



# PRAIRIE COLLEGE

## HF 232 HISTORY OF WESTERN CIVILIZATION II From Plague to Postmodernity: 1350-1989 Syllabus Edition 1, Published 2018

**3 Credit Hours**

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### **I. Course Description:**

This course picks up the narrative of western civilization where HF 231 left off. It covers the period from the late Middle Ages to the late 20<sup>th</sup> century.

A two-part question which the course raises and then seeks to answer is ‘how did the cultural condition of modernity develop in the Western World and what are its defining characteristics?’ In this course we will also consider a corollary question, ‘why did modernity arise in the West and not elsewhere?’ Another way of posing these questions would be as follows: ‘How did The West become The West?’ and ‘Why wasn’t Africa colonized much earlier by East Indian or Chinese civilizations, instead of 19<sup>th</sup> century Europeans? Why wasn’t North America colonized by the Chinese or Arab maritime adventurers who possessed the technology to do so much earlier than Europeans?’

These are the kinds of issues which frequently motivate historians to research records of the past and offer accounts that are not merely descriptive but explanatory. Historians endeavor to tell true stories in a way that explains the significance of the events under consideration. This course may not give all the answers to the above questions but it can expand our historical horizons and get our investigative imaginations working to understand why things are the way they are, and why historical events unfolded as they did. Learning to see the world through historical lenses yields a measure of insight into what might otherwise appear to be haphazard or random developments in our world. It can also help us cultivate the virtues of patience, prudence and circumspection, from a posture of sympathetic humility, instead of the vices of rashness, hasty generalization and an intellectual sloppiness which rushes to judgment from a posture of presentist superiority.

While using political events and figures as the primary reference points in dividing the overall chronological scope of the material into various historical periods, the course will also explore a variety of other cultural events, people and movements which shaped the modern age. These include: religious/philosophical ideas, especially as they are expressed in art, architecture, music and literature; developments in the fields of science and commerce; and key social institutions/practices. Because this is a survey course, the material will be covered with fairly broad brush-strokes. Thus it is important

to keep in mind that while attending to the general characteristics which defined the above areas of culture from the fourteenth to the twentieth century, a more detailed examination will always reveal greater complexity and nuance. This course offers an introduction to, not a definitive summation of, these events.

In addition to studying these developments through the writings of academic historians, students will also have an opportunity to practice the craft of producing an historical account of their own. *The prerequisite for this course is HF 111: Thinking and Writing.*

## **II. Rationale and goals:**

This course has three primary purposes: As the instructor I want students to: 1) be excited about doing and reading history because their imaginations have been fired by studying the historical past; 2) gain a sense of intellectual confidence through the actual practice of doing history and understanding other highly skilled historians; 3) see the importance and value of history as a discipline and body of knowledge because it is a gift of God. Thus in practicing it we participate in our uniquely human vocation of being God's image bearers in the world, witnessing to the truth that the human story finds its meaning in the sovereign presence and purposes of God.

In pursuing these goals it is expected that students will value and practice the discipline of history as the explanation of past events in terms of natural causes (i.e. the recognized canons of responsible historical research by which historians advance or refute particular interpretations of past events), and as a partner in dialogue with the historical claims of Christian orthodoxy, which holds to Providential activity and purpose in the human story. As such it is my hope that students will enjoy history as one more expression of "faith seeking understanding," which exercises the freedom to ask critical and demanding questions necessary to a maturing Christian and a credible historian.

## **III. Outcomes:**

Upon successfully completing the course each student will:

1. Have a basic knowledge of the chronological order and relative significance of key events which define the modern age in the west; and thus have a portable knowledge of key historical events and the way in which they are linked.
2. Have a basic knowledge of the key geographical landmarks and their significance in the history of western culture.
3. Be able to responsibly analyze, interpret and evaluate historical events from both primary and secondary source documents in terms of cultural context and narrative significance.
4. Demonstrate disciplined and responsible research skills and effective essay writing skills in the marshaling of both primary and secondary sources in order to advance an interpretive argument on a historical topic.
5. Begin developing a coherent philosophy of history which recognizes its possibilities and limitations in living a life which pursues the Good.

#### IV. Course Grade:

Quizzes on assigned readings	10%
Midterm Exam Timeline	10%
Midterm Exam	20%
Final Exam Timeline	10%
Question forum	5%
Office consultation	Required
Research Paper Bibliography	5%
Research Essay: building the modern West	15%
Final Exam	<u>25%</u>
	100%

#### V. Required Textbook:

Anthony Esler, *The Western World: A Narrative History, Prehistory to the Present*, 2<sup>nd</sup> edition (New Jersey: Prentice Hall, 1997).

#### VI. Course requirements:

##### 1. *Quizzes – key people, events, places, concepts and institutions:*

These will be based on assigned readings from the textbooks. All quizzes will be open book, multiple choice, and have a time limit of ten minutes. They will focus on the key terms listed for each chapter. The lowest quiz grade will be dropped when calculating this portion of your overall grade.

##### 2. *Timelines:*

As a study tool to prepare for both the midterm and final exam students will be required to prepare and submit a timeline showing the chronology of important events and people important in the development of the modern West. Timeline 1 must be submitted prior to taking the midterm exam and will cover the period 1453 - 1789. Timeline 2 must be submitted prior to the final exam and will cover the period 1789 - 1989. In both cases the textbook will serve as the primary reference for which people and events should be included. The list of key terms for each chapter may be helpful in pointing out important events, but most helpful will be the “Chronology” chart in each chapter, and the “Timeline” series of events that is at the beginning of each new “PART” which group chapters into chronological periods (see Table of Contents in the *The Western World*). Both timelines should have a number of thematic categories and a separate axis on your timeline chart for each category (see sample template in Appendix: Historical Timeline Worksheet at the end of this course outline). For example one axis could record political and military events, another could be for artistic and literary achievements, another for technology and economic developments, and yet another for religious and philosophical milestones. Students may use or adapt a timeline template from a found source, but all entries on the timeline must be handwritten. This not only acts as a check on plagiarism but serves as an effective study exercise in preparation for the exams. Submitting the

timelines is a prerequisite for taking both the midterm and final exams. Once the timeline has been scanned and submitted to the unit students will have access to the exam preparation videos which explain the structure of the respective exams and preview the essay questions which will be on each exam.

### *3. Midterm and Final Exam:*

Both the midterm and final exam will consist of a combination of multiple choice/matching questions and extended response questions. If quizzes are designed to show effective knowledge of individual puzzle pieces, then the exams measure ability to put the pieces together to form a composite picture. Quizzes also function to help prepare students for the multiple choice/matching sections of the exams. It is the standard practice of this instructor to give students the broad areas from which the essay questions will be drawn several days before each examination. For both the midterm and the final exam there will be a time limit of 2 hours.

The exams must be completed in the presence of a proctor (exam supervisor) who is a responsible adult with a position such as a pastor, chaplain, church leader, administrator, school teacher, or college professor. The proctor cannot be another student, your spouse, or related to you. Send the name, position, and email address of your proposed proctor to the Online Education Office **one week** before you wish to write the exam. After your proctor is approved, he or she will be sent instructions and the exam password. Graded exams are not available for review; only exam grades will be available to students. If you have specific questions about your grade you are welcome to contact the Online Education office.

### *4. Question Forum:*

Students will also be required to post a question in an online forum at the end of each of the four units about some topic or issue relating to the material in that unit. This will serve as the basis for a brief exchange with the professor and allow students to demonstrate their understanding of each historical period.

### *5. Research essay – a key event in the making of the modern West:*

Each student will be asked to select a topic (a list of possible topics is provided but student choice is not limited to this list) as a subject for a research essay. The *goal* of this essay is to explain and assess the chosen event in terms of its impact and significance in the making of the ‘modern West.’ The *purpose* of this assignment is to introduce students to the range of tasks which historians perform in producing ‘histories’: these include research of primary and secondary sources; contextualization of the event; selection, interpretation and evaluation of relevant data; all in the service of advancing an argument for the significance of the event in question. The essay is not intended to give an exhaustive assessment of significance, only one aspect of it. Students will have to be selective, and perhaps identify competing (and even contradictory) claims among historical interpreters. While primary sources may feature prominently in student research, it is expected that students will devote much of their essay to using the findings

of professional historians in the secondary literature. See Appendix I for list of topics.

**Maximum length:** 2500 - 3000 words.

**There are two stages for completing this assignment.**

*Research Essay Bibliography:* **The first stage is submitting a bibliography of sources which will be used in researching the chosen topic.** This bibliography represents an ‘ideal bibliography’ of desirable sources if one had access to the ultimate research library, and not only the sources available through our own library collection and database network. 1) The bibliography should be organized into categories of primary and secondary sources. 2) All desired sources NOT available should be identified as such, from those which students are actually able to obtain (this includes inter-library loan). For those sources NOT available, the citation should include at least one research library where each resource is held. After submitting a bibliography students then need to book an office consultation with the professor via Skype or another similar format, in order to discuss their research findings to date (for more detail see the section on the office consultation below).

*Office Consultation:* The online office consultation requirement is to help students know whether or not they are on the right track with their research, and if the quality of their sources meets the expectations of university-level standards. This one-on-one time with the professor is an opportunity for students to ask questions they have about the general nature of the assignment, and ones that deal with matters relating to their specific research topic, such as the quality of their source material, and the framing of a clear and defensible historical argument. It is strongly suggested that students come to their office consultation with some specific questions to discuss about their research topic in order to get the maximum benefit from their consultation. A media platform which uses both audio and visual components, such as Skype or FaceTime, is preferred, but if that is not possible a phone-call option can work as well.

**The second stage is the submission of a completed essay.** Students have the option to submit a first draft of the essay and request a second office consultation to discuss possible revisions before submitting their final draft for their grade. This, however, is up to the initiative of each student.

See Appendix III for Research Essay rubric.

**All assignments and exams must be completed in order to receive a passing grade in the course.**

## VII. Academic Policies:

*Plagiarism:* Plagiarism is a serious offence constituting a form of academic theft in which a person claims for the intellectual property of another. For an explanation of the forms of plagiarism and the penalties for each please refer to the Prairie College Academic Guide on the Registrar's Office webpage (<http://prairie.edu/Bible-College/Registrars-Office>).

*Grading assignments:* The timeline for grading assignments and giving feedback is 7-10 days. I will endeavour to respond to student communications within 2 days, excluding weekends, holidays, and vacation time.

### *Grading Scale:*

Letter Grade	Number Grade	Rating	Point Value
A+	90-100		4.0
A	85-89	Excellent	4.0
A-	80-84		3.7
B+	77-79		3.3
B	73-76	Good	3.0
B-	70-72		2.7
C+	67-69		2.3
C	63-66	Satisfactory	2.0
C-	60-62		1.7
D+	55-59		1.3
D	50-54	Poor	1.0
F	0-49	Failure	0.0
P	-----	Pass	
AU	-----	Audit	
I	-----	Incomplete	
W	-----	Withdrew	

Note: Course grades are not rounded.

### VIII. Outline of course content:

TOPIC	READING	ASSIGNMENTS DUE
Course Introduction	Course Outline	
Major Assignment Descriptions	Appendix 1: Constructing a historical timeline  Appendix 2: Writing a historical research essay - what you need to know	
Unit 1: Europe in transition: from Medieval to Modern times, 1450 – 1648		
Preamble: Mapping Modernity		
1.1 Background: the waning of the Middle Ages	<i>The Western World (TWW)</i> , ch. 9	Quiz: Key terms ch. 9
1.2 Renaissance Humanism	<i>TWW</i> ch. 10	Quiz: Key terms ch. 10
1.3 Reformations: fracturing Christendom	<i>TWW</i> ch.11, pp. 270-81	Quiz: Key terms ch. 11
1.4 Wars of Religion and Socio-Economic Turmoil	<i>TWW</i> ch. 11, 281-294, ch. 12, pp. 297-303	
1.5 Exploration, Missionary Zeal and early Colonization	<i>TWW</i> ch.14, pp. 345-355	Quiz: Key terms ch. 14
Unit 2: Defining modernity - Monarchy, military, colonies and mercantilism. The West during the period 1648-1789		
2.1 17th Century roads to nationhood and competing theories of political power	<i>TWW</i> ch. 12, p. 303-319; ch. 13, pp. 322-326	Quiz: Key terms ch. 12
2.2 Coming to terms with a divided Christendom: Art, music and literature	<i>TWW</i> ch. 13, pp. 326-332	
2.3 New ideas in science and philosophy	<i>TWW</i> ch. 13, pp. 332-342	Quiz: Key terms ch. 13
2.4 Colonization expanded	<i>TWW</i> ch. 14, pp. 355-366	
2.5 The culture of power: characteristics of the Ancien Régime	<i>TWW</i> ch. 15	Quiz: key terms ch. 15

2.6 The power of culture: Social structures, artistic achievements, and Enlightenment ideas	<i>TWW</i> ch. 16	Quiz: key terms ch. 16 Timeline 1 Due
Research Paper reminders & Midterm exam review		Research Essay <u>Topic</u> Due
Midterm Exam		Midterm Exam
Unit 3: The Long Nineteenth Century: evolution, Nationalism and Imperialism		
3.1 The Colonial Revolutions, the French Revolution and Napoleon	<i>TWW</i> ch. 17, 429 - 439, ch. 18	Quiz: key terms ch. 17, pp. 429-439, & ch. 18
3.2 The Concert of Europe in an age of revolution and ideology	<i>TWW</i> ch. 19, pp. 480 - 489; ch. 20	Quiz: key terms ch. 19 (pp. 480-489) & ch. 20
3.3 Agricultural evolution, industrial revolution and social upheaval	<i>TWW</i> ch. 17, 419 - 429; ch. 19 pp. 466 - 480	Quiz: key terms ch 17, pp. 419-429 & ch. 19 pp. 466-480
3.4 Nationalism, patriotism and prejudice	<i>TWW</i> ch. 21	Quiz: key terms ch. 21
3.5 Imperialism	<i>TWW</i> ch. 23	Quiz: key terms ch. 23
3.6 Nineteenth century mentalités	<i>TWW</i> ch. 22	Quiz: key terms ch. 22 Research Essay bibliography due with Office consultation to follow
Unit 4: The Twentieth Century: ideology, war and globalization		
4.1 World War I:	<i>TWW</i> ch. 24	Quiz: key terms ch. 24
4.2 The Inter-War years: Despair, Decadence, Depression and Dictators	<i>TWW</i> ch. 25	Quiz: key terms ch. 25
4.3 World War II: Global conflagration	<i>TWW</i> ch. 26	Quiz: key terms ch. 26
4.4 The Cold War Era: The age of nuclear Super Powers	<i>TWW</i> ch. 27	Quiz: key terms ch. 27 Research Essay finished draft due
4.5 Review for final exam		Timeline 2 Due
Final Exam		Final Exam  Feedback: Course Evaluation

### Appendix I:

#### **Some possible topics for key events/people in the making of the modern West**

Johann Gutenberg and the emergence of print culture, 1440

Henry the Navigator of Portugal promotes Atlantic voyages, 1400s

Ferdinand Magellan's fleet circumnavigates the globe, 1519-1522

Luther translates the New Testament into German - 1522

The King James Bible is published, 1611

Rene Descartes publishes *Meditations on First Philosophy* - 1641

Isaac Newton publishes his *Principia Mathematica* 1687

Some aspect of the industrial revolution in the 1700s – textiles, iron, transportation

Napoleon and the creation of the modern army, 1800-1815

Queen Victoria and the Victorian era of British Culture, 1819 - 1901

Florence Nightingale and modern nursing, 1850s

Opium wars in China, 1840s-50s

Louis Pasteur, germ theory, mid 1800s

Charles Darwin publishes *Origin of Species* 1859

David Livingstone's Africa expeditions, 1860s

Michael Faraday and James Clerk Maxwell and electromagnetism, mid 1800s

Alexander Graham Bell invents the telephone, 1870s

Thomas Edison invents the electric light, 1878

Susan B. Anthony and women's suffrage, 1890s

Karl Marx publishes *The Communist Manifesto* - 1848

## **Some twentieth century topics**

The birth of modern art – early 1900s

Einstein publishes his equation  $E=mc^2$ , 1905

The Imperial Navy launches HMS Dreadnought - 1906

The Ford Motor Company builds the Model T, 1908

Marie Curie and radiology – early 1900s

The War to End All Wars: World War I and mechanized warfare. 1914 - 1918

Birth of modern art: Dadaism and its offspring as a movement in visual art, 1916

Emmeline Pankhurst – women's rights movement, 1920s

Warner Bros. movie studio releases *The Jazz Singer*, 1927

Mahatma Gandhi and Indian Independence – 1930s-40s

Indira Gandhi – Prime Minister of India, 1970s

Amelia Earhart, 1930s aviator

The Wannsee Conference of 1942 – The Final Solution implemented

The dropping of the atomic bomb on Hiroshima, 1945

San Francisco Conference creates the United Nations, 1945

The creation of the State of Israel, 1948

The birth of Rock n Roll music – 1950s

Sputnik I & II are launched by the USSR, 1957

First birth control pill approved for commercial sale, 1960

The founding of OPEC - 1960

The Berlin Wall comes down - 1989

**Appendix II: Historical Timeline Worksheet**  
**Historical Period: Early Modern Times: 1453 – 1648**

Political/ Military Events    Science/Technology    Arts and Literature    Religion/Education

1450

1460

1470

1480

1490

1500

Appendix III:

## **Historical Research Essay Evaluation:**

**Discovery:** Does the essay show an awareness of the range of historical interpretations/competing arguments on the topic of the essay (i.e. knowledge of the historiography of the topic)? Does the author make use of primary sources and of up-to-date scholarly secondary sources?

/20

**Instruction:** Does the essay demonstrate mastery of the chosen subject/event and historical context surrounding it? Does the author provide understanding of the times and of key events from the worldview of someone living in that period and not a presentist one?

/40

**Critical judgment:** Does the essay show evidence of a logical and plausible argument for the historical significance of the event/subject being described? Does the author present a clear interpretation of the significance of the event/subject being researched by responsibly using the evidence of primary and secondary sources?

/40

Deductions for grammar, spelling and punctuation errors: It is expected that students will edit and proofread their work before submitting it so that it will be free of misspellings, bad grammar and mistakes in punctuation. Such errors will cost the students a loss of 1% per mistake up to a maximum of 30%.

/100

## **Appendix IV:**

### **Footnote citations, bibliography entries, and stylistic conventions for written assignments**

When citing sources in the two research assignments, use the format given below.

*Footnote format:* The full bibliographic information on each source will be given in the bibliography at the end of each assignment. Therefore, students only need to use a short form for each footnote entry. Do not use endnote format, but footnote format so that all citations appear at the bottom of the page on which the quoted/paraphrased/summarized source material is used. The only elements required in each citation are as follows: the last name of the author, a short form of the document title, and the page number(s). For an electronic source which contains no page references, author and abbreviated title of the document are sufficient. Use the examples below as models.

For the book *The Waning of the Middle Ages*, by John Huizinga, the footnote would be:

Huizinga, *Waning*, 36.

For a chapter or single essay in an edited book of essays by different authors such as “The Orthodox Church in Byzantium”, by Mary B. Cunningham in *A World History of Christianity*, edited by Adrian Hastings, the citation would be:

Cunningham, “Orthodox Church”, 67-68.

For an electronic source (not a published source found online, but a source available **only** in an electronic format online such as a podcast, weblog, unpublished essay, or an electronic journal) such as “Chivalry”, BBC Radio 4 program *In Our Time* podcast, 13 February, 2014, <http://www.bbc.co.uk/programmes/b03tt7kn> in which program host Melvyn Bragg interviews three British scholars, Miri Reuben, Matthew Strickland, and Laura Ashe, on the topic of chivalry:

“Chivalry”, BBC Radio 4.

The important part of a footnote citation/reference is that it clearly indicates which source in your bibliography is being cited.

Do not use any “In Text” forms of citation. The only exception would be citing Bible references which should appear in parentheses at the end of the quotation or the sentence in which the biblical text is used.

*Bibliography format:* The bibliographic format needs to include things such as the publisher, place and date of the publication in addition to the author(s), title, and editor(s) of the document or electronic source. Again, the key to these entries is to provide sufficient information for the reader to track down the source should he or she so choose.

The format style is some form of what is known as Turabian or Chicago style formatting. Sources are organized alphabetically by author surname. Where no surname is given use the first initial of the document title. Bibliographies are single spaced using a hanging indent. A double space is used to separate each entry.

For a book by a single author:

Bebbington, David W. *Evangelicalism in modern Britain: a history from the 1730s to the 1980s*. Grand Rapids, Michigan: Baker Book House 1989.

For a book with more than one author:

Clark, Francis E., and Clark, Harriet A. *Gospel in Latin lands: outline studies of Protestant work in the Latin countries of Europe and America*. New York: Macmillan, 1909.

For a chapter in an edited book with multiple authors:

Cox, Jeffrey. "Master narratives of religious change", in Hugh McLeod, and Werner Ustorf (eds.), *The decline of christendom in western Europe, 1750-2000*. Cambridge: Cambridge University Press, 2003. 201 – 217

For an article in a scholarly journal:

Conway, John S. "How shall the nations repent? The Stuttgart Declaration of guilt, October, 1945". *Journal of Ecclesiastical History* 38 (October 1987). 596-622

For an unpublished document:

Woodfin, Carol Gale. "Rüschlikon: the establishment and early development of an international Baptist theological seminary in the heart of post-war Europe." Unpublished MA thesis, Wake Forest University, 1987.

For an electronic source with a listed author:

Peachy, Paul. "Puidoux conferences". *Global Anabaptist Encyclopedia Online*. 1989. <http://www.gameo.org/encyclopedia/contents/P856.html> last accessed 27 April 2009.

For an electronic source but no author listed:

"The Lausanne covenant, 1974" The Lausanne Movement, <http://www.lausanne.org/covenant> last accessed September 21 2010.  
*Stylistic conventions:*

When to cite (in a footnote) material in an essay. The reason for using citations—footnote or endnote—is to give credit to authors whose work you are using as part of your research. It is simply acknowledging your debt to them and attributing the use of their intellectual property. It prevents you from being accused of plagiarism, which is simply passing someone else’s work off as your own. Material that is generally considered common knowledge, such as basic dates of well known events, or uncontested facts of an event or a person’s life (June 6, 1944 marked the invasion of France by allied forces in World War II; or Michelangelo’s most famous work of art is the Sistine Chapel ceiling) need not be cited.

You should use a footnote citation when:

- 1) directly quoting a passage from another author/document: use double quotation marks to indicate the material being used and place the footnote marker at the end of that sentence or paragraph containing the quoted material.
- 2) when paraphrasing another person’s insights or interpretations about an event that would not be considered common knowledge or is still up for debate. For example, if you were writing an essay on Alexander the Great’s genius as a military commander and you used a document which claimed that Alexander the Great’s success in battle against the Persians lay primarily in his ability to use disinformation and propaganda more than in his actual battlefield tactics, you would need to cite the author’s work. This is a contestable, even unconventional interpretation of Alexander’s campaigns, not simply a fact of when and where his battles took place. As such you are relying on the credibility of your source to give this claim its argumentative strength, so the author’s work needs to be cited.
- 3) when making reference to little known facts about an event which will have a particular bearing on the argument you are making. For example, if one were doing research on Martin Luther’s role in the Protestant Reformation and you state the his town of Wittenberg became the leading city in Europe for the newly emerging printing press industry, a citation would be in order. This is a statistically verifiable claim, but few people would know it as ‘a matter of fact,’ so it should be cited.
- 4) the best general axiom for citing sources is “when in doubt, cite your source”.

A word about using direct quotations: use them sparingly. It is best to summarize material you gleaned from an author in your own words so as to remain in control of your sources. Remember, it is you who are writing the essay and your own voice needs to come through. Direct quotations are most effective when referring to material from a **primary source**, not a secondary source. It is appropriate to cite a secondary source when the author puts something in such a memorable or clever way that it adds value or rhetorical “punch” to the material being described. Don’t let your sources, either quoted or summarized, take over your paper so it ends up looking like a composite of pasted together material from other documents. Use your research to tell your story in your words, and to make your interpretive claims about what is important and significant about the topic and material you have chosen.

When quoting a document at length, if the quoted material runs to more than four lines of text in your essay put in a block quote—that is a separate single-spaced paragraph set off

from the rest of the essay, and place the footnote number at the end. No quotation marks are necessary. However, try to keep all quotations as streamlined and concise as possible.

Regarding titles for both footnotes and bibliography: the basic format requirements are that book titles and titles of journals or other periodicals are put in *italics*; chapter and article titles, or entries in an encyclopedia are placed in “quotation marks.”

Formatting for the Bibliography. The bibliography comes at the end of the essay on a separate set of pages. Sources are alphabetized by author surname. Each entry is single spaced using a hanging indent, with a double space between each entry. **Do not** number your entries. Sources should also be divided into two basic sections: 1) published sources, which include books, journals (print and online), encyclopedia entries; 2) unpublished sources both printed and online. These would include doctoral dissertations, weblogs, personal papers, interview transcripts, and other website material which is not part of an online journal.

Title page for both assignments: you don't need a separate title page, but at the top of your first page you need to include the following:

- 1) name of the assignment and course it is for,
- 2) a specific title of your work which is meant to grab the reader's attention,
- 3) your name,
- 4) date submitted,
- 5) a word count is optional.

Once you have put this information on the top half or third of the first page, then double space down and begin your essay.

Essay format: use 12-point font in a fairly standard font style that is easy to read. Use double spacing for the entire essay.

If you have questions about any of the above or any other matters relating to the assignments, feel free to contact the instructor.