

WRITING HISTORY

HISTORY DEPARTMENT

GONZAGA UNIVERSITY

Second Edition

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Introduction

There is no getting around this basic fact: History courses almost always require students to read books and to write papers. That professors assign textbooks, biographies, documents, and journal articles will strike most students as perfectly logical: after all, how can we *learn* about history unless we *read* about it? Reading is the easy part (although it should be said that reading *effectively* is aided by the mastery of certain useful techniques), but **writing historically** can often be a challenge. After all, a student may take courses with three different History professors in a single semester and be required to compose six different kinds of writing assignments. Some professors require their students to write lengthy research papers. Other instructors ask their students to compose an analytical essay in which they examine a particular historical issue or set of issues. In addition, there are response papers, book reviews, historiographic essays, and a variety of other exercises. Whatever the assignment, the professor's objective is basically the same: to familiarize students with the craft of history and to teach them how history is "done."

Among the challenges many students encounter in their first year of college is that they do not arrive with the set of "tools" that their professors often expect they have already mastered. It is not unusual

for students to be unaware of the difference between a **research paper** and an **analytical essay**, or between a book report and a **book review**; some students simply don't know the difference between **primary sources** and **secondary sources**, or how to cite them properly. Moreover, they often don't know where to search for the answers to these questions. This brief guide is an attempt to provide basic answers to a variety of questions that students may have about their writing assignments. It has been written with the following purposes in mind: to provide students with a set of guidelines with which to approach various kinds of assignments, to help students to think historically and to organize information logically, and to provide examples that will help students to cite sources properly.

Members of the History faculty of Gonzaga University recommend that, in addition to this brief guide, students consult one or more of the following manuals:

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.
- Diana Hacker, *The Bedford Handbook*. New York: Bedford/St. Martin's, 2005.
- Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 5nd ed. New York: Bedford/St. Martin's, 2001.
- Jules R. Benjamin, *A Student's Guide to History*, 10th ed. New York: Bedford/St. Martin's, 2006.
- William Strunk and E.B. White, *The Elements of Style*, 4th ed. Needham Heights, Mass.: Allyn & Bacon, 1999.

- Richard Marius and Melvin E. Page, *A Short Guide to Writing About History*, 5th ed. New York: Pearson/Longman, 2005.
- William Kelleher Storey, *Writing History: A Guide for Students*, 2nd ed. New York: Oxford University Press, 2004.

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I. Types of Assignments

Before you begin to write your paper, you need to understand exactly what kind of assignment your instructor has in mind. Although History professors are capable of dreaming up all sorts of creative projects (“Imagine you are Napoleon . . .”), among the more typical are the following kinds of writing assignments:

- A. Response paper
- B. Analytical essay
- C. Position paper
- D. Research paper
- E. Book review

F. Historiographic essay

Students enrolled in History courses are often required to complete various other projects either alone or in conjunction with a research paper. These may include:

- a. creating a prospectus or a proposal
- b. compiling a bibliography or an annotated bibliography
- c. writing a bibliographic essay

A. Response Paper

This is probably the easiest and shortest kind of History assignment, and it is more common in lower-level survey courses than in upper-division courses. Response papers ask you to reflect on a given reading, film, or theme of the course, and to discuss or evaluate some aspect of it. You should be prepared to address a question, explain why you think that way about it, and provide factual examples. Here are some examples of the types of questions students might be asked to consider in a response paper.

Example #1:

How does the film *Germinal* portray the lives of industrial workers in nineteenth century France? Do you think the film is historically accurate? Why—or why not?

Example #2:

In his book, *The Columbian Exchange*, Alfred Crosby describes the biological and cultural consequences of the European “discovery” of the New World. On the whole, have the benefits to humanity brought by the interaction between “New World” and “Old World” ecosystems outweighed the costs? What is Crosby’s opinion? Do you agree?

Note that for each of these assignments, students must respond to something they have read or viewed and judge its historical accuracy or validity. It is not enough to answer the question by offering only superficial impressions. In all cases it is necessary to respond with **factual evidence** and **specific examples**.

In the case of the second example, let us assume that, based on a close reading of *The Columbian Exchange*, you believe that the interaction between the “New World” and “Old World” ecosystems since 1492 has on balance benefited humanity. You will need to provide **evidence** in support of this thesis. Such evidence might include:

- the transfer of New World crops (maize, potatoes, tomatoes, peanuts, etc.) to other parts of the world and the positive effect this has had on various populations (wider variety of crops, more food, population growth);
- the transfer of Old World domesticated animals (horses, pigs, cattle, sheep, etc.) to other parts of the world and the positive impact this has had over the centuries.

Likewise, if you conclude, taking all the major factors into account, that the Columbian exchange was on balance detrimental to humanity, then it is necessary to support this conclusion with factual evidence, such as the spread of Old World diseases like smallpox to the New World and the negative impact that these contagious diseases had on native populations.

B. Analytical Essay

An analytical essay requires students to analyze historically a particular issue or set of issues. Most analytical essays do not require the writer to

run off to the library to do “research.” Typically such assignments are based on books, documents, or articles that have been assigned for the course and that may already have been discussed in class. Here are two examples.

Example #1:

Observers have sometimes suggested that Latin America is most stable and prosperous when guided by a strong hand. Is this true? Consider this question by examining *either* the rule of Brazil’s Dom Pedro II or that of Mexico’s Porfirio Díaz. What were their accomplishments—and their failures? Did their authoritarian ruling styles work to the benefit of their countries—or not? Explain.

Example #2:

Discuss the advances and setbacks in the status of women in Iran during the twentieth century under the rule of the Pahlavi dynasty and under the Islamic regime of Ayatollah Khomeini and his successors. Based on your reading of *Daughter of Persia*, what is Satti’s view of women’s conditions in modern Iran? Are they improving? If so, how? What were the obstacles to progress in this area?

Analytical essays require students to probe more deeply than a simple response essay, but they also call for a different approach than one would take in writing a research paper. Instead of telling a comprehensive “history” of some event or subject (that is, a blow-by-blow, chronological account), the writer would be expected to analyze a question and make an argument on the basis of literature s/he has been assigned to read for the course. Did the rule of Dom Pedro show that authoritarian rule was effective in Brazil? Did the status of women improve during the twentieth century in Iran? It is your task to analyze these problems, reach some sort of conclusion, and support your arguments with facts, evidence, and examples.

C. Position Paper

Some analytical essays may be considered “position papers.” In a position paper, a student must stake out a position on a particular issue and defend that position using facts and evidence. In this case you might be asked to explain another person’s argument and examine the merits of that argument. Here there is no need to explain the entire history of the subject; instead, you are to address the argument directly and explain its merits and its flaws. Here is an example:

Write a position paper on Christopher R. Browning’s book *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. In this book, Browning analyzes the records of a series of judicial interrogations of the members of Battalion 101. How, in his opinion, did members of this battalion become cold-blooded murderers of thousands of Jews? According to Browning, what conclusions can one draw about the Holocaust based on records of this police battalion? Do you agree with his conclusions? Do you believe that Daniel Goldhagen’s criticisms are warranted? Why or why not?

Students answering this question would not be required to write an original paper using primary sources, as one would do with a research paper. Instead, in this case there are simply two sources—Christopher Browning’s book and Daniel Goldhagen’s critique—that the student is required to analyze. When you are asked to analyze a position taken by an historian in a book s/he has written, it might be helpful to look up book reviews (see **Book Review** below) or review essays published in academic journals. These will give you some idea of the major issues or controversies raised by the book you are to analyze.

Not all position papers will be based on the reading of an academic monograph like *Ordinary Men*; your instructor might choose instead to assign a series of documents (primary sources), and on the basis of

these documents, have students take a position on an important historical question. Here is an example:

Based on the documents you have read and analyzed in *Discovering the Western Past*, do you believe that fifth-century Attica deserved its reputation as a golden age in western civilization? Why or why not?

In this case you would be required to use specific evidence in support of your thesis that either a) Attica deserves its reputation as a golden age, or b) Attica does not deserve its reputation as a golden age. Whatever position you choose, it will be necessary to supply ample factual evidence and to cite your sources properly (see the section on **Documentation**).

D. Research Paper

For most students, the research paper is the most daunting assignment of all. It requires a student to conduct research, to examine multiple sources (which must be properly cited; see **Documentation** below), and to exhibit his/her mastery of a particular topic. Getting started on this assignment can be made less daunting by following the steps below:

Finding a topic. Finding a good topic can be the hardest part of writing a good research paper. After all, a good research paper will be broad enough that it is of interest to both the researcher and reader, yet not so expansive that it lacks focus or cohesion. **A research paper should focus on a particular aspect of a broader historical topic.** For example, a research paper on the topic “Women in History” would be absurdly broad. A research paper on “Women in American History” would also be unacceptably broad in scope, as would a research paper on “Women in American History during the Twentieth Century.” However, if your topic is something along the lines of “American Women during World War II,” then we are on to something. Now imagine how

this topic can be narrowed down even further. “American Women in the Paid Work Force during World War II” would not only be an interesting topic, but it would be manageable as well. If you have access to good sources, then why not try something like “Rosie’s War: The Working Women of Portland during World War II”? Now you have narrowed your topic down by focusing on a particular social group in a certain place during a specific (and significant) period in history.

Framing your topic. Keep in mind that it is important to frame your topic carefully and to write about something that is of interest both to you and to a potential reader (your professor). After all, what use is it to *anyone* to write a twenty-page paper on the history of the Danish butter industry between 1806 and 1809? At the same time, even a 25-page paper on a topic as broad as “The History of the Roman Empire” will be superficial and rather pointless. It is best, therefore, to find a topic that can be addressed with a simple but well thought-out question, and it is your job as an historian to answer it. Consider the following questions as examples of the way you might frame your research topic:

- **Question:** What were the major reforms undertaken by Tsar Alexander II and to what extent were they successful? → **Title:** “The Era of Great Reforms: How Tsar Alexander II Transformed the Russian Empire”
- **Question:** What were the major political ideas and objectives of Mahatma Gandhi and Jawaharlal Nehru and what impact did these leaders have on the Indian independence movement? → **Title:** “Gandhi and Nehru: Paths to Indian Independence”
- **Question:** What impact did the policies of Reconstruction have on the lives of African-Americans in Georgia? → **Title:** “Reconstructing Georgia: From Slavery to Freedom”

Sometimes it can be as simple as this:

- **Question:** What were Martin Luther’s views on marriage? → **Title:** “Martin Luther and the Institution of Marriage”
- **Question:** How were industries in Spokane affected by the Great Depression? → **Title:** “Spokane’s Economy during the Great Depression”

In preparing to write a research paper it might be helpful to let the available sources determine the nature of the topic. Since pursuing a research topic without the appropriate materials will surely result in a poorly-researched paper that will earn an unsatisfying grade, it is up to you to find out what materials are available to you before writing a formal proposal. Your most important resource is your instructor, or a faculty member who specializes in the area in which you are interested. Indeed, it is likely that nobody knows the sources in the **Foley Center Library** quite like the professor specializing in that area (or, for that matter, a librarian); so if you don’t know, then simply ask!

So let’s start from the beginning. You’ve got a topic in mind, even if it’s rather vague at this point. Here is what you should be doing:

- a. Locate and read several secondary sources (see **Secondary Sources** below).
- b. Look for primary sources in Foley Library and other local libraries (see **Primary Sources** below).
- c. Talk to a knowledgeable professor or a librarian who can help you locate materials.

Writing a research paper will probably also require you to write a **prospectus** (or proposal), and to compile a **bibliography** or compose a **bibliographic essay** (See **Bibliographies** below).

Writing a proposal. Professors will frequently want to know what your research topic in the early stages of the project. A **prospectus** or proposal is typically a brief document in which the writer succinctly describes the specific topic which s/he plans to research. An effective prospectus includes the following components: 1) a brief explanation of your interest in the topic; 2) the question(s) your paper will attempt to answer; and 3) a working hypothesis (i.e., your preliminary answer to your own question). Let us imagine that you are interested in writing a paper on the Soviet intervention in the Prague Spring of 1968. Your prospectus might look like this:

My interest in the Prague Spring was recently piqued by a radio report I heard a few days ago concerning the official apology recently offered by the Hungarian government for Hungary's role in the Soviet-led invasion of Czechoslovakia that took place in August of that year. This surprising apology got me to thinking about the roles played by the Soviet Union's allies in the Warsaw Pact (Hungary, Romania, the German Democratic Republic, Poland, and Bulgaria) in the invasion of Czechoslovakia. The leading role played by the Soviet Union in the suppression of Czechoslovakia's liberalization is well known. Less well understood, however, are the roles played by the Soviet Union's allies in the Warsaw Pact.

My topic question is this: Why did most Warsaw Pact member states agree to participate in the suppression of the Prague Spring, and what political and military roles did each of the Warsaw Pact states play in the invasion? Subsidiary questions include: What were the political motives behind the decisions of Warsaw Pact leaders to invade Czechoslovakia? To what extent were their decisions voluntary? What implications did the suppression of the Prague Spring have for relations between Czechoslovakia and its ostensible allies in the Warsaw Pact?

My working hypothesis is that the member states of the Warsaw Pact were under a great deal of pressure from the Soviet Union to send forces into Czechoslovakia in an effort to legitimize this action. Not wanting to risk jeopardizing their own positions, and at least partially

convinced that the Prague Spring threatened to spill over Czechoslovakia's borders into the other Warsaw Pact countries, east European communist leaders complied with Soviet demands with varying degrees of conviction.

A good prospectus should not waste any words; it should be clear and as specific as possible. Frequently your professors will also require that your prospectus or proposal include a bibliography of primary and secondary sources that will inform your research.

E. Book Review

Book reviews may be found in the back of most reputable academic journals in History. They are also published in newspapers and certain magazines. *The New York Review of Books* and the *Times Literary Supplement* are specifically devoted to reviewing recently-published books in a wide range of areas. Each of these periodicals is available for your perusal in the **Foley Center Library**.

Your professors regularly read (and write) book reviews, as reading new books in one's field keeps one abreast of new scholarly developments, trends, debates, and conversations. After all, given new information (new sources and discoveries) one is bound to revise old assumptions. Thus the researcher writes a book that offers a fresh perspective on what is sometimes an old subject; the resulting book is "reviewed" in various journals so that it may become known to other scholars in the field, who may in turn assign this book to their own students.

So what is a book review? Let us be very clear about this: a book review is not a book report. A **book report** is a composition that simply summarizes the contents of a book. Such an assignment is appropriate only for grade school. A **book review**, on the other hand, summarizes a book's contents and it analyzes the book(s) as well.

An effective book review evaluates the book's strengths and weaknesses, considering matters such as the authors' approach, his or her perspective, and his/her contributions to the body of scholarship on the subject. Moreover, an effective book review discusses the merits of a book, and it also considers its flaws, if any. A book review should also make clear who the intended audience of the book is. Is the book intended or specialists in the field? Is it useful for undergraduate teaching? Was it written for a wider audience? Or is the book so terrible that it is of no use to anyone at all?

Book reviews can be as short as 200 words or as long as 2000 words (or even more). Most are somewhere in between. Sometimes a reviewer will write about several books on a similar topic at once. This gives the reviewer the opportunity to comment more broadly about the topic at hand. Regardless of a book review's length or the number of books being reviewed, what they all have in common is that they critically evaluate the book(s) under discussion.

Bibliographic entry. Book reviews usually begin with a bibliographic entry. In most cases of a book written by a single author, the bibliographic entry will look like this (for other examples, see the section on **Documentation**):

Author's last name, Author's first name. *Title of Book* [italicized or underlined]. Place of publication: Publisher, date of publication.

For example:

Daniels, Robert V. *The Rise and Fall of Communism in Russia*. New Haven: Yale University Press, 2007.

Notice the specific order of information, the punctuation, and the indentation after the first line.

Sample book review. The following is an example of a very brief book review. Most book reviews that you will write in college courses will be considerably longer than one paragraph. Nevertheless, note that in fewer than two hundred words, the following review manages to summarize the book's contents, clearly identifies the author's perspectives and emphases, and takes a critical approach to the book being reviewed.

In this series of essays based largely on his earlier scholarship, Robert V. Daniels offers an assessment of the Soviet experience as a phenomenon whose contours were shaped by the Russian past, the country's circumstances, and the personalities of its leaders. Revising the common assumption that there was a basic continuity in the ideas and programs of Marx, Lenin, and Stalin, Daniels emphasizes the divergence of literal ideology and actual practice in twentieth-century Russia. From this perspective, the Soviet experience is best understood not as a utopian experiment but as a series of stages reflecting Russian traditions and changing conditions; thus the relative freedom of the NEP era of the 1920s gave way to the Stalinist "post-revolutionary dictatorship," out of which emerged the "participatory bureaucracy" of the post-Khrushchev decades. Daniels pays particular attention to the critiques by the Leftist opposition of the 1920s (revived by Gorbachev sixty years later), suggesting that while Stalin's Bonapartist dictatorship could be foreseen, its distinctive features (collectivization, crash industrialization, the militarization of society) were not the inevitable result of Soviet ideology. While his prose is often dense and verbose, Daniels's erudition and thoughtfulness makes this volume a valuable contribution to the subject, useful especially for specialists in the area and graduate students.

In this case, the 200-word limit forced the reviewer to be very concise and not waste words. Students usually have considerably more space

than this. For examples of longer book reviews, take a look at H-Net's collection of recent book reviews: <http://www.h-net.msu.edu/reviews/>

F. Historiographic Essay

More challenging than the relatively simple book review is the "historiographic essay" (or "review essay"). First, we should ask ourselves: what is **historiography**? Put simply, historiography is the history of written history. It is a tool used by historians to explain how they "do" history. Every field has its own historiography, whether it is the history of the Roman Empire, the history of Meiji Japan, or the history of women on the American frontier. The historiography of that field develops as discoveries are made, sources are revealed, and further contributions are made by scholars offering fresh perspectives. An historiographic essay, then, is a critical essay in which an historian explains how a particular field of history has developed. It analyzes the way a single historical topic or issue is treated by a number of authors.

In a sense, an historiographic essay is like a series of book reviews combined into one: its purpose is not to present original research but to review the secondary literature on a given subject.

Organizing an historiographic essay. The key to an effective historiographic essay is organization. Your essay will need to be clearly and logically organized so that it can be easily navigated by the reader. Imagine if you were asked to write an historiographic essay on some aspect of Colonial America. There are several different ways you could organize your essay. An "evolutionary" approach would consider the earliest writings on Colonial America, the perspectives taken by the authors and the sources they used, and examine how historians' approaches, assumptions, and even their sources have changed over the years. A "rival-schools" approach to the topic would consider two or more major approaches to a particular problem (let us say, the matter of

slavery in the colonies) and demonstrate how these approaches have co-existed and/or challenged each other. Still another approach would be "thematic," whereby you define the major themes common to the books you have read and examine how different authors have treated those themes.

II. Sources and Resources

Libraries: Your main resource for most writing assignments in History—research papers in particular—is the university library. University libraries contain both **primary sources** and **secondary sources**, including thousands of **monographs**, **academic journals**, and **reference books** on almost every conceivable topic. The **Foley Center Library** at Gonzaga University is the place to begin any research project, although other area libraries, such as Spokane Public Library (<http://www.spokanelibrary.org/>) or the library located on the campus of Eastern Washington University (<http://www.ewu.edu/x42345.xml>) may be useful as well.

Library Resources. While most History books are located in the "D" area on the second floor of Foley Library, historical materials can be found in various locations throughout the library. Books that the Foley Center Library lacks can usually be ordered through **Interlibrary Loan** (ILLiad) for a three-week period. In addition to its thousands of books, the library carries dozens of historical journals, including *Journal of Modern History*, *American Historical Review*, and many others. Some journals are accessible on-line through the library's website. An excellent resource is **JSTOR**, which stores hundreds of thousands of articles from various academic journals. Also useful are **ProQuest**, which provides access to a variety of newspapers, magazines, and scholarly journals, and **WorldCat**, a database of books that are located in libraries across the United States. From WorldCat it is possible to

order a book from another area library via **Interlibrary Loan**. Here is how to access these useful resources:

- **Foley Library Catalogue:** www.gonzaga.edu > Academics > Libraries > Foley Library > Foley Center Library
- **JSTOR:** www.gonzaga.edu > Academics > Libraries > Foley Library > Foley Center Library > All Databases A to Z > JSTOR
- **ProQuest:** www.gonzaga.edu > Academics > Libraries > Foley Library > Foley Center Library > All Databases A to Z > Proquest Direct
- **WorldCat:** www.gonzaga.edu > Academics > Libraries > Foley Library > Foley Center Library > Search World Cat
- **Interlibrary Loan (ILLiad):** www.gonzaga.edu > Academics > Libraries > Foley Library > Foley Center Library > Interlibrary Loan – ILLiad

Primary Sources. Primary sources are materials produced by individuals or groups directly involved in the event or topic under consideration. Examples of primary sources include written works such as eyewitness accounts, newspaper articles, government documents, speeches, letters and diaries, memoirs and autobiographies. Some primary sources are not written; these include archaeological remains, films, and oral histories. By examining primary sources, the historian gains insights into the thoughts, experiences, and behaviors of people who lived in the past. Keep in mind that the researcher use primary sources judiciously: the source should be read in its entirety and its historical context must be considered carefully. Demonstration of familiarity with primary sources is essential to good research.

Primary Resources in the Foley Center Library. The Gonzaga University library houses several collections of documents, manuscripts, and historic papers. These include the **University Archives of Gonzaga University**, the **Bing Crosby Collection**, and the **Jesuit Oregon Provinces Archive (JOPA)**. The **Foley Center Library** and

the **Chastek Law Library** are also depositories of certain government documents. Moreover, the Gonzaga libraries house print or microfilm copies of local, regional, and newspapers; many more newspapers may be accessed via the **EBSCO** database.

Aside from these special collections, the shelves of Foley Library are filled with primary sources such as memoirs and edited volumes of documents. The following are just a few examples of the many **primary source** materials located in the stacks of the Foley Center Library:

Coleman-Norton, Paul R., ed. *Roman State and Christian Church: A Collection of Legal Documents to A.D. 535*. London, S.P.C.K., 1966.

Davis, Thomas J. *Race Relations in America: A Reference Guide with Primary Documents*. Westport, Conn.: Greenwood Press, 2006.

Drury, Clifford Merrill. *First White Women over the Rockies: Diaries, Letters, and Biographical Sketches of the Six Women of the Oregon Mission Who Made the Overland Journey in 1836 and 1838*. Glendale, Calif.: A. H. Clark Co., 1963-1966.

Evergates, Theodore, trans. and ed. *Feudal Society in Medieval France: Documents from the County of Champagne*. Philadelphia: University of Pennsylvania Press, c. 1993.

Goldstein, Donald M., and Katherine V. Dillon, eds. *The Pacific War Papers: Japanese Documents of World War II*. Washington, D.C.: Potomac Books, 2006.

Poland. Ministerstwo Spraw Zagranicznych. *Official Documents concerning Polish-German and Polish-Soviet Relations, 1933-1939*. London: Hutchinson, 1940.

Stackelberg, Roderick, and Sally Winkle, eds. *The Nazi Germany Sourcebook: An Anthology of Texts*. New York: Routledge, 2002.

Secondary Sources. Secondary sources are typically books and scholarly articles that interpret primary sources. Reading secondary

sources (also known as the “secondary literature”) is a good way to become acquainted with your research topic. Another reason secondary sources are useful is that they typically contain **bibliographies** and citations of other (often primary) sources. Among the many secondary sources one may consult, the most common are **reference books**, **monographs**, and **academic journals**.

Reference Books. Among the most popular reference books are encyclopedias, dictionaries, and annual almanacs. Reference books generally do not offer a unique interpretation of an historical problem and they cannot explore that problem with the same attention to detail as an academic **monograph**. The purpose of reference books is to present the reader with a brief introduction to a topic and provide basic data and information. Entries in some reference books may conclude with a short bibliography of other secondary sources. The **Foley Center Library** has many reference books, located mostly on the first floor to the left of the Information Desk.

Monographs. Monographs are scholarly books based on original research. The authors of most monographs are offering an interpretation of a particular historical problem based upon their analysis of primary sources. Unlike textbooks or surveys, which offer broad coverage of some subject, monographs are usually fairly narrow in scope. You can often tell the difference simply by examining the title. Compare, for example, the following books:

Lendvai, Paul. *The Hungarians: A Thousand Years of Victory in Defeat*. Princeton, NJ: Princeton University Press, 2003.

Fodor, Éva. *Working Difference: Women's Working Lives in Hungary and Austria, 1945-1995*. Durham, NC: Duke University Press, 2003.

While the first book (Lendvai) is a country survey that aims for comprehensiveness in scope, the second (Fodor) is a monograph that

examines a narrower topic and offers new interpretations based on primary research.

Academic Journals. The Foley Center Library houses copies of a number of scholarly journals in History. Among them are (call numbers in parentheses):

American Historical Review (E171.A57)
Canadian Historical Review (F1001.C27)
Canadian Journal of History (F1001.C28)
Catholic Historical Review (BX1404.C3)
Central European History (D901.C34)
English Historical Review (DA20.E58)
German Studies Review (DD1.G382)
Great Plains Quarterly (F591.G762)
Hispanic American Historical Review (F1401.H66)
Historian: A Journal of History (D1.H22)
Historical Journal (D1.H33)
History Today (D1.H818)
Journal of African American History (E185.J86)
Journal of American History (E171.J87)
Journal of American Studies (E151.J6)
Journal of Canadian Studies (F1001.J68)
Journal of Hellenic Studies (DG10.J82)
Journal of Modern History (D1.J6)
Journal of Roman Archaeology (DG11.J68)
Journal of Roman Studies (DG11.J7)
Journal of Social History (HN1.J6)
Labor History (HD4802.L435)
Latin American Research Review (F1401.L345)
Monumenta Nipponica (DS821.A1 M6)
New England Quarterly (F1.N62)
Oregon Historical Quarterly (F871.047)
Pacific Historical Review (F851.P18)
Pacific Northwest Quarterly (F886.W28)

Past & Present (D1.P37)

Proceedings of the American Antiquarian Society (E172.A35)

Western Historical Quarterly (F591.W464)

William and Mary Quarterly (F221.W71)

The Internet. The Internet can be a valuable resource if used intelligently and judiciously. For example, the internet can be used for searching for materials on the Foley Center Library website. It can be used to locate some primary sources, which of course must be properly cited (see **Documentation**). But the internet must be used with care. Websites such as Wikipedia are great for quick reference, but the user should understand that its entries can be altered by anyone and therefore they should not be considered completely reliable. Indeed, a surefire way to undermine the validity of your research in the eyes of your professor is to cite Wikipedia as a source of information. (And a certain way to be found guilty of **plagiarism** is to use phrases from Wikipedia—or any other source—and not acknowledge it with a footnote or endnote.) The message your reliance on Wikipedia sends to your instructor is “I am too lazy to locate and read books and scholarly articles on the subject.” This is true of your reliance on internet-based research in general.

However, there are many excellent websites that provide very useful information, and they can and should be considered when conducting your research. Most institutions (governments, museums, organizations, etc.) have websites, and so if you want to find out information about a particular institution—let’s say it is the Latvian National Opera—then taking a glance at its website (www.opera.lv) is an appropriate place to start. If you are doing research on the Holocaust then it is an excellent idea to visit the website for The United States Holocaust Museum (www.ushmm.org). Likewise, if your research topic concerns Yosemite National Park, then it would be absurd to ignore the site created by the United States National Park Service (www.nps.gov/yose). Moreover,

websites that feature primary sources germane to your research topic can be immensely useful. The website *Documents in United States History*, www.historicaldocuments.com, for example, is an excellent place to locate presidential speeches and landmark federal legislation. Likewise, anyone doing research on any aspect of the Cold War should take a long look at the impressive collection of documents collected by the Cold War International History Project website (http://www.wilsoncenter.org/index.cfm?fuseaction=topics.home&topic_id=1409).

As a general rule, your research should never rely exclusively (or even mainly) on web-based sources. Your professors prefer that you rely on resources that have been written or assembled by certified experts in the field. So, to summarize: **DO** use the internet as a tool for finding information, and be sure to use it carefully when gathering materials for your paper; **DO NOT** surrender to the temptation to use the internet as a shortcut or substitute for serious research. In general, it is a good practice to consult your instructor about the use of internet sources.

III. Writing with Style

Just as becoming a good dancer, athlete, or musician requires countless hours of practice and attention to the smallest details, becoming a good writer demands serious effort. Effective writing is a matter of **organization, style, and discipline**.

- A. **Organization** is the way you arrange your facts, evidence, and hypotheses.
- B. **Style** refers to correct grammatical usage and the effective use of words.
- C. **Discipline** is what it takes to look over your work carefully to make sure that it is effectively organized and well-written.

A. Organization

While each writing assignment is an individual work organized according to its own logic, every paper you write, whether it is a senior thesis, an analytical essay, or a book review, consists of: (1) a **beginning**, (2) a **middle**, and (3) an **end**. There are almost no exceptions to this basic rule.

1. **The Beginning.** This is the essay's **introduction**. The introduction begins with a general statement about the topic. It should be followed by several succeeding sentences which narrow and specify the scope of your topic. The last sentence of the introductory paragraph should be your thesis statement. The **thesis statement** is a one-sentence statement of the main idea of your paper.

Here are some practices that it would be best to avoid in your introduction:

- The use of sweeping words and phrases in your introduction such as "Throughout history . . . ," "In the course of time . . . ," "For hundreds of years . . . ," and "always." Whatever follows is likely to be trite at best, and probably wrong as well.
- Beginning your paper with an entry from a dictionary.
- The use of the first-person "I." While there exists a wide range of opinion concerning the use of "I" in history papers, there is almost no justification for introducing a paper with a statement of opinion. Many professors prefer that students avoid constructions like "I believe," "I feel," and "In my opinion," believing that a tone of scholarly detachment is more suitable for scholarly writing. Other professors believe that the first-person construction is appropriate and require their students to use it. As a general rule, the expression of personal opinion, if

permitted by the professor at all, should be saved for the conclusion, after all evidence has been objectively presented. If in doubt, check with your instructor.

Example of a proper **introduction**:

Ivan Turgenev's novel *Fathers and Sons* illustrates the clashing of ideologies and generations in Russian society during the early 1860s. The "fathers" in the novel are Nikolai Kirsanov and Pavel Kirsanov, who represent the older generation of the 1840s. The generation of the 1840s respected the German philosopher Hegel and looked to author Alexander Pushkin as the greatest articulator of Russian values and culture. The "sons" in the novel are Arkady and Bazarov, who represent the new generation of the 1860s the nihilists who reject both authority and traditional principles in favor of science and a more socialist perspective. What is striking about Turgenev's novel is its ability to capture the merits of both generations and their ideologies. In *Fathers and Sons* Turgenev presents a valuable literary and historical source that expresses the character of a Russian nation in transition.

This introductory paragraph clearly identifies the topic and it ends with an effective topic statement. The subject of the paper and its thesis are clear.

2. **The Middle.** This is the **body** of your paper. Like the essay as a whole, each paragraph contains its own beginning, middle and end, and each paragraph should be linked to the next by a transition. The "beginning" of an individual paragraph is the **topic sentence**. The topic sentence states the main idea of that paragraph and only that paragraph. Each sentence in the middle of the paragraph must relate to that topic sentence. Topic sentences must be supported by evidence sentences. Evidence can be direct quotes from the text—keep them short and succinct. Evidence can also consist of facts, analogies, details, examples, or paraphrases. Be sure to paraphrase

sparingly and succinctly, and always indicate your source. Finally, each paragraph should end with a **significance sentence**. This briefly explains to the reader why you believe that the evidence you have presented is important.

Example of a paragraph in the **middle** of a paper:

The Latvian and Estonian peasants living under the hegemony of the Baltic Germans were subjects of special interest to the Enlightenment-era philosopher Johann Gottfried Herder (1744-1803). A minister, poet, and literary critic hailing originally from East Prussia, Herder wrote down the stories and folk songs of the non-German peoples—including Latvians, Latgalians, and Estonians—who populated the countryside surrounding Riga, where he lived in the late 1760s. Herder discovered that beneath the “high culture” of the German overlords there existed a variety of local cultures with their own rich oral traditions. All *Volke* (people) or national groupings, he concluded, possessed their own spirit and distinctive characteristics; all were unique expressions of the beauty of God’s creations. Herder’s belief that language was the essence of nationhood is significant, for it is this criterion for nationality, rather than “blood” or ethnicity, which is at the core of national identity in the Baltics today.

Note how the above paragraph accomplished the following objectives: 1) it begins with a **topic sentence**; 2) it provides evidence in the form of **examples**; and 3) it ends with a **significance sentence**. Also note the **transitions** from one sentence to the next. To maintain the flow of your writing assignment, it is necessary effectively to link sentence to sentence and paragraph to paragraph. Transitional words or phrases such as “thus,” “furthermore,” “nevertheless,” or “however” may be helpful. Transition is important for the reader, because it functions as a road map that allows the reader to navigate your essay more easily. For more on transitions and other stylistic issues, see **Style** below.

3. **The End.** This is the essay’s **conclusion**. A conclusion draws upon evidence already presented in the paper. So how does one come up with a conclusion? Perhaps the easiest thing to do is simply to read your paper again. What is the wider significance of what you have shown? What is its deeper importance? Consider the following conclusion of a research paper on the topic of Russian nationalism during the late Soviet era:

As the Soviet Union began to unravel, the potential for a broad-based Russian nationalist movement certainly existed, but this movement was underdeveloped and fractured—divided most generally between those who advocated anti-communist positions and those who retained some residual belief in Marxism-Leninism and favored using the Russian Communist Party as a consolidating force. For the moment, the democratic and liberal ideas of the glasnost era enjoyed greater success in penetrating the consciousness of the Russian people. However, with the failure of the August putsch, the subsequent collapse of the USSR, and the Yeltsin regime’s inability to solve the country’s most pressing economic and social problems, the politics of antiliberal Russian nationalism enjoyed great potential indeed.

A proper conclusion will indicate the significance of the subject that has just been discussed. It should not introduce new information.

B. Style

Developing a good style requires a mastery of **grammar**, which is a system of rules that defines the functions of words and their relationship in a sentence. Mastery of these basic rules is necessary if you want your written work to be effectively written and to be taken seriously by its readers. This section illustrates some common grammatical and stylistic errors and makes a number of suggestions that will help you to refine and improve your style. *The Elements of Style* by William Strunk is a

concise guide to effective writing; students should become familiar with its contents.

Some common errors:

1. **Adding 's to pluralize a noun.**

Wrong: "The Nazi's persecuted Jews."

Right: "The Nazis persecuted Jews." (No apostrophe is necessary. Apostrophes are usually used to indicate possession.)

2. **Joining independent clauses with a comma.**

Wrong: "Picasso was known as a Cubist painter, his paintings depict a subject from several perspectives at once."

Right: "Picasso was known as a Cubist painter, as his works depict a subject from several perspectives at once."

3. **Misusing semicolons.** Semicolons are used to link independent clauses in a compound sentence. They are not interchangeable with commas or colons.

Right: "Secrecy, Gorbachev concluded, does not work; policies would now have to be based on candor."

4. **Subject-verb disagreement.** The number of the subject determines the number of the verb.

Wrong: "Each of these children like ice cream."

Correct: "Each of these children likes ice cream." (Since the subject here is the singular noun "each," not the plural noun "children," the verb is "likes.")

5. **Tense inconsistency.** This is when a paragraph illogically jumps from one tense (past, present, or future) to another. It is best to stay in one tense—usually the past tense. You are writing a history paper, after all.

6. **Splitting infinitives.** This is when an infinitive form of a verb (such as "to go") is interrupted by another word.

Wrong: "... to boldly go where no man has gone before."

Right: "... to go boldly where no man has gone before."

7. **Lack of specificity.** Avoid vague words like "thing" and "the people" and always be specific. When using pronouns such as "they" or "it," make certain that the specific subjects to which these pronouns refer is clear to the reader.

8. **Abusing passive voice.** Passive constructions are often used in scientific writing but are inappropriate for most historical writing. A passive construction occurs when you make the object of an action into the subject of a sentence. Typically this means that the performer of the action is not the subject of the sentence. Passive voice is easy to spot, as it is usually indicated by some form of "to be" followed by a past participle.

Wrong: "Some mistakes were made by the Voinovich administration."

Right: "The Voinovich administration made some mistakes."

9. **Misusing prepositions:** Prepositions are the words that indicate the location of a noun in space or time. It is important that you master the use of prepositions and prepositional phrases. Among the most common prepositions are:

about above across after against along among around at
before behind below beneath beside between beyond but by
despite down during except for from in inside into like near
of off on onto out outside over past since through
throughout till to toward under underneath until up upon
with within without

10. **Misusing pronouns.** This is especially common when it comes to identifying countries.

Wrong: Japan began to modernize nearly forty years before the war with Russia. They soon surpassed the other eastern powers in military might.

Right: It soon surpassed the other eastern powers in military might. (Japan is a state, not a group of people.)

11. **Confusing homophones** (words that sound alike but are spelled differently). Some of the most egregious and common examples are the following:

- accept/except
- advice/advise
- affect/effect
- its/it's
- lead/led
- populace/populous
- their/there/they're
- than/then
- were/we're/where
- your/you're

There are many other common stylistic errors. The key to avoiding them is to be aware of them and to proofread your writing assignments carefully.

C. Discipline

Nobody gets it right the first time—not even professional writers. Please spare your instructors the insult of submitting a first draft—and spare yourself the poor grade that such a weak submission will surely merit. Read your paper again and again, checking for stylistic errors, logical organization, proper phrasing, tense and stylistic consistency, and proper formatting. Proofreading your paper on a computer screen is not enough. It is a good practice to print out your drafts and see how they look on paper. It is also a good idea to read them aloud, as you can often hear your mistakes better than you can see them.

Before submitting a paper, be sure to go through the **checklist** at the end of this pamphlet.

IV. Documentation

Readers of your work want to know where you got your information, thus it is essential to cite all your sources properly and consistently. Various disciplines such as Psychology or Political Science may use citation formats such as APA or MLA; the History Department of Gonzaga University, however, recommends that you use the *The Chicago Manual of Style* for your citations. This section provides basic information on how to cite your sources in A) **bibliographic form** and B) as **footnotes** or **endnotes**.

A. Bibliographies

There are three types of bibliographies you may be required to compose:

- 1) **standard bibliography;**
- 2) **annotated bibliography;** or
- 3) **bibliographic essay.**

It is essential that you know which kind of bibliography your instructor expects you to include in your paper.

1) **Standard Bibliography.** Unless specified by your instructor, all research papers must include a bibliography of all works consulted during the course of your research. Your bibliography should be placed at the very end of the paper. A proper bibliography will look like this:

Works Cited

Conquest, Robert. *The Great Terror: A Reassessment*. New York: Oxford University Press, 1990.

_____. *The Harvest of Sorrow: Soviet Collectivization and the Terror-Famine*. New York: Oxford University Press, 1986.

Davies, Sarah. *Popular Opinion in Stalin's Russia: Terror, Propaganda, and Dissent, 1934-1941*. Cambridge: Cambridge University Press, 1997.

Fitzpatrick, Sheila, ed. *Everyday Stalinism: Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*. New York: Oxford University Press, 1999.

_____. *Stalin's Peasants: Resistance and Survival in the Russian Village after Collectivization*. New York: Oxford University Press, 1994.

Getty, J. Arch. *Origins of the Great Purge*. Cambridge: Cambridge University Press, 1985.

Getty, J. Arch and Oleg V. Naumov. *The Road to Terror: Stalin and the Self-Destruction of the Bolsheviks, 1932-1939*. New Haven and London: Yale University Press, 1999.

2) **Annotated Bibliography.** Some instructors will require something more than a list of works you have consulted in the course of your research. You may be required to compose either an **annotated bibliography** or a **bibliographic essay**. An annotated bibliography lists the works on a particular subject but includes a succinct summary of the work's scope and themes. The following is an example of an entry in an annotated bibliography:

Gorlizki, Yoram and Oleg Khlevniuk. *Cold Peace: Stalin and the Ruling Circle, 1945-1953*. New York: Oxford University Press, 2004.

Depicts Stalin's postwar relationship with his inner circle, focusing on his drive to preserve his dictatorship in old age as he pressed his country's claims as a global power. This study argues that Stalin's postwar ruling style was characterized by its fundamental rationality.

3) **Bibliographic Essay.** A bibliographic essay briefly examines the views taken by different authors on a particular subject. It is much like an historiographic essay, but it is less comprehensive and more superficial. The composition of a bibliographic essay is sometimes required of students as a stage in the preparation of a larger research project. The following is an excerpt from a bibliographic essay on the Stalin era in the Soviet Union.

Among the most impressive scholarly works published after the opening of the Soviet archives was Stephen Kotkin's *Magnetic Mountain: Stalinism as a Civilization* (1995), a study of one of the USSR's largest industrial projects. Stalinism, according to Kotkin, was

not simply a matter of power, ideology, or even of forced modernization; Stalinism was “a set of values, a social identity, a way of life.” Moreover, the Stalin revolution was enduring, for it created the political, economic, cultural, and social structures that remained in place for half a century. Partly as a result of vastly improved access to source materials, scholars are now showing greater interest in public opinion, thereby awarding agency to a Soviet population which formerly had usually been treated simply as victims—which indeed they were—of a lethal regime. A book by Sarah Davies, *Popular Opinion in Stalin’s Russia: Terror, Propaganda, and Dissent, 1934-1941* (1997), for example, examines popular opinion during the Great Terror, while the Russian scholar Elena Zubkova, in *Russia after the War: Hopes, Illusions, and Disappointments, 1945-1957* (1998), considers public opinion after World War II, when hopes for a liberalized society arose and were quickly crushed.

B. Footnotes and Endnotes

It is necessary to cite a source in the form of a footnote or an endnote whenever a) a source is being quoted directly; b) you are using factual information obtained from that source; c) you are discussing someone else’s interpretation of some historical issue.

Citing your sources clearly will reduce the risk of **plagiarism**, which may be defined as the stealing and passing off someone else’s ideas or words as your own. Plagiarism is the cardinal sin of academia and carries severe penalties at Gonzaga University (please see the student handbook for university policies regarding academic dishonesty), so please make the effort to cite all sources carefully and consistently.

Some instructors prefer **footnotes** at the bottom of the page; others prefer **endnotes** at the end of the paper. If you are unsure which format is more appropriate, simply ask your instructor. Generally speaking, superscripted numbers appearing in the body of a text

indicating a footnote or endnote should not appear in the middle of a sentence, but should be placed at the end of a sentence (like this).¹¹ Also note that when a sentence ends with a quote and footnote/endnote, the proper grammar is as follows: period, end quotation mark, superscripted number. For example: “. . . life, liberty, and the pursuit of happiness.”¹²

While it is important that each source, whether it is a document, a book or a journal article, be cited properly according to the Chicago style, a list of footnotes and endnotes should resemble this:

⁵ Steven Brill, *The Teamsters* (New York: Simon and Schuster, 1978), 14-30; Anthony Baltakis, “Agendas of Investigation: The McClellan Committee, 1957-1958,” Ph.D. diss., University of Akron, 1997, 414-18.

⁶ Brill, *The Teamsters*, 14.

⁷ *Ibid.*

⁸ U.S. Congress, Senate, Select Committee on Improper Activities in the Labor or Management Field, *Interim Report*, 85th Cong., 2nd sess., 1958, 35. Hereafter referred to as *Interim Report*.

⁹ Thomas Malloy, interview with Adam Hodges, transcript, p. 7, MSS 1605, Oregon Historical Society Research Library, Portland.

¹⁰ *Interim Report*, 9.

Footnotes and endnotes may also be used to provide information about sources or to include information that would otherwise disrupt the flow of the text. For example:

⁵ *Investigation*, 184; In his testimony before the McClellan Committee. Lloyd Hildreth, secretary of Portland Teamster Local 223, claimed that Clyde Crosby, an organizer for the International Brotherhood of Teamsters, had taken the unusual step of ordering the pickets at the Mount Hood Café. See *ibid.*, 198.

The following are some basic examples of bibliographic and footnote/endnote citations for a variety of sources. For a comprehensive list, see *The Chicago Manual of Style*.

I. Book (single author):

Note: ¹ Eric Cunningham, *Hallucinating the End of History: Nishida, Zen, and the Psychedelic Eschaton* (Bethesda, Md.: Academica Press, 2007), 26.

Bib.: Cunningham, Eric. *Hallucinating the End of History: Nishida, Zen, and the Psychedelic Eschaton*. Bethesda, Md.: Academica Press, 2007.

II. Book (two authors):

Note: ² Robert C. Carriker and Eleanor R. Carriker, *An Army Wife on the Frontier: The Memoirs of Alice Blackwood Baldwin, 1867-77* (Salt Lake City, Utah: Signature Books, 1975), 121-124.

Bib.: Carriker, Robert C., and Eleanor R. Carriker. *An Army Wife on the Frontier: The Memoirs of Alice Blackwood Baldwin, 1867-77*. Salt Lake City, Utah: Signature Books, 1975.

III. Work in an edited collection:

Note: ³ Niccolo Machiavelli, "The Prince," in *Sources of the Western Tradition: Volume II: From the Renaissance to the Present*, seventh edition, ed. Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue (Boston and New York: Houghton Mifflin, 2008), 13.

Bib.: Machiavelli, Niccolo, "The Prince." In *Sources of the Western Tradition: Volume II: From the Renaissance to the Present*, seventh edition, ed. Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue, 10-13. Boston and New York: Houghton Mifflin, 2008.

IV. Citing a foreign language collection of works:

Note: ⁴ Nishida Kitarō, "Rekishu tetsugaku ni tsuite" (Concerning the Philosophy of History), in *Nishida Kitarō Zenshū* (The complete works of Nishida Kitarō, hereafter cited as NKZ), 3rd ed., (Tokyo: Iwanami Shoten, 1980), 12:271-72.

Bib.: Nishida Kitarō. "Rekishu tetsugaku ni tsuite" (Concerning the Philosophy of History), in *Nishida Kitarō Zenshū* (The Complete works of Nishida Kitarō), 3rd ed. Tokyo: Iwanami Shoten, 1980.

V. Article in a journal:

Note: ⁵ D.L. Brandenberger and A.M. Bubrovsky, "'The People Need a Tsar': The Emergence of National Bolshevism as Stalinist Ideology, 1931-1941," *Europe-Asia Studies* 50, no. 5 (1998): 875.

Bib.: Brandenberger, D.L., and A.M. Bubrovsky, "'The People Need a Tsar': The Emergence of National Bolshevism as Stalinist Ideology, 1931-1941," *Europe-Asia Studies* 50, no. 5 (1998): 873-892.

VI. Article in a newspaper:

Note: ⁶ Kevin Chambers, "Why We Teach History," *Liberty Lake Tribune*, 20 April 2003, sec. A.

Bib.: Chambers, Kevin. "Why We Teach History." *Liberty Lake Tribune*, 20 April 2003, sec. A.

VII. Article in a popular magazine:

Note: ⁷ Gerald Moore and Larry Schiller, "LSD: The Exploding Threat of the Mind Drug that Got Out of Control," *Life*, 26 March 1966, 28-33.

Bib.: Moore, Gerald, and Larry Schiller. "LSD: The Exploding Threat of the Mind Drug that Got Out of Control." *Life*, 26 March 1966, 28-33.

VIII. A source cited in a previously cited book:

Note: ⁸ Joseph Needham, *Science and Civilization in China* (Cambridge: Cambridge University Press, 1954), 329, quoted in McKenna, *Invisible Landscape*, 123.

IX. Electronic source (with author):

Note: ⁹ Ashahed Muhammad, "Fidel Castro: A Friend of Revolution," *FinalCall.com News*, 16 June 2006 <http://www.finalcall.com/artman/publish/article_2699.shtml> (20 February 2008).

Bib.: Ashahed Muhammad, "Fidel Castro: A Friend of Revolution," *FinalCall.com News*, 16 June 2006 <http://www.finalcall.com/artman/publish/article_2699.shtml> (20 February 2008).

X. Electronic source (author unknown):

Note: ¹⁰ "Rules of Engagement," *Frontline*, 19 February 2008 <http://www.pbs.org/wgbh/pages/frontline/haditha/etc/synopsis.html> (21 February 2008).

Bib.: "Rules of Engagement." *Frontline*. 19 February 2008 <http://www.pbs.org/wgbh/pages/frontline/haditha/etc/synopsis.html> (21 February 2008).

XI. Works cited by same author (bibliography):

Szporluk, Roman. "Dilemmas of Russian Nationalism," *Problems of Communism* 38, no. 44 (1989): 15-35.

_____. *Nations and Nationalism: Karl Marx Versus Friedrich List*. New York: Oxford University Press, 1988, 206.

_____. *Russia, Ukraine, and the Breakup of the Soviet Union*. Stanford, Cal.: Hoover Institution Press, 2000.

XII. Public document:

Note: ¹¹ U.S. Congress, Senate, Select Committee on Improper Activities in the Labor or Management Field, *Interim Report*, 85th Cong., 1st sess. 1957.

Bib: U.S. Congress, Senate, Select Committee on Improper Activities in the Labor or Management Field, *Interim Report*. 85th Cong., 1st sess., 1957.

XIII. Interview:

Note: ¹² Steve Balzarini, interview with author, January 10, 2008, Spokane, Washington.

Bib: Balzarini, Steve. Interview with author. January 10, 2008. Spokane, Washington.

XIV. Explanatory note with general reference

Note: ¹³ This book uses Alfred North Whitehead's definition of concrescence as "the name for the process in which the universe of many things acquires an individual unity in a determinate relegation of each item of the 'many' to its subordination in the constitution of the novel 'one.' See Alfred North Whitehead,

Process and Reality: An Essay in Cosmology, corrected edition, ed. David Ray Griffin and Donald W. Sherbourne (New York: The Free Press, 1978), 211.

XV. Explanatory note with reference to a website:

Note: ¹⁴ Those interested in the mathematical derivations of the timewave should consult John Sheliak's "Specification, Delineation, and Formalization of the Time Wave Zero Data Set Generation Process—Philosophical, Procedural, and Mathematical," available at the website <http://www.levity.com/eschaton/sheliak/index.html>.

XVI. Abbreviating footnotes/endnotes:

When citing in the form of footnotes or endnotes, a full citation is necessary only the first time you cite a particular source. "Ibid." (same as above) is used to reference the same source that was cited previously. Later citations of this source can usually be written by indicating the author and page number.

¹⁵ Roman Szporluk, *Nations and Nationalism: Karl Marx Versus Friedrich List* (New York: Oxford University Press, 1988), 206.

¹⁶ Michael Hechter, *Containing Nationalism* (New York: Oxford University Press, 2002), 77.

¹⁷ Ibid.

¹⁸ Roman Szporluk, "Dilemmas of Russian Nationalism," *Problems of Communism* 38, no. 44 (1989): 15-35.

¹⁹ Hechter, 79.

²⁰ Szporluk, *Nations and Nationalism*, 206.

XVII. Ancient sources:

When quoting an ancient writer in a footnote or endnote, certain special conditions must be observed:

- One must always remember to credit the original (ancient) author, not the translator of the volume which you have used.
- Certain standard abbreviations for ancient authors are commonly used (i.e. Verg. for Virgil; *Aen.* for *Aeneid*). See *The Oxford Classical Dictionary* for a full listing of authors and works.
- One should cite the chapter and line number, rather than the page number of the translated volume. (Because different editions or translations exist of an ancient author, it can be confusing to use page numbers from a modern translation.) However, for bibliographical entries one should list the full citation and credit the modern translator and publisher.

Note: ²¹ Verg., *Aen.* 5.25.

Bib: *The Aeneid of Virgil*. Translation by Allen Mandelbaum. Berkeley: University of California, 1971.

V. A Final Checklist

This pamphlet concludes with a list of things you MUST do before submitting any writing assignment to your instructor. Checking your writing assignment against this list will save both you and your instructor much grief and it will undoubtedly increase your chances of getting a satisfying grade.

- Is the paper properly identified? Does it have your name on it? Does it have the course number and instructor's name on it? Does the paper have a title?
- Did the assignment follow directions? Are the pages properly fastened (stapled) together? Are the pages numbered?
- Is the paper formatted as per your instructor's directions (spacing, font size, margins)? Is it the proper length?
- Does your paper have a clear introduction (with a thesis statement), body (with supporting evidence), and conclusion? Does the introduction clearly tell the reader what to expect in the paper? Does the conclusion clearly indicate the broader significance or implications of what has been presented in the paper?
- Is each paragraph of the paper clearly linked to the next? Are the sentences properly linked? When you read the paper out loud to yourself, does it naturally flow?
- Does your paper sound scholarly and professional? Is it written at the level you would expect from a highly-educated and intellectually sophisticated author?
- Is every generalization backed by evidence and examples? Is the significance of these particular examples clear?
- Does your paper stay on point? Is it concise? Is there any unnecessary repetition? Are there any extraneous passages that can be removed?
- Has the paper been thoroughly proofread for factual errors? Are you certain your facts (names, dates, events, cause/effect) correct?
- Has the paper been thoroughly proofread for spelling, stylistic, and grammatical errors? Are you reasonably confident that it is free of such errors?
- Is your writing assignment consistently specific? Does it avoid vague formulations and references to "things," "stuff," or "the people"? Is the subject of each and every pronoun absolutely clear?
- Does your paper require a bibliography? Has it been written correctly as prescribed in *The Chicago Manual of Style* or Turabian's *A Manual for Writers*?
- Have you cited the paper's sources properly and consistently in accordance with the format outlined in either *The Chicago Manual of Style* or Turabian's *A Manual for Writers*?
- Have you checked your paper thoroughly to ensure that it has met the standards outlined above? Then congratulations! You have completed your writing assignment. Your paper is now ready for the scrutiny of your instructor.