

**CAMOSUN COLLEGE, DEPARTMENT OF HUMANITIES**

**HISTORY STYLE GUIDE**

**2008-2009**

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## **PART 1 – READING FOR HISTORY CLASSES**

Reading assigned texts for 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 SEMINARS AND CLASS DISCUSSIONS**

Reading for seminars means looking for the main ideas and issues and identifying the author's interpretation of those ideas or issues. You need to be able to show how the author put the article or document together in order to be able to evaluate the effectiveness of the interpretation of an event or issue. 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 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 WRITING**

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 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, 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. Most 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 parameters such as time frame, place, class, and gender considerations, etc.

#### 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 own 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.

### **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.

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, you may place one note at the end of the paragraph. Paraphrased material may involve only a few words from a source. Synthesize the material in 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. 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. Interchangeable, footnotes and endnotes are used to acknowledge the sources you use in your 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. Bibliography 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 your 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.

**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 2002 or 2003, click Insert, Reference, Footnote, Insert for footnotes. For endnotes, click Insert, Reference, Footnote, then choose Endnotes and change the numbering from Roman (i, ii) to Arabic (1,2) numerals, click Apply, then click Insert.

### BOOKS: ONE AUTHOR

#### Notes

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

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

#### Notes

R. Douglas Francis, Richard Jones, and Donald B. Smith, *Journeys: A History of Canada* (Toronto: Thomson Nelson, 2005), 48.

Francis, Jones, and Smith, *Journeys*, 26.

#### Bibliography

Francis, R. Douglas, Richard Jones, and Donald B. Smith. *Journeys: A History of Canada*. Toronto: Thomson Nelson, 2005.

### BOOKS: FOUR OR MORE AUTHORS OR EDITORS

#### Notes

Alison Prentice et al., *Canadian Women: a History*, 2nd Edition (Toronto: Harcourt Brace, 1996), 43.

Prentice, *Canadian Women*, 48.

#### Bibliography

Prentice, Alison, Paula Bourne, Gail Cuthbert Grant, Wendy Mitchinson, Naomi Black. *Canadian Women: a History*, 2nd Edition. Toronto: Harcourt Brace, 1996.

### BOOKS: ON LINE

#### Notes

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>.

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>.

**BOOKS: REPUBLISHED****Notes**

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

Traill, *Backwoods*, 129.

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

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****Notes**

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.

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****Notes**

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.

Arnett, "Judicial Murder," 265.

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.

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****Notes**

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

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: JOURNAL ACCESSED THROUGH AN ONLINE SERVICE****Notes**

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 Elite*, EBSCOhost: Camosun College Library, Victoria (accessed April 3, 2009).

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), 1439. 36pp. Online. *Academic Search Elite*. EBSCOhost. Camosun College Library, Victoria. Accessed April 3, 2009.

**ARTICLES: JOURNAL PUBLISHED ONLINE****Notes**

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/>.

Baehre, "Medical Profession," 122.

**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/>.

**ARTICLES: NEWSPAPER**

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

**Notes**

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

"In Your Face, Always," 3.

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

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 PUBLISHED ONLINE****Notes**

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

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 READINGS PACKAGE****Notes**

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.

Penfold, "Have you No Manhood," 274.

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.

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.

### **Notes**

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.

Chisholm, "Brief Survey," LAC, 4.

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

May Drake, File 1899/66, GR1327, BCA.

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.

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].

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

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 1925HQ 1180-C-1. Library and Archives Canada (LAC).

## **DOCUMENTS: PUBLISHED**

### **Notes**

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

RCER, *Final Report*, Vol. 4, 27.

### **Bibliography**

British Columbia. Royal Commission on Electoral Reform. *Final Report*. 6 Vols. Victoria: Queen's Printer, 1978.

### **DOCUMENTS: PUBLISHED ONLINE**

**Tip:** Online documents are treated as published documents.

### **Notes**

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

"Article 4," *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.

### **Notes**

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.

"National Parks Act," 300.

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.

*Legal Status of Women in Canada*, 94.

Reuben Gold Thwaites, ed. *The Jesuit Relations and Allied Documents* (Cleveland: The Burrows Brothers Company, 1896-1901) 68:123-39, reprinted in Kathryn Abbott et al, eds., "1-6 A Jesuit Missionary Reports on the Society of the Natchez of the Lower Mississippi in 1730," in *Documents Set: Out of Many A History of the American People*, Vol. 1, 4<sup>th</sup> edition (Upper Saddle River, New Jersey: Prentice Hall, 2003), 8.

*Jesuit Relations*, 9.

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, 4<sup>th</sup> edition (Upper Saddle River, New Jersey: Prentice Hall, 2003), 409-410.

US Supreme Court, 347 U.S. 483 (1954), 410.

### **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, "National Parks Act," *Statutes of Canada* 20-21 George V, Chap. 33. 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, 299-302.

Thwaites, Reuben Gold, ed. *The Jesuit Relations and Allied Documents* (Cleveland: The Burrows Brothers Company, 1896-1901) 68:123-39. Reprinted in "1-6 A Jesuit Missionary Reports on the Society of the Natchez of the Lower Mississippi in 1730." In *Documents Set: Out of Many A History of the American People*, Vol. 1, 4th edition. Edited by Kathryn Abbott et al. Upper Saddle River, New Jersey: Prentice Hall, 2003, 8-9.

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

### **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".

#### **Notes**

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.

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, DVD**

**Tip:** treat DVD scenes as "chapters" in the complete work, and cite accordingly.

#### **Notes**

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

*Keepers of the Fire*.

#### **Bibliography**

*Keepers of the Fire*. VHS. Montreal, PQ: National Film Board of Canada, 1994.

### **VISUAL AND MATERIAL ARTIFACTS: PHOTOGRAPH**

**Tip:** Note that LAC below refers to Library and Archives Canada, noted above so abbreviated.

#### **Notes**

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

Merston, *Family Picnic*.

*Officers of "B" Division, Dawson, Yukon Territory, July 1900, PA-202188, LAC.*

*Officers of "B" Division, Dawson.*

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

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## **VISUAL AND MATERIAL ARTIFACTS: PAINTING**

### **Notes**

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

Van Dyck, *Charles I*.

### **Bibliography**

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

## 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*, 5<sup>th</sup> Edition. Toronto: Pearson Longman, 2005.

Storey, William Kelleher and Towser Jones. *Writing History: A Guide for Students, Canadian Edition*. Toronto: Oxford University Press, 2004.

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*, 15<sup>th</sup> Edition. Chicago: University of Chicago Press, 2003.

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

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

Messenger, William E. et al. *Canadian Writer's Handbook*, 4<sup>th</sup> Edition. Don Mills: Oxford University Press, 2004.

### 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.