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where it came from. You will also provide quotes from your sources to support your points and

<sup>1</sup> If you took this quote from Constance

*Petticoats and Prejudice*, you would insert a footnote at the end of the

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

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

D2L site, you will use a different format for citation. For example, in Peter of punishment in France and New France in the 17<sup>th</sup> and 18<sup>th</sup> centuries he said that in New

5

as cheaper to use fear to control the irrational

6

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

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<sup>4</sup> Brandt et al. *Canadian Women*, 43.

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<sup>6</sup> *The Canadian Historical Review* 88, I (March 2007) 91. Camosun College, History 110, D2L (August 31, 2015).

6

<sup>7</sup> , Joyce Marshall, trans. and ed. (Toronto: Oxford University Press, 1967), 45.

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## Bibliography

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

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

ation, Marie.

Translated and edited by Joyce Marshall. Toronto: Oxford University Press, 1967.

*The Canadian Historical Review*

in

# Historical Sources

WHAT IS A PRIMARY SOURCE?

## SCHOLARLY SECONDARY SOURCES

### BOOKS: ONE AUTHOR

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

Example: 1. Constance Backhouse, \_\_\_\_\_ (Toronto: Osgoode Society, 1991), 242.

Short Note: 2. Backhouse, \_\_\_\_\_, 39.

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

Example: Backhouse, Constance. \_\_\_\_\_ . Toronto: Osgoode Society, 1991.

### BOOKS: TWO OR THREE AUTHORS

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

Example: 3. Margaret Conrad, Alvin Finkel & Donald Fyson, \_\_\_\_\_, vol. 1, 6<sup>th</sup> Edition (Don Mills, ON: Pearson Canada, 2015), 121.

Short Note: 4. Conrad, Finkel & Fyson, \_\_\_\_\_ 121.

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

Example: Conrad, Margaret, Alvin Finkel & Donald Fyson. \_\_\_\_\_, vol. 1, 6<sup>th</sup> Edition. Don Mills, ON: Pearson Canada, 2015.

### BOOKS: FOUR OR MORE AUTHORS

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

Example: 5. Gail Cuthbert Brandt et al., \_\_\_\_\_, 3rd Edition (Toronto: Nelson Education, 2011), 43.

Short Note: 6. Brandt, \_\_\_\_\_, 48.









## PRIMARY DOCUMENTS: ARCHIVAL

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

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

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

Short Note:

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

Example: Ontario. Provincial Department of Health.

Note: 63. Adam Smith, (New York: Random House, 1965), 11,  
quoted (or cited—if you are paraphrasing) in Mark Skousen,  
(Armonk,  
NY: M. E. Sharpe, 2001), 15.

Short Note:



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

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

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





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

## READING FOR SEMINAR AND CLASS DISCUSSIONS: PRIMARY SOURCES

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

Evaluating primary sources - some questions to consider:

1. Author's subject position
  - a. Who authored the document - what was his/her position in society?
  - b. Why did s/he write it?
  - c. When/where was this person? Where were they from?
  - d. Who was the intended audience?
  - e. What type of document is it? Is it a campaign speech, legislation, a policy statement? Is it a diary entry or a private letter? Is it a newspaper report or an editorial?
  
2. Author's argument
  - a. What was the author's argument or main point?
  - b. How might author's position, class, ethnicity, gender or religion bias his/her observations, opinions, or points of view?
  - c. Is it propaganda?
  - d. Is it an argument against a particular idea, belief or action?
  - e. To what extent is the author's argument supported by evidence? Or is it just opinion?
  - f. Is there evidence of rhetoric? Look at the words used - are "loaded" terms defined? For example, words such as liberty, democracy, sedition, communist, savage, heathen, witch
  - g. Did others present contrary viewpoints?
  
3. What did the author say about the past in a particular place and time?

## READING FOR WRITTEN ASSIGNMENTS

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

## WRITING HISTORY ESSAYS

### Cover Page

All essays must have a cover page with your name and student number, the name of the

References

Footnotes or endnotes



