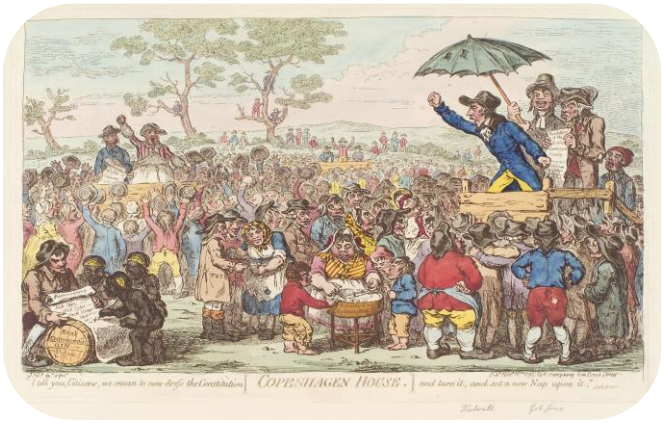
Department of History
Concise Guide To
Essay Writing



Contents

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Department of History Guide To Essay Writing

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What is an Essay?

At university, the academic essay requires the scholarly apparatus of footnotes and a bibliography. It is a *formal academic communication*, rather like an article in an academic journal. This means that it must conform to various academic conventions, and satisfy standards of accuracy, analysis and presentation.

A university-level History essay may be defined as *an extended argument supported by evidence in answer to a specific problem or question about the past.* This makes it rather different from an essay in English literature, or one of the social sciences, where theoretical issues are often paramount. Historians are usually more concerned to explain *change across time*, and therefore focus on issues of causation, the interpretation of evidence, and the patterns of explanation developed by other historians.

Most history books aimed at the general reader try to construct an interesting *narrative* of past events. However, a university-level essay must go much further than merely 'telling the story' of what happened. Its main task is *analysis*; to explain *why* things happened the way they did. This is an intellectual exercise which focuses on *ideas* as much as evidence or facts, comparing rival interpretations and assessing the strength of their supporting arguments.

The Basics

There are many different ways of writing effective and successful essays. The following represents one that works well and covers all of the essential steps.

Note especially the equal time devoted to planning and research; it is easy enough to gather relevant information, but a good essay requires *selection* of evidence, clear thinking, and careful planning to answer the specific question asked.

PHASE 1: PLANNING

1. Check the formal requirements – if necessary consult your lecturer or tutor about expectations.
2. Draft a timetable for research and writing
3. Analyse the question: what does it mean?
4. Preliminary skim-reading
5. Plan the broad structure

PHASE 2: RESEARCH

6. Read the relevant sources
7. Keep essay question and plan in mind
8. Make notes of directly useful material
9. Update your preliminary plan
10. Edit your material accordingly

PHASE 3: WRITING

11. Assemble material in logical sequence
12. Write a first draft, including footnotes
13. Link paragraphs into a coherent argument
14. Revise the draft
15. Check length: 'boil down, don't amputate'
16. Does it address the specific question?
17. Add bibliography
18. Carefully proof-read it
19. Submit it

Research and reading

Your course guide and/or course bibliography will offer some starting points for essay research. Anything listed in these places is considered a valuable source by the course coordinator and should be useful for your essay. If the lecturer has recommended some titles as 'Essential Reading' for an essay question, you should read them before you start drafting your essay.

Most historical topics will have much more source material available beyond works recommended by the course coordinator. Unless otherwise stated (i.e. where a course coordinator may require engagement with specific sources), students can use works beyond their course bibliographies, but should carefully consider the quality of their sources. Some important things to consider are:

1. Is the work scholarly and detailed?
    a. Monographs (scholarly books), academic journal articles, and scholarly book chapters usually have substantial footnotes/endnotes providing details of their sources – these indicate quality research by the author. If a source does not provide notes its arguments cannot be verified, and you should be careful about using it.
    b. Short textbooks, unreferenced encyclopaedia articles and many online materials contain limited references and are usually intended as basic introductions to a topic. While they may be useful starting points, your essay should depend on the more complex sources indicated in 1a above.
    c. Online resources: Many scholarly books, articles and chapters are accessible online as e-books or through ejournals or sites like JSTOR. Very large amounts of other material is also accessible online, but may not meet the required standard for use as evidence in an undergraduate essay. For fuller discussion see the section on 'Online Sources' below.
2. When was the work published?
    a. Historical research does not become obsolete and some works published many decades ago are still considered key works in their areas. Nonetheless, materials published within the last 20 years or so are more likely to contain discussion of current understandings of their topic. Pay attention to the date of publication of your sources and understand how new work builds upon and revises earlier works.

To find further scholarly sources, use keywords to search the library catalogue (accessible via 'Catalogue' on the library site) for books on your topic. The MultiSearch function is useful for finding journal articles (but make sure you check that they are from scholarly journals, rather than newspapers, magazines, etc). Other sites like JSTOR and Historical Abstracts (accessible via 'Databases' from the library site) offer more tailored search options.

If you require assistance with your research, there are a variety of people who can help. Your lecturer and tutor can guide you towards the most important sources. The library also runs regular sessions on getting the most out of its databases. Lastly, the library employs a subject liaison librarian who can provide information on accessing resources.

Most of your reading will comprise academic books and articles. You need to grasp the difference between **primary** and **secondary** sources and be aware of the variety of secondary sources in order to select those most likely to be useful for your particular essay. As a general rule, proceed from the broad to the particular in your reading. Begin with general surveys and locate passages relevant to your essay question, then proceed to more focused books and articles related to your specific topic.

Always read with a purpose. Write your essay question out on paper and keep it in view alongside the book you are reading. List subsidiary questions as they occur to you. Keep asking yourself, 'is this *relevant*?' and 'how will this help me to answer *this* question.

Online Sources

The internet provides a wealth of information. Virtually all journals now publish a digital edition, and e-books are increasingly commonplace. There are also many professional historical associations and universities which publish online. But, like more 'traditional' sources, caution must be exercised in selecting and using online material. In many cases, you can expect your course coordinator to indicate valuable online material as part of their recommended reading.

In general, sources from websites ending in .edu or edu.au or ac.uk or ac.nz may be considered reputable. These are sites operated by tertiary education institutions in the US, Australia, UK and New Zealand. Well-known universities such as Oxford, Harvard, Cambridge, Yale, Princeton or London are likely to be reliable. Likewise, material from major libraries such as the Alexander Turnbull Library, the US Library of Congress or the British Library.

Please note the History Department's policy on the use of generative AI on page 8 below.

Strong vs weak online sources

Academic sites are rigorously checked for the accuracy and quality of their scholarship. By contrast, some sites are operated by groups or individuals promoting specific agendas. Their presentation of facts and ideas may not be entirely objective or free from distortion. Other sites may have no ulterior motives, but may be very thin, lack supporting evidence or references, or rely on outdated materials. Among such sites are many brief encyclopaedias; general-interest

sites like history.com; educational pages aimed at school students; and blogs or personal genealogical sites.

If a site is not recommended by your lecturer or tutor, and you are uncertain about its suitability, it is a good idea to check with your tutor before using it as a source. You can expect to have poor-quality online sources highlighted and, potentially, penalised by your marker.

Wikipedia

Wikipedia has millions of articles on all facets of history, but there are two reasons why students should not rely on it for essay research. The website is not academic; it is open source. While the online community that runs it has become more rigorous in its fact-checking, the quality of many articles is questionable. Second, Wikipedia articles tend to be reasonably brief on detail, and based on few sources.

While Wikipedia can be a useful starting-point for an unfamiliar topic, you should not rely on it to form your ideas or approach, nor cite it in any footnote references or in your bibliography. Some course coordinators apply specific penalties for its use. Wikipedia is also very easily detected via Turnitin. A basic expectation for all undergraduate essays is that students access high-quality scholarship in their construction, and Wikipedia does not meet this standard.

Social Media

Social media adds another dimension to online research. Academia has established a presence on social media. Journals, publishing companies, universities and writers increasingly use social media to promote products, announce new courses and preview upcoming books. Social media may be a useful *gateway*, providing links to reliable new scholarship, but students must access and read those works themselves, not depend on a brief summary online. Students should not cite social media sites in essays, unless their work directly analyses posts and blogs.

Making Notes

Notes need to be accurate and well-organised if they are to be usable. There are many different systems for keeping notes, and the touchstone for choosing one system above another is whether or not it works for you. You need to be comfortable with it, and it needs to be efficient for your purposes. Making notes is an active intellectual process. You need to concentrate hard and *think* as you read.

Note taking

Before you start, write down the full bibliographical details of the source you want to read. (See below for correct format.)

As you make your notes, get into the habit of writing the page-number of the source. This will

save time and re-checking when you construct your footnotes. Make it clear to yourself in your notes where you are copying down a direct quotation, and where you are making notes in your own words. This will help to avoid any accidental plagiarism.

Underlining and highlighting are poor substitutes for note-making; they merely *identify* sentences which you think may be relevant or important. You still need to digest their ideas and record them in your own words.

Never underline or highlight in a library book or journal; that is vandalism.

Distinguish between *factual information* (evidence) and *interpretative material* (argument). Concentrate on each historian's *interpretation* of the topic, noting factual details only when they form significant supporting evidence for their argument. Also be alert for gaps or silences in your sources.

Avoiding Plagiarism

Plagiarism is the unacknowledged use of someone else's ideas, sentences or research results. It is a serious academic issue because it involves intellectual dishonesty, and thus ranks alongside cheating in exams. In a word, it is *theft*. The penalties can be severe. Gross plagiarism in an essay usually brings automatic failure, and a repeat offence can result in expulsion from the course, just as cheating in exams can result in expulsion from the university.

Your essay will be checked by the anti-plagiarism software, Turnitin. This software compares sentences and references in your essay with data from all other relevant history papers produced in New Zealand and internationally.

Good note-making habits will reduce the likelihood of plagiarism, and good footnoting will acknowledge your debts. The first rule is do not copy sentences unless you intend to use it as a quotation. Quotations should be used very sparingly in an essay. Quotations must be exact and accurate, down to the last comma and full-stop, they must be enclosed in quotation-marks, and they must have a numbered footnote which gives the exact page-reference for the sentence quoted.

Your notes need to be written in your own words, as far as possible, especially summaries of a source's ideas and arguments. Commonplace facts or well-known events do not need to be footnoted, but other people's ideas or interpretations do.

Planning

As you read and take notes, you should begin to recognise the key issues that need to be discussed in your essay. Using this knowledge, develop a plan for your discussion. Think about:

- How each section of the essay will assist in answering the specific question.
- What evidence you will use in each section and why it is important.
- How each section connects to the others – your essay should flow smoothly from one

area of discussion to the next, building up to a whole and complete argument. If you cannot see a link between one section or paragraph and the next, think again about your structure.

- How far you are comparing and contrasting evidence and interpretations.

Be flexible: keep modifying your plan as your grasp of the subject improves. Try rearranging the sequence of main points to find the most coherent and convincing flow of argument.

History Department policy on Generative AI

Unless explicitly permitted within a particular course, via a statement from the course coordinator in the course guide and on the Ako|Learn site, **the use of generative AI in any aspect of the construction of your History essay or other piece of History assessment is prohibited**. If any use of generative AI is detected in your work, it will be treated as dishonest academic practice and will be liable for penalties as a form of academic misconduct.

Note that the University's *Misconduct Procedures: Guide for Students* (p. 2) includes provision for misconduct 'Where a student uses a generative artificial intelligence (AI) tool in a manner that is not expressly permitted or fails to acknowledge the use of a generative AI tool as instructed.' It (p. 3) also requires students to learn and abide by the expectations of their discipline regarding assessment and to submit work that is their own.

Should a suspicion of the use of generative AI be raised, students will be asked to demonstrate their own work by providing evidence of their note-taking during their essay preparation.

The purpose of History essays is to develop professional and transferrable skills of critical analysis and formal written communication. These skills are not developed through the use of artificially generated work.

Writing

Effective introductions and conclusions, and a clear structure throughout the essay, are essential to its success.

An *introduction* should do three things: draw the reader into the topic, suggest the main ideas to be discussed, and point towards findings. It can also be used to show that you have made an active choice to discuss particular aspects of the topic, rather than other possible aspects. By the end of your introduction, your reader should have a clear idea of how your essay will proceed. If the essay question contains a key word or concept, it is also important to define this at the start, because some history essays will turn out to hinge on the meaning of that key word or concept.

It is often helpful to write the introduction last. Once the body of the essay is complete, the

introduction becomes much easier to compose. You as the author now know what comes next, and how to link all of your main themes together in two or three succinct paragraphs.

The essay's *conclusion*, meanwhile, has two purposes: to summarise and synthesise. The conclusion reiterates, using different phrasing, the key findings of the essay. It then needs to assess the broader significance of the findings.

Construct your essay as a sequence of *paragraphs*. There is no set number of paragraphs that is ideal for an essay – assignments of different lengths and complexity will require different levels of discussion. If in doubt, seek advice from your lecturer or tutor. An effective paragraph should contain ONE central idea or statement, usually expressed either as an opening topic-sentence, with supporting evidence and discussion in the middle. The last sentence should provide a link or springboard to the next paragraph, perhaps by pointing out that another issue remains unresolved, or that a contrasting viewpoint needs to be considered. Aim at clear, concise expression. Avoid ambiguity. Keep asking yourself, 'Am I making this clear? Am I communicating my meaning to the reader?'

While drafting, enter footnote references at any point where you quote, borrow, adapt or summarise ideas from, or use statistics from other sources. You may wish to leave your full referencing to the end, but should put enough in a footnote (e.g., surname, page reference) to allow you to acknowledge your sources accurately later. Remember that footnotes should always follow punctuation.

Allow time to set your first draft aside for a while. Then re-read it, asking yourself whether your argument is clear and proceeds logically from one point to the next. Be ruthless with any repetitions, irrelevant examples, ambiguities and clumsy or long-winded sentences.

Quotations

These should be used sparingly, and short ones are more effective than long ones. Strong use of quotation adds vital detail to your broader discussion, such as giving direct insight into a historical figure's views by quoting their words, or highlighting particularly interesting or unique points of interpretation by a historian. Avoid quoting other historians on matters of fact. Quotations should be brief and apt and must be carefully integrated into your argument. Blend them in by identifying their author and context and explain their significance or meaning. Remember that quotations are pieces of evidence and need to be interpreted. You must show that you understand the significance of the quotations you have selected. If you leave them in isolation to speak for themselves, the reader may miss your intended point. Depending too heavily on quotation may result in your marker skipping the quoted material in search of your own view. Every quotation must be indicated by quotation marks and supported by a footnote that includes a specific page reference.

Check the length

Drafts often exceed the word limit, so think about how to shorten it. If you need to cut, aim to remove any unnecessary repetition, and boil down your content rather than completely removing elements. An effective way to shorten your word length is to write directly and avoid the passive voice. For example, the following passive sentence uses 27 words. The active version says the same thing in 17 words:

Passive: It was the storming of the Bastille on 14 July 1789 that signalled the entry of the ordinary people of Paris into what became the French Revolution.
Active: Ordinary Parisians' involvement in the French Revolution began when they stormed the Bastille on 14 July 1789.

Once you are satisfied with your essay, ensure that you have provided complete footnotes and a bibliography, using the required style (see below). Before submission, carefully *proof-read* the final version. Editing may have changed sentence structures, while typographical errors and mis-spellings are often easier to spot when re-reading than when the mistake was made.

Submit your final version via the dropbox provided for the assignment on your Ako|Learn page.

Style and Grammar

As your essay is a formal academic communication, it must be written in good grammatical English with correct spelling and punctuation.

Since the essay is assumed to be your own work, the opinions are understood to be yours unless they are attributed to a published source in a footnote. It is therefore unnecessary to use the first person singular. Avoid such expressions as 'I think' or 'in my opinion'. Do not use 'we' or 'our', as the reader may not share your opinions. Use neutral phrases such as 'it is clear from this' or 'it follows that.'

Keep your sentences clear and concise. Aim at a direct lucid style, in the active voice, and be careful about number and the relationship of clause to subject.

- Abbreviations are fine in footnotes, but must *never* be used in the main text of your essay. Write 'for example,' note 'e.g.', and 'that is', not 'i.e.'.
- Always write 'New Zealand', NOT NZ.
- Write centuries in full, for example 'eighteenth century,' NOT 18th century.

Dates should be clear and simple, but not abbreviated: write '27 August 1946,' NOT 27 Aug. '46, or 'the 27th of August,' or 27/8/46.

Rulers' names should also be kept clear and simple, for example: Henry II, NOT Henry the Second.

Do not translate well-known foreign terms such as *coup d'état*, *raison d'être* or *Realpolitik*. All foreign words and phrases should put into italics. Diacritical marks (such as accents, macrons or umlauts) should be rendered as provided – they are not optional extras.

Correct spelling is important for accurate written communication. The names of people in the past and of the scholars whose works you use must always be spelt correctly.

There are important differences between a phrase, a clause and a sentence. A sentence requires a verb, not just a participle. For example, in 'More books were being produced than ever before. On all sorts of topics.' the phrase 'On all sorts of topics' is not a sentence. The writer should have used a comma to make the phrase part of the preceding sentence.

Apostrophes are used in English to indicate the possessive case (e.g. 'Parliament's prerogative'). The possessive of 'it' is an exception and does not have an apostrophe: e.g. 'The horse had lost its shoe.' Where the possessive refers to more than one possessor, the apostrophe should follow the 's'.

e.g. 'in the doctor's opinion' refers to a single doctor; 'in the doctors' opinion' refers to the opinion of more than one doctor.

Contractions such as can't or didn't have no place in formal academic prose. We may say 'He'd said ...' but we MUST write 'He had said ...'

Footnotes

Footnotes must always be provided in the following instance:

a) Quotations from someone else's work. These must be copied exactly, including original punctuation and capital letters, and must always be enclosed in quotation marks. Copying someone else's sentences or phrases without acknowledgment is plagiarism.
b) Key ideas or arguments which you borrow from someone else's work.
c) Statistics: we need to be able to check their accuracy.
d) Information which is not commonplace (i.e. not found in most general history surveys), which the marker may wish to verify.

Remember the following:

- Place your footnote after punctuation (usually after a full stop, but sometimes after a comma, if the rest of the sentence is drawn from elsewhere).
- If citing a source (primary or secondary) that you have derived from another publication, you should provide full details of the original source (including date of publication/creation, detail of the medium if not a publication – e.g., a speech – and a page reference, if applicable) followed by 'cited in' and a full reference to the work from which you took it.
- The primary purpose of a footnote is to tell the reader the source of your information. Do not use footnotes to add information outside the word limit. If the point is important, it should be in the main body of your text. One of the key skills tested by essay-writing is your ability to select evidence and to judge the importance and relevance of information.

Footnote and Bibliography Style

The Department of History uses the Chicago Manual of Style (18th edition) for footnote and bibliographical entries. Below are examples of how to cite each of the source types you might use when researching an essay. The accurate referencing all the sources you have consulted is an essential part of good scholarship and contributes to the overall essay grade. It is important not to mix styles, or to employ a style you may use in another subject.

In a footnote, the author's surname is preceded by initials or first names. In the bibliography the author's surname comes first and all entries are arranged alphabetically by surname.

The bibliography (and the first footnote citation of a work) must give full details on the source. Older history books tend to give only authors' initials, and to omit the publisher's name. Your bibliography should follow current library practice, which is to give first names in full and to include the publisher's name. (When citing an article in a journal, however, you do not give the place or publisher; just the name of the journal.) Always identify a second (or subsequent) edition or a revised edition, but ignore reprints and reimpressions. Never name the printer. The publisher's name is the only one required, and just the name: omit 'and Company' or 'Publishing Group.'

Citation Style for History Essays

For further detail on using the Chicago Style, see http://www.chicagomanualofstyle.org

e.g. 1 = First citation in footnote
e.g. 2 = Subsequent citations in footnote
e.g. 3 = Bibliographical format

Printed or online sources?

Many scholarly books and journal articles are now accessible online. Indeed, it may be more common for you to access such resources online than to work from a printed copy. Nonetheless, strong citation practices remain essential to History essay writing.

When an ebook/ejournal includes the original publication details and page numbering, it may be cited in the same form as the print references listed immediately below. Advice on citing electronic formats for such resources is also provided from p. 17 below. If citing an online source such as a book or journal articles, you still need to provide clear information about page numbering. In the case of an ebook format that does not include page numbers, you should give as clear an indication as possible (such as a Kindle location marker) of the place where your information can be found. Remember that the key function of your footnotes is to indicate to your reader exactly where you obtained your information, and to allow them to check the source.

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (Penguin, 2006), 99–100.

2. Pollan, *Omnivore's Dilemma*, 3.

3. Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. Penguin, 2006.

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (Knopf, 2007), 52.

2. Ward and Burns, War, 59–61.

3. Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by et al. ("and others"):
1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (University of Chicago Press, 1951), 91–92.

2. Lattimore, *Iliad*, 24.

3. Lattimore, Richmond, trans. *The Iliad of Homer*. University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (Cape, 1988), 242–55.

2. García Márquez, *Cholera*, 33.

3. García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. Cape, 1988.

Chapter or other part of a book

1. John D. Kelly, "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War," in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (University of Chicago Press, 2010), 77.

2. Kelly, "Seeing Red," 81–82.

3. Kelly, John D. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton. University of Chicago Press, 2010.

Chapter of an edited volume originally published elsewhere (as in primary sources)

1. Quintus Tullius Cicero. "Handbook on Canvassing for the Consulship," in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (University of Chicago Press, 1986), 35.

2. Cicero, "Canvassing for the Consulship," 35.

3. Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner. University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.

3. Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. University of Chicago Press, 1982.

Journal article

Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

1. Joshua I. Weinstein, "The Market in Plato's Republic," *Classical Philology* 104 (2009): 440.

2. Weinstein, "Plato's Republic," 452–53.

3. Weinstein, Joshua I. "The Market in Plato's Republic." *Classical Philology* 104 (2009): 439–58.

Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a New York Times article on February 27, 2010…") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include an access date only if your publisher or discipline requires one. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.

1. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, http://www.nytimes.com/2010/02/28/us/politics/28health.html.

2. Mendelsohn, "But Enough about Me," 69.

2. Stolberg and Pear, "Wary Centrists."

3. Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.

3. Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010. http://www.nytimes.com/2010/02/28/us/politics/28health.html.

Article in a digital historical newspaper archive such as PapersPast

If using digital historical newspaper archives, such as PapersPast (Aotearoa | New Zealand), Trove (Australia), Chronicling America (USA) or British Newspaper Archive (UK), to source primary source materials, use the following conventions:

1. Jane Dunbar, "Crown Cedes Tribe's Right to Greenstone," Press, September 14, 1989, 2. Accessed December 2, 2024, https://paperspast.natlib.govt.nz/newspapers/CHP19890914.2.11

2. Dunbar, "Crown Cedes.", 2.

3. Dunbar, Jane. "Crown Cedes Tribe's Right to Greenstone," Press, September 14, 1989. Accessed December 2, 2024. https://paperspast.natlib.govt.nz/newspapers/CHP19890914.2.11

Book review

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, http://www.nytimes.com/2006/04/23/books/review/23kamp.html.

2. Kamp, "Deconstructing Dinner."

3. Kamp, David. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book

Review. http://www.nytimes.com/2006/04/23/books/review/23kamp.html.

Thesis or dissertation

1. Mihwa Choi, "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).

2. Choi, "Contesting *Imaginaires*."

3. Choi, Mihwa. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008.

**Note: when consulted online (e.g. via a PDF on an institutional repository), details of the online source should be provided.*

Paper presented at a meeting or conference

1. Rachel Adelman, "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

2. Adelman, "Such Stuff as Dreams."

3.Adelman, Rachel. "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition." Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009.

Lecture or Seminar notes

1. John Smith, "The Origins of WWI." Lecture delivered for History 202, University of Canterbury, August 15, 2011.

2. Smith, "The Origins of WWI".

3. Smith, John, "The Origins of WWI." Lecture delivered for History 202, University of Canterbury, August 15, 2011.

Item in a commercial database

For items retrieved from a commercial database, add the name of the database and an accession number following the facts of publication. In this example, the dissertation cited above is shown as it would be cited if it were retrieved from ProQuest's database for dissertations and theses.
Choi, Mihwa. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008. ProQuest (AAT 3300426).

Common Footnote Abbreviations (Latin):

c.	*circa*	=	about
cf.	*confer*	=	compare with
etc.	*et cetera*	=	and the rest
et.seq.	*et sequential*	=	and what follows
ibid.	*ibidem*	=	in the same place
i.e.	*idest*	=	that is
n.b.	*nota bene*	=	note well: important
op.cit.	*opere citato*	=	in the work cited
q.v.	*quod vide*	=	which see (i.e. look it up!)
viz.	*vide licet*	=	namely, or in other words

Using and Citing Electronic Sources

When citing online material, the same principles apply as in printed books and articles. The point of a footnote or citation is to enable the reader to find the same source and check the accuracy of the author's use of the information. In most cases, simply add the URL to the standard citation of author, title, date, with a date of access for sources likely to change over time (such as website content, but not an ebook or ejournal article).

Website

1. "Google Privacy Policy," last modified March 1, 2012, http://www.google.com/policies/privacy/.

2. "McDonald's Happy Meal Toy Safety Facts," McDonald's Corporation, accessed July 19, 2008, http://www.mcdonalds.com/corp/about/factsheets.html.

2. "Google Privacy Policy."
2. "Toy Safety Facts."

3. Google. "Google Privacy Policy." Last modified March 1, 2012. http://www.google.com/policies/privacy/.

3. McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008. http://www.mcdonalds.com/corp/about/factsheets.html.

Primary Source Published online

1. "The Declaration of Independence: The unanimous Declaration of the thirteen colonies of the United States of America." In Congress, 4 July 1776. Accessed March 27, 2012. http://www.archives.gov/exhibits/charters/declaration_transcript.html

2. "The Declaration of Independence."

3. "The Declaration of Independence: The unanimous Declaration of the thirteen United States of America." In Congress, 4 July 1776. Accessed March 27, 2012. http://www.archives.gov/exhibits/charters/declaration_transcript.html

Book published online

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date only if one is required by your publisher or discipline. Books consulted in a fixed-page format that matches a printed counterpart can be cited without naming the format (as if it were print). If no fixed page numbers are available, you can include a section title or a chapter or other number.
1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.

1. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), http://press-pubs.uchicago.edu/founders/.

2. Austen, *Pride and Prejudice*.

2. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19.

3. Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

3. Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. http://press-pubs.uchicago.edu/founders/.

Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source.
1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, doi:10.1086/599247.

2. Kossinets and Watts, "Origins of Homophily," 439.

3. Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. doi:10.1086/599247.

Blog entry or comment

Blog entries or comments may be cited in running text ("In a comment posted to *The Becker-Posner Blog* on February 23, 2010…") instead of in a note, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. There is no need to add pseud. after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, "Double Exports in Five Years?," *The Becker-Posner Blog*, February 21, 2010, http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html.

2. Jack, comment on Posner, "Double Exports."
Becker-Posner Blog, The. http://uchicagolaw.typepad.com/beckerposner/.

E-mail or text message

E-mail and text messages may be cited in running text ("In a text message to the author on March 1, 2010, John Doe revealed . . .") instead of in a note, and they are rarely listed in a bibliography. The following example shows the more formal version of a note.

1. John Doe, e-mail message to author, February 28, 2010.

Formal Requirements

Essays must conform to the prescribed word-limit; nor should they fall far short of the limit. The word-limit applies to the text or main body of your essay; it does not include footnotes or bibliography. Most markers will allow a margin of up to 10% either side of the limit without penalty, but excessively long essays gain an unfair advantage, and will be penalised (See your course guide for specific penalties). Be careful that your word-count applies only to the main text.

Essays should:

- Use 12-point font
- Be double-spaced
- Contain properly formatted footnotes and bibliography
- Be submitted using the History Department essay template (downloadable from your Ako | Learn page).

Essays must be submitted on or before the stated time and date deadline (check your individual course guide and Ako | Learn site carefully), unless you have obtained a formal extension in advance. The grounds for an extension are limited to illness or personal crisis (such as the death of a close family member) and must be supported by a doctor's certificate or a letter from Student Care or a registered social worker or counsellor. (Pressure of work in other courses or a concern that you cannot do your best work within the time available are NOT acceptable grounds for an extension.) If you think you may need an extension, you must apply to your tutor or course convener *well before the due date*.

Late Essays: Essays submitted after the due date without prior extension will incur penalties Your tutor has discretion to deduct one grade for every three days the essay is overdue.

Assessment

Marginal and final comments provided by your marker are intended to help you to develop your skills in essay-writing. Read them carefully. If you do not understand any remarks, or feel that you have been marked unfairly, please see your tutor as soon as possible. If you still remain unconvinced or aggrieved, see the course coordinator.

What do the grades mean?

Your marks in History essays, tests and exams will not be given in percentages; it is hard to justify such a precise measure of 'rightness' in a literary subject. Instead, we use the same grade system as the University, to accustom you to the form in which your final results will appear. Here are some informal explanations:

A+	90-100	EXCEPTIONAL	Outstanding, superb!
A	85-89	EXCELLENT	First Class work: mature, literate, complete, coherent, perceptive. High level analytical skills and mastery of material. Sound judgement.
A-	80-84	BORDERLINE A	(better than B+ but not quite A)
B+	75-79	VERY GOOD	Clear signs of intelligence and ability: valid arguments, sound conclusions, but may lack perception or full coverage. At Honours, B+ means Second Class, Division One.
B	70-74	GOOD	Sound and capable, grasps the question well, tries to answer it with relevant material, but lacks full coverage, perception or analytical skills.
B-	65-69	BORDERLINE	Better than C+ but not quite B; promising but incomplete.
C+	60-64	COMPETENT	Average, ordinary, limited in more than one aspect: question only partly grasped; has some basic points, but lacks detail, depth, development. (Much room for improvement! - yet shows signs of ability to make that improvement.)
C	55-59	MARGINAL PASS	Large gaps, weak grasp of question, poorly expressed, feeble conclusions: barely adequate.
C-	50-54	RESTRICTED PASS	Meets minimum requirements; contains notable shortcomings in argument, style and references.
D	40-49	FAIL	Serious deficiencies: fails to see point of question, illiterate, lacking footnotes or bibliography.
E	0-39	FAIL	Seriously illiterate, incoherent, irrelevant or incomplete.

Department of History Statement on Dishonest or Improper Practices

It is recognised that students will discuss course work and assignments with others, and such discussion is an important part of the learning process. However, any work presented by a student for credit in a course must be that student's own original work. If students are directed to complete work submitted for credit in groups, the work submitted must be the original work of the group. Work submitted in breach of these requirements or which fails to comply with other instructions contravenes the University's Dishonest Practice and Breach of Instruction Regulations. Such work will either not be marked, and all credit for the work in question forfeited, or the matter will be referred to the University's Proctor for investigation and possible referral to the University's Disciplinary Committee. Penalties which may be imposed in the event of a finding of dishonest or improper practice include loss of credit for a course or an item of assessment and, in serious cases, suspension or expulsion from the University. A record is kept of all instances of dishonest conduct.

Instances of dishonest or improper practice in coursework and assignments include but are not limited to:

- Plagiarism. Plagiarism means the dishonest presentation of work that has been produced by someone else as if it is one's own. Please note that the presentation of someone else's work as one's own, even without dishonest intent, may still constitute poor academic practice, and this may be reflected in the mark awarded. There are academic conventions governing appropriate ways to acknowledge the work or part of the work of another person and these are set out in the Department of History's *Concise Guide to Essay Writing*.

- The use of generative artificial intelligence tools, including to generate text, code, equations or other content, except where such use is expressly permitted and is declared or referenced by you in the manner required.

- Submitting for credit in a course an essay or research paper which, although it is the student's own work, is substantially the same as work which has already been (or will be) submitted for credit in another course, whether in the Department of History or some other department or academic institution.

- Copying the work of another student. This includes copying the work submitted by another student for credit for a course in the Department of History or some other department or academic institution.

- Knowingly allowing another student to copy work which that other student then submits for credit for a course in the Department of History.

- Arranging for another person to complete work which is then submitted for credit for a course in the Department of History. An example falling in this category is work submitted for credit which has been obtained from a commercial assignment completion service. Care must be taken when using editing services as it is only assistance with grammar, punctuation and expression that is permissible.

- Completing work for another student which is then submitted by that other student for credit for a course in the Department of History.

- Including made up or fabricated material in work submitted for credit for a course in the Department of History.

- Collaborating in the preparation of answers for take home tests unless advised otherwise in the take home test instructions.

If you are in doubt about any of the above with respect to a particular course, you should discuss the matter with the lecturer concerned. See also the University Discipline Regulations, Dishonest Practice and Breach of Instructions Regulation, and Academic Integrity Policy – refer to UC Calendar and UC web.