

Fall Semester 2010

INS 565R

**The World before European Domination:
The Afro-Asian Roots of Modern Europe**

Instructor: Roger E. Kanet
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Class: Tu, Th, 2:00-3:15 p.m.
Place: 218 Memorial Building

Course Objectives:

For over two centuries Europe and its cultural extensions have dominated the world economically, culturally and politically. The great colonial empires that emerged in the in the 16th and 17th centuries and were consolidated in the 19th century, along with the “de-industrialization” of what became the Third World, that accompanied it, were the most visible element of that process of domination,. The extension of the global economic system, dominated by the United States and the other developed economies of the world, is yet another, more recent, element of that process. But, what is it that placed Europe [and later the United States] in the position to dominate the other cultures and civilizations of the world? Is the standard Eurocentric story that still permeates world history as taught throughout the industrialized West really an accurate depiction of the global system from about 1500 to 1800 and of how Europe in the 19th century came to conquer and control virtually all the peoples and resources of the world? Did European civilization pull itself up by its intellectual and economic bootstraps, so to speak, to outpace economic, political and cultural development throughout the rest of the globe? Was there something “special” about Europeans, their civilization, the socio-political and/or geographical environment that led to the “take-off” about 500 years ago that led “irreversibly” to European domination?

The objective of the course is to pose these and other questions that challenge the standard Eurocentric interpretation of the “modern” development of Western civilization. We will discover, for example, that contrary to generally held “truths” in the West the world outside Europe at the time of Columbus, da Gama, and other noted European “explorers” was not populated exclusively by backward peoples living in squalor and hopelessness. In fact, in 1500 the level of economic development throughout substantial portions of the rest of the world was significantly higher than that in Europe. Available evidence indicates that as late as 1800, for example, the standard of living in China was probably comparable to that in the more advanced parts of Europe.

We will also learn that much of the supposedly internally driven economic development of Europe from the late Middle Ages through the Industrial Revolution half a millennium later drew heavily on resources from outside Europe. In fact, throughout the Middle Ages Europe was but a cultural and economic backwater on the very periphery of a global trading system centered on the Indian Ocean and based on major exchanges of goods from China and Southeast Asia to India, the Middle East and East Africa. Many of the commercial and technological innovations that would contribute to the emergence of capitalism and the industrial revolution had their origins in this Afro-Asian system. The so-called “Age of Discovery,” for example, would have been impossible without the technological innovations in navigation that had been pioneered in “the Orient” prior to the emergence of Portuguese ocean-going vessels in the 15th century. Moreover, the European conquest of the Americas – and the fantastic advantages that this gave to Europe -- resulted as much, or even more, from epidemics unleashed by the Europeans that destroyed entire communities as from European military superiority.

Crucial, as well, for the economic growth that occurred in Europe in the period after 1500 and its greater role in the global economic system were the immense wealth that poured into Europe from the Americas in the form of gold and silver seized from conquered indigenous populations and the tremendous profits that

the slave trade and slave-based plantation agriculture provided to Europe. The blatant racism, usually religiously based, that justified mass extermination, slavery, and oppression of non-European peoples – whose very humanity was questioned – were all a part of the set of factors that contributed to the gradual expansion of European global domination.

The course will draw upon the work of analysts who, though from a broad array of academic disciplines and backgrounds, share a concern about the unreality of many of the myths that underlie the Eurocentric view of the past millennium of global human history. We will begin with a short reading from a book by *Barry Buzan* and *Richard Little*, two British IR theorists, who argue that international relations theory is hampered by its failure to look at the history of international systems. We will then turn to the work of a number of scholars from a variety of fields to begin to gain an accurate picture of the origins of the modern international system. *Jared Diamond* is a physiologist at the University of California, Los Angeles whose recent work has focused on those factors that contributed to the differential development and decline of human societies. *J.M. Blaut*, a geographer at the University of Illinois, Chicago, outlines the major arguments concerning Eurocentric bias in most Western writing on the global system. *André Gunder Frank* was a Dutch economist who taught in the Netherlands, later at the University of Toronto, and for a short while at the University of Miami. A polemical iconoclast, he challenges, at times stridently, virtually all aspects of the traditional social sciences. *Janet L. Abu-Lughod* is professor emerita of sociology and history at the New School for Social Research. Her work is seminal in demonstrating the existence of a vibrant integrated trading system in Asia in the pre-modern world. *Stewart Gordon*, a senior scholar at the Center for South Asian Studies of the University of Michigan, provides a detailed picture of the evolution of the system identified by Abu-Lughod. *John M. Hobson*, an historian now at the University of Sheffield, expands on the work of Frank and challenges the very foundations of the Eurocentric view of modern history. *Maria Louise Menocal*, a professor of Spanish and Portuguese at Yale University, is almost lyrical in her depiction of Islamic Spain as both a tolerant society in a Europe not committed to tolerance and the conduit for the revival of classical learning that led to the Renaissance in Europe. The late *Eric R. Wolf*, formerly professor of anthropology at City University of New York, is concerned with the interconnectedness of the peoples of the world at the time of European expansion and the role that the conquest of the Americas and the exploitation of its peoples [including imported slaves] and resources had for the emergence of Europe. *Charles C. Mann*, a correspondent for *Science* and *The Atlantic Monthly*, surveys the current state of our knowledge about the Americas prior to the arrival of Europeans and presents a picture quite different from the standard one. *William J. Bernstein*, a financial analyst and historian, tracks the history of trade and its impact on human society from early human history, through the era of Asian dominance, to the present. *Kenneth Pomeranz*, an historian at the University of California, Irvine, examines the factors that differentiated Europe from China in the late 18th century and led to the industrial revolution in the former. He emphasizes the significance of readily available coal in England and the immense resources of the Americas seized from the indigenous population and exploited largely through slave labor among the crucial factors. *Jack Goldstone*, an historian at George Mason University, provides a brief overview of the reasons for the economic development of Europe. *Chalmers Johnson*, a noted expert on Japan, and *Fareed Zakaria*, a political scientist and editor of the international edition of *Newsweek*, summarize some of this history. Finally, the late *Edward W. Said* of the University of Texas, discusses *Orientalism*, his term for what Blaut and others term *Eurocentrism*.

A broad list of studies -- some directly relevant to the course, others more peripheral to its focus – can be found in the reading list at the end of the syllabus.

SEMESTER ASSIGNMENTS

- A. Reading assignments** are listed in the course outline. Students will have completed readings prior to each class session, so that they are able to follow and engage in discussion. In the first class dealing with each topic **one student will be responsible for a leading a twenty-minute portion of the class discussion**. The student will prepare a ten-minute oral presentation in which s/he lays out the most important issues in the readings for the week and provides his/her own reactions to the material. S/he will then guide class discussion for the remainder of the time. Before the class session the student will submit to the instructor and to other members of the class via e-mail attachment **the**

materials/notes/outline developed as part of his/her preparation for leading the class discussion.
Note: students enrolled in the course for graduate credit will make at least two of these presentations; those enrolled for undergraduate credit will be responsible for at least one presentation. These presentations *should be taken seriously*; they will be evaluated based on a clear, articulate and logical presentation.

- B. Papers** of about two pages [typed, double-spaced, with standard margins] will be submitted prior to the first class on each topic via e-mail attachment to the instructor [**late papers will not be accepted, since the purpose of the paper is to prepare the student for participation in class discussion**]. The materials submitted by those leading class discussions will fulfill this requirement. The papers will provide a brief assessment of the readings completed for the week. In so far as possible these papers **should not** be mere descriptions, or summaries, of the readings. Rather they should assess and compare the arguments presented in the readings. One purpose of the weekly papers is to ensure that students have not only completed the readings, but also that they thought about the assumptions, mode of analysis, and logic underlying the individual presentations and have evaluated the arguments presented. Once again, students should be reminded that these brief papers will be an importance measure of the participation portion of the course grade.
- C. A major research paper**, which is due **by 5:00 p.m. on 10 December 2010** (late papers will be downgraded) should be fifteen to twenty typewritten pages in length (double-spaced) [twenty-five to thirty pages for those receiving graduate credit]. Students should place a hard copy of the paper in the instructor's mailbox in Ferré Building, but also send him an electronic version as an e-mail attachment. Each student should write a paper on one of the many topics that we shall cover in the course. The paper should draw upon both more traditional Eurocentric literature, as well as the literature that challenges the perspectives that have dominated Western scholarly and popular interpretations for most of the past two or three centuries. These papers need not be original research papers in the strict sense of the term. They will no doubt draw primarily on secondary materials and will generally not involve original research. They may, for example, consist in part of comparative review essays that assess the strengths and weaknesses of some of the literature noted below in the supplemental reading list or in other published materials that treat the issues covered in the course.

Students should submit their papers in standard research paper format -- i.e. title page, notes either at the bottom of the page or at the end of the paper, and a bibliography. Use the format given below for both notes and bibliography. It is assumed that students will give due attention to such concerns as spelling, grammar, appropriate word selection and neatness! Although the instructor will place primary consideration in evaluating the paper on content, logic of the argumentation, and evidence, stylistic concerns (i.e. spelling, grammar, syntax, etc.) will also be taken into account.

As part of the paper project, students will be required to submit a one- or two-page **proposal** concerning the paper **in class on 26 October 2010**. The proposal should identify the topic, outline the key issues to be treated, indicate how those issues relate to central concerns of theoretical importance, and indicate the most relevant source materials already consulted for the project.

In class on 16, 18, 23 November 2010 students will make brief oral presentations on their projects and submit a **five-page**, typewritten and double-spaced, **précis/outline** of the general argument of their research papers. [These papers will be returned several days later, so that students can consider the instructor's comments in writing the final version of the paper.] This presentation and paper should summarize the basic argument of the paper, but need not provide the detailed evidence employed in the final paper to support the argument. These presentations will be evaluated on the basis of the clarity of the argument, the presentation of supporting evidence, the effectiveness of the presentation, etc. [Students will provide the instructor and other members of the class with outlines of the presentation, preferably electronically, by noon the day before class.] This paper and presentation will be graded as a part of the entire research paper project. The presentation should be "polished" and should provide the audience with a clear view of the student's project and her/his findings to date.

NOTE: Backup your work on an external drive (e.g. USB Key, Hard Disk), portable device (e.g. smart phone, PMP) or online service (e.g. myUMbackup [<http://www6.miami.edu/myumbackup/>], Mozy, intronis, idrive, amazon simple storage service, backblaze, backjack [macs only]). There can be no excuse for loss of data because of computer malfunction, theft etc. Please be proactive and backup your computer files.

- D. Grading: Fifty percent** of the grade for the course will be determined by a combination of class attendance, class participation, including performance when leading class discussions, and the weekly papers. **Fifty percent** of the grade for the course will be based on the research paper, including the one-page statement [5 percent], the five-page précis [10 percent], the oral presentation of the précis [10 percent] and the completed final paper [75 percent].

Note that students will be required to include a signed statement on each major written assignment **swearing/affirming that the work that they are presenting is completely their own.** Clear evidence of cheating will result in the grade of “0” for the assignment.

- E.** If you require academic accommodations because of a documented disability, please make sure I receive your letter of accommodation as soon as possible. If the instructor’s office, on the 3rd floor of the Ferré building, is inaccessible please let me know to make arrangements to meet in an accessible room on the first floor.

F. Required Reading Assignments¹

Reserve copies of the books listed below are available at the undergraduate reserve desk in Richter Library. Copies of the book by Diamond [the first one assigned for the semester] are available for purchase at the University of Miami Bookstore. Shorter readings will be available on electronic reserve through the Blackboard site for the course. If the student wishes to have a personal copy of other titles and not “compete” with others for access to the reserve copies, s/he should purchase them on line. Barnes and Noble [www.bn.com] and Amazon [www.amazon.com], for example, usually deliver materials within a week of ordering. Usually one or other of these on-line stores has used copies of books at substantially reduced cost. Note that for orders of new books valued at more than \$25.00 neither Barnes and Noble nor Amazon charges a delivery fee. Another location that usually provides information about lower prices for books is Textbookland [<http://www.textbookland.com/>]. It will probably be easiest to find books on the Textbookland website using the ISBN number, which I have included below for each book. Both Barnes and Nobles and Amazon also have used books available – usually at greatly reduced prices, even with the delivery charge of ca. \$3.00 per book.. Delivery of these books usually takes about 10-12 days. Note that several of the titles are out of print and available only as used books.

Janet L. Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350*. New York: Oxford University Press, 1989. xvii, 443 pp. ISBN 0-19-586774-6 [at reserve desk]

William J. Bernstein, *A Splendid Exchange: How Trade Shaped the World*. New York: Atlantic Monthly Press, 2008. ix, 468 pp. ISBN: 13: 978-0-87113-979-5 [at reserve desk]

J.M. Blaut, *The Colonizer’s Model of the World: Geographical Diffusionism and Eurocentric History*. New York/London: The Guilford Press, 1993. viii, 246 pp. ISBN 0-89862-348-0. [at reserve desk]

¹ Digital copies of some of the reserve materials are available on line. They can be accessed by clicking the "Course Reserves" link on your course's Blackboard page. <https://www.courses.miami.edu/webapps/portal/frameset.jsp> For instructions on using the new system please click the link below: http://library.miami.edu/services/reserves/reserve_info_students.html <http://www.library.miami.edu/vlib/VIDEO_reserves/VIDEO_reserves.html>

J.M. Blaut, *Eight Eurocentric Historians*. New York: Guilford Press, 2000. Xii, 226 pp. ISBN 1-57230-591-6 [at reserve desk]

Barry Buzan and Richard Little, *International Systems in World History: Remaking the Study of International Relations*. Oxford/New York: Oxford University Press, 2000, pp. 1-34, 369-85, 407-15. ISBN 0-19-87808065-6. [at reserve desk; also electronic reserve]

Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*. New York: W.W. Norton & Co., 2003. 494 pp. ISBN 0-395-31755-2 [at reserve desk]

André Gunder Frank, *ReOrient: Global Economy in the Asia Age*. Berkeley: University of California Press, 1998. xxix, 414 pp. ISBN: 0-520 21474-9 [at reserve desk; also electronic reserve]

Jack Goldstone, *Why Europe? The Rise of the West in World History, 1500-1800*. Boston: Higher Education, McGraw Hill, 2009. Viii, 184 pp. ISBN 978-0-07-284801-4 [at reserve desk]

Stewart Gordon, *When Asia was the World: Traveling Merchants, Scholars, Warriors, and Monks Who Created the 'Riches of the East.'* Philadelphia: DeCapo Press, 2008viii, 228 pp. ISBN 13: 978-0-306-81556-0. [at reserve desk]

John M. Hobson, *The Eastern Origins of Western Civilisation*. Cambridge, UK/New York: Cambridge University Press, 2004. xv, 376 pp. ISBN 0-521-54724-5 [at reserve desk; also electronic reserve]

John M. Hobson, "Reconstructing International Relations Through World History: Oriental Globalisation and the Global-Dialogic Conception of Inter-Civilizational Relations," *International Politics*, vol. 44, no. 4 (2007), pp. 414-430. [at reserve desk and electronic reserve]

Chalmers Johnson, "Comparative Imperial Pathologies: Rome, Britain, and America," in Johnson, *Nemesis: The Last Days of the American Republic*. New York: Metropolitan Books, Henry Hold & Co., 2006. pp. 54-89. ISBN: 13: 978-0-8050-7911-1. [at reserve desk and electronic reserve]

Charles C. Mann, *1491: New Revelations of the Americas before Columbus*. New York: Knopf, 2003. xii, 465 pp. ISBN: 1-4000-4006-X [at reserve desk]

María Rosa Menocal, *The Ornament of the World: How Muslims, Jews and Christians Created a Culture of Tolerance in Medieval Spain*. Boston: Little, Brown & Co., 2002. xxi, 315 pp. ISBN: 0-316-16871-8. [at reserve desk]

Kenneth Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2000. x, 382 pp. ISBN 0-691-09010-6. [at reserve desk]

Edward W. Said, *Orientalism*. New York: Vintage Books, 1979; reprinted 1994. pp. 1-73, 284-328. ISBN 0-394-74067-X [at reserve desk and electronic reserve]

George Saliba, "Whose Science is Arabic Science in Renaissance Europe?" *Visions of Islam in Renaissance Europe: Case Studies Exploring Various European perspectives on the world of Islam During the Sixteenth and Seventeenth Centuries*, 1999.

<http://www.columbia.edu/~gas1/project/visions/visions.html> [electronic reserve]

Eric R. Wolf, *Europe and the People Without History*. Berkeley, CA: University of California Press, 1997. xvii, 507 pp. ISBN 0-520-04898-9 [at reserve desk]

Fareed Zakaria, *The Post-American World*. Ch. 3. "A Non-Western World?" New York: W.W. Norton, 2008, pp. 49-86. ISBN: 978-0-393-06235-9 [at reserve desk and electronic reserve]

COURSE SCHEDULE

- Topic 1**
26 Aug. **Introduction to the Course**
DVD: Jared Diamond, *Guns, Germs and Steel*, Part I: Out of Eden
Reading: Buzan-Little, pp. 1-34, 369-85, 407-15.
 Diamond, pp. 1-191 [total = 249]
- Topic 2**
31 Aug.; 2 Sep. **The Fates of Human Societies**
DVD: Jared Diamond, *Guns, Germs and Steel*, Part II: Conquest; Part III: Into the
 Tropics
Reading: Diamond, pp. 193-441 [total = 248]
 +2-page paper
- Topic 3**
7, 9 Sep. **The Challenge to Eurocentric History**
Reading: Blaut, *Colonizer's Model*, pp. 1-216
 Frank, pp. 1-51 [total = 277]
 +2-page paper
Discussion leader: Workman; Kurtz
- Topic 4:**
14, 16 Sep. **Before European Hegemony: Global Economy in the Asian Age**
Reading: Abu-Lughod, vii-xiii, 1-373.
 Frank, pp. 321-359 [total = 411]
 +2-page paper
Discussion leader: Williams; Kornfeld
- Topic 5:**
21, 23 Sep. **When Asia was the World**
Reading: Gordon, pp. vii-viii, 1-191 [total = 194]
 +2-page paper
Discussion leader: Mahfuz; Joselowitz
- Topic 6:**
28, 30 Oct. **Eastern Origins of Western Civilization**
Reading: Hobson, "Reconstructing International," pp. 414-430
 Hobson, *Eastern Origins*, pp. i-xv, 1-322 [total = 353]
 +2-page paper
Discussion leader: Shiekman; Iglesias
- Topic 7:**
5, 7 Oct. **Islam, Spain, and the Rise of Europe**
Reading: Menocal, pp. xi-xvi, 1-298
 Saliba, entire article [total = 308]
 +2-page paper
Discussion leader: Samberg; Recco
- Topic 8:**
12, 14 Oct. **Europe and the People without History, I**
Reading: Wolf, pp. i-xvii, 1-261 [total = 278]
 +2-page paper
Discussion leader: Roberts
- Topic 9:**
19, 21 Oct. **Europe and the People without History, II**
Reading: Wolf, pp. 262-391 [total = 129]
 +2-page paper
Discussion leader: Restrepo

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- 26 Oct. Research Proposals are due in class**
- Topic 10: The Americas before Columbus**
26, 28 Oct. Reading: Mann, pp. ix-xii, 1-465 [total = 468]
+2-page paper
Discussion leader: Pagan-Ortiz
- Topic 11: Europe Enters the Global Trading System**
2, 4 Nov. Reading: Bernstein, pp. 1-388 [total = 388]
Discussion leader: Montague
- Topic 12: China, Europe and the Making of the Modern World Economy**
9, 11 Nov. Reading: Pomeranz, pp. i-x, 1-297
Goldstone, pp. v-viii, 1-70
Johnson, pp. 54-89
Zakaria, pp. 49-86 [total = 452]
+2-page paper
Discussion leader: Castro
- Topic 13: Student Oral Presentations in Class**
16, 18, 23 Nov. Five-page précis/outline is due in class
- 25 Nov. Thanksgiving**
- Topic 14: Eurocentrism, Orientalism, and the Rise of the West**
30 Nov., 2 Dec. Reading: Blaut, *Eight Historians*, pp. xi-xii, 1-208
Goldstone, pp. v-viii, 71-176
Said, pp. 1-28, 329-352 [total = 367]
+2-page paper
Discussion leader: Arakelyan
- 4-7 Dec. Reading Days**
- 3 Dec.** The with comments and suggestions will be returned in instructor's departmental mailbox by noon on 3 December
- 10 Dec. Research Paper Due**
5:00 p.m. Hard copy in professor's mailbox, along with a digital copy sent via e-mail attachment.

I. Guidelines for Research Paper²

The paper should deal with some aspect of the emergence of the West, the relationships between East and West in the European Middle Ages, or related topics. Regardless of the topic selected, the student should deal with it **analytically**, not merely descriptively. This means that the paper should address a specific

² Note that the "Guidelines for Written Papers" are based on a document [available at <http://arapaho.nsuok.edu/~alexa001/STYLE02.pdf>] prepared by two of Kanet's former graduate students, James T. Alexander, now of Northeastern State University (Oklahoma) and Brian V. Souders, now of the University of Maryland, Baltimore County; it is used here with their permission.

question and develop and **support an argument**. It should draw upon and respond to the relevant theoretical literature.

1. Format of the Paper

The paper should stay within the page limits listed above [12-point type with standard margins]; it should be formatted in standard research paper form -- i.e. including reference notes (either at the bottom of the page or at the end of the paper -- not "scientific notation") and a bibliography. The format listed below **should be used** for both notes and bibliography.

2. Essay/Paper Style Sheet

Writing clear and concise English is a skill that will benefit you throughout life. I do take good writing seriously and enjoy reading papers written in clear, correct English. It is a joy to read clear sentences that have both subjects and verbs, that do not sprinkle commas around at random, and that realize that English language plural nouns do not use apostrophes. The short amount of time that you take editing your paper will catch most of the mistakes that drive teachers crazy.

Students who have difficulties with rhetoric are encouraged to purchase William Strunk, Jr. and E. B. White, *The Elements of Style*. New York: Macmillan, 1999. 4th edn. To ensure that you understand when and how to provide references for materials used you should consult Gordon Harvey, *Writing with Sources: A Guide for Students*. Indianapolis, IN: Hackett Publishing, 2002, or a similar source. These two guides should prove to be useful throughout your entire career as a student, as well as later in life.

Please note that this style document is briefly and generically written. It neither covers all situations, nor is it intended for just one type of writing assignment. Specifically pay attention to the citation guidelines, for all parts may not apply to a particular assignment.

If you want to avoid some common problems, read the following rules carefully:

- 1) **Never use contractions.** If you are going to use 'don't' and 'can't,' you may as well write 'gonna' and 'coulda.' Contractions are markers of casual speech in written form. Use the forms 'do not' and 'cannot.'
- 2) **Make certain that all sentences have both a subject and a verb.** Sentence fragments are sentences that are missing either a subject or a verb. "A man who had traveled all over the country and lived in many states" is not a sentence, since it has no verb. The man is not doing anything, since there is no verb in this sentence. Careful editing will pick up mistakes like this one.
- 3) **Pronouns need antecedents.** Never start a paragraph with a sentence such as, "They created a Congress consisting of a Senate and a House of Commons." The reader has no idea who 'they' are. If you use a definite pronoun (he, she, it or they) or indefinite pronouns (this, that, these or those), be certain that these pronouns refer back to some concrete noun.
- 4) **Introductory participial phrases modify the subject of the main clause of the sentence.** "Waiting for the train to arrive, it became clear that I was going to be late" is incorrect. In this case the participle "waiting" modifies the subject "it" grammatically. In fact, it is meant to modify an implied "I." The sentence must be restructured.
- 5) **Word processors have spell check for a reason.** Every word processing program has some sort of spell checking system. **USE IT.** You might also consider using the grammar check function that many word processing programs now contain. Remember to proofread your final copy, because spell check cannot pick up mistakes like 'tot he' instead of 'to the'. Grammar check may have even a greater risk of error, although it can still be useful. Therefore, be careful, as you use these tools.

- 6) **Use the right form of the word.** The English language is filled with dozens of spelling land mines, words that sound the same but are spelled in three or four different ways. These homonyms still cause people problems. The worst offenders that teachers find are:

there - an adverb denoting place
their - a possessive adjective for the pronoun 'they'
they're - a contraction for 'they are,' which you should not use anyway

its - a possessive adjective for the pronoun 'it'
it's - a contraction for 'it is,' which you should not use anyway Note: 'its' is not a word in the English language.

- 7) **Punctuation is not for decoration.** Commas are not thrown into sentences at random. The English language has rules for the use of commas. Learn these rules and follow them. The same holds true for semi-colons, colons and other forms of punctuation. Any large dictionary and most pocket dictionaries have brief reference sections on the proper use of punctuation.

- 8) **Have someone else read your paper.** When you have spent thirty hours working on a paper, the last thing you want to do is look at it one last time to see if everything is spelled correctly. Also, it is hard to identify errors if you have become too involved in the paper. Have someone else look at your paper to pick out any mistakes you may have missed. Failing this, try reading the paper aloud. You can often hear and spot grammar and spelling errors in this fashion.

- 8) **Consistently cite your sources.** You must properly cite your source if you use an idea or quote from another's work. For citing sources (footnotes or endnotes) in research papers, I prefer that you use the following style:

- 9) **Wikipedia is NOT an acceptable source.** Although convenient and often useful as a guide to primary sources, this is not an acceptable peer-reviewed source.

a. Bibliography:

All entries should be listed in alphabetical order, last name first, using the following format:

1) **Periodical article:**

Hough, Jerry F., "The End of Russia's 'Khomeini' Period," **World Policy Journal**, IV, no. 4 (1987), pp. 583-604.

Some journals do not employ volume numbers, others do not employ consecutive pagination within an entire volume. This format can be adjusted to the former by excluding the volume number, and presents no problem for the latter situation.

2) **Article in an edited book:**

Sodaro, Michael, "The GDR and the Third World: Suppliant and Surrogate," in **Eastern Europe and the Third World: East vs. South**, ed. by Michael Radu. New York: Praeger Publishers, 1981, pp. 106-141.

3) **Authored book:**

Brutents, Karen N., **National Liberation Revolutions Today**. Moscow: Progress Publishers, 1977.

4) **Edited book:**

Korbonski, Andrzej and Francis Fukuyama, eds., **The Soviet Union and the Third World: The Last Three Decades**. Ithaca, NY: Cornell University Press, 1987.

5) **Newspaper article:**

Forrestal, Michael and Allen Lynch, "New Views Behind Moscow's Flexible New Diplomacy," **The Christian Science Monitor**, October 13, 1987, p. 15.

6) Miscellaneous publication:

Some items do not fit easily into any of the categories listed above. You should adapt the format to fit the item. For example, pamphlets can usually be treated as books.

7) Translated material:

For translated materials, full publication information should be provided for both the original and the translation source: e.g., **Pravda**, date, p.?; translated in **Current Digest of the Post-Soviet Press**, vol. ?, no. ?, date, p. ?.

8) Internet material:

These materials should be treated as publications. Full information concerning the source should be given, so that the reader will be in a position to find it. In the case of "reprinted" materials, both the original and the internet source should be given: e.g., "Yeltsin Administration Upbeat On Outgoing Year," Moscow, 30 December 1997, *Interfax*; available on *Johnson's Russia List* #1453, 30 December 1997 <davidjohnson@erols.com>. "Russia, China Sign Nuclear Deal," *RFE/RL Newslines*, Vol. 1, No. 187, Part I, 30 December 1997 <<http://www.rferl.org/newslines>>. Since you cannot cite pages for internet sources, you should be especially careful to provide proper link information and dates when accessed.

9) Unpublished material:

Specific information should be provided about the source of unpublished material, such as interviews, letters, and other documents. The name of the interviewee, the date and place of the interview should be provided. Letters and other documents should be treated in similar fashion. In all cases information concerning the current location of the material should be provided.

Reading List:

- Janet L. Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350*. New York: Oxford University Press, 1989. xvii, 443 pp. ISBN 0-19-586774-6
- Rashīd Al-Dīn, *The Successors of Genghis Khan*. Translated by John Andrew Boyle. New York: Columbia University Press, 1971. xi, 372 pp.
- “The Admiral of What Might Have Been,” *The Economist*, vol. 376, no. 8435, 18-22 July 2005, p. 15.
- S.A.M. Adshead, *China in World History*. Houndsmill, UK: Macmillan; New York: St. Martin’s, 2000. 3rd edn., xviii, 434 pp. ISBN: 0-312-22565-2.
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