

UNDERGRADUATE HANDBOOK

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Introduction to the Department

Welcome to the Department of History at Simon Fraser University!

We provide this handbook for undergraduate students as a supplement to the University Calendar to assist you through your History program. In any case of discrepancy between the information contained in this document and the information provided in the University Calendar, the latter will be taken to be correct.

Why History at SFU?

Why History? Historians study what happened, but even more critically how and why it happened. Through their close analysis of past events, historians have a leading role to play in understanding and explaining the present. By addressing questions of values and ideals with historical examples, and in using the past to discern patterns that others have not seen or understood.

Historians bring the past to life: Historians' quest to understand the past leads them to travel throughout the world to conduct their research and to share their work. Their expertise is often sought by the media to bring historical understanding to current events, and they work with television and film producers to bring history to the general public.

The SFU Program: Our program will introduce you to major world regions and cultures, to historical periods, and to social, political, cultural, and economic themes. Our offerings reflect the history of the diverse population of the Lower Mainland, British Columbia, and Canada, while also providing a global perspective.

Our program:

- **Opens** your mind to a deep and discerning appreciation of, and passion for, the human past and a broad understanding of human experience through time and across the globe.
- **Equips** you with the analytical tools to make you an educated and responsible world citizen better able to understand and live in our complex world.
- **Prepares** you for today's workplace with key critical thinking, research, writing, and communication skills. Pursuing a history degree will give you opportunities to complete major research and writing projects, to speak before an audience and to discuss issues with peers are all essential skills gained from pursuing a history degree.

Career Paths: You will complete our program with highly transferable skills that are readily adaptable to a diverse and changing job market, no matter where your career takes you.

Graduates from our program have successfully pursued a wide variety of careers in education, law, journalism, business, government, and arts and cultural institutions. For further information, see the "Career Opportunities for History Grads" section of this handbook.

Arts Co-op Option: Want to find out where a History degree will take you? Students interested in gaining practical work experience prior to graduation have the opportunity to join the Faculty of Arts Co-op program. Co-op consists of three or four semesters of paid employment with not-for-profit organizations, governments, arts and cultural institutions and companies. For more details, visit Cooperative Education at <http://www.sfu.ca/coop/>

The Faculty and Staff of the History Department

Administrative Staff, 2006-7

Dr. John Craig	Department Chair
Dr. Alec Dawson	Graduate Chair
Dr. Karen Ferguson	Undergraduate Chair
Andre Gerolymatos	Hellenic Studies Chair
Heather Skibeneckyj	Manager, Academic & Administrative Services
Tessa Wright	Undergraduate Advisor
Sheilagh MacDonald	Secretary to the Chair
Lesley Adams	Undergraduate Secretary
Marion Walter	Graduate Secretary
Maria Hamilton	Manager, Academic & Administrative Services Hellenic Studies Program

Faculty Members by Region of Study

Africa

Felicitas Becker PhD (Camb) East Africa, Muslim Africa
Helena Pohlandt-McCormick PhD (Minn) Africa

Asia

Jacob Eyferth PhD (Leiden) Modern Chinese Studies
Janice Matsumura PhD (York) Modern Japan and East Asian History

Canada

Elise Chenier PhD (Queen's) Women's History, Gender History, History of Sexuality
David Delafenetre PhD (Univ. Paris II/Sorbonne Nouvelle) Canadian History
Andrea Geiger PhD (Washington), Immigration; North-American West
Mary-Ellen Kelm PhD (Toronto), Canada Research Chair – Canada; First Nations
Willeen Keough PhD (Nfld), Atlantic Canada
Mark Leier PhD (Nfld), Labour; Left-wing Movements; Western Canada
Jack I. Little PhD (Ottawa), French Canada; Quebec, Rural; 19th Century Canada
C. Allen Seager PhD (York), Western Canada; Western Canadian Labour
Joseph Taylor PhD (Washington), Canada Research Chair - North American, Environmental

Europe

John. S. Craig PhD (Camb) 16th and 17th Century British
Ian Dyck DPhil (Sus) Modern Britain, Regency & Victorian Britain, Social, Cultural & Rural History
Paul Garfinkel PhD (Brandeis) Modern Europe/Modern Italy
Andre Gerolymatos, PhD (McGill), BC Chair in Hellenic Studies; Political & Social History of Modern Greece; Ancient Greek & Roman; Diplomatic History & Intl. Relations.
Dimitri Krallis PhD (Mich), Byzantine
Emily O'Brien PhD (Brown), Renaissance
Hilmar M. Pabel, PhD (Yale), Reformation & Early Modern Europe; Religion
Roxanne Panchasi, PhD (Rutgers), Modern France, Cultural History
Nadine Roth, PhD (Toronto), Modern Germany, Urban and Cultural History

John Stubbs DPhil (Oxf) 20th Century British
Ilya Vinkovetsky, PhD (Berkeley) Modern Russia or Soviet Union

Latin America

Alexander Dawson, PhD (State U. of New York, Stony Brook) Latin America

Middle East

Thomas Kúhn PhD (NYU), Ottoman, Middle East, Turkey; Social History
Derryl N. MacLean PhD (McGill) Islamic, Iran, Muslim India, Social/Religious Interaction
Paul Sedra PhD (NY), Middle East

United States

Karen Ferguson, PhD (Duke) 20th Century US, African American History
Nicholas Guyatt, PhD. (Princeton), 18th & 19th Century U.S. History

Wider World

Luke Clossey PhD (Berkeley), Early Modern Global History

Faculty and Staff Directory

HISTORY DEPARTMENT FALL 2006

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Department Policies

Grade Distribution

The following chart shows grade distribution in the History department and their numerical equivalents:

A+	90 - 100	C+	67 - 69
A	85 - 89	C	64 - 66
A-	80 - 84	C-	60 - 63
B+	77 - 79	D	50 - 59
B	74 - 76	F	49 and below
B-	70 - 73		

Grade Appeals

Students may appeal a course grade if they feel that there has been an error in arriving at or recording a grade. Application for reconsideration is made in writing to the instructor of the course. Forms for this are available from the Advisor and/or Manager, Academic & Administrative Services and must be submitted with any and all exams, papers and assignments that have been marked for the course and returned to the student. The student will then be advised in writing of the instructor's decision. If the student is not satisfied with this decision he or she may apply in writing for reconsideration to the Chair of the History Department. For further information, please contact the Undergraduate Advisor.

Handing in Assignments

Please hand in all assignments directly to the instructor or TA in class or slide them under the Instructor's office door. Please pick up essays and assignments from the instructor or supply the instructor with a stamped self-addressed envelope.

History Department Guide To Academic Honesty And Using Sources

Intellectual rigour and academic honesty are the cornerstones of universities as centres of learning and research. Consequently, academic dishonesty -- even when committed out of ignorance -- is a serious offence carrying potentially severe penalties. According to the university calendar, academic dishonesty is "misrepresentation with intent to deceive or without regard to the source of the accuracy of statements or findings" and includes such examples as cheating on exams or aiding and abetting cheating by others, plagiarism, and submission of false information. Students are expected to inform themselves about what constitutes academic dishonesty and how to avoid it. Below is a discussion of the proper and honest use of sources, one of the most important skills for history students, along with departmental policies dealing with academic dishonesty.

Programs of Study in History

The History program at SFU recognizes the importance of a broad base of knowledge about the History of the world. As such, students in the Major and Honours programs are required to take courses with subject matter concerning Europe, the Americas, and the Wider World (Africa, Asia and the Middle East).

Some vocabulary to help explain this process:

Lower Division = 100 and 200 level classes, or first and second year

Upper Division = 300 and 400 level classes, or third and fourth year

GPA = Grade Point Average - the numerical value of the grade received divided by the credit hours of the course. The Cumulative GPA (CGPA) takes into account all of your grades and total credit hours taken at SFU.

Credit Hours (Units) = roughly equivalent to the hours you spend in a class each week. In the History department, the lower division courses are three credits, while the upper division courses are four credits.

History Honours Program

The History Honours program exists to provide an opportunity for highly motivated and academically successful students to further develop their knowledge and skill in the field of History. It is especially appropriate for those considering future graduate work. Students should apply for the program at the end of the spring semester to begin in Fall.

Admission to the program is limited and is based on GPA, a writing sample and faculty references. Students require a minimum CGPA and History GPA of 3.00 to enter the program, and must maintain a CGPA of 3.0 and a GPA of 3.33 in all Honours courses.

In addition to the requirements for a major, Honours students will complete an additional four courses (totalling 18 credits) comprised of HIST 300-4, HIST 305-4, HIST 400-4 and HIST 498-6, taken in sequence over three to six semesters.

See Tessa or Heather if you would like more information on the Honours Program.

History Major Program

To complete a Major in History, students must complete 18 credit hours of 100 and 200 level courses, including at least 6 hours of 100 division work. The lower division courses should be planned with the upper division courses in mind; consider the prerequisites of 300 and 400 level courses when you make your lower division course selections. Students should plan to take at least one lower division course from each of the three "groups".

Major Program Cont.

At upper division (300 and 400 level courses), you must complete 32 credit hours in History. These courses must be divided among the three "groups" of Europe, the Americas, and Africa/Middle East/Asia with at least two courses from two of the groups and one course from the third. At least 12 of the 32 credits must be in 400 level courses.

History Extended Minor Program

Students wishing to prepare themselves in two subject areas and not wishing to complete a major may instead complete two extended minors. An extended minor includes the lower division requirements of a major and the upper division requirements of a minor.

In History, this means 18 credit hours of lower division work and 16 hours of upper division work, with at least 4 credits at the 400 level. At least 8 hours of the upper division credit must be taken at Simon Fraser University.

NOTE: An Extended Minor Program may not be done within a Bachelor of Arts degree. A Major program is required for a Bachelor of Arts.

History Minor Program

The History Minor program requires completion of at least 9 hours of lower division credit and 16 hours of upper division credit (including at least 4 hours of 400 level credit). At least 8 of the upper division hours must be taken from Simon Fraser University. Minor programs accompany Majors or two extended minors in a Bachelor of Arts, or can be taken alone or with other minors towards a Bachelor of General Studies or Bachelor of Education degree.

History Co-Op

Co-Operative Education is a great option available to History students. The Department of History strongly endorses this program and recommends it highly to all qualified students. Incorporating 3-5 full-time paid work terms with your study terms provides you with highly transferable skills, experience and knowledge of how you can apply your degree to the world of work. It can help you tailor your program of studies towards a career path and the contacts you make can be of assistance to you once you graduate. Co-op participants also benefit from resume writing, cover letter and interview skills workshops specifically designed for Arts Co-op students.

Jobs are available in private industry, not-for-profit organizations and the federal and provincial governments. In recent semesters History students have worked for such employers as Health Canada, Langley School District, Maple Ridge Museum, Richmond Hospital, Fisheries and Oceans Canada and the Future Shop corporate office. Employers are located in the Lower Mainland and out of town (Victoria, Kelowna, Ottawa etc.).

The Arts Co-Op Coordinators can be found in AQ6176, or phone 291-5839 for information. The website is <http://www.sfu.ca/coop/arts>.

Joint Major Programs

Students with an interest that spans more than one discipline might consider enrolling in a "Joint Major" program. These programs allow for the completion of two interrelated programs in the same time as a Major program.

For all of the joint major programs listed below, students must complete History lower division requirements and 24 hours of upper division History credits (including group and 400 division requirements) as well as the requirements of the other Department(s). The Joint Major programs are:

French/History/Political Science Joint Major

This program concentrates on the languages, literature, history and politics of France and the French-speaking peoples of Canada and the world. It prepares students for careers in teaching, journalism, and work for the civil and diplomatic services. It is jointly offered by French, History and Political Science departments. For more information, contact the Department of French.

History and Latin American Studies Joint Major

History and Latin American Studies (housed in Sociology/Anthropology), have a joint major program that can lead to a Bachelor of Arts or Bachelor of Business Administration degree. Spanish or Portuguese language proficiency (equivalent to three college level language courses) must be demonstrated. Students must complete 20 hours of Latin American Studies courses along with the History requirements.

History and Canadian Studies Joint Major

Students in this program must complete all the special requirements for a major in Canadian Studies and the listed History requirements. There are a wide variety of courses at the university with Canadian Studies content. Students must also demonstrate a working knowledge of French (equivalent to French 101).

History and Humanities Joint Major

Students in this program must complete the requirements for a joint major in Humanities and the History joint major requirements. This program enables students to explore the relationships between the two disciplines. For more information on this program, consult with the advisor for the Humanities.

History and Women Studies Joint Major

Students in this program must complete all joint major requirements in History and Women's Studies. This program enables students to explore the relationships between the two disciplines. For more information on this program, consult with the advisors in History and Women Studies.

Concentration in Middle Eastern and Islamic Studies

To accompany a Major, Extended Minor or Minor, students may complete this concentration by completing the following courses:

two of:

HIST 151-3 The Modern Middle East
HIST 249-3 Origins of Islam and the Emergence of Islamic Civilization
HIST 252-3 Islamic India

and four of:

HIST 350-4 The Ottoman Empire and Turkey HIST 352-4 Religion and Politics in Modern Iran
HIST 354-4 Imperialism and Modernity in the Middle East
HIST 355-4 The Arab Middle East in the 20th Century
HIST 456-4 The Late Ottoman Empire: State, Culture and Social Transformation, 1750-1923
HIST 457-4 The Turkish Republic: Politics, Society and Culture, 1918 - Present
HIST 465-4 Palestinian-Israeli Conflict in Historical Perspectives
HIST 467-4 Modern Egypt
HIST 469-4 Islamic Social and Intellectual History

Concentration in British History

To accompany a Major, Extended Minor or Minor, students may complete this concentration by completing the following courses:

HIST 215-3 The Making of the British Isles

Plus one of:

HIST 315-4 Politics & Society in England, 1500-1707
HIST 316-4 English Society Since the Mid Eighteenth Century

and four of:

HIST 339-4 The British Empire and Commonwealth
HIST 404-4 Protestants, Papists and Puritans: Culture and Belief in Early Modern England, 1500-1640
HIST 405-4 Authority and Community in Early Modern English Society, 1500-1700
HIST 407-4 Popular Culture in Great Britain and Europe
HIST 413-4 Britain and Europe in the Twentieth Century
HIST 415-4 Victorian Britain
HIST 481-4 British India

Awards, Scholarships and Bursaries for History Students

This is a listing of prizes, scholarships and bursaries for History students. For further information and a complete listing of scholarships and bursaries, check out the [Financial Aid and Awards](http://students.sfu.ca/fa/) website at <http://students.sfu.ca/fa/>

Bruce McKelvie Endowment Bursary Fund

Value: \$400 To qualify students must have completed at least two years of study at Simon Fraser University and be focusing their studies on early BC History, namely 18th century forward. The bursary has been established by the Native Sons of British Columbia, Post #2. Students must apply for bursaries on the SFU bursary application forms. **Application forms** are available from Financial Assistance Office at MBC 3200 or from the Bursaries, Scholarship & Awards section of (www.reg.sfu.ca).

Awarded: Fall, Spring

Dr. Margaret Ormsby Bursary in History

Program ID: UEBO-719 Value: \$850 Granted to undergraduate students in the Department of History based on demonstrated financial need and satisfactory academic performance. **Application forms** are available from Financial Assistance Office at MBC 3200 or from the Bursaries, Scholarship & Awards section of (www.reg.sfu.ca) Awarded: Fall

Richard Morgan Memorial Book Prize

This award is for an undergraduate student who submits a superior term report or essay on any topic concerning Canadian Native history. Special consideration will be given for originality in analysis and treatment of the area. Essays are to be submitted to the History department by April 15, and must have been written in one of the three previous semesters.

Margaret Ormsby History Prize

The Margaret Ormsby History Prize will be awarded for the best essay written by an undergraduate upper-level student enrolled in a Canadian History course at Simon Fraser. Special consideration will be given for originality in analysis and treatment of the subject. Essays are to be submitted to the History Department by April 15th, and must have been written in one of the three previous semesters. The prize will be administered by the History department and will be awarded on the recommendation of the Ormsby Prize Committee to the Department. It is understood that the History Department will undertake to publicize and adjudicate the competition.

European History Essay Prize

The European History Essay Prize will be awarded for the best essay written by an undergraduate upper-level student enrolled in a European History course at Simon Fraser. Special consideration will be

given for originality in analysis and treatment of the subject. Essays are to be submitted to the History Department by April 15th, and must have been written in one of the three previous semesters.

Simon Fraser University Gold Medal and Prize in History and Stephen McIntyre Book Prize in History

This gold medal and book prize will be awarded in June to the top graduating student in History from the past three semesters in recognition of academic excellence.

African Middle-Eastern Asian Essay History Essay Prize

An essay prize has been created for a student producing a superior term essay or report in African, Middle-Eastern or Asian History. Special consideration will be given to originality of analysis and treatment of the area. Essays are to be submitted to the History Department by April 15th, and must have been written in one of the three previous semesters.

A large number of scholarships and bursaries are available to students at SFU. Here are a few that are directed at History students. If you are in need of financial aid, make sure to check the Financial Assistance and Awards section of the calendar. Not only 'A' students are eligible for support as many of the scholarships and bursaries consider financial need as a primary criteria.

BC Historical Federation Scholarship

Deadline: May 15th

A \$500 scholarship is available to an undergraduate student entering the fourth year of a major or honors program in Canadian history with specialization in BC history. The applicant's letter, an essay of 1,500-2,000 words on a topic relating to the history of British Columbia, plus letters of recommendation from two professors and a recent transcript should be submitted by May 15th. Contact: Frances Gundry, 255 Niagara Street, Victoria, B.C. V8V 1G4; tel: (250) 387-3623

Burnaby Historical Society Scholarship

This scholarship, given by Drs Violet and Blythe Eagles in honour of Evelyn Salisbury, is an annual award of approximately \$1,000 to a fourth year undergraduate student who is enrolled in a major or honors program that specializes in Canadian history, with preference given to the history of British Columbia. Candidates should apply in writing, outlining their studies to date, provide an essay or an example of research done and including a current academic transcript and letters of recommendation from two professors. Applications are to be submitted by June 15th to: The Burnaby Historical Society, Scholarship Committee, c/o Burnaby Village Museum, 6501 Deer Lake Avenue, Burnaby, BC, V5G 3T6. Tel: (604) 293-6500, Fax: (604) 293-6525.

Churchill Communication Challenge Essay/Term Paper Competition

Offers two prizes (\$600 and \$200) to students majoring in History or Political Science. Up to 6 essays per year per university selected by faculty members. Contact Financial Aid and Awards for full criteria.

GUIDELINES FOR PREPARING HISTORY ESSAYS

A. DESCRIPTIVE VS. CRITICAL WRITING

1. **Descriptive** writing says what happened or what another author has discussed; it provides an account of the topic.
2. **Analytic or critical** writing asks and answers questions, makes comparison, and presents and defends a thesis or argument. Rather than just stating the facts, this approach explains and interprets them. Why did events take place, what were their consequences, how did they relate to other developments? Why did the authors you read take differing stands? What is your own interpretation of the issues?
3. In most history courses you will be asked to write and think critically. You are expected to provide your own analysis of the topic or issues.
4. You must provide evidence and examples to support your arguments. Make sure that you understand clearly what each assignment requires in terms of the balance between description, analysis, and argument.
5. If you encounter material that does not support your position, do not ignore it. You must explain why you think that evidence is less persuasive or important.

B. THE MAIN COMPONENTS OF A FORMAL ESSAY

1. **Title Page:** the paper's title, your name, the course number and the date should appear on a separate first page.
2. **Introduction:** lays out your topic, states what your particular approach or argumentation will be, and tells your reader how the paper will be structured (the main points you will consider). You may also provide some background or context in this section. Generally, one paragraph is sufficient space for an introduction.
3. **Body:** presents your evidence and examples in a logical and orderly fashion. This section develops your analysis and argument.
4. **Conclusion:** pulls together the main points of your essay and reasserts or emphasizes the strengths of the thesis or argument. The conclusion should indicate why it was important to arrive at the point in question - what can be seen that could not be seen, as it were, when you started.
5. **Footnotes or Endnotes:** in most cases, history essays will require footnotes (at the bottom of the page) or endnotes (at the end of the paper). Either form is acceptable. Footnotes and endnotes use the same format and the only difference between them is their physical location.
6. **Bibliography:** in most cases, history papers will include a bibliography of the works cited in the footnotes or otherwise consulted. **Note:** The 'Harvard style' of bibliographical references (indicated in brackets in the text) is generally not acceptable in history papers.

C. ORGANIZATION AND STRUCTURE

1. The body of your paper should be organized into several main sections, each of which deals with a given sub-topic, issue, or question within your general subject. In each section, you will have one or more paragraphs focussing on individual aspects of that topic.

2. A paragraph consists of a block of material about a single sub-topic or about a particular point contributing to the development of your argument or thesis.
3. Each paragraph should begin with a general topic sentence indicating the subject of the rest of the paragraph. By reading the topic sentence of the paragraph, your reader should be able to get a summary of the subject you are addressing. The remaining sentences in each paragraph provide more detail or evidence about the main topic. The paragraph should **develop** the idea laid out in the topic sentence. A good expository paragraph normally contains at least three sentences in addition to the topic sentence and may have a concluding sentence.
4. Each paragraph within a section should be clearly related to the one before and the one after, creating an even, logical flow. If the link is not readily apparent, you should include a transitional sentence describing the connection.
5. Normally, papers of less than 25 pages in length do NOT require heading at the beginning of each section. Including good transitional sentences and paragraphs, eliminates the need for such headings.

D. GENERAL RULES FOR ESSAY WRITING

1. **Spelling:** Spell-check AND proof-read your essay carefully. A sloppy paper distracts from what you are saying and raises questions in your reader about the carelessness of preparation. Remember that computer spell-checkers do not catch typos like "marital" vs. "martial" and "there" vs. "their".
2. **Contractions:** do not use contractions (isn't, wasn't) in formal writing.
3. **Commas:**
 - (a) use a comma after each item in a sequence of three or more items, including the next-to-last. For example: The Hudson's Bay Company traded for beaver, marten, and fox.
 - (b) use commas to set off parenthetical phrases (one that could be put into parentheses or removed from a sentence) instead of parentheses.
4. **Spacing and Print Size:** unless instructed otherwise, always type and double-space your work using standard margins (usually 1 inch on the sides and bottom and 1.5 inches on the top) and a standard print font (12 point or 10 cpi). Remember, your reader should not require a magnifying glass.
5. **Word Count:** as a general rule of thumb, one page of typed, double-spaced text (exclusive of footnotes) contains roughly 250 words. A 10-page assignment (regardless of font size) then, should contain approximately 2500 words.
6. Number the pages so your instructor can refer to them.
7. Indent the beginning of each paragraph 5 spaces from the left margin.
8. Staple your paper together neatly.
9. Keep a copy of your paper either on disk or photocopied.

F. REFERENCING AND ACADEMIC HONESTY

1. **Plagiarism:** or academic dishonest can take many forms presenting other people's text and ideas as if they were your own, or submitting a paper that you did not write. Consult your instructor or TA for further guidance on this issue. See also University Calendar, "General Regulations," paragraph 1.

2. You must acknowledge the sources of all your information and any ideas or interpretations you have taken from other works. These references are usually placed in footnotes or endnotes (see below), including all works consulted.
3. You may not use a paper you wrote for one course to fill an assignment in another course, unless prior approval is obtained.

G. PRIMARY AND SECONDARY SOURCES

A primary source is a record left by a person (or group) who participated in or witnessed the events you are studying or who provided a contemporary expression of the ideas or values of the period under study. Examples of primary sources are letters, autobiographies, diaries, government documents, minutes of meetings, newspapers, or books written about your topic at that time. Non-written primary sources include interviews, films, photos, recordings of music, and clothing, buildings, or tools from the period.

Secondary sources are accounts written by people who were not involved in the events or in the original expression of the ideas under study. Written after the events/ideas they describe, they are based upon primary sources and/or other secondary works. Thus an early 20th century historian could prepare a secondary study of the American Civil War through reading documents from that period, interviews with veterans, examination of weapons and so on.

1. When working with **secondary sources**, limit your use of direct quotations. In general, your paper will flow better if you paraphrase the statement, putting it into your own words. Quote only when you wish to call attention to the author's precise phrasing.
2. When using **primary sources**, you may want to use a few more direct quotations to illustrate the mood, language, or 'flavour' of your sources. But even here, be sparing. A good rule of thumb is to quote only when you plan to analyze or interpret the passage; otherwise, paraphrase.
3. Do not use a direct quotation as the topic sentence of a paragraph.
4. Every direct quotation must be put into quotation marks and given its own individual reference, normally in a footnote or endnote.
5. Quotations of 5 or more lines need to be indented 5-8 spaces on either side and single-spaced. When you use this format, do not use quotation marks (but do still give the reference in a note). Shorter quotations should be typed as part of the paragraph.
6. If you leave out words from a quotation, to shorten it or to make it fit into the grammar of your own sentence, indicate the omission by using three periods. For gaps in the middle of a sentence, use three periods, for omissions at the end of a sentence, use four periods (e.g. "History can be fantastic . . .").
7. If you insert a word into a quotation, to increase clarity or adjust it to your own presentation, put the insertion into square brackets thus: She commented that "by January . . . [the trees] looked sickly'.

I. FOOTNOTES/ENDNOTES -- FORMAT

1. Footnotes and endnotes are used to indicate the exact source of every quotation used, and to acknowledge the opinions of others incorporated into the essay. It is usual to refer in the body of your essay to the name of the author you are quoting. Give the full details of author, title, publication, date and page in the footnote.
2. Footnotes and endnotes should be numbered consecutively throughout the paper, and the number should be slightly above the line of text.¹ The first line should be indented five spaces.

3. If a work is cited more than once, the first note should contain the full citation, while subsequent notes may include the author's surname, a shortened form of the title and page number.²
4. Footnotes will appear at the bottom of the page (as shown below), while endnotes will appear on a separate page at the end of the essay (with the heading "Endnotes" at top of page).
5. Notes should be single-spaced, with two spaces between each note (see examples attached).

J. FOOTNOTES/ENDNOTES -- EXAMPLES

Book or monograph ¹ Bruce Trigger, Natives and Newcomers: Canada's "Heroic Age" Reconsidered (Montreal, 1985), 55.

Article contained in an edited volume (anthology) ² Elizabeth Jameson, "Imperfect Unions: Class and Gender in Cripple Creek, 1894-1904", in M. Cantor and B. Laurie, eds., Class, Sex, and Working Women (Westport, 1977), 87.

Article contained in a journal or magazine ³ Dianne Newell, "The Importance of Information and Misinformation in the Making of the Klondike Gold Rush", Journal of Canadian Studies 21, No. 4 (1986), 98.

¹ Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations (Chicago, 1967), 67.

² Turabian, A Manual for Writers, 75.

Subsequent notes ⁴ Trigger, Natives and Newcomers, 65.

Book with more than one author ⁵ Ken Coates and William Morrison, The Sinking of the Princess Sophia: Taking the North Down with Her (Toronto: Oxford University Press, 1990), 35-38.

Quotations from other sources Frederick Jackson Turner, "The Significance of the Frontier in American History" (1893), as quoted in John L. McDougall, "The Frontier School and Canadian History", Canadian Historical Association, Report of the Annual Meeting held at Ottawa May 22-23, 1929, 121

Edited works ⁷ Kerry Abel and Jean Friesen, eds., Aboriginal Resource Use in Canada: Historical and Legal Aspects (Winnipeg, 1991), 167, 178.

Work by one author, translated by another ⁸ Renée Lévesque, Memoirs, trans. Philip Stratford (Toronto, 1986), 28.

Newspaper Article ⁶ Gary Gerhardt, "Troubled Bighorn Herd", Rocky Mountain News (9 January 1989), 8.

Films ⁹ The Other Side of the Ledger: An Indian View of the Hudson's Bay Company (National Film Board of Canada, 1970).

K. BIBLIOGRAPHY -- FORMAT

1. The bibliography should list all the books and articles used in the preparation of your essay including those that you did not quote from or cite directly.
2. The bibliography should start on a separate page, with the heading "Bibliography" at the top.
3. The items in the bibliography should be arranged in **alphabetical order**. Each item should be single-spaced, with the second and subsequent lines indented 5 spaces. These items are not numbered (see examples attached).

L. BIBLIOGRAPHY -- EXAMPLE

Abel, Kerry and Jean Friesen, eds. Aboriginal Resource Use in Canada: Historical and Legal Aspects. Winnipeg: University of Manitoba Press, 1991.

Coates, Ken and William Morrison. The Sinking of the Princess Sophia: Taking the North Down with Her

Toronto: Oxford University Press, 1990.

Gerhard, Gary. "Troubled Bighorn", Rocky Mountain News, 9 January 1989: 8, 19.

Jameson, Elizabeth. "Imperfect Unions: Class and Gender in Cripple Creek, 1894-1904", in M. Cantor and B. Laurie, eds. Class, Sex, and Working Women. Westport: Greenwood Press, 1977: 245-63.

Renée Lévesque. Memoirs, trans. Philip Stratford. Toronto: McClelland and Stewart, 1986.

Newell, Dianne "The Importance of Information and Misinformation in the Making of the Klondike Gold Rush", Journal of Canadian Studies 21 (1986): 95-111.

Note: Not all instructors require references in such detail, and in general keep in mind that course requirements vary. Consult your instructor or TA for the exact requirements in your particular course. All instructors, however, require logic, consistency, and neatness.

2 June 2003

WRITING A BOOK REVIEW:

A Guideline

You should attempt to answer two basic questions about the book that you have chosen for your review. First, what is the author trying to do; what are the themes, purposes and intentions of the book? Second, how well does the author achieve his or her purposes? Within these two general questions lie more specific ones that are determined by your own judgment.

Whilst exploring the intentions of the author, for example, you will probably wish to bear in mind some details of his or her social and economic circumstances, which you will be able to determine from reference works such as your texts, biographical dictionaries or the editor's introduction to the edition that you are reading. You should also bear in mind the time at which the book was written: it is important, for example, to locate Voltaire's "Candide" in the context of the eighteenth century Enlightenment rather than of seventeenth century absolutism; similarly Orwell's "Down and Out" belongs in the context of the economic depression of the 1930's. You might wish to allude to possible meanings of the book for the current decade, but it is essential that you bear in mind the historical context of the book in hand. Mary Wollstonecraft's advice regarding women's rights might appear modest by contemporary standards, but what of the 1790's, when the book was written?

The skilled book reviewer bears in mind questions of method. Is the evidence in the book adequate to support the conclusions drawn? How appropriate is the subject matter included, and how credible do you find the author's commentary? In dealing with these questions, it is important that you think analytically and critically. A personal reaction unsupported by evidence is no more acceptable in your report than in the book you are reviewing. You must not simply say, for example, that the "Communist Manifesto" is a boring and repulsive work, or that Remarque was a superb authority on trench life during the Great War. While such statements might be true, you must attempt to provide evidence from the book that justifies your thoughts.

Internet Sources

More and more frequently students are using internet sources for their written assignments. While the web has opened up historical research in dramatic ways, especially by making primary sources readily available, is important when using these sources to insure that they are credible and that the information they contain is accurate. While you can be fairly confident about the legitimacy and accuracy of sites run by libraries, museums, and university, individuals', other websites (including companies', individuals', and political organizations') bear more scrutiny. When in doubt, talk to your professor.

Please note: University faculty have access to very effective electronic services to detect plagiarism from internet sources.

Citing internet sources:

It is important when citing material obtained on a website to give the author, title, and date, along with the URL to the specific source you have used **AND** the plain English name of the site. Professors must be able to access the sources you have used, otherwise your citation will be incomplete.

For example:

For footnotes:

Jill Brown, "President Coolidge at Home and Abroad," President Calvin Coolidge State Historic Site <<http://www.historic.vermont.org/coolidge/inaugural>>

For bibliography:

Brown, Jill. "President Coolidge at Home and Abroad." President Calvin Coolidge State Historic Site. <<http://www.historic.vermont.org/coolidge/inaugural>>

Worried that your degree in History won't lead to a good job? Here are a few of the fields that History Program graduates can enter:

Archives and Museums
Armed Forces
Banking
Business
Civil Service
Film Advisor/Researcher
Foreign Service
Heritage Preservation
Insurance

International Agencies
Politics
Political Party Administrator
Polling and Elections
Public Administration
Public Relations
Research
Retail Management
Writing

And with additional training:

Journalism
Law
Library Science
Teaching K-12 to University
Policing

Students with Arts degrees such as History are valued by employers for their ability to learn and to adapt their existing knowledge to new situations.

The American Historical Association has produced a valuable website full of useful information:
<http://www.theaha.org/pubs/careers/Index.html>

The key thing to remember about careers and Arts degrees is that you need to be proactive in finding and pursuing your career opportunities. Co-op is the best way to start this process – visit the Arts Co-op Coordinator in AQ 6176 for more information.

The **Health, Counselling and Career Centre**, located on the bottom floor of the Maggie Benston Centre, is there to assist you with study skills, career planning, job finding skills and more. Do take advantage of this valuable service!

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