

**DEPARTMENT OF HISTORICAL STUDIES  
UNIVERSITY OF CAPE TOWN**



**STUDENT RESOURCE BOOKLET AND REFERENCING  
GUIDE**

Updated 2022

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\* This guide was originally composed by Dr. Ashley Eva Millar and Glen Ncube of the Historical Studies Department, UCT, and has subsequently been reworked and edited by Raphael Chaskalson. Some material has been drawn from Catherine Hutchings, *Studying at University: A Guide for first year students*, Illustrations by Stacey Stent (Language Development Group, University of Cape Town, 2010) and I. W. Mabbett, *Writing History Essays: A Student's Guide* (Basingstoke; New York: Palgrave Macmillan, 2007).

\* This guide was updated in 2022 by Marina Geldenhuys according to the latest conventions for the Chicago Footnoting Reference system found in the Chicago Manual of Style 17<sup>th</sup> Edition.

## **PART 1: INTRODUCTION**

Being at university marks a big change in your life. University is a new world with its own set of 'rules' that must be learnt. In addition to this, the discipline of history also has its own requirements that are different from other courses you will be studying. This *History Guide* is designed to help you navigate your history subject studies during your entire undergraduate degree.

### **Reaching out**

A critical aspect in getting the most from your university experience is to make it as interactive as possible. While it is important to do a great deal of studying, writing and reading on your own, talking about course content or issues you are having will make your experience more manageable. You can reach out to your peers in your tutorials, your tutor and UCT institutions such as the Writing Centre. If you are not comfortable writing in English, or if your tutor suggests it, you should make an appointment to visit the UCT Writing Centre before your first essay is due.

### **Planning**

Another important part of achieving successful results in all your history courses is to plan ahead. Know when and where your lectures and tutorials are. Attendance is key. You should also make a schedule for your course essays and tutorial assignments. Make sure you know these due dates well in advance. A good idea is to set an informal deadline for yourself the week before they are due.

### **Making the most of your university experience**

Your experience of university depends on how prepared, motivated, organised and responsible you are. Familiarise yourself with this guide as best you can. From time to time, it may be advisable to go over relevant sections, in order to refresh your mind and keep yourself up to date.

## PART II: ACADEMIC LISTENING [LECTURES]

If you are in first year, lectures will probably be less familiar to you than any other learning situation in the university; they differ from high school classes most obviously in terms of size, but also in terms of function. In some first-year courses, you may be one of several hundred students sitting in a big lecture theatre, listening while the lecturer talks for 45 minutes, often about things you've never heard of before. It is a new learning environment and will take time to get used to. Some students will find it tempting to bunk lectures, knowing their absence will not be detected. Although lectures can be easy to skip and hard to follow, it is very important to attend them! A lot of what the lecture does for you can't be done in any other way. In a short space of time, **lectures introduce you to new fields of study, new concepts, and new terminology, providing you with a lot of information** (usually synthesised from various sources). Lectures are also important because they give you an overview of the course, including important dates (due dates for assignments), requirements, administrative issues and often offer hints as to what to expect in your exams.

Lectures are generally not interactive, although some lecturers will allow time for questions during or after the lecture. Lectures are delivered by the lecturer, to the audience. This implies a degree of passivity on your part, but there are ways to be an **active listener**, which will enhance your learning experience in lectures.



## Before the lecture

Although you are not usually expected to 'perform' or 'participate' in lectures as you may have done in an interactive classroom at school, or in the same way that you would do in your tutorials, you should still prepare yourself for the lectures. The most important thing to do is to focus your mind before the lecture. Two possible steps in this process are thinking about the topic itself and considering what you already know about it. This applies to all levels of study.

### 1. What is the topic?

Try, before each lecture, to remind yourself what the topic of the lecture is. You could find this out by looking at the course outline the lecturer gave out at the beginning of the course, or on the course Vula site. You could also consult the notes you took in the previous lecture or lectures. Being aware of the context will allow you to ask yourself the next important question.

### 2. What do I already know about the topic?

It is easier to learn something that can be connected to something you already know, or something that you have experienced. By the time you arrive at university, you have already accumulated many skills and vast quantities of general and specific knowledge. Once you know what the topic of the lecture is, spend a little time thinking about what you already know about this topic. For example, what do you know about that particular time period? Do you recall having studied this or a closely related subject at school? You may have read something in the newspaper, heard about it on the radio or seen a programme on television that referred to some aspect of the topic. This thought process will enable you to link the content of the lecture to knowledge that may be more intuitive to you, and will therefore make the content much easier to learn.

## During the lecture

1. Arrive early for lectures. If you miss the introduction to the lecture, you may, in fact, miss a summary of the most important points that will be covered. Many lecturers choose to start their classes in this way.
2. Make sure you get and read any handouts that are being distributed.

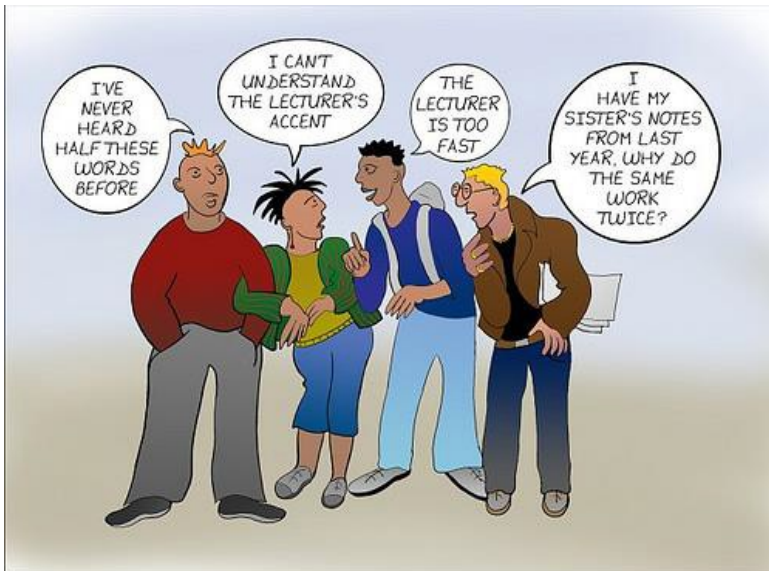
## Taking Notes

Take notes in ways that are useful to you. Your notes should act as reminders and resources. DO NOT just write down everything the lecturer says. **Note taking is an act of creation not just transcription (writing down exactly what you hear).** Instead, you

should focus on processing the information you hear in a way that makes sense to you. The following are suggestions:

- Organise your notes: Write down the course title, lecturer's name, date, and the specific lecture topic.
- Write down any questions that you have, so you can bring these up in tutorials.
- Keywords and main ideas should form the bulk of your notes. Succinct lecture notes are more likely to help you study than a full transcription of the class.
- Lecturers often give hints. Watch out for these! Sometimes the lecturer will repeat particular ideas, spent time on certain examples or explicitly label something as important. Highlight or underline these so that you pay particular attention to them when studying.
- Use abbreviations that make sense to you (and that you will remember) to help you shorten words. For example:
  - 'Example' = 'ex.'; 'Globalisation' = 'Glob'n'

### After the lecture



Immediately after the lecture, file your notes. Keeping your lecture notes chronological and easily accessible will really help you come exam time!

Then, review and reflect on the topic. Fill in extra bits of information that you remember and think about any questions you may have. You may also follow up on the topic by consulting the readings. It is not a good idea to use the lecture notes from a peer or sibling that studied the same course in previous years - their

way of recording information might be very different to yours.

It takes time to get used to the pace of lectures, unusual accents and perhaps a level of language that you are not used to. Note-taking is a skill that will improve with time and practice.



### PART III: ACADEMIC READING

Understanding the assigned readings is key to doing well in a history course. Your reading material will expand on the content of the lectures and introduce new ideas that the lectures don't cover. You are expected to use this information in your essays and in your exam. For each tutorial, you will be given one or several readings that you have to write about and discuss with your tutor and peers. In addition to this, extra readings are put on Vula and are available online or in the library, which you will need to look at when studying for your exam and writing your essays.

As a reader, you are not simply a 'blank slate' onto which the ideas in the text are re-written. Reading is actually an interactive process during which your pre-existing ideas influence how you understand the ideas embodied in the text. 'Active reading' involves understanding your own purpose or purposes, selecting appropriate reading strategies and making notes.

History at the university level is not just about facts. While the past does not change, our interpretations and understanding of it certainly has. The different ways historians have written about history is called **historiography**. As you will see in many courses, history and economic history often deal with contested interpretations of the past. For example, authors have disagreed about the economic impact of colonialism in African history. While this can be an emotional topic, it is important as an academic reader that you process the argument and evidence provided in each reading. Even if you disagree with an author's point of view entirely, there might be some useful information in their paper. At the very least, understanding alternative explanations of the past can make your argument stronger.



## Reading strategies

### 1. Know your own purpose

- Ask yourself why you are reading a particular text.
- Are you reading for a tutorial assignment?
  - Are there accompanying questions that you should try to answer for that tutorial?
- Are you reading in preparation for an essay?
  - Do you know your argument?
- Are you reading to consolidate knowledge before examinations?
- Are you following up a reference for your own interest, or to clarify a point from the lecture?

### 2. Overview

- This stage is about getting the general idea. This kind of reading is sometimes called “skimming.” Instead of getting straight into the details, take a little time to get an overview of the whole text.
- Look at the title and subtitle of the book or article.
- Read the “abstract” of a journal article, or the back cover of a book to get an idea of what the author’s main arguments are.
- Look at different sections in the article to get an idea of some of the main themes that will be addressed.
- Read the introduction and conclusion, as this is where most authors will summarise their whole argument. This can give you an idea of the structure of the article without overloading you with detail.
- Consider the printing history of the reading:
  - When was the book or article first published? This is especially important in history. For example, someone writing in 1955 about the New Deal of the 1930s could have a very different perspective from someone writing about it today.

### 3. Inview

- This stage is about getting a proper understanding of the content of the reading.
- You are now required to read the piece thoroughly, taking note of important details or pieces of evidence that the author uses.
- You may have to read your first few readings slowly. Make sure you regularly check on notes you made about the author’s argument on earlier pages as you progress through the piece.
- This stage might also involve having to look words up in the dictionary, or referring to your lecture notes from time to time.



#### 4. Notes

- Depending on the purpose of your reading, your notes will change.
- If you are reading for the purpose of writing an essay or assignment, organise your notes according to the various parts or themes you could identify in the assignment question.
- Note author and page references alongside any note you make in a separate note document so you don't have to look for references later.
- DO NOT just underline or highlight your article. Try to separate the main point out from all the supporting evidence.
- Think of your notes as a way to identify the raw material that you will use to build up your own argument.
- Think about the material in your own words - often we believe we understand the material when we read it, but then have difficulty expressing the ideas ourselves.
- Try to write a short summary in your own words. This will serve as a good reminder to you later.

When you are finished with your reading and your notes, ask yourself these questions:

- What is the author's basic argument? Do I agree with it?
- How does the author use evidence to support their claim?
- Are there some facts that have been left out or misinterpreted?
- Do I dislike this argument because it challenges my own beliefs?
- How does this fit in with other things I've read on this subject?
- Does the author's conclusion seem logical and well supported?
- Why did the lecturer choose this particular reading? How does it relate to the lectures?

## PART IV: ACADEMIC WRITING

Written assignments offer you the opportunity to revise what you have learnt and express your understanding of the subject. They also offer a further learning opportunity, because the feedback you receive from your lecturer or tutor will help you to see how well (or badly) you are coping with the work and where you can improve.

### What are the main criteria for historical studies tutorial assignments?

Tutorials offer you a more intimate setting to discuss your coursework with your peers, moderated by a tutor. You should read the required readings well in advance and come prepared to contribute. While the emphasis is on discussion and active participation, there is also a written component where you will be expected to answer a question in a succinct manner. To do well in your tutorial assignments, you will need to familiarise yourself with summary writing strategies, as tutorial assignments tend to be shorter than a standard course essay. Make sure that each sentence contributes to answering the question. If a phrase is not necessary for your argument, take it out! Tutorial assignments are usually submitted before each tutorial, but be sure to check your course outline for submission requirements.

### What are the main criteria for historical studies essays?

In an essay, you are expected to show accurate knowledge of the material that is relevant to a particular topic. The topic is usually approached in the form of a problem, which is set by the particular essay question. In response to this problem, you develop an **argument**, which is built up step by step, using different points to support it. These points are based on the available evidence (facts) and the ideas and interpretations suggested by other writers whose works you would have read in preparation for your essay. You must indicate where you found these ideas and this evidence, and this is done in two ways. A bibliography is used to list the readings you have consulted, and footnotes are used to show where specific ideas, quotations and pieces of evidence come from (Refer to Part V of this Guide for details). You also need to make sure that **what you write can be clearly understood by the reader who marks your essay.**

### Writing history essays involves 8 stages

1. Planning
2. Understanding the question
3. Gathering information
4. Creating an outline
5. Writing



6. Editing and re-writing
7. Submitting
8. Understanding your feedback

Below, we will go through these stages in detail, because each is of critical importance. As you will see, it is a lengthy process so you MUST **give yourself sufficient time** for any essay you submit. Similar guidelines for essay structure should be applied to your tutorial assignments, though you will not spend as much time on them.

## 1. Planning

In preparation for any history assignment, you need to make a clear plan, allocating adequate time to all the necessary tasks accordingly. You should keep the due date in mind and make sure your plan fits into the deadline for each assignment. Start working on your assignment very early, following the steps outlined below.

## 2. Understanding the question

This stage can take longer than you may think. You might need to re-read some of your notes or the recommended readings, or even consult your tutor to clarify some aspects of the question. Understanding the question involves careful reading and analysis. The question indicates what general and specific areas of the subject should be included in your answer. Should you be 'identifying' causes of something, or should you be 'demonstrating' how something happened? Should you be 'comparing' several interpretations, or 'critically analysing' one argument? Think about the action word in the question and what this word is asking you to do. For example:

- "Discuss" generally requires you to explore the area/topic through argument and reflection showing your insight and grasp of the subject matter. This means you should show different sides of the topic. Do not just list all the information you know. Rather show that you have reflected on it and looked at the topic from different perspectives.
- "Account for" is asking you to provide reasons for something or show its causes.
- "Analyse" means you should find and describe the main ideas through careful argumentation. You must show how these ideas are related and why they are important.
- "Assess" is directing you to evaluate an argument or issue, looking at the positive and negative attributes.
- "To what extent" is asking you to justify the validity of an argument in as far as it can be accepted.

### 3. Gathering Information for answering the question

When you have a good understanding of what the question is asking of you, the next stage is to gather information. Think about what evidence you need to answer the question, where to find it and how to best arrange the different elements of your argument. You don't need to read everything at once – sometimes, allowing yourself to read your material in stages is helpful and will avoid overloading your brain or stressing you out. As you read, you may use the following standard procedure for gathering and filtering notes for answering the question – ask yourself: *who, what, when, where* and *why*? At its core, history focuses on knowing and explaining **content, context, causal relationships, continuity** and **change**.

*What* happened, *where* and *who* did *what*, are standard historical questions you should use to identify your *content* (i.e., events and the characters involved). *Context*,

- contemporary factors that might have influenced certain events/developments – is also important to consider. Therefore, in each case you should ask yourself, 'in *what context* or under *what* circumstances did this happen?' Knowing the events or developments and their *context* will allow you to assess *causal relationships* (or causes) among events. To find causes, you will need to ask *why*? Historians are generally wary of using single factors as causes. Instead, they take into consideration a wide array of possible causes. Often historians rank various causes in terms of their importance. Always bear this in mind. Lastly, determining *continuity* and *change* are key pursuits to historians. Again, this entails dealing with causal relationships between events, conditions, and ideas over time.

For example, you may encounter a question like: "What was the impact of the New Deal on the American economy in the 1930s?" In this question, you will have to say *what* the New Deal was. *When* was it introduced? *Who* formulated it? What processes did it set in motion (that is, changes) and *what* processes remained the same (continuity). In the process, you will address *causal relationships*.

### 4. Creating an outline

Creating an outline is an essential part of producing good academic writing. An outline allows you to determine the broad structure of your essay/assignment. The outline of your essay should be informed by the **main argument** that you want to make. An argument is a persuasive idea or pattern of thought that is formulated on the basis of reasonable premises or evidence or data. As you read your sources guided by the question, you begin to discover certain patterns and insights that can help you formulate your own argument. The main objective of any assignment should be to state a clear case (a thesis statement) and support this as strongly as possible using your available evidence.

In the majority of cases, making your own argument will entail dealing with counterarguments or opposing views in a scholarly way. Often, historians disagree with each other about how to interpret the past. Most essay questions you receive will require you to acknowledge arguments or evidence that opposes your chosen argument. Incorporating such arguments or evidence in your essay is a strength, as it allows you to demonstrate why your preferred argument is a stronger one. The best way to go about this process is to acknowledge that an alternative point of view exists, briefly explain this approach and state why it is weak, providing suitable evidence.

## 5. Writing: The main components of an essay

A history paper has three basic components: introduction, body and conclusion.

### *Introduction*

The introduction sets out the topic and the main aims of the essay. You should begin with a brief discussion of the topic. You can give the reader an indication of the broad debate around the topic (if there is one). Next, you must state your argument/answer to the question.

You should also include a brief description of the approach or structure the essay will take to make that argument. Depending on the question, you can also use the introduction to define key concepts or give a brief background to help explain the question or your argument. If there are many points that can be possibly covered, you may select and concentrate on a few representative ones. Explain or make it explicit why you chose that approach. Below is a model introduction for the following hypothetical question:

Question: "Although morally reprehensible, colonialism led to the economic development of Africa." Discuss.

### Model Introduction:

*Following a long period of imperial conquest, by the end of the nineteenth century much of Africa was under colonial rule. Although most scholars agree that colonialism was morally reprehensible, the literature is divided on whether it developed Africa economically. While some scholars have argued that colonialism had economic benefits for the colonised, others believe it led to the underdevelopment of African countries. This essay seeks to describe and evaluate the major impacts of colonial rule on African countries. Because this is a large, complicated topic, this essay will focus on infrastructure, agriculture and manufacturing in order to cover both the rural and the urban areas. Through these categories, we will see that while there was significant economic change and growth, it was geographically lopsided and the benefits were allocated according to race, class and gender. Colonialism cannot, therefore, generally be said to have led to the economic development of Africa.*

## ***Body***

The body of the essay develops the argument stated in the introduction. It is here that you give evidence to support your view. Sometimes, it may be advisable to make it clear why you think the evidence you are using is compelling. In the body of the essay you can choose to use one or more of the following approaches, which you can select depending on the type of the question. Each of these approaches has its own advantages and disadvantages that are important to bear in mind.

### *1. The Chronological Approach*

This approach tackles the subject chronologically (by an ordered timeline), with the necessary comments being made as the narrative develops. This approach works well in essays that require vivid descriptions of events and related processes, with the main goal being to show developments and/or changes over time. You can also use it to establish causes and effects, and to connect events. The main disadvantage of this approach is that you can sometimes be bogged down in the narrative detail and forget to link that narrative clearly to your main argument.

The following question would suit a chronological approach: 'What led to the international economic crises of the 1970s?'

### *2. Thematic Approach*

The body of an essay can also be built around themes that you select based on the demands of the question. The relevant evidence should be discussed in relation to each theme. This allows you to separate your points and discuss them systematically. However, themes should not be discussed out of historical context or in complete isolation. The model introduction on the previous page approaches the essay question in a thematic way: the essay focuses on infrastructure, agriculture and manufacturing.

To recap, the following question would suit a chronological approach:

'Although morally reprehensible, colonialism led to the economic development of Africa'. Discuss.

### *3. Historiographical Approach*

The body of an essay can also be developed by discussing a number of possible answers, based on the arguments of particular historians. This approach is particularly relevant for questions that focus on controversial issues, like the Industrial Revolution. You can approach these topics by assessing competing arguments put forward by different historians. However, you should not merely summarise each

scholar's argument, facts, and opinions. You are required to show your own independent thought and state a point of view.

The following question would suit a chronological approach: 'How have historians explained the causes of Indian nationalism?'

### What is a paragraph?

No matter which approach you choose to structure the body of your essay, you must organise your paragraphs very carefully. All the components of your essay are made up of paragraphs. Each paragraph should make **one main point**. A paragraph should start with a topic sentence. This topic sentence alerts the reader to the focus of the paragraph. The rest of the sentences in the paragraph further explain your point and provide evidence to support it. Each sentence must play a significant role in relation to the question being answered or argument being developed. Paragraphs should be succinct but logically developed. There has to be a smooth flow from one paragraph to the next. Terms and phrases such as: 'in addition,' 'furthermore,' 'however,' 'whereas,' 'while,' 'in contrast,' 'similarly,' can be used to move between paragraphs discussing similar or different points. This is known as **linking**.

Once you have written a paragraph, you should ask yourself, "**so what?**" What is the point of including this information? Make sure the paragraph relates back to the main argument of your essay.

### **Conclusion**

A conclusion should be an effective summation of the main elements of the argument developed in the essay, and not a full repetition of the same points. Do not tell the reader what you *did*; tell the reader what you *found*. Do not introduce new evidence into your conclusion. Instead, use the conclusion to remind the reader of your central argument and the findings that validate it.

## **6. Edit and re-write**

Your first attempt at writing is called a **draft**. You should, if possible, let a peer or one of the Writing Centre staff review your draft and give you feedback. If not, then you should read your essay out loud to yourself. As you are reading through it, think about how logical and clear the essay appears. When writing an essay, it is important to think about your reader. While ideas may flow logically in your mind (because you came up with them), it is important to make sure they are obvious to someone who may be unfamiliar with the subject matter. Giving your reader guidance throughout your essay is important to making sure your ideas come across clearly. Use the checklist below during your editing process.



## **CONTENT**

- ✓ Have I answered the specific question?
- ✓ Is my main argument clear?
- ✓ Have I covered all the main issues?
- ✓ Is the information I have used in my argument relevant and accurate?
- ✓ Have I done enough reading for this essay to cover all the necessary information?
- ✓ Is my essay the correct length?

## **STRUCTURE**

- ✓ Does my introduction give the reader a clear indication of the main issues that my essay will discuss?
- ✓ Have I developed and explained my argument clearly?
- ✓ Do my paragraphs deal with the main points in a logical order?
- ✓ Do my paragraphs link up with each other, so that my argument has a logical development?
- ✓ Does the information in each paragraph relate to one main point?
- ✓ Are all points supported by reasons, evidence and examples?
- ✓ Is there a logical flow from sentence to sentence within each paragraph?
- ✓ Does my conclusion offer an effective summary of my main argument?

## **POINTS OF STYLE AND FORM**

- ✓ Is my expression lucid and have I avoided jargon or slang?
- ✓ Have I avoided posing questions I do not intend to answer?
- ✓ Are my paragraphs concise but well-developed?
- ✓ Are quotations short and used sparingly?
- ✓ Have I corrected all grammatical and spelling errors, by making use of my computer's spelling and grammar checks (or a dictionary)?

## **REFERENCING**

- ✓ Have I included footnote references, in the correct format required by the Historical Studies Department (see referencing information below)?
- ✓ Have I included a full and correctly formatted bibliography at the end of my essay (see bibliography information in the section below)?

## 7. Submitting your essay

After you have edited and re-written your essay, the next stage is to submit it. Presentation

Your document should be formatted as follows: Font: Times New Roman 12 pt; Line spacing: 1.5; Margins: 1 inch/2,54 cm all around; Justified.

Your pages should be numbered. You must also attach the cover page provided for you on the course Vula site. This cover page includes a **plagiarism declaration** that you must sign. Take care to fill in the details on the cover page correctly.

### Handing in your essay

Follow the particular instructions given to you by your course convenor.

### **For electronic submissions on Vula:**

On Vula, a programme called 'Turnitin' generates an 'originality report', as part of checking that your essay is original, correctly cited and not plagiarised.

The screenshot shows the Vula LMS interface. At the top, there is a navigation bar with tabs for 'My Workspace', '2011 December Grad', 'HISTORY PLUS', 'HST Department', 'HST1005F, 2011', and 'My Active Sites'. Below this is a sidebar menu with options like 'Home', 'Course Outline', 'Announcements', 'Resources', 'Forums', 'Q&A', 'Email Archive', 'Assignments', 'Gradebook', 'Library Guide', 'Tutorials', 'Participants', 'Search', 'Sign-up', 'Course Evaluation', 'Chat Room', and 'Help'. The main content area is titled 'Assignments' and shows an 'Assignment List' with the following data:

Assignment title	For	Status	Open	Due
Essay 2	site	Not Started	09-May-2011 08:45	13-May-2011 17:00
Essay 1	site	Not Started	15-Mar-2011 08:45	08-Apr-2011 17:00

Click on the Assignments tab in Vula to submit your essay online.

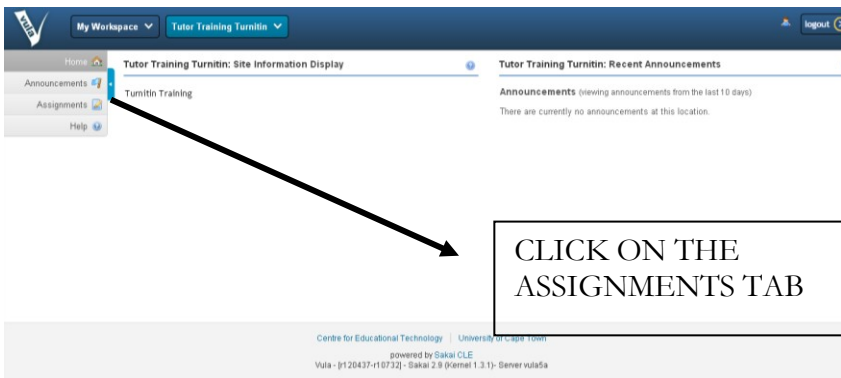
## 8. Read through your feedback

Many students turn straight to the back page where they see their mark. Don't underestimate the value of feedback! You can use the comments of your marker to see which parts of your essay were successful, and which aspects caused you to lose marks. If you don't understand the feedback given to you, then ask your marker to explain it. Feedback can include corrections, comments on your argument or suggestions on style. To avoid repeating the same mistakes, take your time to reflect on each comment made by your marker.

Make a point of getting all your written work back from your tutor and closely studying his/her feedback. You should note whether the problems had to do with structure, readings, style, understanding of the question or use of evidence. If you do not understand something, do not hesitate to seek explanation. In your next assignment/essay, make a point to correct all the previous mistakes. Seek help if you do not know how to fix the defects.

For assignments that have been marked on Vula, you can see your grade and comments by following these steps:

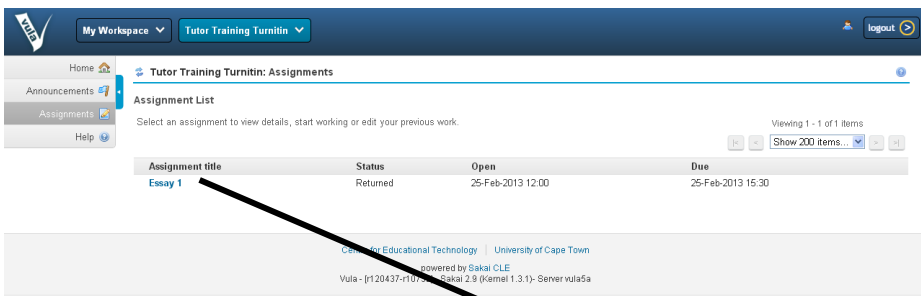
## STEP 1:



The screenshot shows the Vula interface for 'Tutor Training Turnitin'. The left-hand navigation menu has the 'Assignments' tab highlighted with a blue bar. A black arrow points from this tab to a text box on the right.

CLICK ON THE ASSIGNMENTS TAB

## STEP 2



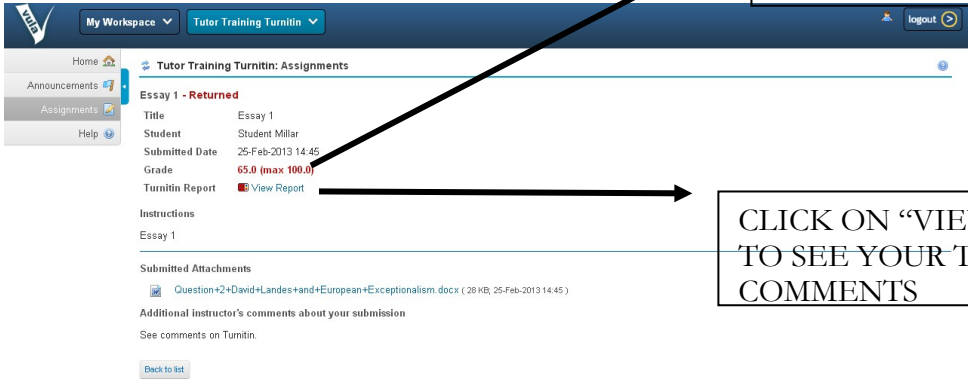
The screenshot shows the 'Tutor Training Turnitin: Assignments' page. Below the 'Assignment List' heading, there is a table with one row of data. A black arrow points from the 'Essay 1' entry in the table to a text box on the right.

Assignment title	Status	Open	Due
Essay 1	Returned	25-Feb-2013 12:00	25-Feb-2013 15:30

CLICK ON ESSAY 1

### STEP 3

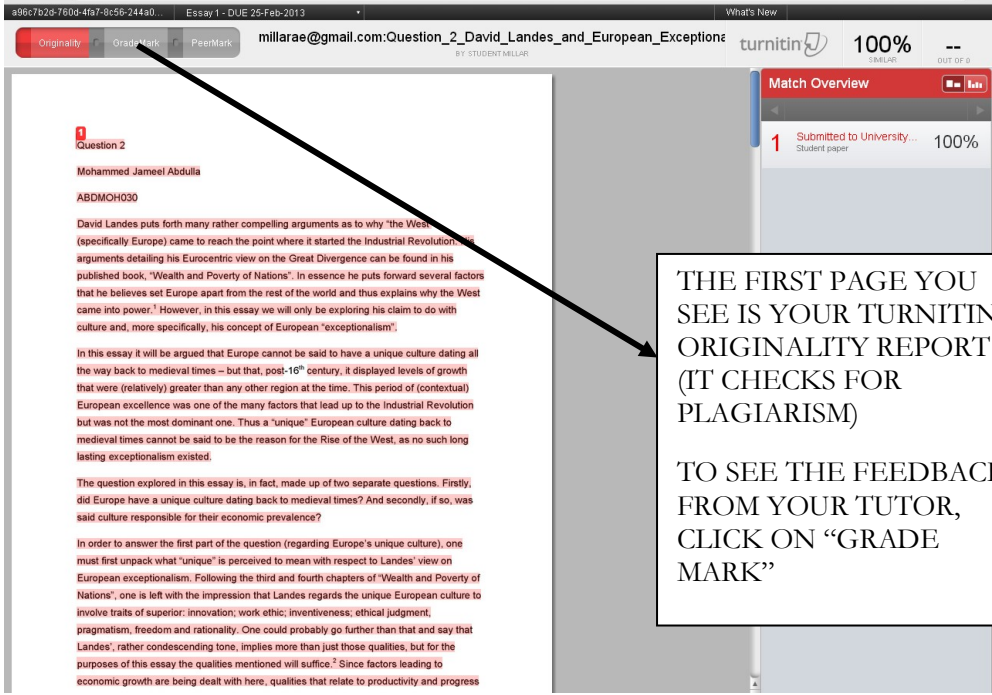
THE GRADE YOU RECEIVED FOR YOUR ESSAY APPEARS HERE



CLICK ON "VIEW REPORT" TO SEE YOUR TUTOR'S COMMENTS

### STEP 4

THE FIRST PAGE YOU SEE IS YOUR TURNITIN ORIGINALITY REPORT (IT CHECKS FOR PLAGIARISM) TO SEE THE FEEDBACK FROM YOUR TUTOR, CLICK ON "GRADE MARK"



# STEP 5

The screenshot displays a Turnitin submission page. At the top, the user's email 'millarae@gmail.com:Question\_2\_David\_Landes\_and\_European\_Exceptionism' and a 100% similarity score are visible. The main content area shows an essay titled 'Question 2' by Mohammed Jameel Abdulla. The text discusses David Landes' arguments on the Great Divergence, mentioning his book 'Wealth and Poverty of Nations'. Several blue highlights are present in the text, such as 'Wealth and Poverty of Nations' and 'This period of (contextual)'. To the right, a 'General Comments' panel contains a text comment: 'Overall, this was a well argued essay. You need to work on XYZ.' Two callout boxes with arrows provide instructions: one points to the blue highlights with the text 'SCROLL OVER BLUE MARKS TO SEE ADDITIONAL COMMENTS', and another points to the general comment with the text 'READ GENERAL COMMENTS'.

99647b2d-7604-4f67-9c56-244a0... Essay 1 - DUE: 25-Feb-2013

Originality GradeMark PeerMark millarae@gmail.com:Question\_2\_David\_Landes\_and\_European\_Exceptionism turnitin 100% --

BY STUDENT MILLAR

General Comments

Text Comment

Overall, this was a well argued essay. You need to work on XYZ.

Question 2

Mohammed Jameel Abdulla

ABDMOH30

David Landes puts forth many rather compelling arguments as to why "the West" (specifically Europe) came to reach the point where it started the Industrial Revolution. His arguments detailing his Eurocentric view on the Great Divergence can be found in his published book, "Wealth and Poverty of Nations" (1997) which he believes set Europe apart from the rest of the world. However, in this essay we will explore his concept of European "exceptionalism".

This essay argues that in this essay it will be argued that Europe cannot be said to have a unique culture dating a the way back to medieval times – but that, post-16<sup>th</sup> century, it displayed levels of growth that were (relatively) greater than any other region at the time. This period of (contextual) European excellence was one of the many factors that lead up to the Industrial Revolution but was not the most dominant one. Thus a "unique" European culture dating back to medieval times cannot be said to be the reason for the Rise of the West, as no such long lasting exceptionalism existed.

The question explored in this essay is, in fact, made up of two separate questions. Firstly, did Europe have a unique culture dating back to medieval times? And secondly, if so, was said culture responsible for their economic prevalence?

In order to answer the first part of the question (regarding Europe's unique culture), one must first unpack what "unique" is perceived to mean with respect to Landes' view on European exceptionalism. Following the third and fourth chapters of "Wealth and Poverty of Nations", one is left with the impression that Landes regards the unique European culture to involve traits of superior: innovation; work ethic; inventiveness; ethical judgment, pragmatism, freedom and rationality. One could probably go further than that and say that Landes', rather condescending tone, implies more than just those qualities, but for the purposes of this essay the qualities mentioned will suffice.<sup>2</sup> Since factors leading to economic growth are being dealt with here, qualities that relate to productivity and progress are all that are of interest. Thus, let it be noted that when addressing Europe's

READ GENERAL COMMENTS

SCROLL OVER BLUE MARKS TO SEE ADDITIONAL COMMENTS

## MARKING GUIDELINES DEPARTMENT OF HISTORICAL STUDIES

CLASS \_\_\_\_\_ ESSAY/ ASSIGNMENT NUMBER \_\_\_\_\_

STUDENT'S NAME \_\_\_\_\_

TOPIC/QUESTION \_\_\_\_\_

Category	Sub-topic	Unsatisfactory	Marginal	Good	Excellent	Comments
Content	Answering the question fully/Relevance					
	Adequate reading and Understanding the material					
	Awareness of arguments/historiography					
	Factual accuracy					
	Critical analysis and reflection					
Structure	Introduction/Conclusion					
	Clear organisation (Distinct points in paragraphs)					
	Use of supporting evidence					
Style	Clarity of expression/grammar/spelling					
Reference	Footnotes					
	Bibliography					

General Comments/Other points

Overall mark .....

## DEPARTMENTAL MARKING SCALE

These are the broad guidelines used for grading in the Department. There may also be specific requirements that will be indicated in your course assignment information.

90	An outstanding answer, worthy of a postgraduate student and showing mastery of historical method. Gave your marker new insight into the topic.
80 – 85	Very well argued and substantiated with many original ideas; nuanced and makes appropriate and insightful use of new material. Elegantly expressed.
75 – 80	Well argued and substantiated, covering the question thoroughly and with historical insight although not necessarily very original. Well expressed.
70 – 74	Makes a valid historical argument and uses appropriate substantiation to back it up. Might have omitted some (less important) factors or contain some minor errors. Does not necessarily present original ideas or material.
60 – 69	Understands the key issues, with some appropriate substantiation and argument and evidence of own reading and thinking about the topic. But there are flaws – e.g. the answer misses out key issue(s), there are errors of fact or questionable or unsubstantiated interpretations, the expression obscures the meaning. Place in this mark range depends on the seriousness or frequency of such flaws.
50 – 59	Has a basic understanding of the question, but there are serious flaws – e.g. numerous factual errors, no clear argument or historically inappropriate or unsubstantiated argument, omission of important points or historical interpretations. No sign of own thinking or reading on the topic. Place in this mark range depends on the seriousness or frequency of such flaws.
45	A (very) basic understanding of the question, but flaws of the kind identified in the 50-59 range are so serious that the answer cannot pass.
40	Has not understood the point of the question, or is riddled with serious errors, although a few valid points are made – probably more by accident than design. Shows little understanding of appropriate ways of making a historical argument.
30	Has little understanding of the topic or shows little or no attempt to construct a historical argument, but is not complete nonsense.
20	This is mainly nonsense, or is so rushed that it is incomprehensible, but it is more than a swift scribble to obtain a DP.
10	This is the “written on the Jammie Shuttle” type of answer. A token mark for a token but wholly inadequate submission.
0	No answer submitted, or a plagiarised answer.



## **PLEASE NOTE THE FOLLOWING DEPARTMENTAL POLICY:**

### **DPs**

Most courses at UCT need students to meet a certain set of criteria to receive a Duly Performed Certificate (DP). You need a DP in order to be allowed to write a course's exam (and hence to pass the course).

In order to obtain a DP in the Department of Historical Studies, you must submit all coursework by the due dates set and complete a course evaluation. The only exceptions are on medical or compassionate grounds approved by the Head of Department.

### **Late Assignments:**

Late assignments will incur a penalty of 5% per day (including Saturdays and Sundays) that they are overdue up until 0%, after which we will not accept assignments and you will not receive DP. Extension requests must be submitted using the online request form available on the departmental website:

<http://www.historicalstudies.uct.ac.za/hst/students/extension-request-form>

Only the Head of Department can grant your request, please do not ask your tutor or course convenor.

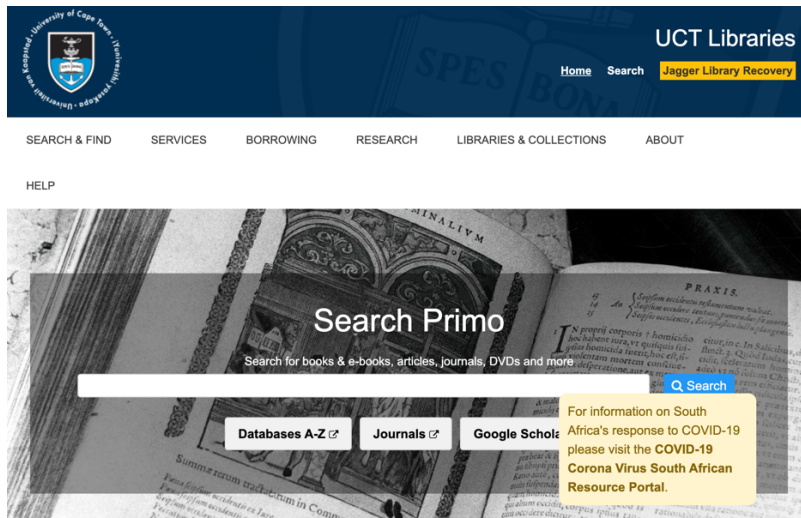
## PART V: ACADEMIC RESEARCH

One of the times when the phrase 'taking responsibility for your own learning' becomes really meaningful is when you have to find your own resources through the UCT library system. Acquaint yourself with the libraries and learn how you can find books and resources there or on the Internet. Remember, the librarians are available to help you in this! The Libraries often feel very intimidating to students at first, due to their size and their seemingly complicated arrangements. You can get help in using the electronic databases or with any other aspect of using the Libraries by asking a librarian at one of the Libraries' Information Desks or in the Knowledge Commons, or email Ingrid Thomson who is the dedicated librarian to help history students ([ingrid.thomson@uct.ac.za](mailto:ingrid.thomson@uct.ac.za)).

While you are provided with readings for your essays, some will only be available in the library. It is also always advisable to add one or more extra resources that you found yourself.

### How do I find books?

PRIMO, the online catalogue, will help you to find printed resources in UCT Libraries. The Libraries also subscribe to many electronic subject databases, which enable you to search for, and access, journal articles on particular topics.



### Reference books

Reference books such as dictionaries and encyclopaedia can be used for basic background information. For example, reference books that are always in the library are:

- Akira Iriye, ed. *The Palgrave Dictionary of Transnational History* (London: Palgrave Macmillan, 2009). It is available in the General Reference Section (R 909.803 PALG)
- Joel Mokyr, ed. *The Oxford Encyclopedia of Economic History* (Oxford: Oxford University Press, 2003). It is available in the Commerce Reference Section (CR 330.9003 OXFO)

## Short Loans

Books and articles are transferred to Short Loans by lecturers when they are useful for a course and are thus in high demand. The Short Loans counter is located on the ground floor of the UCT library. Generally, short loan items need to be returned the next day.

## ELECTRONIC SOURCES

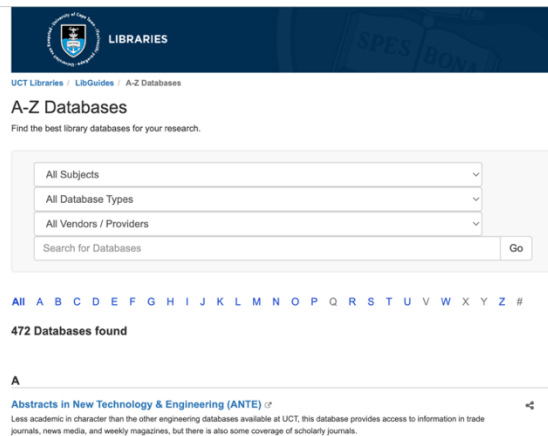
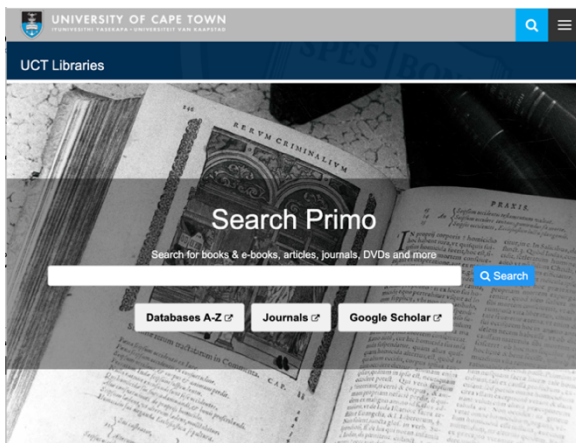
**\*\*\*\*\* WARNING: Non-Academic Websites \*\*\*\*\***

DO NOT use **Wikipedia** as a source for your assignments or essays. It is not considered an academic source. It can be helpful to quickly search a topic but anyone can contribute to it and it is not always reliable. One way it can be helpful is to scroll to the bottom of a Wikipedia entry and see which papers and books are referenced. Not all of these references will be 'academic' but some may be useful. If you are ever unsure, consult your tutor.

DO NOT reference other non-academic sites such as Investopedia

Where should I look for academic online sources?

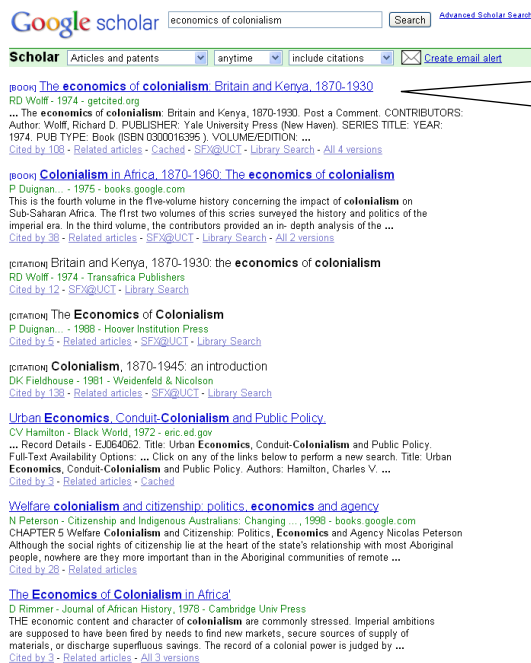
A good place to start is at the UCT libraries homepage and clicking on Databases A-Z.



You can browse the databases or look for a specific one. Once you click on one of these databases, there will be a box where you can enter key words or phrases to let the engine know what you are looking for. Focus on the main topic and limit your search to a few key words that are specific enough to be helpful. For example, “economics of colonialism.”

## Google Scholar

Google Scholar is an online search engine that only searches academic literature. It includes most peer-reviewed online journals. From computers on campus, you will be able to see the articles in journals to which UCT has subscribed.



Google scholar also includes links to books on Google. Often you can only see part of the book, such as the introduction or the table of contents, but this might be enough information to let you know if the book is useful, in which case you can take it out from the library.

Wherever you see [PDF...] it is telling you that UCT has access to this particular article. Click on the PDF link and you will be able to see the entire article.

## Accessing Electronic Sources off Campus

Sometimes, it is more convenient to work on a project or essay off campus. Luckily, you can still access a selection of the electronic resources to which UCT has access. To do this, complete the following steps:

- Type ezproxy.uct.ac.za into your browser
- Enter your student login details

You will then be provided with links to several electronic resources, including JSTOR and Google Scholar.

## PART VI: REFERENCING

### What do we mean by 'referencing' or 'citations'?

Referencing refers to a standard academic practice of acknowledging the sources of precise information, ideas, opinions, arguments and data that are not your own.

### Why do we reference?

We reference in order to avoid plagiarism - that is, using someone's ideas, opinions, data and arguments without acknowledging their source, as though they were your own ideas or research. By committing plagiarism, you will get zero for the plagiarised work, and may fail the course. In addition, the matter must be referred to the Vice-Chancellor or nominee for possible disciplinary action. The university takes incidences of plagiarism very seriously.

**Many students commit plagiarism accidentally, but you can still get in trouble even if you do not mean to plagiarise.** If you have any questions about what constitutes plagiarism, contact your tutor.

### When do we reference?

- a. To give the source of a direct quotation.
- b. To acknowledge substantial ideas or conclusions drawn from other work.
- c. When obscure persons or incidents are mentioned, or statistics are cited, supporting footnotes must be supplied.
- d. When summarising your main

### ideas. How do we reference in history?

Academic disciplines reference in different ways. Most social sciences and literary disciplines use in-text referencing (where the references are in brackets within your written work). In history, we use what is called a **footnote/endnote** referencing system. Historians often need to reference lengthy primary or archival sources that are too cumbersome to reference in text. There are different standards for referencing even within this system. Academic journals and books, for example, will not always be consistent. However, in your essays and tutorial assignments submitted in your history courses at UCT, you must be consistent.

In the Department of Historical Studies, we follow the **Chicago Footnotes Style** for our referencing. The footnoting referencing system involves two key components:

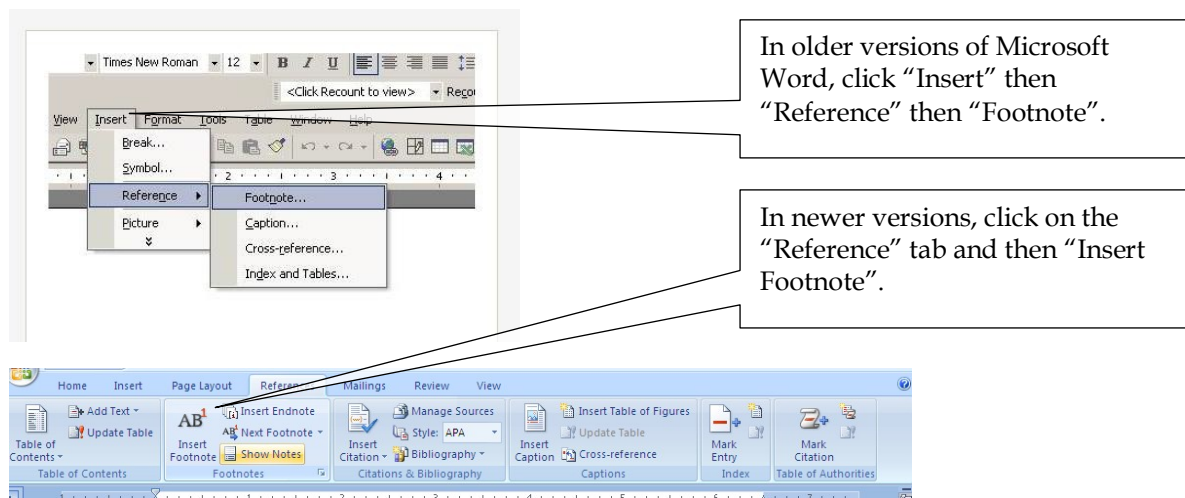
1. Footnotes: Footnotes should be placed at the foot of the page in question (not at the end of the essay). Number footnotes consecutively in Arabic numerals.

2. Bibliography: This appears at the end of your work and lists all the sources used. Do not include items in the bibliography which have not been read or which have been read but not used for the essay. Students will be expected to show familiarity with all the items in the bibliography.

**Appendix I** offers a detailed explanation of how to reference different types of sources. Below is a general guide on how to use the footnote referencing system.

### How do I insert a footnote?

Different versions of Microsoft Word have different ways of inserting footnotes (see pictures below).



### Where does the footnote go?

- Footnote numbers are usually placed **at the END of the sentence after the final punctuation**.
- Or at the end of a clause after any punctuation.
- The reference to the number appears at the FOOT of the page (not the end of the document as in endnotes).

### Important points for setting out footnotes:

#### 1. Page numbers

- Every reference must have a precise page (or group of pages) to which it refers.
- Include your page number at the **end** of your footnote, separated from the reference by a comma.
- Example: Jeremy Seekings and Nicoli Nattrass, *Class, Race and Inequality in South Africa* (New Haven and London: Princeton University Press, 2005), 252.

## 2. Referencing the same source as a previous footnote

- When referencing the same source and page number as the footnote directly above, you can use the term Ibid. (See the last page of Appendix I for an alternative to Ibid.)
- 'Ibid.' is a short form of a Latin word that means "in the same place." Make sure that whenever you use Ibid. it is followed by a full stop.
- If you are referencing the same source, but a different page number as the previous footnote then you must write that page number. E.g.: Ibid., 7.
- It is recommended that you only put Ibid. in **at the very last stage of your essay writing process.** Sometimes you will cut and paste and move references around so they can get mixed up. Make sure when you use Ibid., you are indeed referring to the same source as the previous reference.

## 3. Abbreviating Repeated References

- If you have already given the entire footnote reference for a particular source once, then the next time you reference it you can use a shortened form of it:
  - Surname of author, *Abbreviated Title*, page number.
  - Example: Pomeranz, *Great Divergence*, 128.

See the last page of Appendix I for more detailed notes on how to abbreviate different types of sources.

## What should a bibliography look like?

- The bibliography of your assignment or essay should have every source that you referenced in your footnotes
- The style of listing books or articles is different for bibliographies than for footnotes (see Appendix I of this guide).
- Your bibliography should be arranged alphabetically by the surname of the author.



## Example of footnoting style

The footnote comes after the final punctuation.

### **Body of text**

The encouragement of monoculture economies is one aspect of colonialism that some believe significantly contributed to the underdevelopment of African countries. Walter Rodney believes that colonialism led to the development of an “enclave import-export sector.”<sup>1</sup> He argues that African colonies were made to be dependent on a one or two primary product exports. For example, Liberia was a monoculture economy that relied heavily on rubber.<sup>2</sup> This dependency, he argues, was a colonial invention and it led to “growth without development” in African countries.<sup>3</sup> However, L.H. Gann and Peter Duignan disagree with Rodney. Instead, they believe that there is “no justification” for the idea that “a country which makes a living by selling raw materials to foreigners necessarily stays poor.”<sup>4</sup> In fact, they consider Rodney’s view to be ethnocentric in that it assumes all countries must follow the model of development started with the British Industrial Revolution.<sup>5</sup> Gann and Duignan argue “cultures differ objectively in the number of choices which their members can make and in their ability to develop man’s potentialities.”<sup>6</sup> This fundamental disagreement about the impact of monoculture economies leads Rodney to conclude that colonialism increased the dependence of Africans on Europe, whereas Gann and Duignan conclude that monoculture was a better option for many African colonies in the early twentieth century.<sup>7</sup>

...

### **Bibliography**

Gann, L.H., and Peter Duignan. “The burden of empire” in *Historical Problems of Imperial Africa* Volume 2, edited by Robert O. Collins, 271-279. Princeton: Marcus Weiner Publishers, 2007.

Rodney, Walter. “How Europe underdeveloped Africa” in *Historical Problems of Imperial Africa* Volume 2, edited by Robert O. Collins, 294-302. Princeton: Marcus Weiner Publishers, 2007.

If you have two sources for one reference, separate them with a semi-colon.

Reference in full the first time you use a source.

---

<sup>1</sup>Walter Rodney, “How Europe underdeveloped Africa” in *Historical Problems of Imperial Africa* Volume 2, ed. Robert O. Collins (Princeton: Marcus Weiner Publishers, 2007), 301.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>L.H. Gann and Peter Duignan, “The burden of empire” in *Historical Problems of Imperial Africa* Volume 2, ed. Robert O. Collins (Princeton: Marcus Weiner Publishers, 2007), 273.

<sup>5</sup>Ibid.

<sup>6</sup>Ibid., 272.

<sup>7</sup>Rodney, “How Europe underdeveloped Africa,” 302; Gann and Duignan, “The burden of empire,” 273.

## PART VII: STUDYING FOR EXAMS



The end of the semester or the end of the year is too late to start preparing for exams. You have to keep up with your readings, lecture attendance, assignments and note-taking throughout the semester.

For most history courses, you will receive a selection of topics (but not questions) before the exam. This means that it is even more important for you to have a detailed understanding of the broad concepts, the debate and the particular case studies or evidence that we looked at in the course. This also means that you should expect to do some thinking (and not just regurgitation) in the exam room itself. **History at university level is not just about content, but also about critical analysis.**

Make sure that you attend the exam information session during the last week of lectures.

### At the exam

When the invigilator officially starts the exam, you should flip through the whole paper and choose the questions you will answer. Think carefully about the questions asked. What is the focus? What are the action words? The question will be different from your previous tutorial and essay questions. Make sure you answer the question asked of you: do not just rewrite previous tutorial assignments.

Your exam answers should be considered as mini-essays. Referencing is not necessary but if you remember specific authors, what they argued and when, it can only count in your favour to reference them in-text.

You should have an introduction that contains a clear answer to the question asked, body paragraphs that include supporting ideas and evidence, and a conclusion. It helps to spend a few minutes writing a short outline for each essay. Ask yourself what is your answer to the question, and how you can best support it.

For some courses, you will have to answer two questions in two hours. This means you will have one hour to answer each question. In others, you might have to answer three questions in two hours. Be strict with yourself throughout the exam and stick to the times you have allowed for each section or question. Stick to your outline, watch the time carefully and do not get carried away with one essay: all questions count equally towards your final mark. Make sure you answer **ALL** the questions required and allocate adequate time to each. No matter how well you answer one question, it will not compensate for a poor or absent answer to another question.

If you require further examination counselling, feel free to approach the Student Wellness Centre for help (see details in Appendix III).

## APPENDIX I - REFERENCING GUIDE

### **GOLDEN RULES OF REFERENCING:**

1. When you are unsure whether you should or shouldn't reference something, you should reference.
2. Provide enough information that a reader can find the source you cite for themselves.
3. Direct quotes must always be referenced.

### **PLACEMENT OF FOOTNOTE:**

A note number should generally be placed at the end of a sentence or at the end of a clause and its punctuation. Direct quotations/sentences that contain direct quotations/block quotations should always be footnoted. Relative to other punctuation, the note number follows any punctuation mark except for the dash, which it precedes.

For example:

"This," wrote George Templeton Strong, "is what our tailors can do."<sup>1</sup>

It was the hour of "national paths" toward socialism;<sup>2</sup> but that expression, which turned out to be temporary, was more an incantation than a discovery.

The bias was apparent in the Shotwell series<sup>3</sup> – and it must be remembered that Shotwell was a student of Robinson's.

Below is a guide to how to reference different types of sources. The footnote reference is labelled (F). The bibliographic reference is labelled (B)

## SECONDARY SOURCES

### BOOKS

#### **Book by One Author**

(F) 1. Firstname Lastname, *Title of Book* (Place of Publication: Publisher, Year of Publication), page number/s.

(B) Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of publication.

For example:

(F) 1. Kenneth Pomeranz, *The Great Divergence: China, Europe and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2001), 37-40.

(B) Pomeranz, Kenneth. *The Great Divergence: China, Europe and the Making of the Modern World Economy*. Princeton: Princeton University Press, 2001.

### **Book by Multiple Authors**

(F) 1. Jeremy Seekings and Nicoli Nattrass, *Class, Race and Inequality in South Africa* (New Haven and London: Princeton University Press, 2005), 220.

(B) Seekings, Jeremy and Nicoli Nattrass. *Class, Race and Inequality in South Africa*. New Haven and London: Princeton University Press, 2005.

### **Book with an Editor**

(F) Joel Mokyr, ed. *The Oxford Encyclopaedia of Economic History* (Oxford: Oxford University Press, 2003), 267.

(B) Mokyr, Joel, ed. *The Oxford Encyclopaedia of Economic History*. Oxford: Oxford University Press, 2003.

### **Chapters in Edited Collections**

(F) 5. Robert Harms, "The transatlantic slave trade in cinema," in *Black and White in Colour: African History on Screen* eds. Vivian Bickford-Smith and Richard Mendelsohn (Oxford: James Currey, 2007), 67.

(B) Harms, Robert. "The transatlantic slave trade in cinema." In *Black and White in Colour: African History on Screen*, edited by Richard Mendelsohn and Vivian Bickford-Smith, 59-79. Oxford: James Currey, 2007.

**Note:** Titles of chapters must not be capitalized headline style like book titles and periodical articles are.

In your bibliographical entry, be sure to include all the pages taken up by the chapter in the edited edition.

### **Indirect Sources**

Because authors are generally expected to be intimately familiar with the sources they are citing, we discourage the use of a source that was cited within another (secondary) source. You can either chase up the original source or use the below description of "cited in" for the note:

(F) 1. Ian Hacking, *The Social Construction of What?* (Cambridge, MA: Harvard University Press, 1999), 103, cited in Manuel DeLanda, *A New Philosophy of Society* (New York: Continuum, 2006), 2.

(B) Hacking, Ian. *The Social Construction of What?*. Cambridge, MA: Harvard University Press, 1999. Cited in Delanda, Manuel. *A New Philosophy of Society*. New York: Continuum, 2006.

## PERIODICALS

Periodicals include printed journals, electronic journals, magazines, and newspapers. Citations for these sources should include enough information for the reader to find the resource in a library or a database. Thus, dates are essential (month, day, and year for magazines and newspapers, and volume and year plus month or issue number for journals). Titles of periodical articles must be capitalized headlinestyle.

### **Journals**

(F) 1. Firstname Lastname, "Article Title," *Journal Title* Volume Number, Issue No (Date), page number/s.

(B) Lastname, Firstname. "Article Title." *Journal Title* Volume number, Issue No (Date), first-last page numbers of the article.

For example:

(F) 1. Susan Peck MacDonald, "The Erasure of Language," *College Composition and Communication* 58, no. 4 (2007), 619.

(B) MacDonald, Susan Peck. "The Erasure of Language." *College Composition and Communication* 58, no. 4 (2007), 585-625.

### **Magazines**

(F) 1. Firstname Lastname, "Article Title," *Magazine Name*, Month Year, page number/s.

(B) Lastname, Firstname. "Article Title." *Magazine Name*, Month Year, page numbers.

For example:

(F) 1. Emily Macel, "Beijing's Modern Movement," *Dance Magazine*, February 2009, 35.

(B) Macel, Emily. "Beijing's Modern Movement." *Dance Magazine*, February 2009, 34-37.

### **Newspaper Articles**

Newspaper articles, of course, may be primary and not secondary sources, depending on their purpose. The method of referencing does not change, however, so for brevity's sake, they are included here.

(F) 1. Firstname Lastname [if author is known], "Title of Article," *Name of Newspaper* (Place of Publication), Month Day, Year.

(B) Lastname, Firstname [if author is known]. "Title of Article." *Name of Newspaper*. Place of publication, Month Day, Year.

For example:

(F) 1. Nisha Deo, "Visiting Professor Lectures on Photographer," *Exponent* (West Lafayette, IN), February 13, 2009.

(B) Deo, Nisha. "Visiting Professor Lectures on Photographer." *Exponent*. West Lafayette, IN, February 13, 2009.

**Note:** Because a newspaper's issue of any given day may include several editions, and items may be moved or eliminated in various editions, page numbers may usually be omitted.

### THESES AND UNPUBLISHED/WORKING/CONFERENCE PAPERS

(F) 1. Firstname Lastname, "Title of Paper" (Type of work, Institution [if known], Date), page number/s.

(B) Lastname, Firstname. "Title of Paper." Type of work, Institution, Date.

For example:

(F) 1. Raphael Chaskalson, "Platinum, Politics and Popular Resistance: Changing Patterns of Worker Organisation on South Africa's Bushveld Igneous Complex, 1994-2012" (BA Honours Dissertation, University of Cape Town, 2013), 23.

(B) Chaskalson, Raphael. "Platinum, Politics and Popular Resistance: Changing Patterns of Worker Organisation on South Africa's Bushveld Igneous Complex, 1994-2012." BA Honours Dissertation, University of Cape Town, 2013.

Or:

(F) 1. Crispen Chinguno, "Marikana and the Post-Apartheid Workplace Order" (working paper, Sociology of Work Project, University of the Witwatersrand, Johannesburg, 2013), 3.

(B) Chinguno, Crispen. "Marikana and the Post-Apartheid Workplace Order." Working Paper, Sociology of Work Project, University of the Witwatersrand, Johannesburg, 2013.

Or:

(F) 1. Linda A. Teplin, Gary M. McClelland, Karen M. Abram, and Jason J. Washburn, "Early Violent Death in Delinquent Youth: A Prospective Longitudinal Study" (paper presented at the Annual Meeting of the American Psychology-Law Society, La Jolla, CA, March 2005), 7.

(B) Teplin, Linda A., Gary M. McClelland, Karen M. Abram, and Jason J. Washburn. "Early Violent Death in Delinquent Youth: A Prospective Longitudinal Study." Paper presented at the Annual Meeting of the American Psychology-Law Society, La Jolla, CA, March 2005.

## **ONLINE SOURCES**

### **General Web Sources**

Articles on the web that are not in a magazine or periodical are referenced as follows:

(F) 1. Firstname Lastname [if author is known] or item description, "Title of Web Page," *Publishing Organization or Name of Web Site*, Publication Date [if available], Access Date, URL.

(B) Lastname, Firstname [if author is known]. "Title of Web Page." *Publishing Organization or Name of Web Site*. Publication Date [if available]. Access Date. URL.

For example:

(F) 1. Map of Cabo de Goede Hoop in the 18th century, "Inventories of the Orphan Chamber of the Cape of Good Hope," *TANAP (Towards a New Age of Partnership)*, accessed February 4, 2012,  
[http://www.tanap.net/content/activities/documents/Orphan\\_Chamber-Cape\\_of\\_Good\\_Hope/index.htm](http://www.tanap.net/content/activities/documents/Orphan_Chamber-Cape_of_Good_Hope/index.htm).

(B) "Inventories of the Orphan Chamber of the Cape of Good Hope." *TANAP (Towards a New Age of Partnership)*. Accessed February 4, 2012.  
[http://www.tanap.net/content/activities/documents/Orphan\\_Chamber-Cape\\_of\\_Good\\_Hope/index.htm](http://www.tanap.net/content/activities/documents/Orphan_Chamber-Cape_of_Good_Hope/index.htm).

### **Online Periodicals (Journal, Magazine, and Newspaper Articles)**

Online periodicals are cited exactly as their print counterparts, with the addition of a URL at the end of the citation.

### **Online Magazines**

(F) 1. Firstname Lastname, "Article Title," *Magazine Name*, Month Day, Year, URL.

(B) Lastname, Firstname. "Article Title." *Magazine Name*. Month Day, Year. URL.

For example:

(F) 1. Barron Young-Smith, "Green Room," *Slate*, February 4, 2009,  
<http://www.slate.com/id/2202431/>.

(B) Young-Smith, Barron. "Green Room." *Slate*. February 4, 2009.  
<http://www.slate.com/id/2202431/>.



## FILM, TELEVISION, & OTHER RECORDED MEDIUMS

The citation for recordings and other multimedia content usually includes some or all of the following elements:

1. The name of the composer, writer, performer, or other person primarily responsible for the content. Include designations such as vocalist, conductor, or director as appropriate.
2. The title of the work.
3. Information about the work, including the names of additional contributors and the date and location of the recording, production, or performance.
4. Information about the publisher, including date of publication.
5. Information about the medium or format (e.g., LP, DVD, MP3, AVI).
6. Any additional information that might be relevant to the citation.
7. For sources consulted online, a URL.

The order of these elements-and which ones are included-will depend not only on the nature of the source but also on whether a part or the whole is cited and whether a particular contributor is the focus of the citation.

(F) 1. *Title of Work*, directed/performed by Firstname Lastname (Original release year; City: Studio/Distributor, Video release year), Medium.

(B) Lastname, Firstname, dir. *Title of Work*. Original Release Year. City: Studio/Distributor, Video Release year. Medium.

For example:

(F) 1. *Joe Versus the Volcano*, directed by John Patrick Shanley (1990; Burbank, CA: Warner Home Video, 2002), DVD.

(B) Shanley, John Patrick, dir. *Joe Versus the Volcano*. 1990; Burbank, CA: Warner Home Video, 2002. DVD.

## PRIMARY SOURCES

A primary source is a document or physical object which was written or created during the time under study. Some types of primary sources include: interviews, archival documents, company reports, statistical documents and government publications.

During your first year at UCT, you are unlikely to have to reference many primary sources. You will almost certainly, however, have to do so later in your career. Here are guidelines for a few types of primary sources you may encounter.

### INTERVIEWS

(F) 1. Firstname Lastname of Interviewee, interview by Interviewer Name, Place of Interview, Month Day, Year, recording file and/or transcript page details.

(B) Lastname, Firstname of Interviewee. Interview by Interviewer Name. Place of Interview, Month Day, Year.

For example:

(F) 1. Chris Molebatsi, interview by author, Marikana Township, June 19, 2013, File 2/2, 8.

(B) Molebatsi, Chris. Interview by author. Marikana Township, June 19, 2013.

### **Note on Confidentiality and Ethics**

When using interviews as sources, you have to make sure that your interviewees have given you informed consent to use their testimony for research. This booklet does not go into the details of this procedure – your lecturer will explain this in full if you are called upon to use interviews for one of your courses. It is worth noting, however, that some respondents may request to remain anonymous. You must take care not to use their name when you reference them if this is the case.

For example:

(F) 1. Anonymous miner 1, interview by author and Jasper Finkeldey, Nkaneng, June 18, 2013, File 3/4, 15.

(B) Anonymous miner 1. Interview by author and Jasper Finkeldey. Nkaneng, June 18, 2013.

## ARCHIVAL SOURCES

### General Archival Sources

Items in an archive can take many forms, so standardising referencing is difficult. Make sure to include the archive information where your source came from. Nevertheless, wherever possible, you should try and conform to the following format:

(F) 1. Title of Item, Author [if available], Month Day, Year, Type of Source, Box/Folder No., Collection/ Archive Name, Place.

(B) Lastname, Firstname [of author if available]. Title of Item. Month Day, Year. Type of Source. Box/Folder no. Collection/ Archive Name. Place.

#### *Official Correspondence:*

(F) 1. Assistant Secretary of Public Works to the Secretary to the Law Department, February 23, 1903, Correspondence, PWD 2/599 A8, Cape Town Archives Repository (hereafter KAB).

(B) Assistant Secretary of Public Works to the Secretary to the Law Department. February 23, 1903. Correspondence. PWD 2/599 A8. Cape Town Archives (KAB).

#### *Archived Interview:*

(F) 1. Interviews with Eardley Knollys and Henry Moore by June Opie, June 12, 1957, audiotape, AG-583/005, Hocken Collections, Dunedin.

(B) Opie, June. Interviews with Eardley Knollys and Henry Moore. June 12, 1957. Audiotape. AG-5830005. Hocken Collections. Dunedin.

**Note:** If an interview transcript was consulted you would specify “transcript” rather than “audiotape.”

#### *Letters:*

(F) 1. Allan Holland to Stella Holland, August 9, 1914, Letter, MS 6265/1/21, Patrick O’Farrell Papers, National Library of Australia, Canberra.

(B) Allan Holland to Stella Holland. August 9, 1914. Letter. MS 6265/1/21, Patrick O’Farrell Papers. National Library of Australia. Canberra.

## GOVERNMENT DOCUMENTS

You may have to cite, say, a report commissioned by the government, or minutes of parliamentary proceedings. Most of the government documents you will use during your time at UCT can be found in the Government Publications Department of the Oppenheimer Library. Make sure to include the archive information where your source came from. Again, standardising referencing for these sources is tricky, but try to follow this format wherever possible:

(F) 1. Issuing Authority, *Title of Document*, Volume no. [if applicable], Date, Archive Information (Place of Publication: Publisher), page.

(B) Issuing Authority. *Title of Document*. Volume no. [if applicable]. Date. Archive Information. Place of Publication: Publisher.

For example:

(F) 1. Republic of South Africa, *Parliamentary Debates of the Fifth National Assembly*, Vol. 3, 2012, University of Cape Town, Government Publications (Cape Town: Government Printer), 535.

(B) Republic of South Africa. *Parliamentary Debates of the Fifth National Assembly*. Vol. 3. 2012. University of Cape Town, Government Publications. Cape Town: Government Printer.

Or:

(F) 1. Statistics South Africa, *Quarterly Labour Force Survey*, 1998, University of Cape Town, Government Publications (Pretoria: Government Printer), 121.

(B) Statistics South Africa. *Quarterly Labour Force Survey*. 1998. University of Cape Town, Government Publications. Pretoria: Government Printer.

## NON-GOVERNMENTAL REPORTS OR SURVEYS

(F) 1. Firstname Lastname [if author is known], Organisation, *Title*, Date (Place of Publication: Publisher [if known]), page.

(B) Lastname, Firstname [if author is known]. Organisation. *Title*. Date. Place of Publication: Publisher [if known].

For example:

(F) 1. David Van Wyk, Bench Marks Foundation, *The Policy Gap 6 – A Review of Platinum Mining in the Bojanala District of the North West Province*, 2012, 15-17.

(B) Van Wyk, David. Bench Marks Foundation. *The Policy Gap 6 – A Review of Platinum Mining in the Bojanala District of the North West Province*. 2012.

Or:

(F) 1. National Union of Mineworkers, *Annual Secretariat Report*, 2012 (Johannesburg: COSATU Printer), 58.

(B) National Union of Mineworkers. *Annual Secretariat Report*. 2012 Johannesburg: COSATU Printer.

**Note:** If the name of the issuing authority is lengthy, you can shorten it, provided you notify your reader of the abbreviation you will use in your first reference.

For example:

1. National Union of Mineworkers [Henceforth 'NUM'], *Annual Secretariat Report*, 2012 (Johannesburg: COSATU Printer), 12.

2. NUM, *Secretariat Report*, 11.

### NOTES ON ABBREVIATING REPEATED REFERENCES

If you have already referenced one source, in full, in a footnote, you do not need to repeat it in full later in your paper. As explained earlier, if you wish reference the *identical source* to a previous one, you can use *Ibid.* However, the Chicago Manual of Style 17<sup>th</sup> Edition now discourages the use of *Ibid.* in favour of shortened citations. Shortened citations generally take up less than a line, meaning that *Ibid.* saves no space, and in electronic formats that link to one note at a time, *Ibid.* risks confusing the reader.

It might appear as follows:

- |   |           |                       |
|---|-----------|-----------------------|
| 1. Kenneth Pomeranz, <i>The Great Divergence: Europe, China and the Making of the Modern World Economy</i> (Princeton: Princeton University Press, 2005), 21. |           |                       |
| 2. Roger T. Anstey, "Capitalism and Slavery: A Critique," <i>The Economic History Review</i> 21, no. 2 (1968), 320.   |           |                       |
| 3. Pomeranz, <i>Great Divergence</i> , 50.  |           |                       |
| 4. Pomeranz, 73.  | <i>or</i> | 4. <i>Ibid.</i> , 73. |
| 5. Pomeranz, 73.  | <i>or</i> | 5. <i>Ibid.</i>       |
| 6. Kenneth Pomeranz, <i>The World That Trade Created: Society, Culture and the World Economy, 1400 to the Present</i> (Routledge, 2014), 68.                  |           |                       |
| 7. Pomeranz, <i>The World That Trade Created</i> , 57.  | <i>or</i> | 7. <i>Ibid.</i> , 80. |
| 8. Pomeranz, 58.  | <i>or</i> | 8. <i>Ibid.</i>       |
| 9. Anstey, "Critique," 325.   |           |                       |

**Note:** Use italics or quotation marks on your shortened title depending on how the title appears in the first full reference.

## APPENDIX II: NOTES ON STYLE

### **Common spelling errors**

- where (refers to a place) vs. were (used as past tense)
  - ex. Where were you last night?
- lead (pronounced LEED, is the present tense) vs. led (is the past tense of the word lead)
  - ex. This leads us to the next point.
  - ex. The Great Depression led to high unemployment.
- too (There was too much...) vs. two (one, two, three), vs. to (he went to the store...)
- its vs. it's
  - its = a possessive
  - it's = it is

### **Capitalisation**

- It can be hard in history to know when to capitalise. In general, when you are unsure, it is best not to capitalise. The best advice is to look carefully at your readings and note if they capitalise particular events. You should capitalise words that name specific people, organisations or places as well as some events. Here are a few examples:
  - Organisation: International Monetary Fund
  - Historical events: The Great Depression and The Industrial Revolution, World War II
  - Historical systems: The Bretton Woods System
  - Places: Africa
  - government is not capitalised unless you are referring to a particular government as in the Roosevelt Government
- Use square brackets to show changes to capitalisation of quotes.

### **First person singular**

- Don't use "I" in an essay.
- It is better to say:
  - This essay argues that...
  - It will be argued...

### **Verb tenses**

- In history we write in the past tense.

### **Contractions**

- Do not use contractions in academic writing.
- Examples of contractions are
  - Don't = do not
  - Can't = can not
  - It's = it is
  - Didn't = did not

## APPENDIX III REACHING OUT

### **1. Peers**

Beyond any friends you may make at university, your history peers are a great place to turn for advice and support. On the history courses' Vula sites there are chat rooms. Use the chat room to offer advice or ask your fellow history students questions. It is also a useful place to set up study groups or have discussions about particular topics related to the course.

### **2. Tutor**

Your tutor is your first point of contact for any issue related to your course. They are there to help you, so feel free to email them to arrange a time to meet to discuss your essay, any confusion you have about course material, or any other concerns you have about the course.

### **3. The Writing Centre**

The Writing Centre offers one-on-one consultations with students who want to talk about their writing. Students can bring a full draft of an essay or notes to discuss a plan for their writing. These one-on-one consultations give students the opportunity to chat about writing with an attentive, non-judgemental reader. In this way, students can explore ideas, ensure that arguments make sense and work towards more effective academic writing. In addition, the Writing Centre can help with other academic conventions such as referencing conventions, proposal and abstract formats, and so on. Consultations are available by appointment. The Writing Centre is open from 9 am until 4 am from Monday to Friday.

To book a consultation, you can pop by their office from 9am until 4pm. They are located in Room 5.19, on the 5<sup>th</sup> floor of the Steve Biko Building (which is beside the Oppenheimer Library) on Upper Campus.

Alternatively, you can book online at:

<https://uct.mywconline.com/index.php?logout=YES>

or email them at [writingcentre@uct.ac.za](mailto:writingcentre@uct.ac.za).

### **4. Student Wellness Service**

For non-academic issues related to health, stress and personal issues, please visit the Student Wellness Service. It is located at 28 Rhodes Ave in Mowbray. To get there from Upper Campus, you can take a Jammie shuttle to Forest Hill and they are just around the corner. Their phone number is: 021 650 1017.

For more information go to: <https://www.uct.ac.za/dsa/student-wellness-service-counselling-services/counselling-services-sws>