the arguments should be based around the relevant readings from the Merrill and Paterson collection.

**Possible issues to consider:**

- Did Wilson mislead Americans into World War I?
- Was Wilson “out of touch with reality”?
- Did Wilson understand the complexities and realities of international relations?
- Did Wilson ever stand a chance of persuading Americans of the merits of the League of Nations?
- Was Wilson ahead of his time?
Week 6

American Entry into World War Two

In this week’s classes we’ll consider the way in which the United States became involved in World War Two. Although many Americans were reluctant to become involved in the deteriorating global crisis of the 1930s, some historians contend it was virtually impossible for the United States to isolate itself from the rest of the world. Economic, strategic, cultural, and political factors all worked to drag the US toward some sort of involvement in international affairs. Other historians, however, argue that US involvement in the war was far from inevitable, and suggest that US intervention was both unnecessary and avoidable. Significant in all of this was the leadership of President Franklin D. Roosevelt. The only person to win four presidential elections, Roosevelt was also the President who led America through its most profound economic crisis. Nonetheless, significant questions remain about Roosevelt’s leadership, with regard to both foreign and domestic policies.


- On what grounds did some Americans advocate neutrality during the inter-war period?

- Discuss Franklin D. Roosevelt’s attitude toward German and Japanese aggression during the 1930s. Did FDR “control events” or was he “captive” to wider, global forces?

- To what extent did Roosevelt force the US into an unnecessary war?

- Did the US provoke Japan? Or would the Japanese have continued to act aggressively in Asia (& the Pacific)?

- Discuss the various ways in which historians have considered the question of American entry into World War Two.
Week 7

The Origins of the Cold War

For nearly five decades after World War Two, the Cold War dominated international relations. It also had a dramatic impact on domestic politics and culture in a number of nations, including the United States. Although I would challenge the whole depiction of the conflict as a “cold” war – how many years of peace were there in the post-World War Two period? – it is the case that the US and the Soviet Union did manage to avoid nuclear holocaust (although they did come close in 1962, as we’ll discuss in a few weeks). A number of questions and issues arise when considering the Cold War, focusing on the broader, global context, as well as the specific relationship between the US and the USSR. Significant, too, was the dismantling of the old European colonial empires, which both complicated and exacerbated the tensions between the superpowers. Today we’ll consider the events and personalities of the period, as well as the ways in which they have been assessed by historians.


• When did the Cold War begin? Explain why you have chosen that point in time?

• Identify and explain the specific factors that led to the deterioration in relations between the “free world” and the “communist world.”

• How significant was “ideology”?

• What were America’s motives in Europe after World War Two? And what did the Russians want?

• How significant was the Bomb?

• To what extent did individual leaders – and personalities – affect the early Cold War period. In other words, did specific individuals matter? Or would events have unfolded in a broadly similar manner regardless of who was “running” the show.
Week 9

*Exporting America: The United States and the 3rd World*

The study of foreign relations is a multi-faceted exercise, which requires an analysis of much more than diplomatic relations between governments. In the case of the United States, historians have analyzed the significance of “soft power,” which has played an important role in shaping America’s relationships with the rest of the world. In this week’s lectures we’ll consider a small sample of those relationships, focusing on several issues.


- How significant are movements such as the Peace Corps in shaping America’s international relationships?
- Are cultural perceptions significant in shaping – and reflecting – relationships between nations (& heads of state)?
- What impact did tourism have upon US-Puerto Rican relations? Is tourism a benign form of “American imperialism”?
- Consider: How significant is American cultural “power” in the contemporary world? To what extent does the United States *impose* its own cultural forms – films, foods, fashions, fads, etc – on the rest of the world? Is American cultural power, or if you prefer, “influence,” inevitably a bad thing? Is the world really becoming “Americanized”? What are the pitfalls of that label – and that type of analysis?
The world was never as close to nuclear conflagration as during October 1962, when the United States and the Soviet Union squared off over the Soviets’ decision to place nuclear-armed missiles on Cuba. The US has always taken a keen interest in Cuban affairs, and Fidel Castro’s successful overthrow of the Batista regime in 1959 alarmed many Americans. Indeed, some Americans were so offended that they took it upon themselves to try and overturn that revolution. That attempt ended in miserable failure at the Bay of Pigs (the CIA, it turned out, doesn’t surf). But because Cuba is so close to the US, and because JFK was a staunch Cold Warrior, the US continued to watch events in Cuba very closely. When American spy flights detected the construction of missile sites in Cuba, the Cold War threatened to become very hot. JFK’s leadership was widely praised in the immediate aftermath of the crisis, but is it possible to take a more critical, dispassionate view of his leadership – before, as well as during the crisis?

Debating question: “John F Kennedy displayed ‘cool and calculating leadership’ during the Cuban Missile Crisis. Whatever else we say about his Administration’s policies toward Cuba, and whatever else we might conclude about his character or his Presidency, he displayed outstanding leadership during those dark days of October 1962.”


- How did the Cuban Missile Crisis eventuate? What were the series of events that preceded the crisis?
- Who – if anyone – was responsible for the Crisis?
- What were the outcomes of the Crisis?
- Did Fidel – who has outlasted 9 American Presidents – have the last laugh?
Week 11

The Vietnam War: The Crisis of American Globalism

The Vietnam War casts a long shadow over American foreign policy, politics, and culture. Indeed, perhaps because the United States lost the war — although many Americans refuse to make such an admission — Vietnam continues to haunt the collective consciousness of the United States. In this week’s tutorials we’ll look at the tragic confluence of factors — principally the associated process of decolonization and the Cold War — that drew the US into an unwinnable war.


- Discuss American attitudes towards Vietnam and France in the period up to 1945.
- Why did the US support France after 1945? Was the French attempt to re-assert control in Vietnam doomed?
- What happened at Geneva in 1954?
- What was “People’s War”?
- What was the significance of the Gulf of Tonkin Resolution? Outline the “process” by which the US committed increasing levels of force to Vietnam during the mid-1960s? Who was to blame?
- What was the “arrogance of power”? If Robert McNamara, and others, can now see the error of their ways, why were they blind to Vietnamese “realities” during the 1960s?
- Finally, the perennial question: could the US have won in Vietnam?
Week 12

Defeating the “Evil Empire”: Ronald Reagan and the End of the Cold War

Ronald Reagan was regarded as something of a joke – albeit a dangerous joke – by many of his political adversaries. He was, however, a shrewd and careful politician, who understood well the nuances of American political culture. One of the bases of his popularity was his straight-talking (his critics would say “simplistic”) approach to international relations. Couching the Cold war in unashamedly ideological terms, and always prepared to call it as he saw it, in 1980 Reagan set out to restore American power, which he believed had been emasculated since the Vietnam War, and which he believed was the essential platform for the promotion of freedom around the world. By the time Reagan left office in early 1989, the Cold War was effectively over, and the United States was the only superpower: Reagan, it appeared, had triumphed.


In this week’s tutes we’ll try to look beyond simplistic condemnation or praise of Reagan, to understand the motives, methods, and consequences of his foreign policy.


- What were Reagan’s foreign policy objectives? Were they coherent? To what extent was Reagan driven by “ideology”?

- What were the foreign policy failures of the Reagan years? (Think about the attack on US Marines in Lebanon in 1983, or the Iran Contra Affair.)

- What were the successes of Reagan’s foreign policies? Did the United States really “win” the Cold War? Where do historians differ on these issues?

- What were Reagan’s legacies?

- What did the end of the Cold War mean for US foreign policy during the 1990s? To what extent did the US seek to act unilaterally? Was there a return to isolationism? Are foreign relations fundamentally different in the age of modern communications and information technology?
Week 13

A New Crusade?:
The United States and the War on Terror

The attacks of 11 September, 2001, shocked the American people in a similar way as the attack on Pearl Harbor had done sixty years earlier. In this week’s tutorials we’ll try to understand the background to the events of 11 September, looking at the longer-term relationships the US forged with the nations of the Middle East. This will entail some discussion of the goals of the US, as well as the methods it has adopted to implement those foreign policy objectives.


Possible issues for discussion:

- Why has the United States taken such a keen interest in the Middle East? Is it sufficient to argue that US policies toward the region are motivated solely by a demand for oil?

- How significant is the relationship between the United States and Israel?

- Discuss some of the crises the US has confronted in the Middle East during the post-World War Two era.

- In the words of George W. Bush, “why do they hate us?” Is this really a “clash of civilizations”? Or are there more particular, historically-specific causes of the tensions between the United States and much of the Arab world? Is this a clash between the modernized “haves” and the less-modern “have nots”?

- Was the United States (& Britain... and Australia) justified in invading Iraq? Can you speculate what the long-term consequences of that invasion will be? Can “we” win? What is “victory”?
A. Essays - What Are They All About?

- We set essays because we want to help you improve your writing skills and your ability to think creatively, systematically and analytically. In an essay you are expected to present a well-constructed and clearly expressed argument based on evidence.

- Writing essays is difficult. (The word “essay,” when used as a verb, means to try or to attempt.) To produce good essays requires considerable effort and careful organization of time and ideas. Inspiration is only a small part of the process, so essays written the night before they are due may be spontaneous, but are unlikely to be thoughtful or thought-provoking.

- Remember that your tutors and lecturers are available to discuss any difficulties you may have though please do not leave it to the last minute to see them.

- History essays should follow the referencing conventions known as the University of Chicago style as outlined in Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996). Copies of this guide are available in the Library. Honors and postgraduate students should also consult the full version of the style as outlined in *The Chicago Manual of Style*, 14th ed. (Chicago, 1993). Copies are available in the reference section of the library. Additional style guides are listed in section H.
B. SEVEN STEPS TO PLANNING AND WRITING A SUCCESSFUL HISTORY ESSAY

1. Establish what you are being asked to argue about.

Because an essay calls for an argument, you need to read the question carefully to determine what you are being asked, and what responses you can make - supporting, rejecting or offering qualified (dis)agreement.

2. Read for the essay in order to collect evidence.

It is sometimes a good idea to read – more than once – any primary sources that may be set in class. You may also find it useful to read what other people have thought about the subject, but this should never be a substitute for your own thoughts. Formulate these, at least in outline, before you read the secondary sources, or you may find yourself simply parroting the opinions of others. You are being asked for your point of view, your analysis of the topic.

3. Formulate your own position, and muster your evidence.

From your reading, you should now be ready to decide what you will argue.

4. Outline the essay structure.

Prepare an outline. In making notes about what you will say in your essay, keep in mind that:

- the Introduction should state the position you will be taking and to tell the reader how you will address the subject;

- the Body of the essay should present the pieces of evidence that support your essay, and to deal with any evidence to the contrary;

- in writing the Conclusion of the essay it is usual to summarize the evidence presented and to restate your argument, confident that you have now provided adequate evidence to justify your position.

5. Write a first draft.

Writing drafts helps you to organize your material and clarify your expression. In organizing your material you may find it helpful to write each main point, with any exposition, evidence or analysis, on an individual sheet of paper. You can then arrange and rearrange the sheets of paper until you achieve a logical progression to your argument. The points should be developed into coherent paragraphs, beginning with a sentence, which states the main point. A computer makes this process much easier.

6. Redraft, edit and polish your essay.

This is essential. When you reread your draft after a few days, you will almost certainly find it is not as clear or coherent as you remember. What you thought you had said may not necessarily be there on the paper. After a few days, you should be sufficiently distant from that first draft to criticize your own work. Proof read at least three times to check for accuracy. Read it aloud to check for fluency.
7. Submit your essay.
Make sure it is on time and follows the guidelines on presentation, formal writing, footnotes, and bibliography and academic misconduct outlined below.

C. how to say it in formal writing

- Be direct, clear and interesting. Simple words and constructions and short sentences are often best, but variety does prevent boredom. It is important to integrate quotations into the fabric of your argument.

- Use appropriate conjunctions and punctuation. You should always quote accurately, but for the purpose of integrating quotations you may make minor changes (you may change a pronoun, for example) as long as you enclose all such changes in square brackets.

- Formal writing is always polite. It is not acceptable to use masculine nouns and pronouns to refer to men and women. For example, “man is a literate being.” To avoid sexist language, the plural is often the best solution grammatically. For example, “people are literate beings.”

- Avoid writing the way you speak. For example: “I reckon this is a very interesting question because everyone knows that this fantastic novel has a lot to do with his own life, but I don’t think it’s that easy to read.”

- Written language differs from spoken language in terms of:
  i) Vocabulary: avoid the use of slang, abbreviations, childish or heavily attitudinal words;

  ii) Logic: do not hang all statements off your own opinion (“I think that”);

  iii) Sentence structure: sentences should not be long chains of clauses linked by “because” or “and”; use full stops liberally;

  iv) Conjunctions: make use of the written language tools offered by words such as “First, second,” “on the other hand,” “in conclusion,” which help the reader (and writer) to follow the logical organization of the material;

  v) Substance: avoid sharing truisms or inanities with your reader. For example, “literature is really important.”

- Many students have difficulty with the following:
  i) Sentence construction. Make sure that the subject of the clause or sentence is clear, and that each sentence has a finite verb. If these terms mean nothing to you, consult the Learning Support Program. A sentence is not a paragraph.

  ii) Paragraphing. Each paragraph should begin with a relatively short “topic sentence” which summarizes or introduces the theme of the paragraph. Well
designed paragraphs of three to four sentences help the reader to follow your argument.

iii) **Punctuation.** Use punctuation to mark off elements of meaning and designate their respective values. Be scrupulous with apostrophes.

iv) **Clichés.** Avoid clichés and colloquialisms - such words and phrases have been devalued.

### D. PRESENTATION and other tricky bits

- The brief notes in this section are based on chapters in Turabian, *Manual for Writers of Term Papers*. You should refer to Turabian for fuller information on particular topics. Here are some general instructions:

  - Type or word-process your essay on one side of the paper. Computers for student use are available in the CT Building.
  
  - Include a wide margin (at least 4-cm) on the left-hand side of each page for the marker’s comments.
  
  - If you must handwrite your work (for example, if you have a computer breakdown), you are advised to write only on alternate lines of the page to give your marker room for comments.
  
  - All essays should be double-spaced and printed in a clear font such as Times New Roman or Garamond which should be at least 12 pt in size. You may single space the footnotes. **But do not use a tiny font.**
  
  - Number the pages, and fasten them securely.
  
  - Attach a cover sheet. Do not use any other kind of plastic sleeve or cover.

#### Acronyms, Numbers and Dates

- The names of government agencies, associations, unions and other organizations are often abbreviated. Commonly, acronyms are in full capitals with no periods. For example: UN, OPEC, and YMCA.

- Spell out all numbers from one to one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, and so on. For example: The population of the district was less than four million; there were 365 people in the graduating class.

- The same style should be used for all dates throughout the text. For example: On 28 June 1970 the convocation *Pacem in Maribus* was held.

- Particular centuries should be spelled out. For example: seventeenth-century literature; the eighteenth century. Decades are expressed as one word without an apostrophe. For example: 1890s, 1930s.
Spelling and Possessive Case

- Always use a spell-checker to correct spelling and grammar but do not rely on it exclusively.

- In general, form the possessive of single words by adding an apostrophe and s: For example, Jones’s book; Marx’s ideology. Note there are some exceptions to this rule, including long words ending in s and some proper names ending in s. For example: for righteousness’ sake; Jesus’ ministry; the Bradleys’ house.

- Confusingly, the possessive of the pronoun “it” is simply “its” - with no apostrophe. “It’s” is the contracted form of “it is.”

Quotations

Essays must be your own work, that is, they must be written in your own words, presenting your own analysis and arguments. When you use a quotation, use it to reinforce your essay - not to save you from writing it. A “scissors and paste” collection of long quotations connected in a cursory fashion is not acceptable. Only use quotes if they are directly relevant and fit appropriately into your line of argument. All direct quotations, must be accurately reproduced, that is, follow the original exactly.

- If quotations are short (about three lines or less) they can be incorporated into your text, enclosed in double quotation marks. For example: According to the Newcastle Morning Herald, the President of the Miners Federation stated: “The rejection of our claim for annual leave shows the employers’ bias in the arbitration process.” He then called for mass pithead meetings.

- For a quotation within a quotation, single quotation marks are used. Periods and commas should be placed inside quotation marks; semicolons and colons go outside. For example: “I’m not convinced,” said the miner, “that he really meant ‘bias.’ ”

- Quotations longer than three lines should be indented and single-spaced (the rest of the text being double-spaced). Indented quotations do not need quotation marks.

- Do not use ellipsis points (three dots) before or after a quotation. If an omission occurs within a quotation you should indicate that something has been omitted by three ellipsis points.

- If you are quoting someone else’s quotation, your footnote reference must indicate both the original and the secondary source of your quotation. Do not cite as your source an original document unless you have read that document. For example:

E. Footnotes

Why Use Footnotes?

In general, footnotes serve four main purposes:

- To cite the authority for specific facts, opinions, paraphrases or exact quotations;
- To make cross-references;
- To make incidental comments or amplify a point in the text (though it is bad style to do this too often);
- To make acknowledgements.

Footnotes are necessary to acknowledge all quotations and key ideas from your sources that are not common knowledge. For example, “The Bastille was stormed on 14 July 1789” is common knowledge and does not need to be referenced. On the other hand, “Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution” refers to scholarly opinion and should be supported with relevant citations.

Insert the footnote number at the end of the sentence to which it refers and number consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. For every thousand words you write you should generally supply somewhere between fifteen and twenty-five footnotes.

Other Points about Footnotes

- Failure to acknowledge another author’s words or ideas is dishonest and is one of the cardinal sins in essay writing. It is called plagiarism, and may attract serious penalties.
- You will often find that the notes in the works you read can lead to valuable additional sources for your own research. Therefore, you, in turn, should lead the reader to your sources. This strengthens the authority of your work.
- In order to be able to construct footnotes, it is essential to keep a note of the name of the author, the book or article and the number of the page where the key point or quotation is to be found. Keep this information in the margin
or in the text of your notes so that you can easily write your footnotes along with the text of your essay.

- Do not quote from encyclopedias or from your lecture or tutorial notes. Also, avoid non-scholarly web-sites. They are not acceptable sources of reference.

**F. Bibliography**

*Why does an Essay need a Bibliography?*

In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay. The bibliography lists the sources used in writing the essay; it should not be a list of everything in the library which is relevant to the topic.

**General Instructions**

- Place the bibliography on a separate sheet at the end of the essay.
- Include all books and articles consulted and which appear in your footnotes whether actual quotations are taken from them or not; never list an item that you have not actually read.
- Divide the Bibliography into Primary Sources and Secondary Sources. A primary source is a document or other artifact that is contemporary with the historical events described in your essay. Secondary sources are sources that are not eyewitness or contemporary records but were written and published by historians and other scholars who were not present at the time of the events they describe.
- Within these categories, a strict alphabetical arrangement according to the surnames of the authors should be used. When there are two or more authors’ names, only the first is inverted in the bibliography.
- Note that the form of reference for a bibliography entry differs from that used in a footnote. The differences are outlined in the following set of examples.

**G. Examples of Footnote and Bibliography Entries**

In the following examples, N indicates the note form of a reference and B indicates the same reference as it should appear in your Bibliography. Some points to note:

- Do not use the terms, ibid., op. cit. or any other latinism. Instead, use brief titles for all subsequent references.
- Provide the city (not the suburb or country) of publication.
**Book**


**Journal Article**


**Other Examples**

**Translated Book**


**Chapter in an edited book**


**Magazine or Newspaper Article [Published monthly or daily]**

1) N  1. Patrick Carey, “Home at Last,” *Irish Daily Independent* (Dublin), 16 June 1904. [If the newspaper is cited only once, there is no need to include it in bibliography. If references are more frequent, the bibliography should list the periodical with the time range consulted for research in the essay.]

2) B  *Irish Daily Independent* (Dublin), 1900-1914.
Thesis or Dissertation


Public Documents and Archival Sources

The rules relating to these sources are too complex to be given in brief. You should refer to the relevant section of Turabian or the full Chicago style.

British Foreign and State Papers, to provide one example, are referred to as follows:


Electronic Source

To cite sources available via the World Wide Web, give the author’s name (if known), the full title of the work and any reference number, the nature of digital source, the full web address, and the date of your visit (since web sites change rapidly).


If there is no author identified and no date or “last updated” showing for an electronic source, you should provide the date you accessed the website and try to identify the sponsoring author/organization of the website. If none is found, do not list an author.


Subsequent references
If there are subsequent references to works that have already been cited refer to the work by surname, short title and page number. Do not use Ibid. or any other Latin abbreviation for immediately following references, just repeat the short title citation:


H. Further Reading

**Books**


**Web Sites**

Online Tutorials (Information Research, Referencing, etc). University of Newcastle Library <http://www.newcastle.edu.au/services/library/training/online.html>