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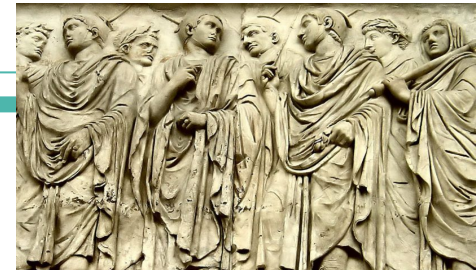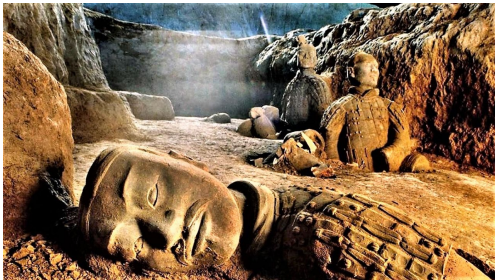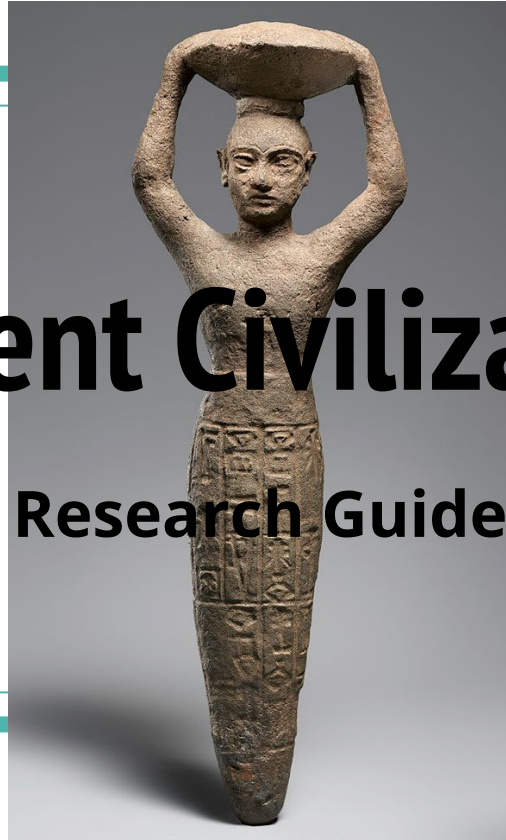
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If you have any questions about research, citations, databases, please come to the library.
(You can make an appointment, or just stop in!)

Ancient Civilizations

Research Guide

Overview

1. Proper Citation & Academic Integrity
2. Print Resources
3. Digital Resources
4. Website Credibility
5. Libguide (Pathfinder)

1. Citations: Academic Integrity
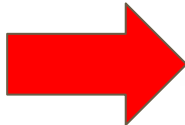
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- You will use MLA style to format your citations.
- MLA (short for Modern Language Association) asks you to create a "Works Cited" page at the end of your paper. It lists all of the sources you have used, including
- Print, electronic, video & audio clips, images, interviews, etc.

Sources are listed alphabetically, by last name of author or (if no author is given) name of work

Works Cited

Abzurg, Bella. *Gender Gap: Bella Abzurg's Guide to Political Power for American Women.*

Boston: Houghton Mifflin, 1984. Print.

Coupe, Laurence, ed. *The Green Studies Reader: From Romanticism to Ecocriticism.* New York:

Routledge, 2000. *netLibrary.* Web. 16 Nov. 2010.

Donnie Darko. Dir. Richard Kelly. 20th Century Fox Home Entertainment, 2001. Film.

Fitzgerald, F. Scott. "Babylon Revisited." *The Norton Anthology of American Literature.*

Between the Wars 1914-1945. 6th ed. Vol. D. Eds. Nina Baym, *et al.* New York: Norton,

2003. 1658-72. Print.

Flannagan, Roy. "Reflections on Milton and Ariosto." *Early Modern Literary Studies* 2.3 (1996):

n. pag. Web. 22 Feb. 1997.

How do you create a citation in MLA?

You can type one out yourself by using this format:

Author name(s). *"Title of the source"*. *Title of container*, other contributors, version, numbers, publisher, publication date, location.

Or you can use **NoodleTools** or **EasyBib**, which are citation generators that create the work cited for you (**you still have to create your own in-text citations**).

If you use the **DATABASES**, each article you select has a "Citation Tool" which will create a citation for you to copy/paste into NoodleTools or Easybib, or directly onto your paper.

In-text Citations

In addition to listing your sources in a work cited page, you must also give the **author and page number** (or name of work if there is no author) at the end of your sentence. You must do this if it is a **direct quote** <u>OR</u> a **paraphrase** (restating of someone's idea in your own words.)

Direct Quotations

Place the author's name either in parentheses or within the sentence. For example:

"Students often had difficulty using MLA style" (**Jones 199**).

According to **Jones,** "Students often had difficulty using MLA style" (**199**).

Summary or Paraphrase

Indicate the source by the author and the page number(s) in the parentheses. For example:

According to **Jones**, MLA style is a difficult citation format for first-time learners (**199**).

MLA style is a difficult citation format for first-time learners (**Jones 199**).

WHEN IN DOUBT CITE IT!!!

"Avoiding Plagiarism." The OWL at Purdue. 2009. Purdue University. 5 Apr 2009 <http://owl.english.purdue.edu/owl/resource/589/01/>.

NoodleTools & Purdue OWL

The **Link** and instructions to log in can be found on the Library's Web Page under the "*How Do I cite Sources?*" tab.

An excellent website to help you create proper citations is **Purdue OWL** (short for Online Writing Lab). There are instructions, videos clips, and examples for every citation style (MLA, APA, Chicago, etc.)

MLA Formatting and Style Guide

Summary:

MLA (Modern Language Association) style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource, updated to reflect the *MLA Handbook* (8th ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/footnotes, and the Works Cited page.

The following overview should help you better understand how to cite sources using MLA eighth edition, including the list of works cited and in-text citations.

Please use the example at the bottom of this page to cite the Purdue OWL in MLA. See also our **MLA vidcast series** on the **Purdue OWL YouTube Channel**.

Creating a Works Cited list using the eighth edition

MLA is a style of documentation based on a general methodology that may be applied to many different types of writing. Since texts have become increasingly mobile, and the same document may often be found in several different sources, following a set of rigid rules no longer suffices.

2. Print Resources

Find: Peloponnesian War

Keyword | Title | Author | Subject | Series

There is a **book cart** which contains <u>some</u> of the library's ancient civilization books.

You may browse the book cart for books that pertain to your topic.

You may also use the **Library Catalog** (link is located on the Library's main webpage). Search for your topic and make note of the CALL NUMBER to find the book on the shelf.

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Using books for Research
(Look for your Subtopic in the Table of Contents & the Index- then Read & Take Notes!)

Topic: The Phoenicians / Subtopic: Mariners of the ancient world

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List of Maps and Illustrations

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bers for illustrations are in boldface

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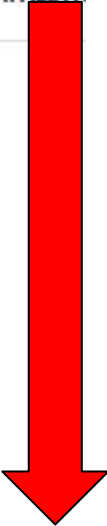
Facts on File - Issues and Controversies in American History

JSTOR- digital archive of academic journals. Full text usually begins 3-5 years after publication.

JSTOR daily online magazine.

NoodleTools   NoodleTools : Citation and report writing assistance; save all of your information in your account.

Salem Online   Salem Press - Digitized history reference books by this publisher; in print in HS Library, and available online.

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☐ 1 **women warriors in ancient and medieval China** ⬅

A number of exceptional women were warriors, bandits, and rebels in imperial China.

Category: Reference Articles
Time Period: Central and East Asia, 500-1500 CE

☐ 2 **sports in ancient and medieval China**

The Chinese participated in various sporting activities that were associated, among other things, with rituals, milita
training, social customs, philosophy, health, and even medical treatments.

Category: Reference Articles
Time Period: Ancient Asia, 3000 BCE-500 CE
Central and East Asia, 500-1500 CE

☐ 3 **Bixia Yuanjun**

Bixia Yuanjun (Sovereign of the Clouds of Dawn) is a Daoist goddess connected with Mount Tai in Shandong province.

Category: Reference Articles
Time Period: Central and East Asia, 500-1500 CE

☐ 4 **the social hierarchy of the Han dynasty** ⬅

Ancient Han society was just as structured as the government of the Han dynasty, with the emperor and his relatives occupying the top of the social ladder.

the social hierarchy of the Han dynasty

Ancient Han society was just as structured as the government of the Han dynasty, with the emperor and his relatives occupying the top of the social ladder. The Confucian ideal of filial piety made loyalty, devotion, and obedience to the emperor essential and was practiced by everyone, especially the emperor's wife, children, and concubines. The empress had no official status except as the mother of the heir to the throne, but even that role was not particularly secure. The emperor could dismiss her and her children at any time or simply divorce her.

Aside from the imperial family, the upper class included the emperor's bodyguards, top-level administrators, and imperial inspectors, followed by the rest of the bureaucratic personnel who were responsible for the central and provincial governments. Also high in status were teachers, scholars, poets, historians, and large landowners. The mingling of bureaucrats and landowners gave rise to the scholar-gentry class, many of whom served in key administrative positions during the Han dynasty's long reign.

The second major layer of Han society was composed of the farmers. Farming was considered a highly honorable profession because it was the means by which the entire society was well fed. Unfortunately, poverty accompanied this honor for several reasons. Farmers were expected to be highly productive and were overseen by imperial inspectors. They could be drafted to serve in the military or in an imperial work corps to build Chinese infrastructure, like canals, roads, and bridges. Those uncertainties, along with weather-related disasters, taxes, and high rents (most did not own their own land), made life difficult.

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Next were craftspeople and artists, who were respected as productive members of society. Though not much better off financially than farmers, artisans were able to move up in society by taking positions in the bureaucracy. Traders, merchants, shopkeepers, bankers, and manufacturers came next. Although relatively wealthy, those occupations were not held in very high esteem because they made their living not from their own labor but from that of others.

Convicts were at the bottom of society. They worked in such government-owned industries as iron factories. A small percentage of slaves also occupied the lowest station in Han society, working in privately owned businesses. Children of farmers were often sold into slavery to pay debts. Prisoners of war and border peoples were also members of the slave class.

Ancestor worship was a key aspect of ritual in ancient China, and the family member responsible for such worship was the son. Chinese men wanted sons to carry on this responsibility after a father's death, so it became common for men to have concubines to maximize the possibility of producing sons.

Young boys were taught the value of an education early on. Completing school was a sign that a boy had reached adulthood and was ready to take on his responsibilities. The outward symbol of this change was a new name and the switch to an adult hairstyle. If the young man had been born into the upper class, his adult responsibilities included serving in the military, worshipping his family's ancestors, becoming a husband himself to continue the family line, and obtaining an official position in the government.

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Young women, however, were not entitled to an education, except in how to raise a family and serve their husbands quietly and obediently. A girl was considered an adult when she was ready to become a wife, usually around the age of 13. She received a new hairstyle and a new name as well as a dowry, but she could not inherit any property. Her parents would arrange her marriage, and it was expected that she would cry when she had to leave her family on her wedding day, but also shed tears of joy to join her husband's extended family. The new bride's first responsibility was to worship her husband's ancestors, which she generally did the day after the wedding. Up until then, however, her husband could send her back to her family if he was displeased.

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the social hierarchy of the Han dynasty

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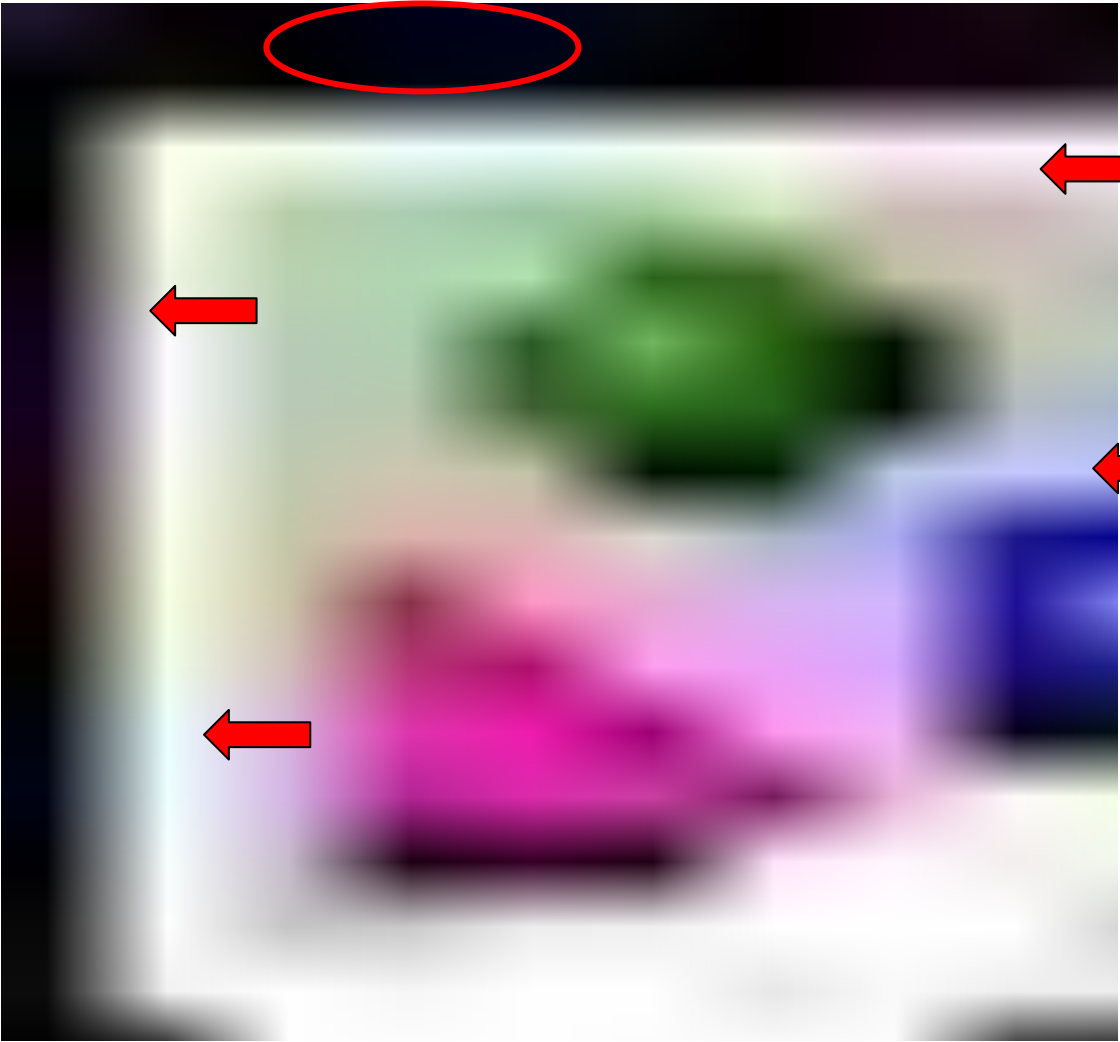Britannica Escolar (Spanish version)

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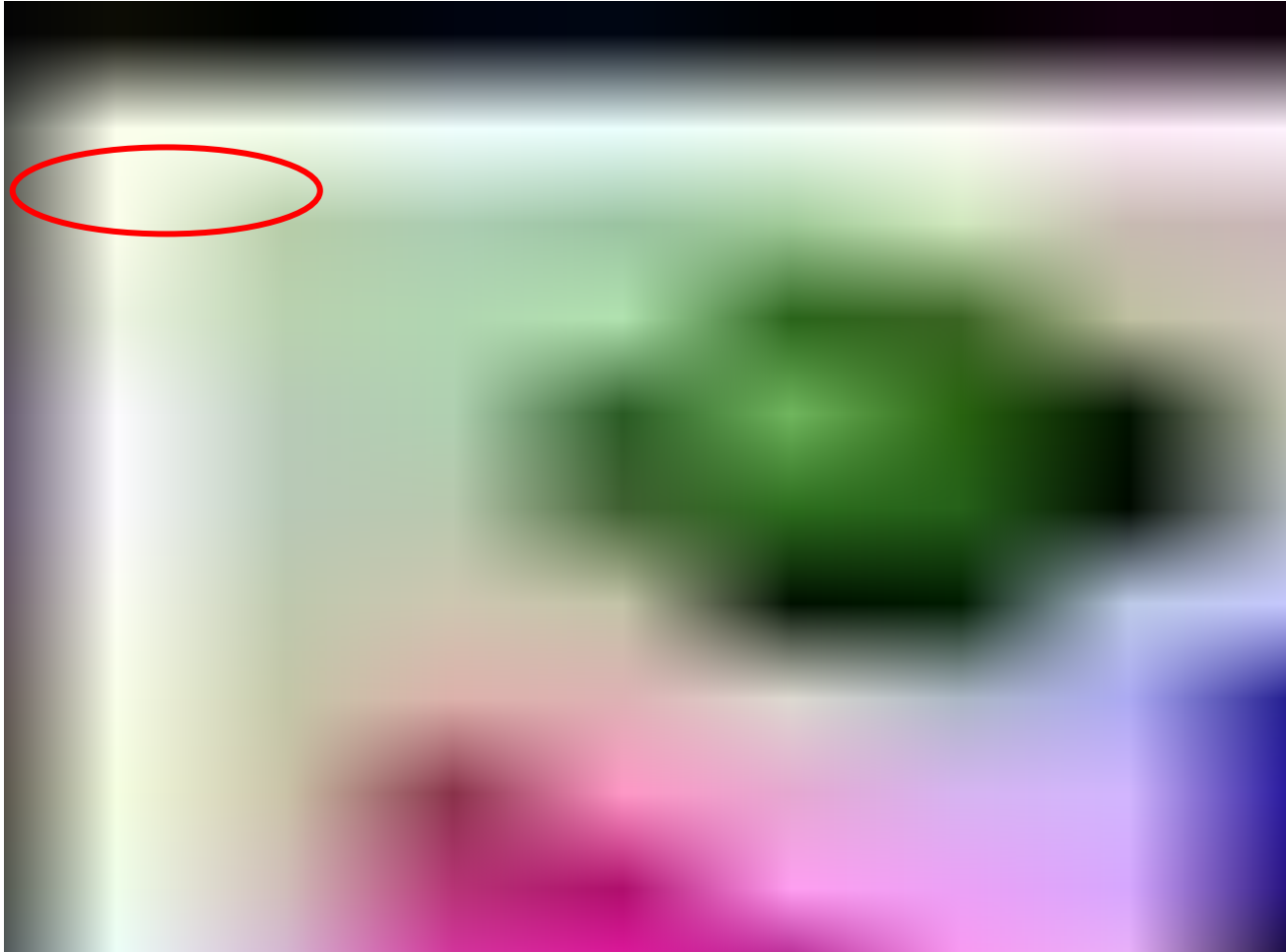
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Abstract:

Two of the most crucial and fundamental problems in proto-historical and anthropological research relate to the popularization of literacy and the origins of money. The reasons behind the sudden and sweeping spread of the Phoenician alphabet in the 8th-7th c. BCE remain unresolved, yet endlessly debated. At the same time, the scholarship paradox that the Phoenicians, the traders of antiquity par excellence, seemingly did not use any form of physical currency remains largely overlooked, despite their Mediterranean-wide commercial networks. Yet recent research points to the high degree of the monetization of Phoenician commercial networks, as well as to the fact that forms of 'proto-currency' were circulating in the Levant at least from the 8th c. BCE. This article aims to look at these two problems from an entirely novel perspective, exploring the links between them and testing whether causality can be established between the sudden popularization of literacy and the absence of currency in the Phoenician economy, focusing on the Western Mediterranean. It suggests that increasing monetization developed through patterns of commercial exchanges established in the Near East during the 3rd millennium BCE, which allowed for transactions using promissory notes, with payments made in various means, for example via an established index of value (e.g. to silver).

Keywords: Monetization; Literacy; Alphabet; Phoenicians; Western Mediterranean.

Dois dos problemas mais importantes e fundamentais na pesquisa proto-historica e antropologica sao relacionados a popularizacao da alfabetizacao e as origens do dinheiro. As razoes por tras da propagacao repentina e abrangente do alfabeto fenicio no seculo VIII-VII a.C. permanecem sem

Tools

💬 Citation Tools   ⬅

📝 Highlights and Notes (0)

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Is one search term enough?

ADVANCED SEARCH

What do you notice?

4. Website Credibility - Evaluating a Website

Websites can be **valuable sources** of **information**.

They can also be **inaccurate** and **biased.**

How do you know if a website is credible?
There are a few ways to check for signs that a website is credible and reliable.

Evaluating a WEBSITE

Look for these:

- **URL (.gov, .edu, .org)**
- **Look for an Author and "About" page**
- **Date of webpage**

Make sure:

- **You see citations and links to credible sources**
- **You use more than one source on the same topic for a variety of viewpoints**

Beware of these:

- **URL (.com, .org, .net, .info, .us, .uk.co)**
- **Slants, biases, opinions, persuasive writing**
- **Websites that want to sell you something**
- **Wikipedia is a questionable site**

Watch out for Bloggers!

Beware of:

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Blogger
Wix
Weebly
Squarespace
GoDaddy
Sitebuilder**

Often, bloggers do not write impartial articles. Many bloggers share their opinions.

Also, some news outlets let bloggers post on their sites: **BuzzFeed Community Posts, Kinja blogs, Forbes blogs, WSJ blogs etc.** Many of these posts do not go through the same editing process as their main website articles.

Reasons not to use or cite Wikipedia

- **Authors unknown**
- **Vandalism**
- **Little diversity among contributors**
- **Volunteer editors' numbers are declining**
- **Wikipedia <u>tells</u> its users not to trust Wikipedia**

ED15: Gender across Wikimedia project contributors in 2018, weighted
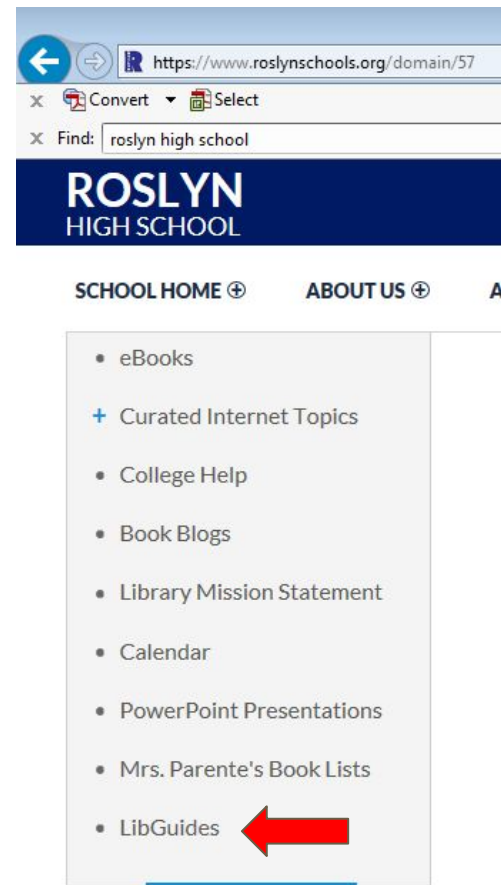
Other
1.0%
Female
9.0%

Male
90.0%
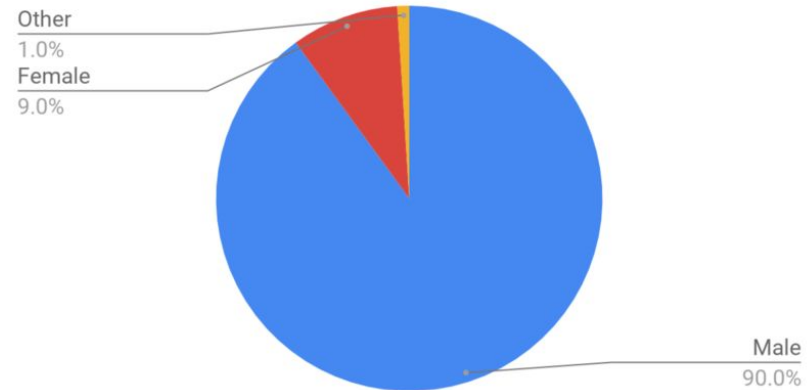
Wikipedia says, "We do not expect you to trust us."

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