

CAMOSUN COLLEGE

DEPARTMENT OF HUMANITIES

HISTORY STYLE GUIDE

- CHICAGO STYLE CITATIONS FOR HUMANITIES
- TIPS FOR READING AND WRITING ABOUT HISTORY
- TIPS FOR EVALUATING SOURCES

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Sample essay with footnotes, bibliography and instructions

First year students, and those taking history for the first time, often struggle with essay writing because they are not sure how to format their essays or cite their sources. Hopefully this example will prove helpful to those students writing a scholarly history essay with footnotes or endnotes and a bibliography. By the time your essay is complete, it will contain a thesis, multiple paragraphs supported by evidence, and a conclusion. You will have footnotes (Chicago Style for Humanities) at the bottom of each page or endnotes on a separate page. You will attach a bibliography on a separate page at the end of the essay and a separate title page before your essay. The first paragraph of the essay identifies your topic, provides a time frame for the historical event, and contains a thesis (or your conclusions) based on the evidence you examined. Normally you would start your research by creating one or more research questions that you are seeking to answer about your topic. Your thesis will be the answer to the questions and it provides the framework for the rest of your essay.

Your next paragraph will identify and elaborate upon one of your thesis points (or conclusions). So you can see how important it is to have a thesis in your first paragraph – it is the foundation for the rest of your paper. The first sentence in this paragraph will be a topic sentence in which you identify the main point you wish to convey to the reader. Then, you will bring in your evidence to support your point. This evidence will come from a variety of sources and you will provide citations in the form of footnotes or endnotes to show the reader where you found your evidence. It is much like when the police collect evidence they must label it so authorities know

where it came from. You will also provide quotes from your sources to support your points and you will “integrate your quotes into your sentences.”¹ If you took this quote from Constance Backhouse’s book, *Petticoats and Prejudice*, you would insert a footnote at the end of the sentence as I did. To insert a footnote go to “References” in your Word document and click on “Insert Footnote.” If you click “Insert Endnote” your notes will appear in a list at the end of your document rather than at the bottom of the page. You can use either footnotes or endnotes for your history papers. Microsoft Word automatically numbers the footnote/endnote and opens up a window at the bottom of the page where you write in the required information. Notice how each footnote/endnote has its own unique and sequential number (ie 1, 2, 3) and a number is never repeated; even if you use the same source multiple times, each time the citation is assigned a new number. The first time you mention your source in a citation you must include the full title and publication information and page number. If you use this source again abbreviate the citation as I have done in footnote number 2 below.²

The next paragraph in your paper will elaborate upon another thesis point. Again, you will include a topic sentence in which you identify the main point you wish to convey to the reader and you will support it with evidence from your sources. If you use a short quote (in this case from *Canadian Women: a History*, written by Gail Cuthbert Brandt and three others), insert your quote so it reads as part of the sentence. For example, you could say that Brandt et al concluded that some of the women who came to New France faced “disappointment and deprivation in a strange and often inhospitable land.”³ If you need to use a long quote (3 or more sentences) to

¹ Constance Backhouse, *Petticoats and Prejudice: Women and Law in Nineteenth-Century Canada* (Toronto: Osgoode Society, 1991), 242.

² Backhouse, *Petticoats and Prejudice*, 39.

³ Gail Cuthbert Brandt et al. *Canadian Women: A History*, 3rd Edition (Toronto: Nelson Education, 2011) 37.

adequately present your evidence, you will indent and single-space it and omit the quotation marks. You could introduce the quote by saying something like: According to Brandt et al,

Between 1663 and 1673, at least 770 *filles du roi* came to New France to join the approximately 1200 men and women colonists who had arrived earlier. In Montreal, by 1681, more than two-thirds of the 161 women immigrants were *filles seules* – women who were neither nuns nor servants and yet had come to the colony alone.⁴

If you use supporting evidence from an article in a scholarly journal that appears on Camosun's D2L site, you will use a different format for citation. For example, in Peter Moogk's comparison of punishment in France and New France in the 17th and 18th centuries he said that in New France, "the visible mutilation of criminals, apart from branding, was falling out of fashion in the 1600s."⁵ Instead, "for the government, it was cheaper to use fear to control the irrational multitude."⁶

Once you write enough paragraphs and to provide sufficient evidence to support your points, you will end the paper with a concluding paragraph in which you restate your conclusions. At this point you normally would not introduce new evidence but you might reiterate your main point by using a quote. If you do that then cite it.⁷ Your bibliography will be created on a separate page – see the example I attached to this document. Earlier in this style guide you will find more information about citations, essay writing and sources. Please take the time to review the entire document. If you have any questions, please see your instructor for assistance.

⁴ Brandt et al. *Canadian Women*, 43.

⁵ Peter Moogk, "The Liturgy of Humiliation, Pain, and Death: The Execution of Criminals in New France," *The Canadian Historical Review* 88, I (March 2007) 91. Camosun College, History 110, D2L (August 31, 2015).

⁶ Moogk, "Liturgy of Humiliation," 99.

⁷ Marie de l'Incarnation, *Word from New France: the selected letters of Marie de l'Incarnation*, Joyce Marshall, trans. and ed. (Toronto: Oxford University Press, 1967), 45.

Bibliography

Backhouse, Constance. *Petticoats and Prejudice: Women and Law in Nineteenth-Century Canada*. Toronto: Osgoode Society, 1991.

Cuthbert Brandt, Gail, Naomi Black, Paula Bourne, Magda Fahrni. *Canadian Women: a History*, 3rd Edition. Toronto: Nelson Education, 2011.

de l'Incarnation, Marie. *Word from New France: the selected letters of Marie de l'Incarnation*. Translated and edited by Joyce Marshall. Toronto: Oxford University Press, 1967.

Moogk, Peter. "The Liturgy of Humiliation, Pain, and Death: The Execution of Criminals in New France," *The Canadian Historical Review* 88, I (March 2007) 89-112. Camosun College, History 110, D2L (August 31, 2015).

Historical Sources

WHAT IS A PRIMARY SOURCE?

A primary source is an artifact created at the time period under study. Records created in the past express the world view of the author, i.e. the ideas, beliefs, and values of that time and place. Written primary sources include letters, diaries, census data, autobiographies, government documents, minutes of meetings, sermons, newspapers, maps, and books written at that time. Primary sources may be objects such as paintings, photographs, films, recordings of music, clothing, buildings, and tools. Interviews with people who lived through an event are also primary sources.

WHAT IS A SECONDARY SOURCE?

Secondary sources are records written after the event or time period under study by authors who were not involved in the event. Secondary sources may be based on primary sources or on other secondary sources. Some of your seminar reading will consist of secondary sources. In them, historians will use primary sources and the works of other historians (secondary sources) to build an argument about a particular event or process.

ONLINE SOURCES

You can find primary and secondary sources on the internet but you need to be cautious when using such sources. Unlike authors of published academic print material, website authors do not have to face a rigorous editorial and peer-review process. However, some sites are very useful. For example, the *Jesuit Relations*, a series of letters and reports created by Jesuit missionaries in the seventeenth century, have been put on line. Secondary source sites are more often problematic as usually the material cannot be evaluated for credibility. Many instructors will not accept online sources in student essays. Check with your instructors **before** using online sources.

How to Cite History Sources

Tip: Examples show format for the first citation of work as a foot/endnote, the short form for subsequent citations, and the bibliography format. **Note: the foot/end notes each have their own unique number and are listed sequentially.**

How to insert foot/end notes into a Word document: If you are using Word, click References, Insert footnote. For endnotes, click References, Insert Endnote. To change the numbering from Roman (i, ii) to Arabic (1, 2) numerals, click the arrow at the bottom of the drop box and you will be able to change the numbering.

SCHOLARLY SECONDARY SOURCES

BOOKS: ONE AUTHOR

Note: Note number. Author's first name and last name, *Book Title* (place of publication: Publisher, year published), page number. For e-books, include the URL.

Example: 1. Constance Backhouse, *Petticoats and Prejudice: Women and Law in Nineteenth-Century Canada* (Toronto: Osgoode Society, 1991), 242.

Short Note: 2. Backhouse, *Petticoats and Prejudice*, 39.

Bibliography: Author's surname, author's first name. *Book Title*. Place of publication: Publisher, year published. For e-books, include the URL.

Example: Backhouse, Constance. *Petticoats and Prejudice: Women and Law in Nineteenth-Century Canada*. Toronto: Osgoode Society, 1991.

BOOKS: TWO OR THREE AUTHORS

Note: Note number. First author's first and last name, second author's first and last name, & third author's first and last name, *Book Title*, volume number, edition number (Place of publication: Publisher, year published), page number.

Example: 3. Margaret Conrad, Alvin Finkel & Donald Fyson, *History of the Canadian Peoples: Beginnings to 1867*, vol. 1, 6th Edition (Don Mills, ON: Pearson Canada, 2015), 121.

Short Note: 4. Conrad, Finkel & Fyson, *History of the Canadian Peoples*, 121.

Bibliography: First author's last name, First author's first name, second author's first name and last name & third author's first name and last name. *Book Title*, volume number, edition number. Place of publication: Publisher, year published.

Example: Conrad, Margaret, Alvin Finkel & Donald Fyson. *History of the Canadian Peoples: Beginnings to 1867*, vol. 1, 6th Edition. Don Mills, ON: Pearson Canada, 2015.

BOOKS: FOUR OR MORE AUTHORS

Note: Note number. First author's first and last names, et al., *Book Title*, edition number (Place of publication: Publisher, year published), page number.

Example: 5. Gail Cuthbert Brandt et al., *Canadian Women: a History*, 3rd Edition (Toronto: Nelson Education, 2011), 43.

Short Note: 6. Brandt, *Canadian Women*, 48.

Bibliography: First author's surname, First author's last name, second author's first and last names, third author's first and last names, fourth author's first and last names. *Book Title*, edition number. Place of publication: Publisher, year published)

Example: Brandt, Gail Cuthbert, Naomi Black, Paula Bourne, Magda Fahrni. *Canadian Women: a History*, 3rd Edition. Toronto: Nelson Education, 2011.

BOOKS: AUTHOR, PLUS EDITOR OR TRANSLATOR

Note: Note number. Author's first and last name(s), *Book Title*, name of the translator or editor (Place of publication: Publisher, year of latest publication), page number.

Example: 17. Marie de l'Incarnation, *Word from New France: the selected letters of Marie de l'Incarnation*, Joyce Marshall, trans. and ed. (Toronto: Oxford University Press, 1967), 45.

Short Note: 18. de l'Incarnation, *Word from New France*, 187.

Bibliography: Author's last name, author's first name. *Book Title*. Name of the translator or editor. Place of publication: Publisher, year of latest publication.

Example: de l'Incarnation, Marie. *Word from New France: the selected letters of Marie de l'Incarnation*. Translated and edited by Joyce Marshall. Toronto: Oxford University Press, 1967.

BOOK: CHAPTER IN A BOOK

Note: Note number. Author's first and last name, "Title of the chapter," in *Book Title* (Place of publication: Publisher, year published), page number.

Example: 19. Chris Arnett, "Judicial Murder," in *Terror of the Coast: Land Alienation and Colonial War on Vancouver Island and the Gulf Islands, 1849-1863* (Burnaby, BC: Talon Books, 1999), 259.

Short Note: 20. Arnett, "Judicial Murder," 265.

Bibliography: Author's surname, first name. "Title of the chapter." In *Book Title*. Place of publication: Publisher, year published, page range.

Example: Arnett, Chris. "Judicial Murder." In *Terror of the Coast: Land Alienation and Colonial War on Vancouver Island and the Gulf Islands, 1849-1863*. Burnaby, BC: Talon Books, 1999, 257-307.

SCHOLARLY ARTICLES IN SCHOLARLY JOURNALS (PAPER FORM AND ON-LINE, ACCESSED THROUGH SEARCH ENGINES SUCH AS JSTOR)

Note: **Note number. Author's first name and last name, "Title of Article," *Journal Title*, volume number, edition (Month, year published): page number.**

Example: 21. Roger Neufeld, "Cabals, Quarrels, Strikes, and Impudence: Kingston Penitentiary, 1890-1914," *Histoire Sociale/Social History* 31, no. 61(May 1998): 96.

Short Note: 22. Neufeld, "Cabals, Quarrels," 100.

Example: 23. David M. Pomfret, "A Muse for the Masses": Gender, Age, and Nation in France, Fin de Siècle," *American Historical Review* 109, No.5 (December 2004), 1439, online, *Academic Search Complete* EBSCOhost: Camosun College Library, Victoria (accessed April 3, 2009).
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=15785189&login.asp&site=ehost-live>.

Short Note: 24. Pomfret, "Muse for the Masses," 1444.

Bibliography: **Author's surname, author's first name. "Title of the article." *Journal Title*, volume number, edition (Month and year published): page range of the article in the Journal.**

Example: Neufeld, Roger. "Cabals, Quarrels, Strikes, and Impudence: Kingston Penitentiary, 1890-1914." *Histoire Sociale/Social History* 31, no. 61(May 1998): 95-125.

Example: Pomfret, David M. "A Muse for the Masses": Gender, Age, and Nation in France, Fin de Siècle," *American Historical Review* 109, No.5 (December 2004). 1440-1480. Online. *Academic Search Complete*. EBSCOhost. Camosun College Library, Victoria. Accessed April 3, 2009.
<https://libsecure.camosun.bc.ca:2443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=15785189&login.asp&site=ehost-live>.

SCHOLARLY ARTICLES: PUBLISHED ON COURSE D2L SITE

Note: **Author's first and last names, "Title of Article," *Journal Title*, volume and edition numbers (publication dates), page number. Institution name, course name, system name (date accessed).**

Example: 29. Peter DeLottinville, "Joe Beef of Montreal," *Labour/Le Travailleur*, 8/9 (Autumn/Spring 1981/82), 11. Camosun College, History 112, D2L (September 15, 2015).

Short note: 30. DeLottinville, "Joe Beef," 10.

Bibliography: **Author's last name, author's first name. "Title of Article." *Journal Title*, volume and edition numbers (Publication date) page range. Institution name, course name, system name (date accessed.)**

Example: DeLottinville, "Joe Beef of Montreal." *Labour/LeTravailleur*, 8/9 (Autumn/Spring 1981/82) 9-40. Camosun College, History 112, D2L (September 15, 2015).

SCHOLARLY ARTICLES REPRINTED IN A COURSE READING PACKAGE OR AN EDITED ANTHOLOGY

Note for article in a course reading package:

Note number. Author's first and last names, "Title of the article," in the Title of the publication from whence it came, (publication information), page number, reprinted in The Title of the Reading Package, and the year.

Example: 31. Gerald Friesen, "Prairie Indians, 1840-1900: the End of Autonomy," in *Canadian Prairies: A History* (Toronto: University of Toronto Press, 1987), 130, reprinted in Camosun College Reading Package for History 112, all sections, 2008-2009.

Short Note: 32. Friesen, "Prairie Indians," 145.

Example: 33. Steven Penfold, "'Have you No Manhood in You?': Gender and Class in the Cape Breton Coal Towns, 1920-1926," *Acadiensis* 23, 2 (Spring 1994): 21-44, reprinted in Joy Parr and Mark Rosenfeld eds. *Gender and History in Canada* (Toronto: Copp Clark, 1996), 271.

Short Note: 34. Penfold, "Have you No Manhood," 274.

Bibliography: **Author's surname, author's first name. "Title of the article." In the Title of the publication from whence it came. Place of Publication: Publisher, year published, page range of article. Reprinted in The Title of the Book. Names of the editors. Place of publication: Publisher, year of publication, page range of the article in the book.**

Example: Friesen, Gerald. "Prairie Indians, 1840-1900: the End of Autonomy." In *Canadian Prairies: A History*. Toronto: University of Toronto Press, 1987, 129-161. Reprinted in Camosun College Reading Package for History 112, all sections, 2008-2009.

Penfold, Steven. "'Have you No Manhood in You?': Gender and Class in the Cape Breton Coal Towns, 1920-1926," *Acadiensis* 23, 2 (Spring 1994): 21-44. Reprinted in *Gender and History in Canada*. Edited by Joy Parr and Mark Rosenfeld. Toronto: Copp Clark, 1996, 270-293.

PRIMARY DOCUMENTS: ARCHIVAL

Tip: Records and artifacts held in archives are formatted differently from published entries. Include a file or item description and the date, the Record Group, the Volume or Box number, the Microfilm Reel Number if applicable, the file number, the name of the collection, then the name of the Archives (full name first time, then abbreviate). If your archival material has been published, treat it as a published document. See below for format. Note: in the examples below for the BC Archives, GR = government record; for the Library and Archives Canada, RG= record group.

Note: **Note number. Author, Title of the document, date of the document, file/call numbers, volume numbers, record group, name of the archive, page numbers.**

Example: 45. Rev. John Chisholm, A Brief Survey of the efforts to suppress Commercialized Vice and White Slavery in Canada during the last decade by your Officer for this work in Montreal, 20 January 1925, File 1925HQ 1180-C-1, Vol. 3313, RG 18, Royal Canadian Mounted Police, Library and Archives Canada (LAC), 2.

Short Note: 46. Chisholm, "Brief Survey," LAC, 4.

Example: 47. Inquisition on May Drake, August 01, 1899, File 1899/66, Reel B2377, GR 1327, British Columbia Attorney-General Inquisitions, British Columbia Archives (BCA).

Short Note: 48. May Drake, File 1899/66, GR1327, BCA.

Examples: Chisholm, John, Rev. A Brief Survey of the efforts to suppress Commercialized Vice and White Slavery in Canada during the last decade by your Officer for this work in Montreal, 20 January 1925. Royal Canadian Mounted Police. RG 18, Vol. 3313, File 1925HQ1180-C-1 Library and Archives Canada (LAC).

Inquisition on May Drake, 1899. British Columbia Attorney-General Inquisitions. GR 1327, Reel B2377, File 1899/66, BCA.

PRIMARY DOCUMENTS: PUBLISHED (PAPER COPY)

Helpful hint: **When a report or document is published by a level of government, unless otherwise indicated, use that level of government as the author. See example below re British Columbia.**

Note: **Note number. Author, Title, volume number (place of publication: Publisher, year published) page number.**

Example: 51. Ontario, Provincial Department of Health, *Facts on Sex Hygiene for Girls and Young Women* (Toronto: King's Printer, 1928) 9.

Short Note: 52. Ontario, *Facts on Sex Hygiene*, 10.

Bibliography: Author. Title. Volume number if provided. Place of publication: Publisher, year published.

Example: Ontario. Provincial Department of Health. *Facts on Sex Hygiene for Girls and Young Women*. Toronto: King's Printer, 1928.

PRIMARY DOCUMENTS: REPRINTED IN AN ANTHOLOGY/PUBLISHED COLLECTION

Tip: Examples differ according to the format of the reprinted anthology.

Note: 55. Canada, "The Indian Act, 1876," *Statutes of Canada*, 39 Victoria, Chap. 18 [1876], reprinted in Dave De Brou and Bill Waiser eds., *Documenting Canada: A History of Modern Canada in Documents* (Saskatoon, SA: Fifth House Publishers, 1992), 96.

Short Note: 56. "The Indian Act," 97.

Note: 57. Canada, Department of Labour, *Legal Status of Women in Canada* (Ottawa, 1924), 14-18, reprinted in Beth Light and Ruth Roach Pierson eds., *No Easy Road: Women in Canada 1920s to 1960* (Toronto: New Hogtown Press, 1990), 93.

Short Note: 58. *Legal Status of Women in Canada*, 94.

Note: 59. Ralph A. Mackenzie to R.B. Bennett, April 7, 1931, reprinted in L.M. Grayson and Michael Bliss eds., *Wretched of Canada: Letters to R.B. Bennett 1930-1935* (Toronto: University of Toronto Press, 1971), 6.

Short Note: 60. Mackenzie to Bennett, 7.

Bibliography: Canada. Department of Labour, *Legal Status of Women in Canada* (Ottawa, 1924), 14-18. Reprinted in *No Easy Road: Women in Canada 1920s to 1960*. Edited by Beth Light and Ruth Roach Pierson. Toronto: New Hogtown Press, 1990, 93-98.

Canada. "The Indian Act." *Statutes of Canada*, 39 Victoria, Chap. 18. Reprinted in *Documenting Canada: A History of Modern Canada in Documents*. Edited by Dave De Brou and Bill Waiser. Saskatoon, SA: Fifth House Publishers, 1992, 95-102.

Mackenzie, Ralph A. to R.B. Bennett, April 7, 1931. Reprinted in *Wretched of Canada: Letters to R.B. Bennett 1930-1935*. Edited by L.M. Grayson and Michael Bliss. Toronto: University of Toronto Press, 1971, 6-7.

PRIMARY SOURCE QUOTED IN ANOTHER SOURCE, AKA INDIRECT QUOTATION, AKA SOURCE AT SECOND HAND

Tip: Use this format when you are quoting or citing a source used by another author. As you have not yourself read the source, do not put the quoted entry in your bibliography.

Tip: If your first note has already fully referenced the primary author and his work, in this example Mark Skousen, use short form after "quoted in".

- Note:** 63. Adam Smith, *Wealth of Nations* (New York: Random House, 1965), 11, quoted (or cited—if you are paraphrasing) in Mark Skousen, *The Making of Modern Economics: The Lives and the Ideas of the Great Thinkers* (Armonk, NY: M. E. Sharpe, 2001), 15.
- Short Note:** 64. Smith, *Wealth of Nations*, 11, in Skousen, *Making of Modern Economics*, 15.
- Bibliography:** Skousen, Mark. *The Making of Modern Economics: The Lives and the Ideas of the Great Thinkers*. Armonk, NY: M.E. Sharpe, 2001.

VISUAL AND MATERIAL ARTIFACTS: FILM, VIDEO, AND DVD

- Note:** 65. *Keepers of the Fire*, VHS, Christine Welsh, dir., National Film Board of Canada, 1994.
- Short Note:** 66. *Keepers of the Fire*.
- Bibliography:** *Keepers of the Fire*. VHS. Montreal, PQ: National Film Board of Canada, 1994.

WEBSITES

Tip: website content is constantly being updated, so you need an access date. To cite an individual page, place the page name in quotation marks. If the reference is to the entire website, you do not use quotation marks. You do not use italics for website titles.

- Note:** 73. Paul Halsell, "Suggestions for Bibliography and Web Sites," Internet Modern History Sourcebook, [http://www.fordham.edu/halsall/mod/help.html#Suggestions for Bibliography and Web Sites](http://www.fordham.edu/halsall/mod/help.html#Suggestions%20for%20Bibliography%20and%20Web%20Sites) (accessed 30 June 2011).
- Short Note:** 74. Halsell, "Suggestions for Bibliography and Web Sites."
- Bibliography:** Halsell, Paul. "Suggestions for Bibliography and Web Sites," Internet Modern History Sourcebook. [http://www.fordham.edu/halsall/mod/help.html#Suggestions for Bibliography and Web Sites](http://www.fordham.edu/halsall/mod/help.html#Suggestions%20for%20Bibliography%20and%20Web%20Sites). Accessed 30 June 2011.

Why we cite

AVOIDING PLAGIARISM

Plagiarism is a serious academic offence that will result in a grade of 0 for the paper and can result in failure of the course. Plagiarism is advertent or inadvertent theft of another scholar's work. Avoid plagiarism by acknowledging all scholarly material that is not your work. Do not quote from or use ideas from other people's work without acknowledging them in a citation. Do not cut and paste information from internet sources. Do not submit for one course a paper you have submitted for another, and do not submit a paper written by another person. More information on plagiarism can be found in the student conduct policy noted in your course outline. When in doubt, ask your instructor. A useful website on plagiarism and how to avoid it can be found at the University of Toronto writing centre: <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>.

CITING SOURCES IN HISTORY ESSAYS

If you use another person's words, indicate that you are so doing either by enclosing the words in quotation marks or by indenting and single spacing quotations longer than 4 lines. All quotations must end with a footnote or endnote. Place note numbers at the end of the sentence unless the sentence contains two quotes from different sources. The format is: period or comma, quotation marks, note number.

If you paraphrase material, you must also end the sentence with a foot/endnote. If your paragraph consists of information taken from the same page and source, and deals with the same idea, place one note at the end of the paragraph. Paraphrased material may involve only a few words from a source. Use your own words and ensure that your research notes clearly indicate the source author's language, so you do not plagiarize inadvertently.

Statistics and specific information must also be noted. For example, the Battle of the Somme is common knowledge; mentioning it will not require a note. The number of casualties suffered during the battle is not common knowledge. Such specific information will require a note.

Word processing programs will superscript and place the note number for you. If your software does not allow for superscripting, put the number in brackets at the end of the sentence.⁽³⁾ Number notes consecutively throughout the essay, using Arabic numerals (^{1, 2, 3}...).

WHAT IS A FOOTNOTE OR AN ENDNOTE?

A footnote is a citation placed at the bottom of the page. An endnote is a citation placed at the end of the essay. Choose one type and stick to it.

WHAT IS A BIBLIOGRAPHY?

A bibliography is a list of all sources you have read for your essay. Bibliographies are placed on a separate page at the end of your essay. Entries are listed alphabetically by surname of author. If you use archival sources, put them in a separate section as the first

part of the bibliography. Archival sources are arranged alphabetically by the archives in which they were found.

WHY DO I NEED BOTH FOOTNOTES/ENDNOTES AND A BIBLIOGRAPHY?

You need both notes and a bibliography for each essay you submit for a history course. Bibliographies are not MLA style "works cited"; they contain not only the works you explicitly reference in your notes, but any background reading. As well, you might quote material quoted by another author, which will be cited in a foot/endnote. As you have not read the original work, you will not include it in your bibliography.

Each academic discipline has a referencing format. Even if your essay is an article analysis with only one source, providing foot/endnotes and a bibliography will indicate that, as a historian, you know how to reference sources.

FORMATTING FOOT/ENDNOTE AND BIBLIOGRAPHY ENTRIES

Each foot/endnote is a sentence. The various parts of the entry are joined together with commas, brackets, and colons. Each note ends with a period.

Each bibliography entry is a paragraph. Each part of the entry is separated from the next with a period. Each bibliography entry ends with a period. Bibliographies use a paragraph format known as "hanging indent." Word processing software can format "hanging" paragraphs.

Notes and bibliography entries are single spaced with an extra space between each entry.

General format: Notes and bibliography entries contain the name of the author or authors, title of the work, publishing information, date published, and page numbers. Different types of sources require different formats; see **EXAMPLES OF FOOT/ENDNOTE AND BIBLIOGRAPHY ENTRIES**.

If you cite a source more than once, in the subsequent citations use **short form**: author's surname, abbreviated title, and page number. If you use only one source by a particular author, omit the title.

The titles of complete works such as books, journals, photographs and films are *italicized* (underline if your software cannot italicize); the titles of articles and unpublished works such as theses are placed in "quotation marks." Do not italicize or include "the" or "a" or "an" in a title.

The use of p. for page or pp. for pages is usually unnecessary.

Use of *ibid*, *passim*, *op cit* and other Latin phrases is passé. Use short form for all citations after the first mention of a work.

Reading and writing for history

Reading assigned texts in postsecondary history classes differs from reading because you are interested in people who lived and acted in the past. When you read journal articles for your seminars or when you appraise books for written assignments, you will need to identify the authors' arguments, that is their interpretation of an event or process or the point they are trying to prove, as well as the content and theme of the essay or book. Similarly, when you read a document created in the past, you need to identify the argument and put the author into his or her historical context. Reading to identify the argument is a skill which will enable you to think critically and understand the position of various authors.

EVALUATING SOURCES

The Camosun College Library websites/guides link gives information on evaluating print and online sources. Please familiarize yourself with the difference between academic and popular sources. Use academic journals and websites where material is properly referenced.

Evaluating a source means identifying and understanding what you are reading or using as evidence. Was the source created in the time period being studied, or was it created later? Is the source credible? Can you trace how the author puts his or her argument together? In popular history, for example, authors will often present the history of a particular place or person without telling the reader where they got their information. Their work may be interesting to read but will be difficult to evaluate. Therefore their work is not useful for writing history essays at the postsecondary level because you will be unable to ascertain from where the evidence for their interpretation of the past came.

READING FOR SEMINAR AND CLASS DISCUSSIONS: SECONDARY SOURCES

Reading scholarly articles for seminar discussions includes looking for the main ideas and issues and identifying the author's interpretation of those ideas or issues. You need to know how the author put the article together in order to be able to evaluate the effectiveness of the interpretation. Then you need to identify the themes and issues and be able to discuss the article with your classmates.

Begin by identifying the author's argument: his or her thesis and the 3 or 4 main points which the author brings forward to prove the thesis. Usually, you can find a thesis in the opening paragraphs of an article. Sometimes, you need to look at the conclusion of the article to find the thesis. Ask yourself what the author concluded or what question did the author ask? The answer to that question is usually the thesis. Then identify the points the author used to prove the thesis. What major points does the author make in the article? Finally, look at the footnotes or endnotes and at the evidence the author used to prove each point. What types of sources did the author use to find evidence for his thesis? For more information on sources, see Part 2: Sources.

Having identified the author's point, think about the themes and issues raised by the author. What does this article tell you about the past? What are the major points? What have you learned about how people lived and thought? How does this author's interpretation of the past differ from other authors' interpretations?

Your instructor may have given you some questions to focus your thinking about articles. If so, prepare answers to those questions. Your instructor may ask you to bring questions to class, or you may not understand all that you are reading. If the assigned articles raise questions that you wish answered by the class, write down those questions and raise them at the seminar.

READING FOR SEMINAR AND CLASS DISCUSSIONS: PRIMARY SOURCES

Primary sources were created at the time an event occurred. There are some exceptions. For example, historians consider memoirs and oral histories as primary sources even though they were recorded after the event. Historians must weigh and evaluate the evidence just as they do for secondary sources. For background information on the historical context, read the corresponding chapter of your textbook.

Evaluating primary sources – some questions to consider:

1. Author's subject position
 - a. Who authored the document – what was his/her position in society?
 - b. Why did s/he write it?
 - c. When/where was this person? Where were they from?
 - d. Who was the intended audience?
 - e. What type of document is it? Is it a campaign speech, legislation, a policy statement? Is it a diary entry or a private letter? Is it a newspaper report or an editorial?

2. Author's argument
 - a. What was the author's argument or main point?
 - b. How might author's position, class, ethnicity, gender or religion bias his/her observations, opinions, or points of view?
 - c. Is it propaganda?
 - d. Is it an argument against a particular idea, belief or action?
 - e. To what extent is the author's argument supported by evidence? Or is it just opinion?
 - f. Is there evidence of rhetoric? Look at the words used – are "loaded" terms defined? For example, words such as liberty, democracy, sedition, communist, savage, heathen, witch
 - g. Did others present contrary viewpoints?

3. What did the author say about the past in a particular place and time?

READING FOR WRITTEN ASSIGNMENTS

When you read articles and books for your written assignments, you will need to understand the author's argument (see above). You will also be reading to understand more about the topic or to find evidence that you will use in your essay to prove your thesis. Either way, you will be reading for more than the content of the author's work.

WRITING HISTORY ESSAYS

Cover Page

All essays must have a cover page with your name and student number, the name of the course, the instructor's name, and the date. Provide a title for your essay which reflects the content. Papers should be stapled only: no plastic covers, booklets, etc.

Font and Spacing

Double space, one inch margins, 12 point font using a professional font such as Ariel, Times New Roman, or Verdana.

Introduction

The introduction draws the reader into the essay and can make or break the essay. Your introduction will provide a clear and well defined thesis statement around which you will structure the paper. In your introduction, you must also clearly define such parameters as time frame, place, class, and gender considerations.

Body of the Essay and Paragraph Structure

The **body of the essay** will be organized into several main sections, each of which deals with a sub-topic that helps develop your thesis. Each section will consist of one or more paragraphs focusing on individual aspects of that topic.

Each **paragraph** will consist of a block of material that helps develop the subtopic.

Each paragraph should begin with a **topic sentence** that indicates the point that will be developed in the paragraph. The topic sentence should also link the paragraph to the thesis point. If your paragraph consists of several different subjects, it must either be divided up, so you can develop each point separately and effectively in its own paragraph, or be opened by a topic sentence that ties your different points together.

The remaining sentences in each paragraph provide detail or **evidence** about the main topic. A paragraph should develop the subject or point it is making; hence it normally contains at least four sentences in addition to the topic sentence and may have a concluding sentence as well.

Between sections you will need a **transition** or linking phrase, indicating that you are moving on to a new topic. Each paragraph within a section should also be clearly related to the one before and the one after, creating an even logical flow. If the link is not readily apparent, you should include a sentence which describes the transition. Do not use subheadings in the paper.

Conclusion

The conclusion will pull together the argument and restate the thesis. Do not introduce new ideas into your conclusion.

References

Footnotes or endnotes are an essential part of your essay. Footnotes are placed at the bottom of each page. Endnotes are placed at the end of the essay, before the bibliography. A **bibliography** must be included and will consist of all sources used in the writing of the paper, whether or not they appear in your notes. See **Part 4 – Citations** for further instructions and examples.

WRITING STYLE AND MECHANICS

Grammar and Spelling

Proofread your essay for grammatical and spelling errors. Do not rely on spellcheckers. They cannot find errors such as their/there, site/cite/sight.

Language

Clearly define terms and concepts used in the paper. For example, what do you mean by middle class?

Language must be clear and concise. Avoid the verb "to be" and write in active voice.

Do not use words such as "significant" or "important" as analytical or descriptive terms. Such terms are so vague as to be meaningless.

Use scholarly language. Formal academic writing is not the same as everyday conversation. Do not use clichés, slang, or contractions.

Person

Always write in the third person except in direct quotes.

Quotations

In research essays, the overuse of quotations does not make a paper more authoritative, and deflects attention from your analysis. Quote only when the original is so unique that it cannot be paraphrased. Generally, you should quote primary materials and paraphrase secondary materials.

When analyzing a primary source, you must quote from the source as evidence to prove your thesis.

Verb Tense

Use the past tense.

Useful links and guides

<http://academic.bowdoin.edu/WritingGuides/>

This site, created and maintained by historian Patrick Rael of Bowdoin College, discusses how to read texts for seminars and for essay writing. As well, Rael defines argument and thesis, and shows students how to develop questions which can be asked in seminar or used to set up a thesis and argument for written work.

<http://webapps.acs.carleton.edu/curricular/history/study/>

This site, written by members of the Department of History at Carleton University takes students through reading and writing for various types of assignments such as book reviews, research essays, document analyses, and presenting and leading discussions.

http://web.uvic.ca/history/style_guide.htm

The University of Victoria history style guide can be downloaded from this site. It has information and reference examples for writing history essays.

