University of Victoria

Department of History

HISTORY ESSAY STYLE GUIDE

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Part 1: Writing History Essays

So, you have an essay to write for your history class. By picking up this style guide, you've made a good start: this guide will attempt to answer most of your questions about how your essay should be formatted, how to evaluate different kinds of sources including online sources, and how to indicate your references correctly using footnotes (or endnotes) and a bibliography.

However, this guide is not exhaustive. Please consult with your instructor if you have additional questions or to confirm what is required for any particular assignment. You can ask a reference librarian for help in locating good sources for any research project, and at the Centre for Academic Communication you can sign up for essay workshops as well as one-on-one tutorial sessions on topics such as improving essay structure and solving common writing problems. These resources have been made available to help you succeed: take advantage of them! You may also find some of the resources listed at the end of this section to be helpful.

A. Essay format

Unless your instructor provides other advice, these are the general procedures to follow for History essays.

Paper: All essays must be on 11 x 8.5 inch paper. Most instructors prefer that essays be written on one side of the page only.

Font, margins and spacing: Use a standard font such as Times New Roman, Arial or Verdana, in 12-point size. All margins should be 1" (for theses and dissertations only, the left-hand margin should be 1.5" for binding). Do not use 10 or 14-pt font (for normal text) or tiny/giant margins in an effort to make your assignment look longer or shorter: your instructor has looked at many essays and will spot the difference immediately.

For the main text of your essay, use double spacing (not 1.5 or triple); however, the following items should be single spaced: block quotations (three or more lines of indented, quoted text), footnotes, and individual items within the bibliography. Indicate the start of a new paragraph by indenting from the left-hand margin. Do not add any extra lines between paragraphs, unless you need to alert the reader to a clear division or change of theme. An essay of 2-3,000 words should normally have no more than three or four such breaks (if it has any at all). If you want to use sub-headings, be sure to check with your instructor; some prefer that you avoid them.

Page and note numbering: Always number the pages beginning with the first page of the body of your essay (do not include the title page). Page numbers may be placed at the top or bottom of the page. Notes must be numbered consecutively throughout the essay; footnotes should not restart from 1 on each page.

Order of notes, appendices and bibliography: If you use endnotes, they should follow the text and precede the bibliography. If you need to include an appendix, place it immediately before the bibliography. Unless you are otherwise instructed, your bibliography should be titled Bibliography, not "Works Cited" or "References". See page 14-15 for instructions on organizing the bibliography.

Headers and footers: Do not include headers or footers (eg., with your name on each page) unless instructed to do so.

B. How to Write... and other Practical Tips

Essay organization: Some of the best historical writing does not follow a strict formula, and different instructors have different opinions regarding essay organization. However, some basic points may be helpful to keep in mind. **Each**

essay must have an introduction, body, and conclusion.
The <u>introduction</u> should establish the context of your topic
and suggest why it is significant. You should also normally
provide an indication of the position you will take in your
essay, whether it be in the form of a hypothesis or a thesis
statement, and you may wish to indicate the overall structure
of your argument.

The <u>body</u> of your essay should be organized in several <u>main
sections</u>, each of which deals with a sub-topic that helps
develop your thesis. Only for very short essays should
sections consist of a single paragraph; because each
<u>paragraph</u> should be limited to one main idea or theme, in
most cases a section will be composed of at least a few
paragraphs. You may often find it helpful to begin a
paragraph with a <u>topic sentence</u>, proceed by providing detail,
<u>evidence</u> and/or analysis to develop your point, and end with
a conclusion or a <u>transition sentence</u> which links to the
following paragraph. However, this structure can also
become repetitive; avoid following an identical pattern in
each paragraph. You should endeavour to keep your writing
readable and make it flow smoothly.

Your essay's overall <u>conclusion</u> should pull together the
argument and clarify how the evidence presented in the text
has supported it. In general, it is advisable not to bring in
new material to a conclusion, but it can be effective to
comment on the wider significance of your topic, such as by
mentioning important events which followed or the
commonality of such themes in other places.

Writing mechanics: If you consistently have difficulty with
spelling, grammar or sentence structure, take advantage of
the excellent services available through the [Centre for
Academic Communication](). Make an appointment and bring
a previously-graded assignment with you so the tutor can
zero in quickly on the issues at hand. The following points
are meant primarily as a reminder:

- ➢ Use correct writing style for academic papers. Students often fall into traps here; on the one hand, it is important not to use clichés, slang terms, or contractions, as formal writing is not the same as everyday conversation. On the other hand, you should avoid academic jargon or the esoteric style you may read in published works. Express your ideas in as clear and concise a manner as possible.

- ➢ Be consistent in your use of verb tenses throughout your assignment. When writing about historical events, use the past tense; when bringing in scholarly arguments, use the present tense.

- ➢ Bee where off spiel Czech; it is a falls fiend and wont ketch awl miss steaks. Always proofread your essay carefully; you might have a friend proofread it as well. Try reading your essay aloud, as well: this will alert you to repetitions of words or themes and inconsistencies in your logic.

- ➢ Avoid sentence fragments. Write in full sentences. A full sentence (or, each clause in a compound sentence) should normally contain both subject and verb.

- ➢ Avoid run-on sentences. A run-on is not necessarily long: if you have two complete sentences, they should be joined either by a comma+conjunction (eg., "East is east, and west is west.") or a semi-colon (East is east; west is west.") Complex sentences can also be joined by a colon (:). **NB:** "however" is not a conjunction.

- ➢ Use apostrophes properly. Do not use an apostrophe to form a plural (oranges, not orange's) except in the possessive case (his brother's keeper; both brothers" room). The possessive form of "it" is "its" (the flower's colour; its colour): "it's" is a contraction of "it is".

➢ Some professors consider it generally advisable not to use the first person in your essay. You may want to check on this point with your instructor.

➢ Be direct, clear and strong in the enunciation of your argument. Avoid frequent use of phrases like "seemingly", "could be seen to be", etc.

➢ Include your name on your title page! Don't misspell the instructor''s name (or your own).

Submitting your essay: Your instructor will give specific instructions and deadlines for uploading your work to Brightspace. If you are asked to deliver a printed essay, leave it in the tray on the counter at the History Department office, located in Clearihue A203. It will be date stamped and put in the instructor's mailbox. The office is open 8 a.m. to 4:30 p.m. but closes earlier in the summer and around holidays; check first. There are many good reasons not to slide your essay under your instructor's door, including the fact that you will not be able to prove the date you submitted it.

Finally, keep a copy of your essay and your research notes until your assignment has been marked and returned: essays do sometimes get lost.

C. Useful guides in print and online

In addition to on-campus resources such as the Centre for Academic Communication, you may find that consulting some of the following guides can give a boost to the quality of your essay-writing:

Print guides

Colter, Rob. *Grammar to Go: The Portable A-Z Guide to Canadian Usage.* 3rd edition. Toronto: Anansi Press, 2005.

Hacker, Diana, *A Canadian Writer's Reference.* 3rd edition.
Boston: Bedford/St. Martin's, 2004.

Northey, Margot with Joan McKibbin. *Making Sense: A
Student's Guide to Research and Writing.* 5th edition.
Oxford University Press, 2005.

Storey, William Kelleher and Towser Jones. *Writing History:
A Guide for Canadian Students.* 2nd edition. Oxford
University Press, 2008. [You may also consult the
American version of this book, by Storey alone:
Writing History: A Guide for Students (2009).]

Strunk, William and E.B. White. *The Elements of Style.* 4th
edition. New York: Longman, 2000.

Williams, Joseph M. *Style: Lessons in Clarity and Grace.*
10th edition. New York: Pearson Longman, 2010.

Online guides

- https://www.chicagomanualofstyle.org/home.html
- https://www.chicagomanualofstyle.org/turabian/citation-guide.html

Part 2: Evaluating Sources

Depending on the nature of your assignment, you may be asked to use a variety of different sources. Finding and carefully evaluating these sources is one of the key tasks involved in writing any history research essay.

UVic's library website contains many pages designed to help you understand and evaluate sources. Go to the green "Research Help" link on the main library page. At "Research tips central" you will find "Primary vs. secondary sources" and "Scholarly vs. popular sources", among others. See http://library.uvic.ca/site/lib/instruction/research/index.html for more.

When you are about to use a source for a research essay, you should be asking yourself the following critical questions:

➢ Who is the author of this source? What is his/her relationship to the events in question? When was the source written or produced?

➢ If this is a secondary source, what foundation is there for the author's account, and/or what argument is the author putting forward? What sources has the author used to support his or her argument?

➢ Is this source appropriate for my assignment? Is it a scholarly or popular work? [As a general rule, scholarly works have notes; popular works do not.]

Some of these issues are illustrated in points A, B and C, below. To repeat: in historical research, all sources, whether primary or secondary, must be evaluated with care. Providing good reasons for why you have chosen your sources is likely to strengthen your essay. If you have further questions about evaluating sources, do not hesitate to ask your instructor or a reference librarian.

A. What is a primary source?

A primary source is a document or other artefact which (a) was created at the time of an event, (b) is authored by a person who directly experienced an event, or (c) is itself a primary object of your analysis, such as Machiavelli's *The Prince*. Primary sources may be first hand texts, such as diaries, books or letters; they may be government or other official documents, such as minutes of meetings or census data; and they may be objects, such as photographs, paintings, clothing, or buildings. Interviews and memoirs of people who lived through an event are also primary sources. Like witnesses at a trial, primary sources can be truthful or duplicitous, accurate or mistaken on various points.

Keep in mind that the nature of a primary source depends on the project. For example, you may be asked to write an essay on a topic which is historiographical (studying the history of the historical discipline). In that case, the works of a variety of historians writing in the 1970s might be your primary sources, because you will be evaluating them for the way the authors approach their chosen research topic.

Please see part 4, section C for information on citing primary sources.

B. What is a secondary source?

Secondary sources are accounts or analyses written after the event or time period under study, by authors – often historians – who were not involved in the event. In secondary sources, historians use primary sources and the works of other authors to provide an account of or build an argument about a particular event or process. Scholarly journal articles, academic books and textbooks are three major forms of secondary sources.

NB: Normally textbooks are not valid sources for research essays. Check with your instructor about whether encyclopedia entries are acceptable, including Wikipedia.

C. Evaluating online sources

For research essays, we must be careful about what we find online. Some traditional secondary sources – scholarly books and journal articles – can now be found in online format, using a library search engine. These sources remain scholarly (rather than popular) despite the way that we access them. And increasingly, scholars and institutions are publishing primary source material online, making it available to students and others.

For example, the *Jesuit Relations*, a series of letters and reports created by Jesuit missionaries in the 17th century, have been put online, as have the letters of Canadian soldiers involved in World War I. (Where such collections are presented responsibly, as a representative sample and with archival information included, they can be very useful, although other instances of primary sources posted online may need greater attention to authenticity.)

However, secondary sources which are published *only* on the Internet (apart from online refereed journals) can be difficult to evaluate. While scholars who publish books and journal articles go through a rigorous process in which their work is evaluated by their peers before it appears in print, online publication often does not include such a process; anybody can post information online, regardless of their credentials or the source of their ideas. Many instructors will not accept such sources in a research essay; be sure to check first.

Part 3: Citing Your Sources: Notes and Bibliography

A. The Why, When and How of citing sources

WHY do I need to cite my sources? Three reasons: (a) to acknowledge words, ideas or opinions that are not your own; (b) to indicate the source of information that is not commonly known or might be controversial; and (c) to allow your reader to locate information they find useful.

WHEN and HOW do I cite my sources?

➢ **If you use another person's words**, put them in quotation marks and cite the source of the words at the end of the citation. For longer quotes (3 lines of text or more), see page 15.

➢ **If you paraphrase** (rephrase the material in your own words), you still need to cite your source. The note may come at the end of the sentence of paraphrased material, or – if your entire paragraph consists of paraphrased material from the same source – you may place it at the end of the paragraph.

➢ **Direct citation or paraphrase?** The argument in your essay must be based on evidence, and the presentation of this evidence should be clear to your instructor. However, evidence can be given through paraphrasing as well as through direct citation. It can be very effective to use direct quotes, when an argument depends on precise wording or when an author has used a particularly apt phrase, and direct citation of primary sources can add depth to your essay. It is important, however, to avoid directly citing too much material, as your essay may end up lacking originality of thought or expression.

B. What is meant by "plagiarism"

According to the University of Victoria Calendar, plagiarism is "a form of cheating by means of the unacknowledged, literal reproduction of ideas and material of other persons in the guise of new and original work." You must familiarize yourself with the various descriptions of academic misconduct described in the Calendar. Plagiarism is a serious academic offense that will result in a grade of 0 for the assignment and, possibly, for the course. After two cases of confirmed plagiarism, a permanent notation is added to your record.

Plagiarism includes blatant acts of dishonesty, such as copying a text out word-for-word, purchasing a ready- made essay online, or using ChatGP or other AI text generator. However, most plagiarism cases result from inadequate or falsified citation information. When taking notes on your sources, mark with quotation marks material that you copy verbatim and note the page number. Even if you paraphrase in your notes, you should still note the page numbers. The book may not be available when you write the essay; get it right the first time.

By way of illustration, consider the following passage, taken from Peter Waite's *The Life and Times of Confederation:*

"In British North America the problems were material as well as political, and the materialism of the raw North American environment had plenty of force. The Grand Trunk Railway was an instructive example of the effects, good and bad, of this vital communication between material wants and their realization through politics. But politics had its own *élan vital,* expressed in the powerful, tenacious loyalties and prejudices that disposed parties and inspired men. Had the argument for British North American union been only a material one, there would probably have been no union at all. Confederation defied not a few material and geographic considerations; its creation was a political achievement. In that sense it was thoroughly characteristic of its age."

You might make use of this text, either by quoting directly or by paraphrasing, in the following ways:

"Confederation defied not a few material and geographic considerations."[1]

British North American politicians had "tenacious loyalties."[2]

However, an essay which read as follows, with no citation, would be guilty of plagiarism. Far too many ideas here are paraphrased without proper referencing:

British North America's problems were both material and political and the materialism of its environment had great force. The Grand Trunk Railway demonstrated the effects of the essential link between material desires and their achievement through politics which had its own style, loyalties, and prejudices. But Confederation was inspired by more than material motives, characteristic of its age, it was also influenced by politics.

In sum, remember to always provide your source for information that is not generally known, or when you borrow someone else's words. If you have further questions about how properly to cite your sources, do not hesitate to get in touch with your instructor. You can also read "How Not to Plagiarize", a very helpful essay posted by the University of Toronto at http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.

C. Footnote or endnote?

Note, footnote and endnote are virtually interchangeable terms. Unless your instructor specifies one or the other, you may use either footnotes or endnotes for history essays. **Do NOT use the author-date citation style**, in which references are placed directly in the text (Johnson, 2002), unless your instructor gives explicit permission to do so.

D. Basics on formatting foot-/endnotes

For the formatting of notes – and how it is different from the formatting of bibliography entries – please see Part 4. The **first time a source is cited** in your essay, you must give a **complete** reference (use the **'N' formats** in Part 4).

When you **cite a source more than once**, it is possible to use the following conventions to **abbreviate** the reference:

> ➤ If a subsequent citation <u>immediately follows</u> the first citation, use the term **'Ibid.'**, which is an abbreviation of the Latin word *ibidem*, for "in the same place". If the reference is to the same page number, simply write "Ibid."; if it is to a different page number, include it, as in: "Ibid., 5."

> ➤ For a subsequent citation to the same work which comes <u>after other, intervening notes</u>, you can use a **short form** with just the author's surname, an abbreviated version of the title, and the page number (use the **'SN' formats** in Part 4).

It is also permissible to use shortened forms for all subsequent references; the important thing is to be consistent. If in doubt, ask your instructor if s/he prefers the use of Ibid. or not.

The proper use of Ibid. and shortened forms is shown in the following series of notes:

[1] Robert Ensor, *England, 1870-1914* (London: Oxford, 1936), 274.

[2] Ibid., 223.

[3] Ibid.

[4] Charles Lock Mowat, *Britain between the Wars, 1918-1940* (London: Methuen, 1955), 78.

[5] Ensor*, England,* 278.

Do be careful in using Ibid., however, as footnotes can become confused during the drafting and reorganization of the essay. Consider using shortened forms until your final draft, and then changing citations which immediately follow others to the same work to Ibid. at the very end.

In your text, place the **note number** for a citation at the end of the sentence in which the quotation, paraphrase, or idea appears. For explanatory footnotes – in which you relegate further discussion of a point to a note in order to avoid disrupting the flow of the essay – the number may be placed at the end of a sentence or at a convenient grammatical break (such as a comma) in the middle of a sentence. **The footnote number follows all punctuation** including any quotation marks.

NB: **If the quotation is longer than 3 lines of text**, then you should set it off from the text by (a) indenting each line and (b) single spacing the quote. In this case, do not use quotation marks.

Finally, in keeping with the *Chicago Manual of Style* (see page 16), **do not use "p." or "pp."** to indicate the page number; the number(s) alone will do. The only time that p./pp. should be used is if the meaning of the numbers is ambiguous, as in:

> *Charlotte's Web*, 75–76, but
> *Complete Poems of Michelangelo*, p. 89, nos. 135–36

E. Bibliography basics

Your bibliography should list all of the sources used in the crafting of your essay. It is placed on a separate page or pages at the end of the essay but is paginated as if it were part of the essay. It *must* include all sources mentioned in the notes; ask your instructor whether or not s/he would prefer that you include items consulted but not cited as well. Items in the bibliography must be alphabetized by author's

surname and should not be numbered or have bullet points.

Bibliographical **entries** are **formatted differently** than notes. See Part 4 for detailed examples. Three key points: (a) in notes the author's given name precedes the surname, whereas bibliographies place surnames first; (b) the elements of the entry are generally separated by commas or parentheses in notes, but by periods in the bibliography; and (c) notes must give the specific page number(s) of each passage quoted or paraphrased. The bibliography provides only the beginning and end pages of articles and chapters in edited volumes.

For most undergraduate term essays **subdivision** of the bibliography is unnecessary; a list arranged in alphabetical order by the surname of the author will suffice. If the essay uses both primary and secondary sources (see pp. 8-9), then they should be listed in separate sections. For Honours theses or other essays using a variety of sources, consult your instructor or supervisor.

Part 4: Samples of Notes and Bibliographical Entries

A.   General guidelines
(or: "What if my source type doesn't appear in this list?")

- The citation style used for most purposes in the History Department at UVic is that of the *Chicago Manual of Style* (CMS); **do not use MLA**. The examples here do not cover all situations; use them as models and remember the basic rule: be clear, logical and consistent. **If there is no obvious model** or you are in doubt, consult the full CMS. We have access to the up-to-date online version through the library: https://www.chicagomanualofstyle.org/home.html – go to "Documentation II" for very comprehensive formatting information. A shorter version of the CMS specifically designed for students is:

> Turabian, Kate L. *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago: University of Chicago Press, 2007).

It will also help if you observe and learn the basic structure of note and bibliography entries. Often, you can construct a consistent style for an unusual source by making analogies with the examples below. **Remember always to look for the author, title, and publication information.** The place of publication must indicate the city, not the country (unless the state, province or country is required for clarity). The titles of books, journals and films are *italicized*. The titles of component parts of a source (such as journal articles or edited book chapters) and of unpublished works such as theses are not italicized but are set off by "quotation marks."

Remember, too, that **some sources** you encounter will **incorporate more than one of the categories** described below. In such cases, (1) pay attention to the requirements of each category and (2) try to remain consistent. As an example, if the following source – the Clark and Kaiser volume shown on p.20 – were also a 3rd edition (p.18) and had a translator (p.19), the resulting note would look like:

> Christopher Clark and Wolfram Kaiser, eds., *Culture Wars: Secular-Catholic Conflict in Nineteenth-Century Europe,* 3rd ed., trans. Richard Howard (Cambridge, U.K.: Cambridge University Press, 2003), 79.

What if the information is incomplete? If you do not know the name of the author and cannot easily find out, then follow the same format as you would for an item with an author but, of course, omit the author's name, and alphabetize by the first word of the title; e.g., *How to Be Anonymous Without Really Trying* (n.p., Lost Press, 1984). If the place, publisher or date is missing, use n.p., n.p. or n.d., but make absolutely sure that the information is actually missing and not just hard to find! However, when the source does not give the information but you have the information

from another location, such as the library catalogue, put the information in square brackets, e.g. [John Doe], *How to Be Anonymous Without Really Trying* ([New York]: Lost Press, 1984).

The following examples cover most of the types of sources you are likely to encounter in writing a history essay; for other types please consult the full CMS online. As the format varies slightly between bibliography (B) and long form for notes (N), these have been presented together. A shortened form for notes (SN), to be used for subsequent references to an already cited work, is also given (see pages 14-15, above). Note that the main goal for a shortened form is to direct the reader to the correct reference in the bibliography, not to provide all possible detail.

B.   Secondary sources

a.   Books

One author

B: Lampton, David M. *The Three Faces of Chinese Power: Might, Money and Minds*. Berkeley: University of California Press, 2008.

N: David M. Lampton, *The Three Faces of Chinese Power: Might, Money and Minds* (Berkeley: University of California Press, 2008), 28.

SN: Lampton, *The Three Faces of Chinese Power*, 35.

NB: Editions other than the first. Add an indication of the edition used (or rev.ed. for revised with no number given) after the title:

B: Merriman, John. *A History of Modern Europe: From the Renaissance to the Present.* 3rd edition. New York: W.W. Norton, 2010.

B = for bibliography; N = for notes; SN = shortened note format

N: John Merriman, *A History of Modern Europe: From the Renaissance to the Present,* 3ʳᵈ ed. (New York: W.W. Norton, 2010), 125.

   NB: If a book is **part of a series**, including the series title is optional.

Two or three authors.

Note that in the bibliography format, only the first author's name is reversed.

B: Randall, Stephen J. and John Herd Thompson. *Canada and the United States: Ambivalent Allies.* Athens, GA: University of Georgia Press, 1994.

N: Stephen J. Randall and John Herd Thompson, *Canada and the United States: Ambivalent Allies* (Athens, GA: University of Georgia Press, 1994), 129-30.

SN: Randall and Thompson, *Canada and the United States,* 249.

Four or more authors

B: Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of Sexuality: Sexual Practices in the United States.* Chicago: University of Chicago Press, 1994.

N: Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the United States* (Chicago: University of Chicago Press, 1994), 218.

SN: Laumann et al., *Social Organization of Sexuality,* 220.

Translated works

B: Foucault, Michel. *Madness and Civilization: A History of Insanity in the Age of Reason.* Translated by Richard Howard. New York: Vintage Books, 1988.

N: Michel Foucault, *Madness and Civilization: A History of*

   B = for bibliography; N = for notes; SN = shortened note format

Insanity in the Age of Reason, trans. Richard Howard (New York: Vintage Books, 1988), 9.

SN: Foucault, *Madness and Civilization,* 12.

Edited books

B: Clark, Christopher and Wolfram Kaiser, eds. *Culture Wars: Secular-Catholic Conflict in Nineteenth-Century Europe.* Cambridge, U.K.: Cambridge University Press, 2003.

N: Christopher Clark and Wolfram Kaiser, eds., *Culture Wars: Secular-Catholic Conflict in Nineteenth-Century Europe* (Cambridge, U.K.: Cambridge University Press, 2003), 79.

SN: Clark and Kaiser, eds., *Culture Wars,* 85.

NB: For multivolume works cited as a whole, indicate the **number of volumes** after the title; eg., 6 vols. To cite a particular volume, as notes usually do, the **volume number** and volume title follow the main title:

B: Baker, Keith Michael, ed. *The French Revolution and the Creation of Modern Political Culture.* 4 vols. Oxford: Pergamon Press, 1987-1994.

N: Keith Michael Baker, ed., *The French Revolution and the Creation of Modern Political Culture,* vol. 4, *The Terror* (Oxford: Pergamon Press, 1994), vi.

Chapters of edited books (includes contributions to conference proceedings)

B: Ludden, David. "Subalterns and Others in the Agrarian History of South Asia." In *Agrarian Studies: Synthetic Work at the Cutting Edge,* edited by James C. Scott and Nina Bhatt, 206-231. New Haven: Yale University Press, 2001.

N: David Ludden, "Subalterns and Others in the Agrarian History of South Asia," in *Agrarian Studies: Synthetic Work at the Cutting Edge,* ed. James C. Scott and Nina Bhatt (New Haven, Yale University Press, 2001), 220.

B = for bibliography; N = for notes; SN = shortened note format

SN: Ludden, "Subalterns and Others," 221.

Preface, foreword, introduction or similar parts of a book by a different author

B: Heiden, Konrad. Introduction to *Mein Kampf,* by Adolf Hitler. Translated by Ralph Manheim. Boston: Houghton Mifflin, 1971.

N: Konrad Heiden, introduction to *Mein Kampf,* by Adolf Hitler, trans. Ralph Manheim (Boston: Houghton Mifflin, 1971), xix.

SN: Konrad Heiden, introduction to *Mein Kampf,* xv.

> **NB: if the author is the same** for the whole book, simply add "Introduction to" (as above) before the title. **If the contribution has its own non-generic title,** enclose it in quotation marks before the generic title:

N: John Spagnolo, "Albert Hourani: An Appreciation," introduction to *Problems of the Modern Middle East in Historical Perspective: Essays in Honour of Albert Hourani,* ed. John Spagnolo (Reading, UK: Ithaca Press, 1992), 3.

Books published electronically

B: Blanning, T.C.W. *The Culture of Power and the Power of Culture: Old Regime Europe, 1660-1789*. Oxford: Oxford University Press, 2002. http://ezproxy.library.uvic.ca/login?url=http://www.myilibrary.com?id=44593.

N: T.C.W. Blanning, *The Culture of Power and the Power of Culture: Old Regime Europe, 1660-1789* (Oxford: Oxford University Press, 2002), 128. http://ezproxy.library.uvic.ca/login?url=http://www.myilibrary.com?id=44593.

SN: Blanning, *The Culture of Power,* 129.

B = for bibliography; N = for notes; SN = shortened note format

b.   Journal articles

Journal articles, consulted in print format

B: Gaddis, John Lewis. "Intelligence, Espionage and Cold War Origins." *Diplomatic History* 13, no. 2 (April 1989): 191-212.

N: John Lewis Gaddis, "Intelligence, Espionage and Cold War Origins," *Diplomatic History* 13, no. 2 (April 1989): 194.

SN: Gaddis, "Intelligence, Espionage and Cold War Origins," 195.

Journal articles, consulted in online format

NB:
- the URL that is required here is the **permalink** 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. If you cannot locate a relatively short permalink, indicate simply the online journal collection, eg., (J-Stor).
- No **accession date** is required for most history essays**.**
- If the version accessed is HTML and **does not give page numbers**, it is acceptable not to indicate any, but always indicate them when they are available.

B: McCaa, Robert. "Spanish and Nahuatl Views on Smallpox and Demographic Catastrophe in Mexico." *Journal of Interdisciplinary History* 25, no. 3 (Winter 1995): 397-431, http://www.jstor.org/stable/205693.

N: Robert McCaa, "Spanish and Nahuatl Views on Smallpox and Demographic Catastrophe in Mexico," *Journal of Interdisciplinary History* 25, no. 3 (Winter 1995): 411, http://www.jstor.org/stable/205693.

SN: McCaa, "Spanish and Nahuatl Views on Smallpox," 412.

B = for bibliography; N = for notes; SN = shortened note format

Review articles

B: Morgan, Kenneth. "Slavery and the Transatlantic Slave Trade,"
        (review article). *International History Review* 30, no. 4 (Dec.
        2008): 785-795.

N: Kenneth Morgan, "Slavery and the Transatlantic Slave Trade,"
        (review article), *International History Review* 30, no. 4 (Dec.
        2008), 786.

SN: Morgan, "Slavery and the Transatlantic Slave Trade", 790.

Book reviews

B: Crosby, Alfred W. Review of *The Unending Frontier: An
        Environmental History of the Early Modern World*, by John F.
        Richards. *American Historical Review* 109, no. 3 (June 2004):
        862-63.

N: Alfred W. Crosby, review of *The Unending Frontier: An
        Environmental History of the Early Modern World*, by John F.
        Richards. *American Historical Review* 109, no. 3 (June 2004),
        862.

SN: Crosby, review of *The Unending Frontier,* 863.

NB: If the book review has a title, include it in
quotation marks just before "review of".

c.   Newspaper or popular magazine article

Newspaper articles

NB: Do not include an initial 'The' in titles of
newspapers; the only exception to this rule is *The
Times*, published in London, England. If the
newspaper contains sections, the **section** should also
be identified.

B: Niederkorn, William S. "A Scholar Recants on His
        'Shakespeare' Discovery." New *York Times,* June 20, 2002, Arts
        section, Midwest edition, E4.

B = for bibliography; N = for notes; SN = shortened note format

N: William S. Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," *New York Times,* June 20, 2002, Arts section, Midwest edition, E4.

SN: Niederkorn, "A Scholar Recants on His 'Shakespeare' Discovery," E4.

Popular magazine articles

B: "Welcome to China, Mr. Clinton." *The Economist* 347, no. 8074 (June 27, 1998): 17-18.

N: "Welcome to China, Mr. Clinton," *The Economist* 347, no. 8074 (June 27, 1998), 17.

SN: "Welcome to China, Mr. Clinton."

d.   **Theses or dissertations**

> **NB: for other degrees,** simply replace 'MA thesis', in the examples below, with the appropriate phrase ('PhD diss', 'DPhil thesis', etc.)

B: Hustwick, Christopher T. "The Amateur Solicitor in Eighteenth-Century England: John Cannon of West Lydford and Glastonbury, 1684-1743." MA thesis, University of Victoria, 1998.

N: Christopher T. Hustwick, "The Amateur Solicitor in Eighteenth-Century England: John Cannon of West Lydford and Glastonbury, 1684-1743," (MA thesis, University of Victoria, 1998), 17.

SN: Hustwick, "The Amateur Solicitor," 4.

e.   **Films**

B: *Hotel Rwanda.* DVD. Directed by Terry George. Fox Video, 2005.

N: *Hotel Rwanda,* DVD, directed by Terry George (Fox Video, 2005).

SN: *Hotel Rwanda,* DVD.

B = for bibliography; N = for notes; SN = shortened note format

> **NB:** If you want to cite a particular scene (individually accessible on DVDs), treat it like a chapter title (in quotation marks) and place it before the film title.

f.   Online sources

Please note that books published electronically and journal articles consulted online are not considered "online sources", but rather, online formats of print sources. Please see sections B (a) and B (b) above for these two types of sources.

Remember, too, that not all online sources are considered appropriate for history essays. See page 10, above, for evaluating online sources.

Websites

NB: Given that website content is constantly being updated, an **accession date** here is a good idea. In this example, an individual page is being cited; if the reference is to the entire website, simply leave out the part in quotation marks. **No italics** are required for website titles.

B: Sandwell, Ruth and John Lutz. "The Murder: Introduction." Great Unsolved Mysteries in Canadian History: Who Killed William Robinson? Race, Justice and Settling the Land. http://www.canadianmysteries.ca/sites/robinson/murder/indexen .html (accessed 5 July 2010).

N: Ruth Sandwell and John Lutz, "The Murder: Introduction," Great Unsolved Mysteries in Canadian History: Who Killed William Robinson? Race, Justice and Settling the Land, http://www.canadianmysteries.ca/sites/robinson/murder/indexen .html (accessed 5 July 2010).

SN: Sandwell and Lutz, "The Murder: Introduction".

B = for bibliography; N = for notes; SN = shortened note format

> **NB:** citing a reference source available online follows the same guidelines as for a website, as in:

N: "Nations, League of," Encyclopaedia Britannica Online: Academic Edition, 2010. http://search.eb.com/eb/article-9055027 (accessed 5 July 2010).

Blog entries or comments

B: Wallace, Nathan. Weblog entry on "Web Writing for Many Interest Levels." *E-gineer Blog,* posted May 18, 1999, http://www.e-gineer.com/v1/articles/web-writing-for-many-interest-levels.htm (accessed 5 July 2010).

N: Nathan Wallace, Weblog entry on "Web Writing for Many Interest Levels," *E-gineer Blog,* posted May 18, 1999, http://www.e-gineer.com/v1/articles/web-writing-for-many-interest-levels.htm, (accessed 5 July 2010).

SN: Wallace, "Web Writing for Many Interest Levels".

Items in online databases

B: Stevens, Simon, et al. "Irish Famines." Discussion posted to the H-Albion bulletin board, 7-13 July 1997. http://www.h-net.org/~albion/.

N: Simon Stevens, et al., "Irish Famines," Discussion posted to the H-Albion bulletin board, 7-13 July 1997. http://www.h-net.org/~albion/.

SN: Stevens et al., "Irish Famines."

g.   Reprinted articles or chapters, including in coursepacks

When a chapter is cited that was originally published as an article in a journal, **only the book version need be cited**. If the original publication is of particular interest, details **may** be added at the end, as in:

B = for bibliography; N = for notes; SN = shortened note format

B: Galois, R.M. "The Indian Rights Association, Native Protest Activity and the 'Land Question' in British Columbia, 1903- 1916." In *Age of Contention: Readings in Canadian Social History, 1900-1945,* compiled by Jeffrey Keshen, 266-283. Toronto: Harcourt Brace, 1997. Originally published in *Native Studies Review* 8, no. 2 (1992), 1-34.

This type of detail can be useful if you need to indicate that you read the article **in a coursepack**, as in:

B: Galois, R.M. "The Indian Rights Association, Native Protest Activity and the 'Land Question' in British Columbia, 1903-1916." *Native Studies Review* 8, no. 2 (1992). Reprinted in UVic Course Pack for History 130, section Y08 (2002-3), 1-34.

h.   Sources quoted within a source

The *Chicago Manual of Style* states: *"To cite a source from a secondary source ("quoted in . . .") is generally to be discouraged, since authors are expected to have examined the works they cite. **If an original source is unavailable,** however, both the original and the secondary source must be listed."* This may particularly be the case with primary sources, but check with your instructor first. If the original is paraphrased, rather than quoted directly, use "paraphrased in...". Examples:

N: François Pétis de la Croix, *The History of Genghizcan the Great: First Emperor of the Ancient Moguls and Tartars* (London: Printed for J. Darby, etc., 1722), 119-20, quoted in Jack Weatherford, *Genghis Khan and the Making of the Modern World* (New York: Crown Publishers, 2004), 105-6.

N: Hippocrates, *Precepts,* quoted in Chester W. Starr, *A History of the Ancient World,* 3rd ed. (New York: Oxford University Press, 1983), 331.

C.   Primary Sources

a.   Published primary sources

In general, published primary sources follow the formats for secondary source components given above, particularly in Chapter

B = for bibliography; N = for notes; SN = shortened note format

of Edited Book (for print format) and Website (for online format). The following examples demonstrate a few possible situations, giving the note format only:

Published primary source – print format

N: T.A. Stone to L.B. Pearson, 13 August 1948, in Hector Mackenzie, ed., *Documents on Canadian External Relations, 1948* (Ottawa: Department of Foreign Affairs and International Trade, 1994), 572.

N: Catherine II, "Decree on Deportation of Serfs to Hard Labor, January 17, 1765," in Basil Dmytryshyn, ed., *Imperial Russia: A Sourcebook, 1700-1917* (New York: Holt, Rinehart and Winston, 1967), 118.

Published primary source – online format

N: Anonymous, "A White Heiress Elopes With A Negro," *Valley Spirit* (19 January 1859) , Valley of the Shadow: Two Communities in the American Civil War. http://valley.lib.virginia.edu/news/vs1859/pa.fr.vs.1859.01.19.xml#01 (July 5, 2010).

N: "Confederation Day," Toronto Globe, 1 July 1867, Edition Front Page. http://199.198.129.206/Default.asp (July 5, 2010).

N: Anonymous, "Ferdinand Magellan's Voyage Round the World, 1519-1522 CE", Internet Modern History Sourcebook, http://www.fordham.edu/halsall/mod/1519magellan.html (July 5, 2010).

b.   Government documents

Printed government documents fall somewhat between archival and published material in the way in which they are cited. These examples represent only a few common possibilities. Generally, indicate first the country or other government division; then the legislative body, department or committee; followed by the title and author, if given, report number if available, publishing information and date, and page, if relevant. Please consult your instructor if you have further questions, particularly for non-Canadian government documents.

B = for bibliography; N = for notes; SN = shortened note format

Canada, House of Commons, *Debates,* 23 September 1997, 3.

N.B. If you are going to be citing this more than once in your essay, you may shorten it:

House of Commons, *Debates* (hereafter HCD), 27 July 1953, 1053.

HCD 31 August 1954, 754.

c.   Archival material

"Archival" means original primary source material (see page 9, above) that you have consulted at an archive such as the UVic Archives, the B.C. Archives or the National Archives of Canada in Ottawa. If your archival material has been published, you would normally cite it as a published document whether you find it at an archival repository or in another type of repository such as the CIHM collection (see information on citing published documents, above, C(a)).

Archival entries must include:
- the name of the Archives or Repository (use the full name the first time and then abbreviate thereafter);
- name of the collection (eg., I.W. Powell Collection, Department of Indian Affairs);
- record group (eg., GR 309, Add Mss 1309, or RG10);
- volume or box and/or file number;
- microfilm reel number, if applicable;
- item description; and
- date.

Citation format for archival material tends to vary with the archive, so if you are likely to be using archival materials, you should consult your supervisor, and possibly the relevant archivist. However, for students of Canadian history, the following examples are conventional:

B = for bibliography; N = for notes; SN = shortened note format

British Columbia Archives (hereafter BCA), British Columbia Attorney-General, GR 419, File 1869/20, Information sworn by John Norton before J. Morely, J.P., 2 April 1869.

BCA, Powell Collection, A/E/P87.9, Testimonial letter from Dr. Covernton, 17 December 1861.

University of British Columbia Special Collections (hereafter UBC-SC), J.H. Todd and Sons Business Records, Box 2, Annual Report of the Empire Cannery, 1908.

BCA, Vertical Files, Emily Carr, "Carr House Full of Memories," unidentified newspaper clipping.

National Archives of Canada (hereafter NAC), Remezay Family Collection, MG18 H54, vol. 4, p. 1708, Mflm C-15684, Commission as commander of troops, 28 May 1699.

N.B. When citing microfilm copies of originals in another archive, use the following format:

National Archives of the United Kingdom, Colonial Office Records, CO 305/147740, p. 325, BCA, Mflm B-1307, James Douglas to Colonial Secretary, 13 May 1854.

d.   Interviews

Ideally, reference to an interview should contain: the names of both the person interviewed and the interviewer; brief identifying information; the place and date of the interview, if known; and, if a transcript or tape is available, its location.

Andrew Macmillan (principal adviser, Investment Center Division, FAO), in discussion with the author, September 1998.

Benjamin Spock, interview by Milton J. E. Senn, November 20, 1974, interview 67A, transcript, Senn Oral History Collection, National Library of Medicine, Bethesda, MD.

Edith Ross, interview by Jordan Stanger-Ross, October 13, 2004, Toronto.

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NB: Citing material from interviews you have done may require special permission from the Human Research Ethics Board. Check with your instructor on this.

e.   **Visual and material artefacts**

NB: In each case, examples are given both for artefacts viewed in a museum, archive or private collection and for reproductions of similar material in print or online.

Photographs

Include: Photographer's name if known, title or subject in italics or underlined, date, location of photograph, and source of reproduction if relevant.

N: *Officers of "B" Division, Dawson, Yukon Territory,* July 1900, National Archives of Canada, PA-202188.

N: *Gavrila Matveevich Shevchenko, commander of partisan detachments in Primorsky (Maritime region),* c. 1920, V.K. Arseniev State Museum of Primorsky Region, Vladivostok, Russia, 3608-a, reproduced on "Virtual Exhibition and Digital Archive" Canada's Siberian Expedition, <www.siberianexpedition.ca> (accessed 15 July 2010)

Paintings

Include: Painter's name if known, title in italics, date, location of painting, and source of reproduction if relevant.

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

N: Hyacinthe Rigaud, *Louis XIV,* 1701, The Louvre, Paris, reproduced in Nancy Mitford, *The Sun King: Louis XIV at Versailles* (New York: Harper and Row, 1966), frontispiece.

B = for bibliography; N = for notes; SN = shortened note format

Museum displays and individual material artefacts

Include: Originator's name if known, item display title in quotation marks, location, date, and source of reproduction if relevant.

N: "Woman's nightdress," c. 1780, Personal collection of Jennifer Miller, Victoria, British Columbia.

N: Martin Behaim, "Terrestrial globe, Nuremberg, Germany," 1492, Germanisches National Museum, Nuremberg, pictured in Kenneth Nebenzahl, *Atlas of Columbus and the Great Discoveries* (Chicago: Rand McNally, 1992), 18.

Appendix: Sample Title Pages

Sample Title Page (1)

Title of the Essay

for

History XXX (section)

Dr. ---------

An Essay by

[Your name here]
[Your student number]

November 30, 2010

Sample Title Page (2)

<div align="center">

Title of the Essay:
Subtitle if desired

</div>

Your name
Your student number
History XXX (section)
Dr. ----------------
November 30, 2010

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