The Open University

Department of History

Guide to Presenting a Thesis

CONTENTS

1 – WHAT IS A THESIS

You have been accepted for doctoral level study. You have a topic you are passionate about. Now all you need to do is to plunge into the sources, and immerse yourself until the truth immanent in them makes itself manifest. Your thesis is the form in which you will write up your research. You will, with the help of your supervisors, be in the process of defining what you research will be. More than anything, it needs to be
1) a subject that excites your interest
2) a significant contribution to knowledge
3) worthy of publication
4) to give evidence of your ability to undertake further research without supervision.
5) has suitable sources to which you have sufficient access and ability to read

Why even bother to ask: 'what is a thesis?'.

The answer is, because unless you intend to write a thesis solely for your own pleasure, not submit, and satisfy yourself with stashing it away in the attic, you need to bear in mind the various potential audiences for your work. Besides, by defining what 'doing a thesis' means from the outset, you may write a better thesis.

So here are some answers to the question: 'what is a thesis?' together with some implications of each answer.

1.1 *Doing a thesis is an 'apprenticeship' for people who want to do historical research, or to teach history at a higher level*, with the final product or 'thesis' being analogous to a 'driving test'. This means you should make your notes immediately accessible for checking (footnotes or the author-date system, and never endnotes). It means the examiners may be as interested in how you treat evidence, as in your conclusions. Above all, it means the thesis should demonstrate the widest possible range of relevant historical skills, for instance: source analysis, historiographical review and debate, and analysis and presentation of relevant statistical and illustrative material.

1.2 *Doing a thesis is an exercise in dialectics*. Many Open University students live at a distance from Milton Keynes. But you should remember that the main value of supervisors lies in your conversations with them, their ability to challenge your ideas, your skills, and to ask questions of you. Supervisions are not tests, they are Socratic dialogues where you bare your ideas and methods so that the resulting conversation will improve your work.

1.3 *Doing a thesis is an induction into a community of scholarship*. 'Doing a thesis' is an induction into a community, which means research and writing are just part of the process. Once you have found your feet, you need to network, to attend conferences, preferably to give a paper or papers. This activity is not only its own reward, but will feed back into the thesis by making you aware of current debates, conceptual shifts, and other cutting-edge developments.

1.4 *Doing a thesis is preparation for writing scholarly papers and monographs*. Hence below we set out in detail the conventions for referencing and bibliographies. As with publishers, examiners expect precision and consistency.

1.5 *Doing a thesis is a training in skills*. You will have to fill out a 'skills audit' regularly anyway. But do not regard that merely as form filling. You should quickly identify extra skills which are specific to your research, and possibly transferable as well. You may need to learn palaeography (how to decipher ancient writing), extra languages, how to use databases or spreadsheets, to acquire scanning and related software and learn how to draw up simple digital maps. Even activities such as networking, and delivering papers effectively are skills. You do not need to do everything at once, but do work with your supervisors to identify, and develop, these skills from early on.

1.6 *Doing a thesis is basically doing a 3-4 year examination, for two top experts in your field*, which culminates in the viva. At the same time, don't be daunted. By the end of that time, you should know more about your specific field than your examiners. Indeed, one key skill is to remember to relate your research to the wider fields in which it rests. If you are writing on coracles (a type of water craft made by stretching an animal hide over a wooden framework), relate it to wider debates on transport or technology or the culture of the time. Be an expert, but relate to others in slightly broader fields to set your work in its context.

2 – BEFORE YOU START WRITING

There are many things you can do from the beginning of your research, which may save you considerable time at the writing up stage.

2.1 *Set up your documents to the specification to which you will be writing the thesis.*
This may save you a great deal of time standardising and sorting out problems later. Set up your page and document layout as far as possible. Decide on a suitable font, margins, etc:

- Your font size <u>must be</u> 11 or 12 unless special needs dictate otherwise.
- You <u>must</u> use a minimum of 1.5 spacing, and a maximum of double spacing, between lines
- You should ensure adequate margins, avoiding overcrowding.
- Look at other theses or books, decide on a structure of headings and sub-headings early on, and try and stick to this system.
- Set your computer dictionary to UK English not US English or any other language, otherwise there is the danger your computer may change spellings incorrectly, especially if you use the spell-check.

2.2 *Set up a system for capturing the bibliographic details of all sources you use, primary and secondary* (see the following pages for acceptable forms of citation). This will save time later on. There are a number of ways of doing this

- o When you take notes, always start them by recording the full bibliographical details of the work at the top, including author, title, publisher, and date and place of publication. If it is an article or book chapter, you must also make a note of the page extent.
- o Set up the bibliography for your particular research topic on a computer file early on, entering details of new books and other sources as you find them. This is highly recommended. You will need to have separate sections for primary and secondary sources; you may want to subdivide them into different kinds of primary sources (manuscript and printed) and different kinds of secondary source (books, and articles) from the beginning.
- o Above all, start taking these full bibliographical details from the very start of your research.
- o It is possible to do a good deal of this work with a programme such as Refworks or Endnote, but be aware that for most primary sources, for some of the odder print items, and for some foreign language items automated systems don't work satisfactorily and many historians working with a wide range of sources do not use them. The Library runs Endnote sessions for post-grads you can obtain Endnote at a reduced rate.

For full bibliographical conventions, you should refer to the pages below. It is important to note from the outset, however, the difference between footnotes and bibliographic references. Footnotes always give the personal name first, as in 'Raymond Betts'. Bibliographies give the surname first, as in 'Betts, Raymond'. Thus for a bibliography:

> Glover, Edwin Maurice, *In 70 days: the story of the Japanese campaign in British Malaya*, London: F. Muller, 1949 edition.

Gough, Richard, *SOE Singapore, 1941-42*, London: W. Kimber, 1985.

The obvious reason for this is that the footnote follows natural usage, but the bibliography is intended to help people look up works alphabetically, by surname. Note also that we *italicise* all titles of publications. Publishers used to ask for them to be <u>underlined</u> in the days before word processors, but this is now unnecessary.

Now you have set up a system for capturing bibliographical details, you are ready to consider matters of style.

2:3 Matters of style

We do not want to specify a style of writing or argument, except to insist that all chapters have substantive introductions and conclusions, which integrate each chapter into an overall argument or flow of developments.

Nevertheless, we would like to highlight some issues. No matter how obvious some of these may seem, supervisors sometimes spend a lot of their early meetings correcting faults in these areas. So:

- <u>Precision</u>: Avoid repetition of words, or of words with very similar meanings, in a sentence. Such repetition looks like shouting, rather than strengthening your argument by evidence. Always do some editing of each chapter with a specific eye to improving precision. You are trying to make your point as effectively and clearly as you can.

- <u>Concision</u>: at first 100,000 words seems dauntingly long, but you will soon find that you have plenty to say. Make sure that you say it clearly and without repetition. You will find that it is easier to write clearly where you understand you material and know what point of view you want to put. Vagueness and verbosity are commonly the result of not really knowing what you want to say. Thought given to how to organise the material in your thesis will help you to avoid unnecessary repetition.

- <u>Care</u>. When writing drafts, you will no doubt have typos, insert gaps and also questions for resolution later. But when you present the final thesis, you should - within the limits of the possible – eradicate flaws. Use the spell-check (but it is no substitute for human beings), enlist a friend, put down the thesis for a few days and return to it afresh, and try to read it as if you knew nothing about the subject. Above all, allow for an interval after writing for final checking before submission. You could ruin a submission by rushing this last detail. A useful way to check the final version for errors is to check it for different things e.g. once just for argument, once for spelling and grammar, once for presentation.

- <u>Consistency</u>. Whatever pedants may tell you, there are some things where no one rule applies. So make a reasoned choice, and then be 100% consistent. Hence if it is World War One once, make sure it does not revert to First World War later on. If you choose one particular way of citing an awkward source or archive, use exactly the same form throughout. If you choose to write Pearl Harbor (because that is the correct American spelling of a place) do not suddenly use Pearl Harbour (because your spell-check demands it).Variation will be taken as evidence that you lack precision, and are

careless. Given you are being examined on your ability to make precise, nuanced judgement on fragmentary evidence, such carelessness can be deemed a serious fault.

- Continuity. By this we mean people should be able to make sense of changing titles, structures etc, as well as the flow of your writing. Hence people who have titles often have more than one name in their lifetimes. Make sure that the reader knows who you are talking about and if necessary provide a dramatis personae at the front of your thesis (Prince Philip of Greece, Philip Mountbatten, Prince Philip Duke of Edinburgh; Margaret Roberts, Margaret Thatcher, Lady Thatcher, Baroness Thatcher).

- Quotations. Put all short quotations in inverted single commas. Most UK publishers use single commas, with double commas for a quotation within a quotation. For short quotations make them flow naturally with your writing. For quotations of several lines, set these in (indent) from the left margin, with single spacing, and without inverted commas. Again, we are not trying to be pedantic. If you find that the journals for your sub-field mainly use double quotation marks for basic quotations, it would be acceptable for you to do the same. Providing you follow the golden rule: absolute consistency.

- Abbreviations and Acronyms. Avoid these where possible. Acronyms should be used sparingly, and only for long names which you need to use frequently. These should then be noted in a *Glossary* of acronyms and terms at the beginning of the thesis. The first time you use an abbreviation or acronym in your main text, write it in full and put the abbreviated form in brackets immediately after. On subsequent occasions, you can just use the acronym. You might also consider writing such terms in full on its first use in every chapter, to jog readers' minds.

- 'Foreign' words, terms and diacritical marks. As a rule of thumb, 'foreign words' may be italicised. However, common sense is needed. Words that appear in standard British dictionaries do not need italicising, and you may decide to drop this rule for words or titles in a language other than English which you are going to use extensively. Otherwise your text might be overwhelmed with italics. Diacritical marks, however, must be used wherever possible, as in (here for a footnote): D.U Stiùbhart, 'Women and gender in the early modern western Gàidhealtachd', in E. Ewan and M. Meikle (eds), *Women in Scotland c.1100-c.1750* (East Linton: Tuckwell Press, 1999), pp. 233-49. Another rule is that where you quote in a foreign language, you should generally include a translation into English, whether in the text or in a footnote.

- Illustrating your thesis. You are not required to use illustrations, maps etc. However, it is certainly good practice to do so where it will help, and where copyright restrictions are not insuperable. It used to be the case that publishers would put these in appendices or in one place. With modern technology, this is no longer necessary. So wherever possible insert illustrations close to the text they support. Refer in the text to the illustration, chart or map.
  - Copies of photographs, illustrations etc should be as large as they can be expanded on a single page, for clarity. Always include a title above, a copyright statement below, and optionally you may include a short caption. They should be numbered consecutively as Figures.
  - Copies of maps should be as large as they can be expanded on a single page, for clarity. Always include a title above, a copyright statement below, and optionally you may include a short caption.

o You should have a list of each category at the beginning of the thesis.

o You should number these inserts so that they are very easy to follow. One good method is to use [chapter.order of appearance in chapter]. Hence the third map in chapter two becomes Map 2.3.

Many archives will allow use of images for a thesis or not-for-profit use at no or nominal charge, so do not simply assume the use of images is impractical.

- <u>Tables, graphs and charts</u>: presenting statistical information may be an important part of your research. If tables are very large, they should appear as appendices at the end of the thesis. Normally they should be placed as close to the place in the text where they are discussed and, like illustrations, be numbered consecutively Table 1.2; Table 3.4; Figure (for charts) 1.2; Figure 2.3 etc. Each should have a title and there should be a list at the beginning of the thesis. Make sure that you have discussed the findings of anything that appears in a table, graph or chart rather than leaving readers to wonder why you put them there.

- <u>Appendices</u>: you may, as in the case of tables that extend over several pages, want to use an appendix; you should not use appendices either for presenting material for which there is not room in the text or simply to add primary material that may be of some interest for the subject. Appendices have to earn their keep and should be used only to present material only that is essential for supporting your argument.

3 – REFERENCING

The Open University does not specify a single form of referencing, however, the Department of History expects theses to conform to the rules set out here.

We have already noted that sources are cited differently in the text of a thesis and in the final bibliography at the end of it. In the bibliography (see section 4 below) sources are listed by surname first, for ease of searching. In the text of the thesis itself, you will have to choose one of two possible systems for referencing works quoted, or which are the source of facts, interpretations or ideas you are discussing.

These are *(3:1) the note system used by British publishers and journals for history* and **(3:2)** *the author-date or 'Harvard' system*.

You must choose just one of these – with the explicit guidance <u>and agreement</u> of your supervisor – and then stick to it. You are warned that whatever system you do choose, <u>total consistency</u> is an absolute requirement. If your form of citation is not absolutely consistent throughout your work (even in small details) you may be asked to reprint your thesis before it is submitted to the examiners, or the examiners may refer it back for revision. Remember, the final presentation and examination is a 'driving test' of your fitness to research and/or teach at a higher level, and for historians accuracy is a basic requirement.

So, on what basis do you choose one system or the other?

The vast majority of you will use 3.1 – this being the standard adopted by most UK publishers for history publications, and much the better system for dealing with the provenance of archival sources. In this case, ignore 3.2.

However, ***if your thesis is aimed mainly at an academic community which publishes in social science journals, and your sources are mainly printed or statistical, you may find the Harvard system outlined in 3.2 more appropriate***.

Once you and your supervisors have agreed the system you will use, please follow the relevant section from below.

Above all, please note that ***<u>endnotes</u>***, whether placed at the end of chapters or the end of the thesis**, *<u>are unacceptable</u>***.

3.1 The note system preferred by most UK history books and journals.

Note that references do appear in many forms. Hence for instance, some publishers ask for place, publisher and date to be provided in brackets after the title of each book, some for no brackets. What matters is always that *the main elements we outline are all there*, and there is *absolute consistency*. That said, what follows is a guide to notes (for the bibliography, see section 4 below).

For items to which you refer frequently, give an abbreviated reference and provide a list of abbreviations after the list of contents at the beginning of the thesis. Abbreviations should not be so short that it is impossible to make sense of them, for example W.A. Shaw, *History of the English Church 1640-1660*, 2 vols., London: Longmans Green and Co. is better abbreviated Shaw, *English Church 1640-60*, than Shaw, *History*. Do not use idem or op.cit and we strongly recommend you not to use ibid. If you use these in drafts and then shift the text around you will find that they may well end up referring to something quite different from what was originally intended.

- *Footnotes means footnotes*, at the bottom of the page, never endnotes. Books sometimes use endnotes so as not to deter a wider audience, but a thesis is a test, so it is vital the examiners can access your thinking on sources at all times. Hence footnotes are necessary.

- *Books*.
    - First Reference to a book. Full author or author names with personal name first, full title italicised, place of publication (the city rather than the country), place and date of publication, pages used. As follows:
      Patrick Ehlen, *Frantz Fanon: A Spiritual Biography*, New York: Crossroad Publishing Company, New York, 2000, p. 74.
    - References to the same book in footnotes *immediately following* the main reference, Ibid, p. 75 (short for the Latin ibidem, or 'in the same place'). Do not italicise this. But see the note above warning of the dangers of using this.
    - Subsequent references to the same book, already cited in a previous footnote, but not the immediately preceding one. Author surname, short title, page. As follows:
      Ehlen, *Frantz Fanon*, p. 75. Or use pp. for plural pages, as in Ehlen, *Frantz Fanon*, pp. 75-9.
    - Where the author is not known, simply use 'anon.' to mean anonymous.
    - If there's more than one author, in your abbreviated reference you might want to say not Smith, Brown, Jones and Mackey, but Smith et al. (short for the Latin and others)

- *Government publications*. The same rules apply as for books, except that the 'author' may be a government department, for instance the Ministry of Finance, or there may be no obvious author, as follows:
    Command Paper 6724, *Malayan Union and Singapore: Statement of Policy on Future Constitution*, London: Her Majesty's Stationery Office, 1946.

The exact format required for citing older government papers is complex, and you should ask your supervisors for guidance on this matter.
- *Articles and chapters in edited books*

- First reference to an article. Full author name or names, title of article in single quotation marks '…', title of journal (italicised), volume, number (month and year of publication), page. As follows:

    Timothy Daniels, 'Imagining Selves and Inventing Festival Sriwajaya', *Journal of Southeast Asian Studies*, 30, 1 (March 1999), p. 48.

- Subsequent references to the same article, cited in a previous footnote. Author surname, short title, page. As follows:

    Daniels, 'Imagining Selves', p. 48.

    Note that it is optional whether or not you use 'p.' or 'pp.' for articles. Many publishers do not. However, it is compulsory to give the complete page range of the chapter or article in the bibliography.

- Chapters or articles appearing in edited books or works. Give the chapter details as if it were an ordinary article, and then the work it appeared in. As follows:

    Albert Lau and Yeo Kim Wah, 'From Colonialism to Independence, 1945-1965', in Ernest Chew and Edwin Lee (eds), *A History of Singapore,* Singapore: Oxford University Press, 1991, p. 119.
    Use (ed.) or (eds) to indicate editors.

- *Sources or documents quoted by another historian or found in a collection of documents*. Always cite both sources. Whether the source is primary or secondary, you must cite both the source itself, and the work which you took it from. As follows:

    Owen Rutter, *The Pagans of North Borneo*, London: Hutchinson, 1929, p. 32, cited in Anthony Reid, 'Endangered Identity: Kadazan or Dusun in Sabah (East Malaysia)', *Journal of Southeast Asian Studies* 28, 1 (March 1977), p. 122.

    You normally not quote from either primary or secondary sources <u>within</u> a secondary source, but seek out the original if possible.

- *A Quotation within a title or within another quotation*. Use double quotation marks for the enclosed quotation, e.g., 'British leaflets warned that Chinese communists would be "exterminated like vermin" '.

- *Archival sources*. Give the archive, file, author, recipient and date, working from the place, through the collection, to the specific document, and finally its provenance. Think of it as going from big to small. For instance:

    Singapore, Institute of Southeast Asian Studies: Tan Cheng Lock Papers, file 3/271, MCA Memorandum to Lyttelton, 2 Dec. 1951.

    We do not want to prevent slight differences according to need, but the vital thing is **to give all the information the reader needs to locate the document**, and to assess its authorship and nature, and to be consistent.

    Sometimes you will be referring to one particular archive repeatedly. In such cases, the following approaches may be acceptable:

    Singapore, Institute of Southeast Asian Studies: Tan Cheng Lock Papers, file 3/271, MCA Memorandum to Lyttelton, 2 Dec. 1951.

    - First citation: as above and in full, Singapore, Institute of Southeast Asian Studies, Singapore (henceforth ISEAS): Tan Cheng Lock Papers….. Subsequent citations may then take the abbreviated form, ISEAS: Tan Cheng Lock papers…..'.
    - If most of your documents are from one archive, you can state in your introduction that this is the case and that unless otherwise indicated all documents come from that archive. In this case, refer to this in your list of

abbreviations at the beginning of the thesis. It is advisable still to cite the archive in full on the first occasion it comes up in the text.

- o   Where there is no exact date for a primary source, it is wise to try and put a limit on the date where possible, as in 'circa x', or 'dated sometime between x and y', and be willing to justify this in the viva if necessary.

- *Newspapers*. It is acceptable to simply give the publication, date and pages, hence
  Daily Mail, 3 December 2009, p. 3.

  You can then specify location when you list the newspapers consulted in your bibliography. However, where you cite more than one newspaper with the same title in your work, you may need to specify the location, as in *Times* (London). Finally, where the provenance is important, and not obvious from the text, you might want to cite the source more fully, giving author (or indicating what sort of entry it is, as in 'editorial'), article title, publication and date. This being a 'driving test' for historians, you may sometimes want to explain in one footnote more about the circulation, editorial policy or other details of the newspaper. Again, use your common sense, if the newspaper's stance or influence is an important issue, it needs some explanation. If it is simply being mined for quotations of historical figures, it may not.

- *Websites*. Where possible, give the author or sponsoring institution, title, full URL, date authored or posted online, and the date accessed. As with published government documents, some sites will have no obvious individual author. For these, give the sponsoring institution where possible. If possible, it is also best to give the URL as a hyperlink (MS Word will do this automatically if you press the return key after typing a URL). As follows, using the example of the Old Bailey site:

  Clive Emsley, Tim Hitchcock and Robert Shoemaker, 'Gender in the Proceedings', *Old Bailey Proceedings Online*, www.oldbaileyonline.org, 2008, accessed on 4 Dec. 2009.

  For more examples of citing online materials, see the Old Bailey Online guidance at http://www.oldbaileyonline.org/static/Legal-info.jsp.

  Or here is another example, from the Royal United Services Journal's online site:

  Michael Clarke, 'Avoiding the same mistakes: the international strategy for Afghanistan', Royal United Services Institution, at http://www.rusi.org/analysis/commentary/ref:C4B12E11351443/, December 2009, accessed 4 December 2009.

  Using the hyperlink form is not relevant to the final thesis, but is extremely useful when sending your supervisor drafts, or sending other people electronic copies, or publishing online. Note that there is a good reason for giving such full details. Websites can be removed, or URLs change. Having the source and full title in this way makes it easier for readers to track down the source in such situations. Again, it is impossible to prescribe precise rules for every circumstance. The critical thing here is that you have the key elements the reader needs to trace the source and to judge its provenance and date, and are consistent in the form of citation you use. Many of the commonly used databases such as the ODNB will provide urls that you may cut and paste into the footnote and with add automatically the date of access.

- *Maps, Graphs and Charts*. These are best reproduced integrated into the text, with the original titles where these exist. In both cases the source (of the graph, or of the figures) should be stated below the map, graph or chart. If the material has been changed in any way, you should add in front of the reference the phrase 'As adapted from'. As follows:

Figure 1:1: Malayan Emergency Incidents - Monthly rates
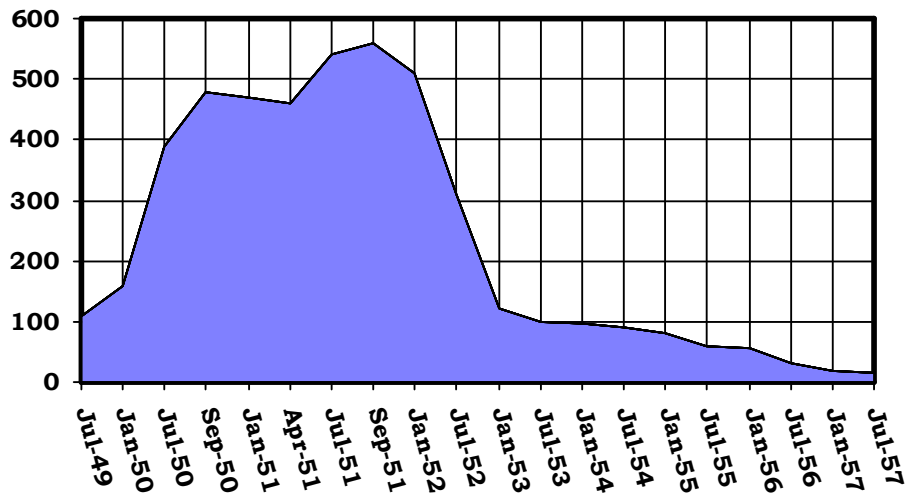
**Source: Adapted from statistics in London, The National Archives:
Air20/10377, September 1957, Appendix A.**

3.2 The author-date system preferred by many social sciences ('Harvard' system)

This system will be familiar to those of you who have recently completed Open University undergraduate courses in the Arts. It is the system used in our course books, sometimes referred to as an 'author-date system'. Basically, it inserts author and date in brackets in the text itself.

Please get your supervisors' agreement before using this. *For theses making extensive use of archival sources (the majority of history theses), it may be unsuitable*. This is because it does not allow a great amount of detail on each document to be shown on the page it is cited on. That means it would be more difficult for you to demonstrate, and the examiners to see, a high and sustained proficiency in source analysis and deployment (e.g. discussion of authorship, problems etc). However, if your thesis is working in a social science mode, and using mainly published works (for instance archaeologists' reports, statistics, museum documents, etc) and few archival sources, this may indeed be the right form of referencing for you.

- A Harvard-style reference to M. Vaughan's *Philip the Good* in the text might read (Vaughan, 2002, p. 10). Or, for multiple pages, (Vaughan, 2002, pp. 21-2). The same approach would be employed whether it was a book or article being cited.

- Where two or more works are cited from one author for the same year, you differentiate by using the date and a,b,c. etc. Hence (Vaughan, 2002a, p. 10) for *Philip the Good*, but (Vaughan, 2002b, p. 1) for Vaughan's *Charles the Bold* of the same year.

- When you refer to the same work repeatedly on the same page you may use 'ibid' (not italicised). Hence if you referred to Vaughan 2002a again on the same page, you could just use (ibid) or (ibid, p. 1) as appropriate. However, it is not necessary to do this, and you will find that text shifts around as you draft you thesis. The safest approach is probably to abandon 'Ibid' altogether, and simply to list the full reference in the text each time you use it, even if that means several instances of the same author-date reference on the same page.

- Op.cit**.** Use this when you cite different authors/contributors to the same material on the same page e.g.: 'A comprehensive examination of the phenomenon at the end of the decade is provided by various commentators (Stallabrass, 1999) and Collings (op.cit., p.34) frequently returned to the subject'. Once again, it is not necessary to do this, and you will find that text shifts around as you draft you thesis. The safest approach is not to use 'Op. cit.' and simply to list the full reference in the text each time you use it, even if that means several instances of the same author-date reference on the same page.

- Where an author's name occurs naturally in the text, simply place the date in brackets afterwards, as in 'as Vaughan (2002a) states'.

- The full reference to each work then appears in the bibliography, as described on page 3 above. For a book, e.g. (Vaughan 2002a), it would be:
  Vaughan, R. (2002a), *Philip the Good*, Woodbridge, Boydell Press.

  For a journal article, e.g. (Daniels 1999) it would be:

Daniels, T. (1999), 'Imagining Selves and Inventing Festival Sriwajaya', *Journal of Southeast Asian Studies* 30, 1, pp. 38-53.

For a chapter in an edited collection it would be:
Hall, M. (2001), 'Cape Town's District Six and the archaeology of memory', in R. Layton, P. Stone, and J. Thomas (eds) *The Destruction and Conservation of Cultural Property*, London, Routledge, pp. 298–311.

With this system it is absolutely essential that the bibliography does not omit any work cited out, otherwise your reader may not be able to identify it at all. The brackets around the publication date, place and organisation are, however, optional. In the real world different publishers ask for slightly different forms. But above all, ensure that you have all the basic elements we request, and that you are absolutely clear, accurate and consistent.

- Citations in the text for online material should include the surname(s) of the author(s), or the name of the 'authoring' or hosting institution, and the date authored if known. Hence in the text we might have (Emsley, Hitchcock and Shoemaker, 2008). For the same entry, the bibliography might read
    Emsley, C., T. Hitchcock and R. Shoemaker (2008), 'Gender in the Proceedings', *Old Bailey Proceedings Online*, www.oldbaileyonline.org, accessed on 4 Dec. 2009.

- References to emails and personal communications are referenced in text, e.g. (personal communication, April 18, 1997), but do not need to be listed in the bibliography.

- References to primary sources follow the same pattern. E.g. for a document from the National Archives you might use (TNA, CO1020/176, 1952). The bibliography would then list the archive in full, and also include further details of the file as necessary. For more complex cases (for instance when multiple document of the same date are referred to from the same file) refer to your supervisor for detailed guidance.

- Footnotes. In the Harvard style these must be used only if absolutely necessary, to give additional information on the source or on other aspects of the text.

- If in doubt, note that the Harvard-style referencing system is used (as of writing in 2010) in Open University courses A326 *Empire* and AD281 *Global Heritage*. You can, therefore, find plenty of examples of the system in use in the Course Books. Alternatively, you can seek your supervisor's agreement to use a version of the name-date system used by a relevant journal, which differs in small details from the above model. If so, you should state in your thesis what your model is, and maintain 100% accuracy and consistency in following it throughout your work.

- Bibliography. Note that, though much of the bibliographical guidance that follows may be helpful, there are differences for the Harvard system. Most importantly, in this system a book or article has the date listed immediately after the author name. Take the first book listed on page 16 below. In the Harvard system this should read:
Davies, Adrian (2000), *The Quakers in English Society 1655-1725*, Oxford: Oxford University Press.
This contrasts to its appearance as follows in the note system:

Davies, Adrian, *The Quakers in English Society 1655-1725*, Oxford: Oxford University Press, 2000.

The difference arises because the date is such an important part of referencing in the Harvard author-date system, especially when an author has two or more works published in the same year.

4 The Bibliography

The bibliography at the end should be divided into Primary and Secondary Sources. The items within each section should be arranged alphabetically. One of the ways in which the examiners will know how meticulously you have worked is by checking the accuracy of your bibliography. They'll be familiar with many of the works you've listed and will notice if you're misspelled authors' names. In particular don't misspell your examiners' names! Your examiners will also be alert to your ability to tell the difference between a primary and a secondary source.

You should list all works you cite in your thesis, but by the same token *only* works you actually cite, not additional works you have read but not cited.

Yet again, there is no universal model for structuring a bibliography, but what follows gives an idea of the general approach. If you are using the Harvard system, please consult you supervisors for differences.

PRIMARY SOURCES

Archives

List these alphabetically, by location, e.g. London; Oxford; Dublin etc. If using archives from more than one country, you will need to give the country as well.

Under each place heading list the repositories consulted there (e.g. The National Archives; Bodleian Library; National Library of Scotland; Huntington Library).

Under each archive or library list the different collections consulted (e.g. State Papers; Treasury Papers; Foreign Office Papers; Rawlinson MSS; Smyth of Barbarvilla Papers; Hastings Papers).

Under each collection consulted you may wish to give additional information. Where a manageable number of documents have been consulted, you may wish to list the manuscript number, folio number (abbreviated fo., plural fos) and, if necessary, even the item, e.g.: letter from Jane Bonnell to Catherine Hastings, 2 May 1721. However, where you have consulted so many files that listing all of them is impractical, you can just list each collection, with a brief description of its nature or contents. E.g.
You need only give the country if you have used material from more than one country:
United Kingdom, London, The National Archives, CO1020 - Colonial Office, Southeast Asia Department correspondence, 1951-53
London, The National Archives, SP28 – Commonwealth Exchequer Papers

Printed primary sources from manuscripts
If you use many printed primary sources (such as those published by county archaeology and historical societies) you may wish to separate manuscript and printed primary sources. Although Calendars, HMC volumes and a good many local historical and archaeological society publications summarise manuscripts and you should not use the summaries as quotations, these volumes should be listed as printed primary sources, e.g.:

Ayala, Dom Pedro de, in P. Hume Brown, *Early Travellers in Scotland* (1891), reprinted James Thin, Edinburgh: The Mercat Press, 1978 [NB Primary source printed in a nineteenth century volume, reprinted in 1978.]

Stanihurst, R., 'On Ireland's Past. De Rebus in Hibernia Gestis' (1584), in C. Lennon, *Richard Stanihurst the Dubliner 1547-1618*, Dublin: Irish Academic Press, 1981 [NB edition of a primary source in a book.]

Firth, C.H. (ed.), *The Clarke Papers*, Camden Society new series LXV (1894), reprinted by the Royal Historical Society (1992) [NB MSS printed in series.]

Cuninghame, M., *A Pairt of the Life of Lady Margaret Cuninghame,* Edinburgh, 1828 [nineteenth century edition of a seventeenth century manuscript with no editor's name and no publisher's name on the volume.]

Campion, E., *Two Bokes of the Histories of Ireland* (1571), ed. Alphonsus Franciscus Vossen, Assen, Netherlands: Van Gorcum, 1963 [Campion's work of 1571 edited by Vossen in 1963.]

Printed materials contemporary to your study
Newspapers, pamphlet literature, novels etc are all primary sources and you may read them in a variety of formats (EEBO, ECCO, Gale databases). Your reference should be to the printed item e.g. John Barr, *A Summary of Natural Religion*, London, 1746, not to the URL from ECCO.

Online primary sources
There are also some primary sources, such as Old Bailey Online, which you will need to refer to by the URL in the bibliography.

There is also an increasingly large range of statistical material available from, for example, government websites. Such material is primary material in the sense that it is the original of these statistics, but the statistics have themselves been compiled from other sources so there has been human intervention in the creation of the statistical material. A characteristic example is the nineteenth century censuses which were compiled from enumerators' reports. If you compare the two you will often find that inconsistencies have been removed.

Oral History Interviews
Again, you need to exercise common sense. Where you have taken oral history interviews from established archives, these should be listed under the archives, at least as a general category. However, where you have conducted your own interviews, you may need to list them separately.

Where an interview is with a historian or present-day commentator, it may need to be listed under secondary sources. But when it is with someone who experienced the events you are writing about, it belongs under primary sources. List by name, and then place and date or dates interviewed. E.g.:

Chin Peng, Secretary General of the Malayan Communist Party, Canberra, 21 February 1999.

Note that if the interviews have been published you may list them elsewhere as well (assuming the actual interview has more material and so still needs citing).

Note also that wherever possible you should deposit interviews, or interview transcripts, with an archive or library. After all, your all historical work should be open to checking. If you do this, you may end up listing the interviews under the library or archive they are deposited at.

In some instances you may need to note additional information, such as if the interview was conducted in another language.

SECONDARY SOURCES

Secondary sources appear in many forms. We list below as many examples as we can think of, but you may find others. The golden rule is to make sure that you are consistent and that anyone who wants to find a reference can do so. Note that, in contrast to footnotes, the author surname comes first.

The main sub-headings for secondary sources are likely to include some or all of the following:

Books
Articles
Online resources (some online resources may be primary sources)
Newspapers (where these are used for secondary comment. Where used mainly as primary evidence and contemporary to the period studied, they go under 'Primary sources').
Media and television
Unpublished Papers
Unpublished theses
Private correspondence (letters, emails, etc)

What follows is a guide to how particular types of the resources named above might be cited in a bibliography, and not a guide to structure. Another efficient way of ensuring a good structure is to find a published book in a similar field, and look at how they have dealt with the sort of materials you are using. Remember, the key is to pick a good example, and follow your chosen pattern with absolute consistency.

Books

Davies, Adrian, *The Quakers in English Society 1655-1725*, Oxford: Oxford University Press, 2000. [In the Harvard system this would read: Davies, Adrian (2000), *The Quakers in English Society 1655-1725*, Oxford: Oxford University Press.]

Clark, A., *Working Life of Women in the Seventeenth Century*, 1919, with a new introduction by A.L. Erickson, London: Routledge, 1992. [new edition of an older secondary source.]

Crawford, P, *Women and Religion in England 1500-1720*, 1993, Routledge, London, paperback edition 1996. [NB paperback edition of earlier book—this is the edition that was used. You cannot always tell whether there have been minor editorial corrections since the first printing.]

Mendelson, Sara and Crawford, Patricia, *Women in Early Modern England*, Oxford: Oxford University Press, 2003 [NB book with two *authors*. Make sure you list the authors' names in the order in which they appear, usually alphabetically, but in reverse order in this case.]

Mates, M., *Women in Medieval English Society*, New Studies in Economic and Social History, Cambridge: Cambridge University Press, 1999 [NB book in noteworthy series.]

Wrigley, E.A. and Schofield, R.S., *The Population History of England 1541-1871: A Reconstruction*, 1981, reprinted Cambridge: Cambridge University Press, 1989 [book with 2nd edition or later imprint.]

Edited book
Kertzer, David I and Barbagli, Marzio (eds), *Family Life in Early Modern Times, 1500-1789*, New Haven, CT [Connecticut]: Yale University Press, 2001 [NB book with two editors, no full stop after eds.]

But NB Fox, Levi (ed.), *Diary of Robert Beake, Mayor of Coventry 1655-6*, Dugdale Society Miscellany I, vol.31, 1977 is a *primary* source because it is a transcript of a primary source. One editor, a full stop after ed.

Bourke, A., Kilfeather, S., Luddy, M., et al. (eds), *The Field Day Anthology of Irish Writing: vols V and VI, Irish Women's Writing and Traditions*, Cork: Cork University Press, 2002 [anthology of primary sources but with much editorial matter and part of a continuing series, also note the use of 'et al.' [and others] for a long list of authors and editors.]

Barron, C.M., 'The education and training of girls in fifteenth-century London', in Diane E.S. Dunn (ed.), *Courts, Counties and the Capital in the Later Middle Ages*, Sutton Publishing, Stroud, 1996, pp.139-53 [Note that in the bibliography you give the full page range for chapters and articles.]

Collinson, P., 'The role of women in the English Reformation illustrated by the life and friendships of Anne Locke', in P. Collinson, *Godly People: Essays on English Protestantism and Puritanism*, Hambledon, London, 1983, pp.273-87, first published in Cuming, G.J. (ed.), *Studies in Church History* 2 (1965), pp.258-72 [NB book chapter reprinted from an annual periodical.]

Everitt, A., 'Farm labourers', in Joan Thirsk (ed.) *The Agrarian History of England and Wales vol. IV, 1500-1640*, Cambridge: Cambridge University Press, 1967, pp.396-465 [chapter in a recognised series.]

Thomas, A., '"Dragonis baith and dowis ay in double form": women at the court of James V, 1515-1542', in Ewan, E. & Meikle, M. (eds), *Women in Scotland c.1100-c.1750*, East Linton: Tuckwell Press, 1999, pp.83-94 [NB chapter title containing quotation.]

Article in a journal
Youngs, D., 'Servants and labourers on a late medieval demesne: the case of Newton, Cheshire, 1498-1520', *Agricultural History Review* 47 (1999), pp. 145-160 [NB, you can omit 'p.' and 'pp.' before the page numbers for articles if you wish. Different publishers have different approaches to this. Indeed, some use a colon before the page numbers. We understand if you want to follow the format of a preferred journal, but whatever format you use, be prepared top justify it, and to be absolutely consistent throughout your thesis.]

Brand, P., '"Deserving" and "undeserving" wives: earning and forfeiting dower in medieval England', *Legal History* 22 (2001), pp. 1-20 [article title in single inverted commas, note that the words within have double inverted commas.]

Web sources
Make sure that you know whether materials that you are using from the web actually have another existence as print (for example, most of the material in British History Online). If they do, refer to the original print item. Any respectable repository of secondary sources will give you the details of the original print item (e.g. the volumes of the Victoria County History in British History online, the History of Parliament).

However, some secondary sources have both a print and an online version and the online version may be updated (as, for example, the Oxford Dictionary of National Biography). Many academic databases (especially the common ones like ODNB and House of Commons Parliamentary Papers) now provide stable urls for the source material they provide which can usually be cut and pasted into footnotes. Often such sources automatically insert the date of access when you copy the url. Because they are periodically updated that date is important. That means you should always give the date accessed in notes, though of course that may not be possible for the bibliography, since you may have accessed an online resource on multiple dates.

A simple example of an online source cited as a secondary work might be:

> Michael Clarke, 'Avoiding the same mistakes: the international strategy for Afghanistan', Royal United Services Institution, at http://www.rusi.org/analysis/commentary/ref:C4B12E11351443/, December 2009, accessed 4 December 2009.

For more detailed guidance, see the references to online sources at pages 9 and 12 above.

PhD theses: note that PhD thesis titles are given in single inverted commas not italicised as book titles

Knollys, F.P., 'The agency of sin in Cistercian theology 1220-1340', University of Woodstock, PhD thesis, 1997.
The reason for not using italics here is that italicisation tells us a work is published.

Unpublished papers

Author, title of paper in quote marks, followed by the words unpublished paper presented at – name of event, location, date.

Examples:
V. A. C. Gatrell, 'Sex, men and caricature in London, 1770–1820' (unpublished paper presented at the Modern Cultural History Seminar, Gonville and Caius College, Cambridge, 23 Feb. 2005).

Rosalind Crone, 'The Great Reading Experiment: The Uses of Learning in the Nineteenth Century Gaol' (unpublished paper). I am grateful to Rosalind Crone for sharing her work with me.