

HOW TO
**ACE A
HISTORY
OR
PUBLIC
HISTORY
DEGREE**

**Brandon University Department of
History and Public History Program**



**BRANDON
UNIVERSITY**

How to Ace a History or Public History Degree

Brandon University Department of History
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WELCOME TO HISTORY!

This handbook will help you organize your history or public history studies at Brandon University (BU) so you can do well and, hopefully, enjoy the experience. We're going to explain what you should be doing in each of your years here and give you some advice along the way.

In the History Department, you can pursue one of several areas of concentration if you wish, focusing on the various geographic regions or time periods that we cover. Currently, we offer concentrations in Canadian, Western European, and Latin American History.

The History Department is also the home of Brandon University's innovative Public History Program. Public history makes historical information accessible and engaging to wider audiences. It is history that is seen, heard, read, and interpreted outside the classroom. Museums, memorials, films, TV shows, popular history books, historical novels, and video games are just a few of the many forms public history can take.



WHY STUDY HISTORY AND WHY AT BRANDON UNIVERSITY?

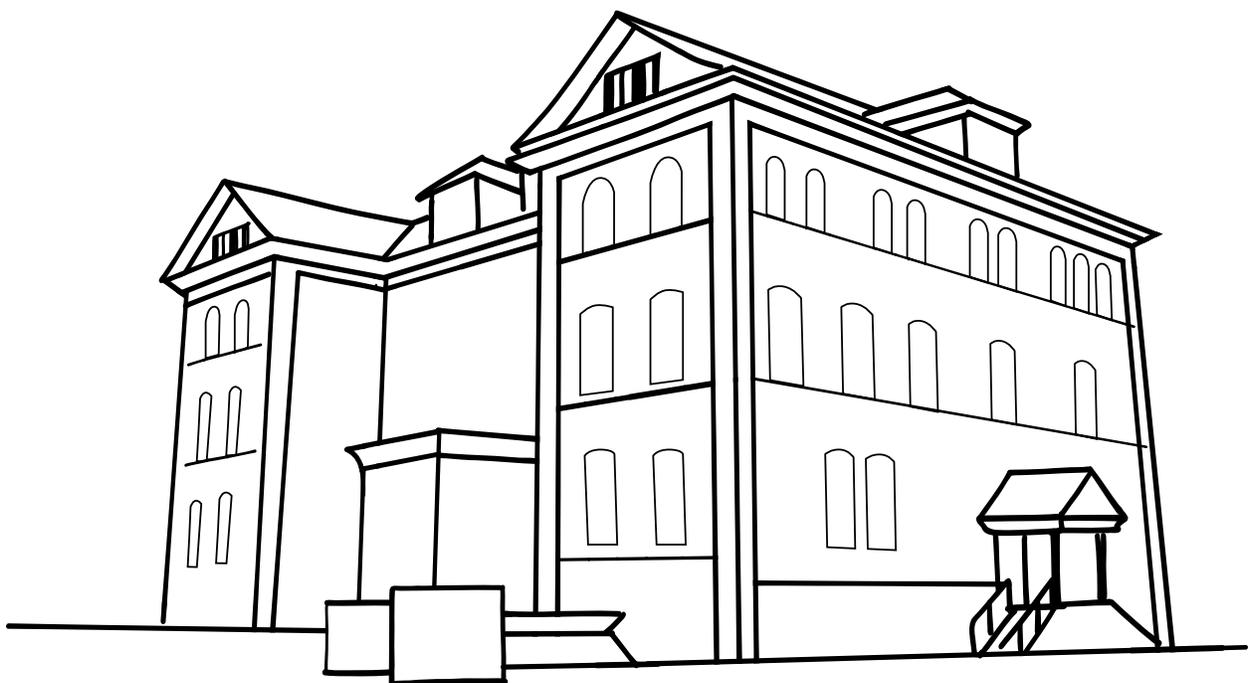
In studying history or public history, you will develop a range of skills, including, but certainly not limited to:

- **the ability to carry out research and assess evidence**
- **the ability to think critically**
- **the ability to assess conflicting interpretations and claims**
- **the ability to construct compelling arguments**
- **the ability to speak in public**
- **the ability to write well**

Studying in our programs at BU offers several advantages. Our classes are small, so you can get to know other students and the faculty. Unlike big universities, at BU, history courses are taught by professors, not teaching assistants, so we can offer you attention and assistance throughout your career as a history undergraduate.

All the BU History Department members are active researchers with strong publication records (which is unusual), so your courses will incorporate the latest research and discoveries being made today. Our professors welcome one-on-one student interactions, so you can get help from us with your skills development. As well, we can advise you about course choices and offer various other kinds of support.

We can also point you toward valuable career development opportunities. This includes undergraduate research assistantships, work that is usually done by graduate students at larger universities. We can also support your post-degree endeavours. We have written many reference letters for teacher education programs and graduate and law school and are happy to help you with applications for admission and scholarships.



EARN WHILE YOU LEARN: CO-OPERATIVE EDUCATION OPPORTUNITIES THROUGH THE BU HISTORY DEPARTMENT AND PUBLIC HISTORY PROGRAM

Brandon University has a co-op program that allows students to integrate paid work terms between academic sessions for academic credit. You will be able to apply the concepts, theories, and knowledge you gain in your history courses to relevant paid employment opportunities. This will not only give you practical work experience before you graduate but will also strengthen your resume when you seek full-time employment and give you greater on-the-job confidence.

Students pursuing degrees in history or public history at BU can participate in BU's Co-op Education Program. To enter the Co-op Program, students must complete a minimum of 30 credit hours, including 6 credit hours of first-year History courses. Students must also have at least a 2.70 GPA in their major to be eligible for the Co-op program.

For more information on the Co-op Education Program, go to <https://www.brandonu.ca/co-op/>.

MAKE YOUR TIME AT BRANDON UNIVERSITY MORE FUN: JOIN THE HISTORY CLUB!

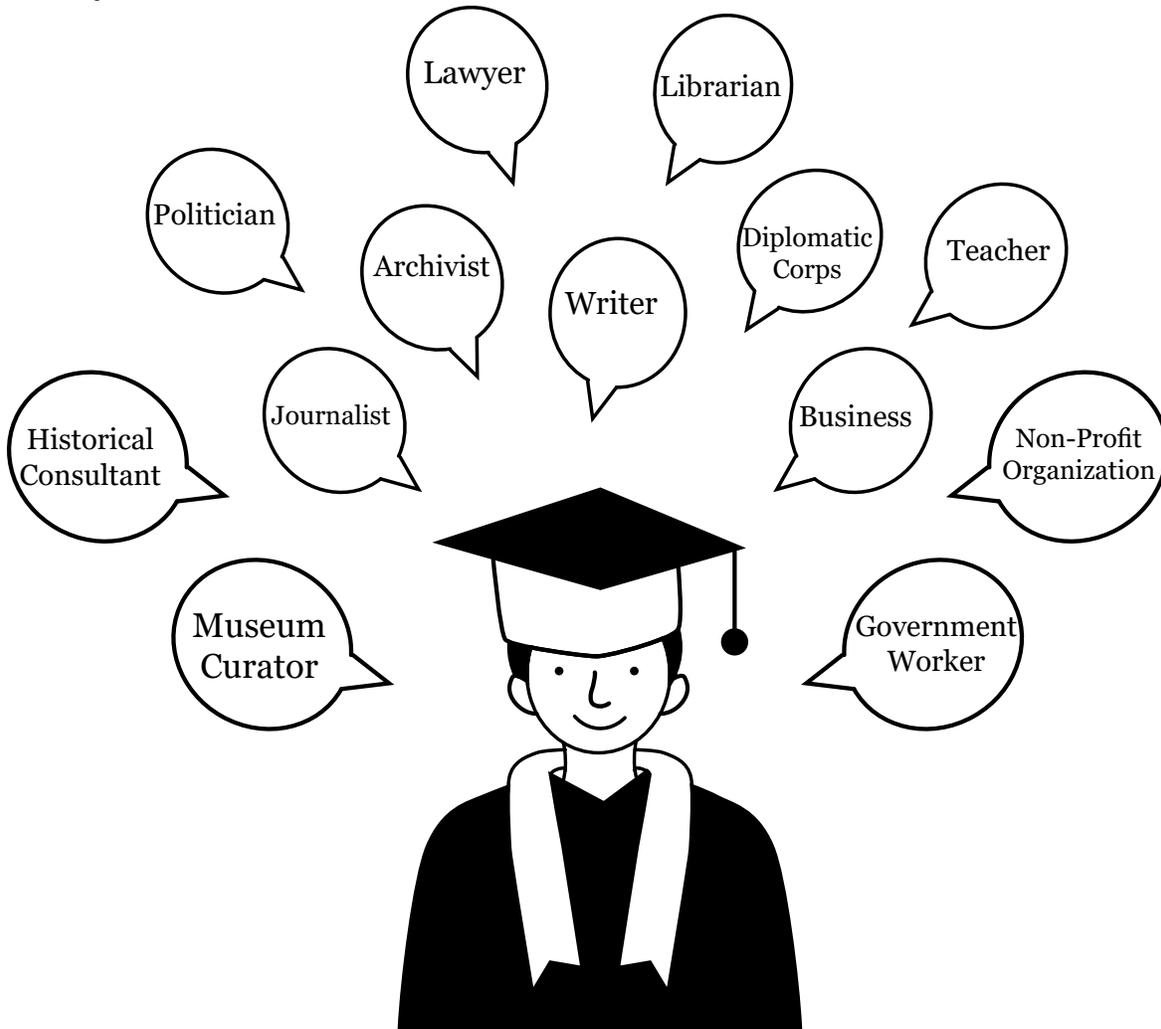
The Brandon University History Club welcomes all BU students interested in the disciplines of history and public history. Through events nights, movie nights, game nights, study nights, and other activities, it aims to provide a community where like-minded students can learn and grow in these disciplines.

For more information on the History Club and its activities, email brandonhistoryclub@outlook.com.



WHAT CAN YOU DO WITH A HISTORY OR PUBLIC HISTORY DEGREE?

There are many career paths open to you as a history or public history major or minor. Here are just some of them:



CAREER PATHS!

A wide range of occupations rely on and benefit from the skills that a history or public history education provides: research skills, critical thinking skills, along with the ability to communicate effectively orally and in writing.

THE DEGREES WE OFFER

The History Department and Public History Program at Brandon University offer several routes to a degree. These include three-year, four-year, and honours majors and minors in history or public history.

FOUR-YEAR HONOURS DEGREE: HISTORY OR PUBLIC HISTORY

The four-year Honours Degree is the highest undergraduate credential you can obtain. It demonstrates that you have mastered a broad range of historical material and developed the skills to analyze and write about history or public history at a superior level. Besides impressing potential employers, it is your entry to further education in a number of fields including graduate studies at the master's level in history or public history. For this degree, you must take at least 54 credit hours in History Department courses.

FOUR-YEAR COMBINED HONOURS DEGREE: HISTORY OR PUBLIC HISTORY

If you wish to major in another subject in addition to history or public history, this is the degree for you. In Combined Honours, you must take at least 42 credit hours in each of your two major subjects.

FOUR-YEAR GENERAL DEGREE: HISTORY OR PUBLIC HISTORY

If you simply love history and do not intend to go to graduate school, then this degree is a good option. In the four-year General Degree, you must complete at least 48 credit hours in History Department courses.

THREE-YEAR DEGREE: HISTORY OR PUBLIC HISTORY

If you are planning to enter a professional program such as Education, this may be an appropriate degree for you. This degree requires you to complete 30 credit hours of History Department courses.

HISTORY OR PUBLIC HISTORY MINOR

Pursuing a minor in history or public history is a great way to complement your major in another academic subject. A minor requires the completion of 18 credit hours of History Department courses.

CERTIFICATE IN PUBLIC HISTORY

Those interested in developing a professional microcredential in public history without having to complete an entire degree may elect to pursue a Certificate in Public History at

BU. To complete the certificate, students take 12 credit hours of public history courses and one of the department's first-year courses. Students may ladder the Public History Certificate into an undergraduate degree at BU.

WHEN SHOULD YOU DECLARE YOUR MAJOR?

Normally, you should officially declare your major at the end of first year, or after 30 credit hours if you don't take a full course load in your first year.

DEGREES REQUIREMENTS, OR WHAT COURSES WILL YOU TAKE?

Whether you major or minor in history or public history, you will be required to take at least six credit hours of first-year courses (two three-credit hour courses)¹ consisting of at least one World history and one Canadian history course.

Students pursuing a public history major or minor must also take 54:250 Introduction to Public History, along with several other specific public history courses.

If you are planning to complete an honours degree or combined honours degree in history or public history, you will also need to take 54:437 Historical Methods and Historiography. Students doing the public history honours or combined honours degree must also complete 54:401 The Practice of Public History. These courses are not always offered every year, so plan your schedule accordingly. It is best to take them when you are in the third or fourth year of your studies.

Beyond these requirements, as a history or public history major or minor, you will also need to take a variety of upper-level history or public history courses, along with courses from other departments.

Students completing the Certificate in Public History need only complete one first-year history course (world or Canadian history), 54:250 Introduction to Public History, and three additional public history courses. No other courses are required to complete the certificate.

Please consult the History Department and Public History Program sections of Brandon University's Course Calendar for a detailed list of all requirements for each degree path.

¹ 3 credit hours = a one-term course. With the exception of 54:437 Historical Methods, which is a 6-credit-hour course (which means it runs from September to April when it is offered), all our courses are one-term courses.

This includes the non-history requirements for all history and public history degrees (including Liberal Education and Indigenous course requirements) and grade point minimums for each degree program. BU's Course Calendar also includes detailed descriptions of the courses we offer.

We strongly urge you to consult with the department chair, other faculty members in the department, or an academic advisor. This will ensure that you are choosing an adequately diverse range of history courses and that you are fulfilling all the requirements for our various history or public history degrees.

YOUR EXPERIENCE EACH YEAR, OR WHAT THOSE COURSE NUMBERS MEAN

As you've probably already noticed, history and public history courses are numbered in the 100, 200, 300, and 400 ranges. The number ranges mean something; at each level, we teach different and more advanced skills, and the ways we teach can also vary depending on the course level. If you decide to major in history or public history, here is what your time here should look like:

FIRST YEAR

In first year, you should be taking our introductory courses since they help you develop the basic skills you need to succeed in history: how to read critically and how to organize, argue, and write a history essay. Currently, we have four first-year courses:

54:153 World History to 1500
54:154 World History Since 1500
54:155 Canada to Confederation
54:156 Canada Since Confederation

While you will need to take the World or Canadian courses sequentially if you want to know the overall story. Each course is independent and free-standing, so if only World History Since 1500 or Post-Confederation Canada interests you, then you will be fine taking these without the earlier period courses.

- If you plan to major in history or public history, you must take at least two of our four first-year courses: one world history course plus one Canadian history course. You may take more than two of the four, but remember the university

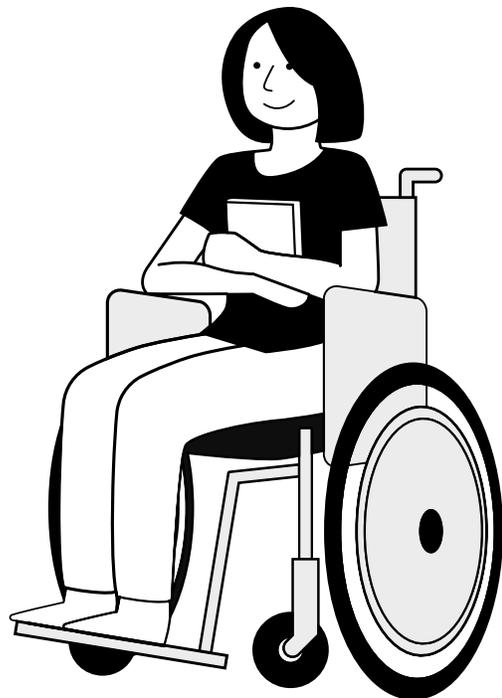
places a limit on how many first-year courses count toward your degree. Please consult with BU's Academic Advising for more information.

- First-year students are free to take second-year history courses, but we recommend that only strong, well-prepared students do this since most of you will find our first-year courses sufficiently challenging.
- Once you have completed 30 credit hours of coursework (a one-term course = 3 credit hours), you must declare a major (and we do hope it will be history or public history). If you're not sure how to do this, you can get help from Finance & Registration (second floor, Clark Hall).
- History and public history courses are time-consuming. You will always have required readings for class discussion, and most courses have at least one essay to write or a substantial project to complete. In your first year, unless you are a very strong student, you should take no more than two history courses each term.

SECOND YEAR

The second-year courses in the History Department and Public History Program are our surveys. Second-year courses are crucial building blocks for more narrowly focused and intensive third- and fourth-year courses. Some of the second-year courses are narrative surveys of particular countries such as Modern France, Early Modern Britain or regional surveys like the Canadian West, Latin America, or High and Late Medieval Europe or the Global South. Others offer surveys of particular periods like Ancient History or the World Since 1940. Our second-year Introduction to Public History offers a broad overview of the field. In these courses, you will work on research skills and continue strengthening your critical thinking and essay-writing skills.

- There are no prerequisites for the second-year courses; you are free to enrol in them at any point in your student career.
- If there are third-year courses that you would like to take, it will be helpful to take the appropriate second-year survey as preparation.
- If, by this point, you have decided to do a four-year degree, make sure you change your program status. The History Department and Public History Program have a wide range of scholarships, some of which are available only to students in four-year programs. Do your research because there is money available!



THIRD YEAR

Third-year courses are more in-depth than first- or second-year offerings. Generally, they explore specific themes or groups, such as Public History in Canada, the Vikings, British Cultural History, the Fascist Era, Women in Revolutionary Movements, as well as topics like Museums and Oral History. In these courses, you will be able to closely focus on particular subjects and issues. By this stage in your career as a history or public history student, we expect you will have mastered the fundamentals of history writing and critical thinking. You may have the opportunity to do some original research in some courses.

- Most third-year courses have prerequisites for admission. Generally, at least six credit hours in history is necessary, but check the particular course descriptions in the calendar.
- Check Brandon University's course calendar for the minimum number of third- and fourth-year courses you need to complete your major. You don't want to discover when you're ready to graduate that you're missing a required course!
- For a three-year degree, you will need 12 credit hours (four one-term courses) at either the 300 or 400 level.

FOURTH YEAR

Fourth-year courses are in-depth explorations of particular topics or periods. They are also your opportunity to do some original historical research. If you love history or public history, you will enjoy these courses. However, be aware they are more demanding than third-year courses: there is more reading each week, and the assignments are more substantial. But senior students (in third and fourth year) should be more than ready to handle the demands.

- You should not consider taking a fourth-year course until your third year; they are meant for senior students.
- For a four-year degree, you must complete 24 credit hours (eight one-term courses) at the 300 or 400 level.

HOW TO ACE A HISTORY OR PUBLIC HISTORY DEGREE

PRO TIPS FOR SUCCESS

Completing any university degree takes time, effort, dedication, and organization. Following are five critical things you need to do to ensure your success as you work through your history or public history courses at Brandon University.

1. **Come to class regularly.** Lectures don't simply repeat assigned reading materials. You will get more out of the course and almost certainly do better if you attend regularly.
2. **Take notes during lectures.** Nobody remembers everything – especially not after several months when faced with an exam! If the instructor provides a lecture outline, copy it down. The outline gives you the main sections of the lecture and will help you make sense of your notes.
3. **Do the assigned readings.** It is also very good idea to take notes on the readings before class. Come prepared with some ideas to discuss or questions you have about what you read. This is a great way to impress your professor and help promote engaging classroom dialogue about the content.
4. **Track all coursework deadlines and exam dates on a calendar.** Set up reminders as necessary. Work backward from these dates to devise step-by-step plans to complete your papers and projects on deadline.
5. **Alert your instructor in a timely fashion to difficulties you're encountering.** If you have problems, you can't attend class or finish an assignment because of work, family, health or weather issues, let your instructor know right away. We can usually help you find the best way forward, but it's much easier if you contact us as soon as issues arise.



WRITING AN ESSAY

For some students, essays are undoubtedly the most stressful part of history or public history courses. Before you begin, remember that when you write an essay, you are having a conversation with your reader. Imagine someone is sitting in front of you, and you are trying to persuade them with your argument. If you wouldn't say it, don't write it. Essays are not meant to be stiff and pompous – filled with long words you never use in real life. You do need to avoid slang, but other than this, remember that it's a conversation. All of you speak well and articulately in class, so you absolutely, have the skills and ability to write well.

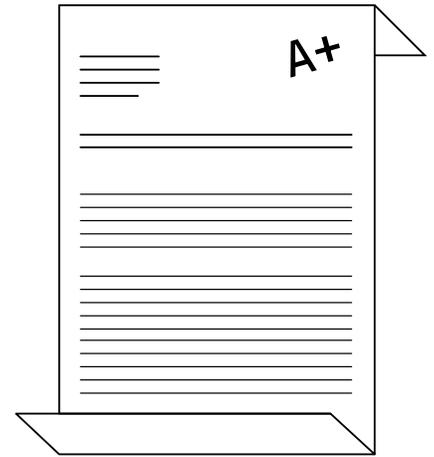


Finding Sources

One of the most difficult things about writing an essay is finding appropriate sources which will allow you to create a good, strong paper. Here are some tips:

1. Use the footnotes and bibliographies in relevant books and articles assigned for reading in your history course to find potential sources. As you find other books and articles, always check footnotes and bibliographies to discover other useful sources you can use to turn up even more sources.
2. Do not try to use public libraries or general internet search engines to find sources. The books in public libraries are almost always too general, and the internet has some truly awful and problematic stuff (which can be difficult for students to recognize). If you do find something on the internet you think may be relevant, check with your instructor to see whether it's appropriate.
3. Use the university library to find sources, either online or in person. Search the library's collection for useful books. The library also subscribes to various academic databases, which are excellent means for finding scholarly articles

and books. Keep in mind that the library database you use to begin your search matters. A good place to start for all fields of history, including public history, is Academic Search Premier, a good general full-text database. It will connect you directly to useful articles and books. If you are searching for European history sources, Historical Abstracts is a good database to use. Canadian and American sources can be found in America: History & Life with Full Text. British and Irish sources can be found in the Bibliography of British & Irish History (this database is not full text; you will need to go to the online journal or the library catalogue to access the sources).



4. When searching online, your search terms really matter. Be flexible; if your first term doesn't produce much, try to think up other terms which might do so. Be aware that the search terms "First World War" and "World War One" may produce somewhat different results depending on how items were catalogued. Be flexible and creative when it comes to search terms. If you're stuck get help from the Reference Desk on the main floor of the BU Library or talk to your professor.
5. When you have collected a number of sources, begin your reading with the most general accounts of your topic. If you were researching this question on the Crimean War, for example: "Why did the British army have such problems in this war?" try starting with a general narrative history of the war so you have the overall picture. Then move on to more specialized accounts dealing with the army's supply problems, the cholera outbreak at Varna, the lack of provision for wounded soldiers, and the treatment of soldiers' wives. The specialized accounts will make a lot more sense to you if you understand the big picture of what happened during the war.
6. As you read each source that you have found, make notes and always include page numbers. Make sure to clearly identify the book or article from which it is taken. You don't want to have to go back through a source simply because you forgot to note a page number.
7. When you are making your notes, be sure to put quotation marks around any information you copy directly from a source. You want to know precisely which of your notes you've paraphrased from a source and which remain in the author's own words when it comes to writing your essay. Keep in mind that whether you are quoting directly or paraphrasing from a source, you must cite the source from which the idea comes.
8. Once you make your notes, begin grouping the information by topic; this will help you organize your essay effectively. If you notice, for example, that many of your Crimean War sources discuss cholera, then group them and read through your notes to see what points they make, where they differ, and what conclusions you can draw.

Beginning to Write

1. Consider the question you are expected to address in your essay carefully. Ensure you understand the question clearly.

2. Read over your notes to decide an answer to the question. This will be your thesis – what you are arguing in your essay. For example, if you want to argue that a politician was a man of integrity, but all your notes indicate he was corrupt and unprincipled, you will need to rethink your thesis and the argument you are making.
3. Begin to think about what topics and subjects you need to discuss to answer the question. Look for patterns in your notes which will allow you to group information by topic and subject. Using your notes and with the question and your thesis in front of you, begin to do an outline. One tried and true scheme of organization for questions that ask you to compare and contrast something, or to discuss a subject generally, is this: social, political, economic, and intellectual (including religious and cultural) factors.
4. Once you have a clear outline indicating the major topics of discussion in your paper matched up with evidence from your notes, you are ready to begin writing.
5. But before you begin writing, **reread your question to make sure you are actually answering it.**
6. As you are writing, be sure to consult a dictionary or look up words online to determine if you are using them correctly. Full disclosure: when most of your professors are writing, we constantly look up the meaning of words to make sure we are using them accurately and so should you.
7. Keep the essay instruction sheet nearby. Refer to it often to ensure that what you're writing is in alignment with the assignment expectations. You will be penalized for errors in concepts that have been explained or for failure to follow instructions.
8. Likewise, keep handy guides for proper citation (footnoting or endnoting). You will find some information on this later in this handbook. Consult this as you write the paper. Accurate citations are a critical component of a good essay.
9. Build in time in your writing process for proofreading and editing. Read over your paper carefully for errors and use spell check. Again, you will lose marks for spelling mistakes and typos. If you are nervous about your writing skills, read your paper aloud. This makes you consider each word you have written, and you will catch many mistakes you might not otherwise notice. If you know someone whose judgment you trust, have them read your paper to you. You will be astonished by how many mistakes you discover.
10. Again, as you are proofreading, make sure you have answered the question you were asked to discuss.
11. Don't forget to include a properly formatted bibliography.
12. If you are overwhelmed by the assignment, come and see us. We guarantee that you can get help with the situation. If you don't understand how to do something or have forgotten how, get in touch. We want you to do well on your written assignments.



THE TEN COMMANDMENTS OF ESSAY WRITING

1. Use the past tense when writing about the past. Most of the people about whom you are writing are dead; they are doing nothing today. And even if they are still alive, you're writing about something they did in the past.
2. Avoid the passive voice (i.e., 'It could be argued that'. Are you arguing it or not?) and the conditional (i.e., 'would': 'James would become heavily influenced by his wife, and she would give him bad advice.' Instead say 'James was heavily influenced by his wife, and she gave him bad advice').
3. Quotations must be related to the text that precedes them. They must also be introduced (you need to tell your readers who is speaking; don't leave readers wondering). A quotation should never be a standalone sentence – always make sure you introduce it with some words of your own.
4. Distinguish between the voice of the author of the material you are reading (the historian) and the voices of the people he or she quotes as evidence.
5. Think about your paragraphs. They must each have a subject, and the subject must be indicated in the first sentence. This is sometimes called a topic sentence. It should be clear how the paragraph contributes to your overall argument; don't leave readers wondering why they are being told particular information. If all your paragraphs are only two or three sentences long, you are doing it wrong (and your professors are not so naive that they won't recognize such a stretching tactic for a too-short paper). Alternatively, if your paragraphs are two or three pages, they are far too long. There is no set number of paragraphs in an essay.
6. Never use the phrases "throughout history" or "changed forever." The few situations for which either of these claims is true are not interesting enough to be bothered about.
7. Do not attribute ideas, beliefs or forms of behaviour to centuries, eras or societies. Periods of time and societies do not have ideas, nor do they act; people do. And people are divided by class, gender, race, and religion, so be specific.
8. Choose your words carefully. Words matter and are worth the effort. Look up the meaning of words. While you must avoid slang, if you would not say something, don't write it.
9. Reread your work and expect to rewrite at least some of it. No one writes good material the first time.
10. Cut the baffle-gab, jargon, and filler. Answer the question you were asked clearly and concisely.

GRAMMAR & QUOTATION PROBLEMS

The Possessive

The possessive case is used to express that something belongs to someone or to show a relationship between two or more people. We show this ownership by adding an apostrophe and an s to the noun if the noun is a person or an animal. We use the word of if there is a relation between two or more things.

With persons and animals:

Singular: 's

This is Tom's bike.

This is Kathy's mother.

Plural: s'

These are the boys' bikes.

This is the girls' mom.

's with irregular plural forms: These are our children's cell phones.

's or s' with people's names ending in s: This is Charles' / Charles's car.

To express an ownership for two or more people put the 's to the final name:

This girl is Ken and Bob's sister.

As ever in the English language, there are exceptions to the rules. For example, the possessive of the word it has tripped up many writers.

The dog ran by with its tail wagging.

There is no apostrophe in the possessive of the word it; you simply write its. Whenever you do see it's, it is a contraction. It's always means it is.

Exercise:

1. The actors wore wigs.
2. The dog broke its leg.
3. The actors roles were difficult.
4. The girls went to the concert.
5. The mens contribution was noted.
6. The generals commands were obeyed.
7. The girls bedroom was a mess.

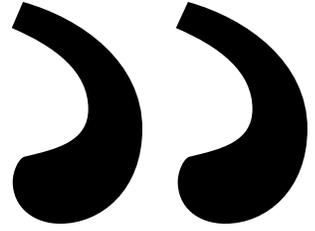
Answers can be found later in this section.



Direct Quotations

How to Introduce Quotations

When you quote another writer's words, you need to introduce or contextualize the quotation. Here are several ways of doing so:



1. You can write a complete sentence followed by a colon to introduce a quotation.

Examples:

The setting is bleak: “The black clouds and the barren landscape were depressing”.

McCrae’s poem had a moving beginning: “In Flander’s fields the poppies blow”.

2. You can begin a sentence with your own words and then complete it with a quotation.

Examples:

Hamlet’s task is to avenge a “foul and most unnatural murder”.

The speaker is mystified by her sleeping baby, whose “moth-breath / flickers among the flat pink roses”.

3. You can use an introductory phrase naming the source author (do not include the book title):

Examples:

According to Jones, “History is fun.”

In Jones’ words, “History is fun.”

Jones says, “History is fun.”

Jones remarks, “History is fun.”

Jones writes, “History is fun.”

Jones notes, “History is fun.”

Possessive Exercise Answers:

1. The actors wore wigs. (more than one actor, so not the possessive case)
2. The dog broke its leg. (that tricky word it)
3. The actor’s roles were difficult (if there was one actor with several roles) or the actors’ roles were difficult. (if there were more than one actor)
4. The girls went to the concert. (more than one girl so not the possessive)
5. The men’s contribution was noted.
6. The general’s commands were obeyed (if there was one general) or The generals’ commands were obeyed (if there were more than one general).
7. The girl’s bedroom was a mess (if there was one girl) or The girls’ bedroom was a mess. (if there is more than one girl)

FOOTNOTES, ENDNOTES, AND BIBLIOGRAPHIES

(adapted from the Trent University History Online Workbook¹)

Proper documentation of sources is essential to a strong research essay. Failure to cite your sources properly will result in a reduced or failing grade. Different academic disciplines require different methods of citation. The purpose of this module is to introduce you to the correct formats for notes and bibliographies in history essays.

Footnotes & Endnotes

Notes are references listed at the bottom of a page (footnote) or at the end of a research essay (endnote) that document sources or provide additional information to your reader. Acknowledging the work of other historians is an essential part of the process of writing a research essay. Notes tell your reader where you found your information and enable your reader to explore your ideas in more depth. Failing to acknowledge the words or ideas of others, and leaving the impression that they are your own, is a serious offence. Scholars work extremely hard to produce books and articles. You must give credit where credit is due. Provide notes specifying your sources for the following:

- Quotations, paraphrases, arguments, and unique ideas
- Statistical information or other specific information that is not commonly known
- Controversial or contested information

Historians use the Chicago Style of citation and not the APA or MLA formats.

- Most historians prefer footnotes at the bottom of the page as it is easier to refer to them; however, endnotes are acceptable. Endnotes are often used in published books and articles (despite the protests of authors) because they are cheaper and easier to print.
- Each note is assigned an Arabic (not Roman) numeral in the order in which they appear in your essay. Do not reuse the same number, even if you cite the same source twice. Word processing programs will renumber notes automatically if you cut and paste.
- Provide specific and accurate page references. Cite the precise pages you used, e.g. 39, 42-43, rather than 39-43. If you reference page sequences, use only two digits in the second number, e.g. 387-89. If the book uses Roman numerals, as many book introductions will, cite the page numbers exactly as they appear, e.g. xi.
- It is unnecessary to use “p” or “pp” to indicate a page number or numbers.
- For poetry and certain other primary sources such as law codes, in addition to

¹ “History Online Workbook - History - Trent University.” Accessed August 11, 2025.

<https://www.trentu.ca/history/programs/undergraduate/history-online-workbook>.

page numbers, it is helpful to list line numbers or section numbers to direct the reader to specific passages, e.g. lines 356-78 or IV.3.

- Remember that variations may exist within citation methods. It is important to be consistent within each essay.

Bibliographies

Bibliographies provide the reader with a complete list of sources used in a research essay. Occasionally, you may be asked to submit an annotated bibliography. This means that each bibliographic entry is accompanied by a description of the source and its relevance to your essay. Few bibliographies are annotated. When compiling your bibliography, please follow these guidelines:

- The bibliography is located on the last page(s) of the essay, following endnotes, if used.
- Always start your bibliography on a new page.
- List bibliographic entries in alphabetical order, according to the author's surname. When listing multiple works by one author, alphabetize according to title.
- Separate alphabetized entries into the following categories if used: Archival sources, Primary sources, and Secondary sources.
- If you have used more than one article or primary source published in a single volume, provide individual bibliographic entries for each article. In the case of a primary source collection in which the documents are very short (for example, a collection of brief letters) and you used a lot of them, it is acceptable to provide one entry for the book as a whole.
- Unless instructed otherwise, list only works cited. Do not list all the works you consulted for your project but did not cite. Listing all works consulted is considered padding and is frowned upon by scholars.
- Make sure your bibliographic format is consistent within each essay.

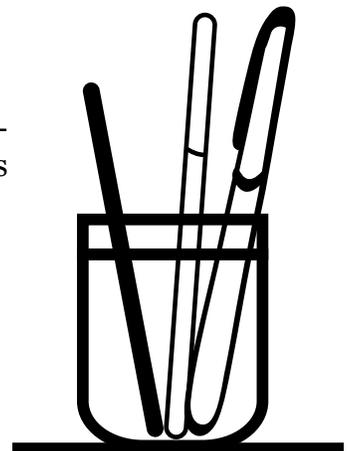
Examine some recently published history texts to see how bibliographies should look.

How to Format Footnotes, Endnotes, and Bibliographies

Footnotes or Endnotes

It is important that notes be standardized and that they contain certain relevant information. Here are formats for some common types of sources you will use in History courses. For types of sources not noted here, please see the Chicago Manual of Style.²

²The Chicago Manual of Style Online. "The Chicago Manual of Style, 18th Edition." Accessed August 21, 2025. <https://www.chicagomanualofstyle.org>.



For books:

¹Doug Owram, *Born at the Right Time: A History of the Baby Boom Generation* (Toronto: University of Toronto Press, 1996), 67.

For subsequent citations of the same work, list the author's last name and page number in a new note:

²Owram, 53.

If you are using more than one work by the same author, for subsequent citations of the same work, list the author's last name, short form of the title, and page number in a new note:

³Owram, *Born at the Right Time*, 53.

For journal articles:

⁴Reginald Stuart, "Anti-Americanism in Canadian History," *American Review of Canadian Studies* 27 (1997): 293 (290-316).

For subsequent notes:

⁵Stuart, 292.

For articles drawn from a collection of essays:

⁶Pascal Ory, "From Baudelaire to Duhamel: An Unlikely Antipathy" in *The Rise and Fall of French Anti-Americanism: A Century of French Perception*, ed. D. Larcorne (New York: Palgrave Macmillan, 1990), 42.

For articles used from the second edition of an author's own collection of essays:

⁷ Ramsay Cook, "Loyalism, Technology, and Canada's Fate" in his *The Maple Leaf Forever: Essays on Nationalism and Politics in Canada*, 2nd edition. (Toronto: Macmillan, 1977), 45.

For modern editions of primary sources:

⁸Gregory of Tours. *The History of the Franks*, ed. and trans. Lewis Thorpe (Harmondsworth: Penguin, 1974), 57-59.

⁹Fulcher of Chartres, "The Chronicle of Fulcher of Chartres" in *The First Crusade: The Chronicle of Fulcher of Chartres and Other Source Materials*, ed. Edward Peters, trans. Martha E. McGinty (Philadelphia: University of Pennsylvania Press, 1971), 166-67.

For an introduction to a modern edition of a primary source:

¹⁰Lewis Thorpe, introduction to *The History of the Franks*, ed. and trans. Lewis Thorpe (Harmondsworth: Penguin, 1974), xiv.

For an article in an online journal include full original publication information, if known, and 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.

If no DOI is available, list a URL. Include an access date:

¹¹Gueorgi Kossinets and Duncan J. Watts, “Origins of Homophily in an Evolving Social Network,” *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

For websites, don’t forget to include the page heading (if there is one) and the access date:

¹²“Embassy Headlines,” American Embassy, Ottawa, accessed Aug. 24, 2010, <http://canada.usembassy.gov/content/index.asp>.

For newspaper articles:

¹³Louis Cornellier, “De jeunes historiens des idées,” *Le Devoir* (18 November 2000): D18.

For archival sources:

¹⁴Adolphe Robert to Lionel Groulx, Manchester, New Hampshire (5 December, 1922): 1. Archives of the Centre de Recherche Lionel-Groulx, Lionel Groulx Fonds, P1/A, 3201.

Bibliographic Format

It is important that bibliographies be standardized and that they contain certain relevant information. Please note that while bibliographic formats are similar to note formats, there are some significant differences, especially in terms of punctuation and presentation. Unlike footnotes or endnotes, for example, bibliographic entries are formatted using a hanging indent paragraph style. This means the first line of the entry starts at the margin, but subsequent lines of the entry are indented five spaces. Most word processing apps have an automated method for doing this.

Below are examples of the most common types of sources you will encounter. For types of sources not noted here, please see the Chicago Manual of Style, available online at The Chicago Manual of Style Online.³

For books:

Berger, Carl. *The Sense of Power: Studies in the Ideas of Canadian Imperialism, 1867-1914*. Toronto: University of Toronto Press, 1970.

For books with multiple authors (note that only the first author is listed surname first):

Bothwell, Robert, Ian Drummond, and John English. *Canada, 1900-1945*. Toronto: University of Toronto Press, 1987.

³ See “The Chicago Manual of Style, 18th Edition,” The Chicago Manual of Style Online, accessed August 11, 2025, <https://www.chicagomanualofstyle.org>.

For scholarly articles:

Rawlyk, George A. "A Question of Self or no Self: Some Reflexions on the English-Canadian Identity Within the Context of Canadian-U.S. Relations." *Humanities Association Review* 30 (1979): 281-301.

For a single chapter or article within a book:

Winks, Robin W. "The American Exile." In *Ireland and America, 1776- 1976: The American Identity and the Irish Connection*, ed. D.N. Doyle and O.D. Edwards, 43-56. Westport: Greenwood Press, 1980.

For modern books of a primary source:

Gregory of Tours. *The History of the Franks*. Edited and translated by Lewis Thorpe. Harmondsworth: Penguin, 1974.

For books with a translator:

Camus, Albert. *The Plague*. Translated by Stuart Gilbert. New York: Knopf, 1948.

For edited volumes:

Fierlbeck, Katherine, ed. *The Development of Political Thought in Canada: An Anthology*. Toronto: Broadview Press, 2005.

For edited volumes with multiple authors:

Gauvreau, Michael and Ollivier Hubert, eds. *Churches and Social Order in Nineteenth- and Twentieth-Century Canada*. Montreal: McGill-Queen's University Press, 2006.

For second editions of a book:

Cook, Ramsay. *The Maple Leaf Forever: Essays on Nationalism and Politics in Canada*, 2nd ed. Toronto: Macmillan, 1977.

For newspaper articles:

Cornellier, Louis. "De jeunes historiens des idées." *Le Devoir* (18 November 2000): D18.

For online articles:

Andrew, Sheila. "More Than a Flag of Convenience: Acadian Attitudes to Britain and the British Around the Time of Queen Victoria's 1887 Jubilee." *History of Intellectual Culture* 5 (2005). www.ucalgary.ca/hic/website/2005/papers/sa_frameset.html (accessed 1 September 2007).

For archival fonds:

Archives of the Centre de Recherche Lionel-Groulx, Lionel Groulx Fonds.

ACADEMIC INTEGRITY

AVOIDING PLAGIARISM AND OTHER ACADEMIC INTEGRITY VIOLATIONS

If you have any doubt about whether or not to cite something, cite it. Your instructor will be much happier to discuss the issue of too many footnotes or endnotes than failing to provide any. A first-year research essay that is eight to ten double-spaced pages in length or roughly 1500 to 2000 words will likely have 25 to 50 footnotes or endnotes. This is not an exact science, and these numbers are only a guideline. The consequences of failing to provide sufficient and accurate notes can range from a greatly reduced grade on your essay to institutional expulsion and a permanent record on your transcripts if you have been convicted of a similar offence on a previous occasion in your academic career.

Remember that your instructors are excellent readers and writers. They will recognize changes in voice or discrepancies in documentation that indicate plagiarism or other academic integrity violations and have a variety of tools available to help them identify these.

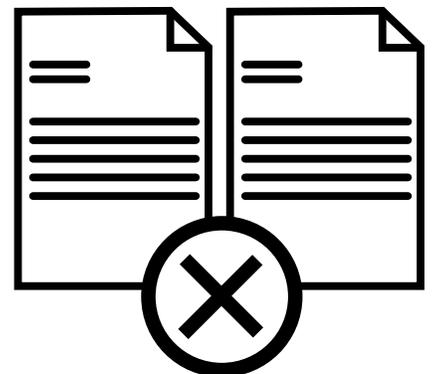
We recommend inserting your footnotes or endnotes as you write, rather than leaving them until the end of the writing process. Following this best practice will help you avoid losing track of your sources or inadvertently forgetting to cite something.

As a rough rule, for every page of text, you should have, on average, two to four footnotes or endnotes. For a ten-page essay, you should have 20 to 40 citations in total. You may have six or seven on one page and only one or even none on another page, but on average, two to four. If you have 100 citations for a ten-page paper, you are creating needless work for yourself. If you have fewer than 20, your instructor will likely point out that you are not citing your sources enough and sadly, your essay mark will suffer as a result.

Fake footnotes or endnotes will guarantee a zero on your essay and activation of the university's academic integrity policy.

Plagiarism regulations at BU are set out in the university's Academic Integrity Policy (the link is given below). Here is an excerpt:

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.



Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, unauthorized use of artificial intelligence (AI), and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at www.brandonu.ca/senate-office/senate-policies.

ACADEMIC INTEGRITY AND GENERATIVE ARTIFICIAL INTELLIGENCE (AI)

The Department of History strongly believes that its job is to help students develop strong competencies in all elements of research and writing necessary for students to succeed at university and in future careers. This requires the hard work of reading and synthesizing historical material, as well as understanding and preparing well-reasoned and grammatically correct written assignments. For this reason, students are not allowed to use generative AI programs in their coursework unless explicitly permitted to do so by their instructor.⁴

Work created by generative AI is recognizable by instructors for several reasons, not the least of which is that the texts it produces are often vague, misleading, or incorrect.

Additionally, it is a principle of scholarship that the sources of research and writing be fully cited, giving credit to the original sources, and allowing subsequent scholars to build upon and advance research and investigation. Using others' ideas (such as those generated by AI) and presenting them as your own constitutes academic dishonesty. Please take note of BU's Academic Integrity policy in this handbook.

If you have any questions about this, contact your professor.

⁴ For pedagogical reasons, some professors may permit or encourage AI use on some occasions. It is your responsibility to ensure that any AI use is authorized for your assignments. When in doubt, contact your professor.

HISTORY DEPARTMENT

CHECKLIST FOR WRITTEN WORK

Always proofread your written work. Check it using the following list of rules before you submit it.

- ___ 1. Staple your pages together before handing in (top left corner).
- ___ 2. Use one-inch margins on all sides.
- ___ 3. Use only 12-point type in a standard font like Times New Roman or Arial.
- ___ 4. Number your pages (the first page of text is page 1, not your title page). Your title page should not have a page number.
- ___ 5. Always double-space (except in lengthy offset quotations).
- ___ 6. Do not leave blank spaces between paragraphs.
- ___ 7. Indent by five spaces the first line of every paragraph.
- ___ 8. Avoid very long (one-and-a-half to two pages) and very short (one to two sentence) paragraphs.
- ___ 9. Give your work an interesting and descriptive title that lets the reader identify the subject of your paper.
- ___ 10. Do not underline your own title on the title page and do not print it on your first page of text.
- ___ 11. Avoid contractions (e.g., don't and I've, etc.).
- ___ 12. Avoid slang expressions (e.g., popped him one, kids, etc.).
- ___ 13. Introduce all direct quotations.
- ___ 14. Long quotations (more than four lines) are to be single-spaced and indented to form a block.
- ___ 15. Include a bibliography.
- ___ 16. All book titles must be underlined or italicized (not both - be consistent). All journal article titles or book chapter titles are enclosed in quotation marks.
- ___ 17. Correct all common spelling and typographical errors (use spellcheck).
- ___ 18. Include on your title page the title of your paper, your name, the instructor's name, the course number and title, and the date you are submitting it.

FULL-TIME DEPARTMENT MEMBERS

We are enthusiastic historians who enjoy our research – we actively write, publish books and articles, and participate in other endeavours in our respective fields. We are excited to share our love of history with our students at Brandon. Feel free to contact any of the professors in the History Department for more information about what we do.

Patricia Harms (PhD Arizona State University) is a Latin American Historian with an emphasis on women and gender. Her latest book is entitled *Imagining a Place for Themselves: Ladina Social Activism and Feminism in Guatemala City, 1871-1954*. Her Brandon University courses focus on gender and transnationalism, and women's histories in Latin America, the global south, and revolutionary movements.

Rhonda Hinthner (PhD McMaster University) is a specialist in Canadian and public history. She is the author of *Perogies and Politics: Canada's Ukrainian Left, 1891-1991*, and co-editor of several other scholarly article collections. She teaches Canadian history and public history and runs our Public History Program.

Gregory Kennedy (PhD York University) researches early Canada with emphasis on New France and the French Atlantic world. His most recent book is *Lost in the Crowd: Acadian Soldiers of Canada's First World War*. He teaches pre-confederation Canadian history.

Lynn MacKay (PhD York University) is a historian of eighteenth and nineteenth-century English social, cultural, gender and military history. Her recently published book is entitled *Women and the British Army, 1815-1880*. She teaches a range of British, Irish, South Asian, women's, cultural and European history courses at Brandon University.

James Naylor (PhD York University) researches and writes about twentieth-century Canadian labour and radical history. His latest book is entitled *The Fate of Labour Socialism: The Co-operative Commonwealth Federation and the Dream of a Working Class Future*. He teaches courses that look at twentieth-century world history, modern social movements, historical methods, and historiography.

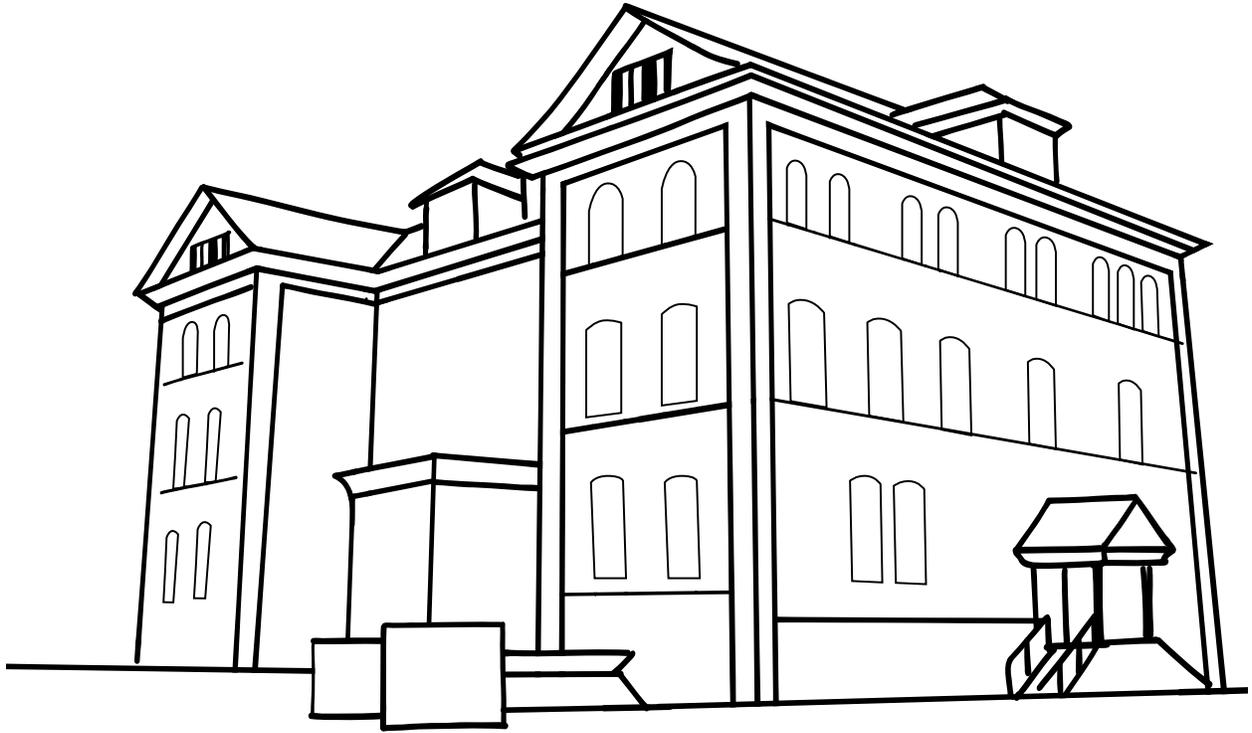
Bruce Strang (PhD McMaster University) is the author of *On the Fiery March: Mussolini Prepares for War* and has recently edited a book entitled *Collision of Empires: Italy's Invasion of Ethiopia and its International Impact*. He teaches modern European history at Brandon University, including courses on the Cold War, the Soviet Union, and the Mediterranean world.

David Winter (PhD University of Toronto) studies Western Europe in the High Middle Ages and has published widely in religious and cultural history. Among his current projects is a reader entitled *The Devil in the Middle Ages*. He teaches ancient and medieval history at Brandon, including courses on women, popular religion, and the Vikings.

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Brandon University's History Department is dedicated to offering a rich curriculum in a personalized setting that is both intellectually challenging and supportive of individual interests.



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