CAMOSUN COLLEGE
DEPARTMENT OF HUMANITIES

HISTORY STYLE GUIDE

- **TIPS FOR READING AND WRITING ABOUT HISTORY**
- **EVALUATING SOURCES**
- **CITING YOUR WORK**

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PART 1 – READING HISTORY TEXTS AND DOCUMENTS

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.

READING FOR SEMINAR AND CLASS DISCUSSIONS

READING AND EVALUATING 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 AND EVALUATING 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.

USEFUL LINKS FOR READING FOR HISTORY

http://academic.bowdoin.edu/WritingGuides/
http://webapps.acs.carleton.edu/curricular/history/study/read/

PART 2 – SOURCES

EVALUATING SOURCES

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.

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.

UNDERSTANDING AND 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.

PART 3 – WRITING HISTORY ESSAYS

These format and style parameters are required for every essay. Failure to adhere to these points will have a negative impact on your mark.

ESSAY FORMAT AND ORGANIZATION

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

All essays should be double spaced with one inch margins. Use a professional font such as Ariel, Times New Roman, or Verdana. Ensure that your type is large enough to be easily read, but do not use a font larger than 12 point.

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

Do not use first person in the essay. Use third person.

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 Usage

Be consistent in your use of tense throughout the paper. In history essays, the simple past tense is the most appropriate.

USEFUL LINKS FOR WRITING HISTORY ESSAYS

http://webapps.acs.carleton.edu/curricular/history/study/
http://academic.bowdoin.edu/WritingGuides/

PART 4: CITATIONS

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?

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* (<u>underline</u> 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.

Incomplete information: If the name of the author is not on the source and you cannot easily find it out, use the format for that type of source but omit the author's name. When you list the item in the bibliography, use the first word of the title (excluding "The") as the key word to place the book alphabetically in the list.

If the place, publisher or date is missing, use n.p., n.p. or n.d..

If the book does not give the information but you can find the information through the Library catalogue, put the information in square brackets, e.g. [Jane Doe], *My Anonymous Life* (Victoria: n.p., [2005]), 9.

EXAMPLES OF FOOT/ENDNOTE AND BIBLIOGRAPHY ENTRIES

Tip: Examples show format for the first citation of work as a foot/endnote, short form for subsequent citations, then bibliography format**. Foot/end note numbering has not been shown in the examples below.** 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.

BOOKS: ONE AUTHOR

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

BOOKS: TWO OR THREE AUTHORS

Note: 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, 121.

Bibliography: 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 OR EDITORS

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

Short Note: 6. Cuthbert Grant, *Canadian Women*, 48.

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

BOOKS: ON LINE

Note: 7. Heinz Kramer, *A Changing Turkey: the Challenge to Europe and the United States* (Washington, DC: Brookings Press, 2000), 85, http://brookings.nap.edu/books/0815750234/html/index.html.

Short Note: 8. Kramer, *Changing Turkey*, 43.

Bibliography: Kramer, Heinz. *A Changing Turkey: The Challenge to Europe and the United States*. Washington, DC: Brookings Press, 2000. http://brookings.nap.edu/books/0815750234/html/index.html.

ACLS Humanities E-Book Titles (red logo: page imaged books)

Note: 9. Walter L. Adamson, *Avant-Garde Florence: From Modernism to Fascism* (Cambridge: Harvard University Press, 1993), 204–205, http://hdl.handle.net/2027/HEB00462.

Short Note: 10. Adamson, *Avant-Guarde Florence*, 207.

Bibliography: Adamson, Walter L. *Avant-Garde Florence: From Modernism to Fascism*. Cambridge: Harvard University Press, 1993. http://hdl.handle.net/2027/HEB00462

ACLS Humanities E-Book Titles (blue logo: XML coded and structured text)

Tip: note that you need the accession date here and <u>you need to indicate paragraph and page numbers</u> and use para. and p. or pp. because it is not clear which is the page number.

Note: 11. Joshua Brown, *Beyond the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded-Age America* (Berkeley: University of California Press, 2002–2003), para. 155–58, pp. 87–89, http://hdl.handle.net/2027/HEB90001 (accessed February 14, 2006).

Short Note: 12. Brown, *Beyond the Lines*, para 150, p. 86.

Bibliography: Brown, Joshua. *Beyond the Lines: Pictorial Reporting, Everyday Life, and the Crisis of Gilded-Age America.* Berkeley: University of California Press, 2002–2003. http://hdl.handle.net/2027/HEB90001 (accessed February 14, 2006).

BOOKS: REPUBLISHED

Note: 13. [Catherine Parr Traill], *Backwoods Of Canada: Being Letters From The Wife Of An Emigrant Officer* [1836] (Toronto: Coles, 1980), 45.

Short Note: 14. Traill, *Backwoods*, 129.

Note: 15. Harriet Beecher Stowe, *Uncle Tom's Cabin* [1852], intro. Darryl Pinckney (New York: New American Library, 1998), 57.

Short Note: 16. Stowe, *Uncle Tom's Cabin*, 63.

Bibliography: Stowe, Harriet Beecher. *Uncle Tom's Cabin*. 1852. Introduced by Darryl Pinckney. New York: New American Library, 1998.

[Traill, Catherine Parr]. *Backwoods Of Canada: Being Letters From The Wife Of An Emigrant Officer*. 1836. Toronto: Coles, 1980.

BOOKS: AUTHOR, PLUS EDITOR OR TRANSLATOR

Note: 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: 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.

ARTICLES: CHAPTER IN A BOOK OR EDITED ANTHOLOGY

Note: 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.

Note: 21. Sarah A. Carter, "The Exploitation and Narration of the Captivity of Theresa Delaney and Theresa Gowanlock, 1885," in *Making Western Canada: Essays on European Colonization and Settlement*, eds. Catherine Cavanaugh and Jeremy Mouat (Toronto: Garamond Press, 1996), 34.

Short Note: 22. Carter, "The Exploitation," 44.

Bibliography: 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.

Carter, Sarah A. "The Exploitation and Narration of the Captivity of Theresa Delaney and Theresa Gowanlock, 1885." In *Making Western Canada: Essays on European Colonization and Settlement.* Edited by Catherine Cavanaugh and Jeremy Mouat. Toronto: Garamond Press, 1996, 31-61.

ARTICLES: JOURNAL [ARTICLES IN SCHOLARLY JOURNALS]

Note: 23. Roger Neufeld, "Cabals, Quarrels, Strikes, and Impudence: Kingston Penitentiary, 1890-1914," *Histoire Sociale/Social History* 31, no. 61(May 1998): 96.

Short Note: 24. Neufeld, "Cabals, Quarrels," 100.

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

ARTICLES: [SCHOLARLY] JOURNAL ACCESSED THROUGH AN ONLINE SERVICE

Tip: the URL should be the **permalink or stable link** to the article. Be careful not to copy the URL from your library database session or from your article search; these tend to be cumbersome and will not lead your reader back to the article in question. It is not always necessary to provide the link.

Note: 25. 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: 26. Pomfret, "Muse for the Masses," 1444.

Bibliography: 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). 36pp. 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.

ARTICLES: JOURNAL PUBLISHED ONLINE

Note: 27. Rainer Baehre, "The Medical Profession in Upper Canada Reconsidered: Politics, Medical Reform, and Law in a Colonial Society," *Canadian Bulletin of Medical History/Bulletin canadien d'histoire de la médecine* 12, No.1 (1995):101, http://www.cbmh.ca/archive/00000313/.

Short Note: 28. Baehre, "Medical Profession," 122.

Short Note: 29. Mary L. Bellhouse, "Candide Shoots the Monkey Lovers: Representing Black Men in Eighteenth-Century French Visual Culture," *Political Theory* 34, 6 (Dec. 2006), 783-784, http://www.jstor.org/stable/20452508.

Short Note: 30. Bellhouse, "Candide Shoots the Monkey Lovers," 745.

Bibliography: Baehre, Rainer. "The Medical Profession in Upper Canada Reconsidered: Politics, Medical Reform, and Law in a Colonial Society," *Canadian Bulletin of Medical History/Bulletin canadien d'histoire de la médecine* 12, No.1 (1995), 101-124, http://www.cbmh.ca/archive/00000313/.

Bellhouse, Mary L. "Candide Shoots the Monkey Lovers: Representing Black Men in Eighteenth-Century French Visual Culture," *Political Theory* 34, 6 (Dec. 2006), 741-784, http://www.jstor.org/stable/20452508.

ARTICLES: NEWSPAPER

Tip: Newspaper page numbers should not be included if the paper publishes more than one edition each day.

Note: 31. "In Your Face, Always," *Globe and Mail*, 6 June 2002, sec. 2A, 3.

Short Note: 32. "In Your Face, Always," 3.

Note: 33. Dan Barry, "A Mill Closes, and a Hamlet Fades to Black," *New York Times*, February 16, 2001, sec. A.

Short Note: 34. Barry, "Mill Closes."

Bibliography: Barry, Dan. "A Mill Closes, and a Hamlet Fades to Black." *New York Times*, February 16, 2001, sec. A.

"In Your Face, Always," *Globe and Mail*, 6 June 2002, sec. 2A, 3.

ARTICLES: NEWSPAPER [ACCESSED THROUGH AN ONLINE SERVICE SUCH AS CANADIAN NEWSTAND]

Note: 35. Mark Kennedy, "Conservatives Sidestep Demand for Inquiry," *Leader Post* (Mar 13, 2012). http://search.proquest.com/docview/928304532?accountid=26530.

Short Note: 36. Kennedy, "Conservatives Sidestep."

Note: 37. Alexandria Sage, "Hollande Plays to Far Right; Front-Runner would Uphold Ban on Veils, Limit Immigration." *Gazette* (Apr 28, 2012). http://search.proquest.com/docview/1010312840?accountid=26530.

Short Note: 38. Sage, "Hollande Plays to Far Right."

Bibliography: Kennedy, Mark. "Conservatives Sidestep Demand for Inquiry." *Leader Post,* Mar 13, 2012. http://search.proquest.com/docview/928304532?accountid=26530.

Sage, Alexandria. "Hollande Plays to Far Right; Front-Runner would Uphold Ban on Veils, Limit Immigration." *The Gazette,* Apr 28, 2012. http://search.proquest.com/docview/1010312840?accountid=26530.

ARTICLES: NEWSPAPER PUBLISHED ONLINE

Note: 39. Phil Willon, "Ready or Not," *Los Angeles Times*, December 2, 2001, http://www.latimes.com/news/la-foster-special.special.

Short Note: 40. Willon, "Ready or Not."

Bibliography: Willon, Phil. "Ready or Not." *Los Angeles Times*, December 2, 2001. http://www.latimes.com/news/la-foster-special.special.

ARTICLES: REPRINTED IN AN ANTHOLOGY OR COURSE READING PACKAGE

Note: 41. 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: 42. Penfold, "Have you No Manhood," 274.

Note: 43. 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: 44. Friesen, "Prairie Indians," 145.

Bibliography: 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.

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: 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.

Note: 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.

Note: 49. A.C. Anderson, Journal of an expedition under command of Alex. C. Anderson of the Hudson's Bay Co., undertaken with the view of ascertaining the practicability of a communication with the interior, for the import of the annual supplies (1846), ADDMSS559, Vol. 2, File 1, A.C. Anderson, BCA, 5.

Short Note: 50. Anderson, Journal (1846), BCA, 9.

Bibliography: **Tip**: note that the bibliography entries are alphabetical by depository, then file name.

Anderson, A.C. Journal of an expedition under command of Alex. C. Anderson of the Hudson's Bay Co., undertaken with the view of ascertaining the practicability of a communication with the interior, for the import of the annual supplies, 1846. A.C. Anderson. ADDMSS559, Vol. 2, File 1. British Columbia Archives [BCA].

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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).

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Note: 51. British Columbia, Royal Commission on Electoral Reform [hereafter RCER], *Final Report*, Vol. 6 (Victoria: Queen's Printer, 1978), 43.

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Tip: Online documents are treated as published documents.

Note: 53. "Article 3," *Treaty of 1752*, in Disparities in Law and Power: Interactive Science Group, <http://www.rism.org/isg/dlp/bc/background/1752.htm>.

Short Note: 54. "Article 3," *Treaty of 1752*.

Bibliography: *Treaty of 1752*. Disparities in Law and Power: Interactive Science Group. http://www.rism.org/isg/dlp/bc/background/1752.htm.

DOCUMENTS: REPRINTED IN AN ANTHOLOGY

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

Note: 55. Canada, "The National Parks Act," *Statutes of Canada* 20-21 George V, Chap. 33 [1930], reprinted in Dave De Brou and Bill Waiser eds., *Documenting Canada: A History of Modern Canada in* Documents (Saskatoon, SA: Fifth House Publishers, 1992), 299-302.

Short Note: 56. "National Parks Act," 300.

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.

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Short Note: 60. *Jesuit Relations*, 9.

Note: 61. US Supreme Court, 347 U.S. 483(1954), reprinted in Kathryn Abbott et al, eds., "28-2 Brown v. Board of Education, 1954," in *Documents Set: Out of Many A History of the American People*, Vol. 2, 4th edition (Upper Saddle River, New Jersey: Prentice Hall, 2003), 409-410.

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Note: 63. 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.

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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.

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Note: 65. Douglass Lewis,"I hope to Fall with my Face to the Foe" (1863), 1pp. Online, MyHistory Lab, Pearson: Primary Source Library, Camosun College History 232. Accessed February 17, 2013

Short Note: 66. Lewis, "I hope to Fall" (1863).

Bibliography: Lewis, Douglass. "I hope to Fall with my Face to the Foe" (1863) 1p. Online. MyHistoryLab, Pearson Primary Source Library, Camosun College History 232. Accessed February 17, 2013

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: 67. 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.

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Note: 69. *Keepers of the Fire*, VHS, Christine Welsh, dir., National Film Board of Canada, 1994.

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Note: 71. Marcia Merston, *Family Picnic*, c. 1926, family collection of Anne Johnston.

Short Note: 72. Merston, *Family Picnic*.

Note: 73*. Officers of "B" Division, Dawson, Yukon Territory,* July 1900, PA-202188, Library and Archives Canada [LAC].

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Bibliography: Merston, Marcia. *Family Picnic*, c. 1926. Family collection of Anne Johnston.

Officers of "B" Division, Dawson, Yukon Territory, July 1900. PA-202188. Library and Archives Canada [LAC].

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Note: 75. Anthony Van Dyck, *Charles I,* ca. 1635, The Louvre, Paris.

Short Note: 76. Van Dyck, *Charles I*.

Bibliography: Van Dyck, Anthony. *Charles I,* ca. 1635, The Louvre, Paris.

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: 77. 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 (accessed 30 June 2011).

Short Note: 78. Halsell, "Suggestions for Bibliography and Web Sites."

Note: 79. Paul Halsell, Internet Modern History Sourcebook. http://www.fordham.edu/halsall/mod/modsbook.html (accessed 30 June 2011).

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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. Accessed 30 June 2011.

Halsell, Paul. Internet Modern History Sourcebook. http://www.fordham.edu/halsall/mod/modsbook.html. Accessed 30 June 2011.

PART 5: USEFUL LINKS AND GUIDES

PRINT GUIDES

These books provide information on practicing history at the postsecondary level. The authors include reading and thinking about historical themes and topics as well as writing about the past.

Marius, Richard and Melvin E. Page. *A Short Guide to Writing about History*, 5th Edition. Toronto: Pearson Longman, 2005.

Storey, William Kelleher and Towser Jones. *Writing History: A Guide for Canadian Students*, Second Ediction. Don Mills, ON: Oxford University Press, 2008.

These books explain the mechanics of writing and deal with style, grammar and format for all types of essay writing. The *Broadview* text and *College Style Sheet* are priced under $20.

Chicago Manual of Style, 15th Edition. Chicago: University of Chicago Press, 2003.

Furberg, Jon and Richard Hopkins. *Canada's College Style Sheet*, 5th Edition. Vancouver: 49th Avenue Press [Langara College], 2000.

LePan, Don. *The Broadview Book of Common Errors in English: A Guide to Righting Wrongs*, 5th Edition. Peterborough, ON: Broadview Press, 2003.

Messenger, William E. et al. *Canadian Writer's Handbook: Essentials Edition*. Don Mills: Oxford University Press, 2012.

ONLINE 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.