

**Arts & Social Sciences**

Te Kura Kete Aronui



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

*History Programme*

Te Tari Tumu Korero

# ***Making the Grade***



## STAFF CONTACT INFORMATION

Name of staff member	Room No.	Telephone Extension	E-mail All e-mail addresses are @waikato.ac.nz
James Beattie	J3.05	6459	jbeattie
Cathy Coleborne	J3.03	4674	cathyc
Administrator	J3.25	4048	history
Nēpia Mahuika	J3.24	6462	nmahuika
Raymond Richards	J3.11	8042	ray
Rowland Weston	J3.10	4487	rweston

History Office Direct Dial: (07) 838 4030 Fax: (07) 838 4018 Telephone (all hours) (07) 838 4466 + extension number of staff member

Email: [history@waikato.ac.nz](mailto:history@waikato.ac.nz)

Contact hours for lecturers and sessional assistants are given in individual Paper Outlines and displayed on the History notice and staff office doors.



## INTRODUCTION

**Welcome to the History Programme** -and to the challenges, enjoyment and opportunities that lie ahead. While you are enrolled in History papers, you will be introduced to a significant range of vocational skills as you deepen your understanding of political, social, economic, cultural and intellectual developments in the recent, or more distant, past. Whatever the nature of the assignments that you undertake, and the range is considerable, you will be using techniques that are essential in all paid employment requiring high-level ability in research, analysis and writing.

**In addition to** the writing and presentational skills that are fundamental for success in the humanities, social sciences and law, studying history also gives you the opportunity to develop:

- familiarity with a significant body of knowledge about the past;
- an ability to make use of a wide range of methodological and theoretical approaches, and to critique their use;
- an ability to assimilate and assess a wide range of evidence, both documentary, visual, oral and artefactual;
- an ability to understand and evaluate one society in the light of the values and history of other societies;
- the ability to describe and interpret change over time;
- an understanding of history as an intellectual discipline.

**'Making the Grade'** aims to help you with your assessed work but it obviously needs to be read alongside the detailed instructions contained within individual paper outlines. This edition has been revised to incorporate suggestions from students and staff. Further ideas for improvement are welcome: please email these to our History Administrator <[history@waikato.ac.nz](mailto:history@waikato.ac.nz)>.

# 1. ASSIGNMENTS AND GRADES

## Compulsory assessment items

All coursework that has been designated a compulsory assessment item **MUST** be submitted for marking if you are to be eligible to pass the paper. (Should you need to apply for Special Consideration because of bereavement or illness at the time of a final examination, for instance, you must have completed all the required items of internal assessment if your application is to be considered.)

### UNIVERSITY GRADES:

A+	85 -100
A	80 -84
A-	75 -79
B+	70 -74
B	65 -69
B-	60 -64
C+	55 -59
C	50 -54
D	40 -49
E	0 -39

### What do these grades represent?

In general terms (and do note that the criteria for different types of assignments vary according to the specific teaching and learning objectives of each task), the following summary is a useful guide:

**A+** Outstanding in all respects -argument, understanding, research and presentation. Clear mastery of all components of the task set.

**A-to A** Very good to excellent. Shows good structure; a well-developed and well-supported argument; comprehensive and relevant research; evidence of independent critical thought and high-level analysis; full and accurate referencing; minimal presentation errors; well written.

**B to B+** Reasonably comprehensive coverage of the topic; clear statement and development of argument; minor errors of fact or interpretation; clear grasp of most of the key issues but some omissions; some scope for improvement in presentation and/or referencing.

**B-** Promising but significant errors and/or omissions in content; argument not well developed; research effort too limited; noticeable number of mistakes in referencing and/or style.

**C to C+** Limited grasp of the basic requirements of the task; demonstrates little understanding of the material; no development of an argument; minimal research effort; significant level of referencing and/or stylistic error.

**D+** Clear fail; too limited an understanding of the topic; high level of factual, stylistic and referencing error.

**D** Lacks coherence or relevance; seriously flawed or superficial in its approach to the topic.

**E** Illiterate, incoherent, irrelevant.

All teaching staff have regular office hours (and often arrange additional times if these do not suit) so that you can come and talk over any difficulties that you are having with a particular assignment or the paper in general. Telephone and e-mail contact are other ways of obtaining advice. Free, friendly and confidential study skills assistance is also readily available from **Student Learning**. More information is available at:

<http://www.waikato.ac.nz/students/student-learning/>

## 2. PLAGIARISM

If you take material directly from a printed page or internet source, you must acknowledge that the words and ideas used in your assignment are not your own. At best, carelessness at this point can result in inaccurate quotations and incorrect footnotes: at worst, you could be referred to the University Disciplinary Committee for plagiarism.

**PLAGIARISM means presenting as one's own work the work of another, and includes the copying or paraphrasing of another person's work in an assessment item without acknowledging it as the other person's work through full and accurate referencing; it applies to research and assessment (as defined in the *Assessment Regulations 2005*) presented through a written, spoken, electronic, broadcasting, visual, performance or other medium.**

(Extract from the Student Research Regulations 2000 as printed in the Calendar).

### **Accidental plagiarism?**

Please note the following:

**It is not a defence against a charge of plagiarism for a student to argue that he or she did not act intentionally in appropriating the writing or work of another person; however, the extent to which the student is judged to have plagiarised intentionally, and the level and standard of scholarship that might reasonably be expected of the student, may be factors in the determination of any disciplinary action to be taken against the student.**

(Extract from the Assessment Regulations as printed in the Calendar).

In other words, **plagiarism is a serious offence and teaching staff are required to refer all cases to the Disciplinary Committee.** Please record your references carefully and use them accurately.

### **Photocopying**

Photocopying should be selective, both for financial and copyright reasons. The Copyright Act does permit photocopying for research or private study but, as a general rule, your copying should not exceed one article in a journal, nor one chapter of a book.

### 3. PRESENTATION

#### Basic specifications

- Typed assignments are preferred and usually required;
- Assignments should be on standard A4 sized paper, on one side of the page only and not single-spaced;
- Leave a 3-4 c.m. margin on the left-hand side for the marker's comments;
- Proof-read carefully.



## 4. NOTES ON REFERENCING

**References are essential.** To avoid plagiarism, you must indicate precisely, by footnotes or endnotes, the sources you have used for:

- quotations, whether these are indented or in quote marks;
- statistical materials;
- controversial or disputed points;
- material that is closely paraphrased;
- arguments that are not your own.

**Notes may be given at the foot of each page (footnotes) or collected together at the end of the assignment (endnotes).** They are numbered consecutively throughout the assignment. The superscript numerals (i.e., the footnote<sup>1</sup> or endnote<sup>2</sup> numbers) should be inserted at the end of a quotation, or the end of a sentence, or (as appropriate) at the end of a paragraph. These references are the means by which other readers can follow up the resources that you have used. They must be accurate and a marker may well 'spot check' several while assessing your work.

Subjects within the Faculty use different referencing styles. History Department conventions are based upon those of the *MHRA Style Book*. Staff in the Library can help with any queries you might have.

**You will need to follow** the guidelines given in Appendix A, for all of your History assignments since these are recognised internationally in the Humanities. *If you cannot find an example to follow for the particular source you are using, especially when referencing from booklets of Paper Readings, please ask your lecturer for advice before the assignment is due.*

Those studying New Zealand History will find detailed information for referencing primary source materials in *Te Arahi Kakariki/The Green Guide*, 2011 edition, available from the New Zealand Collection in the Library.

## 5. SKILLS TO BE DEVELOPED

Study in each successive year will build on the basis laid the year before. In the programme overall, staff expect students to develop proficiency in:

- analysing and evaluating information and evidence;
- knowing and applying the basic scholarly conventions of referencing;
- analysis and evaluation of information and arguments;
- developing effective oral and written communication;
- understanding the nature of different approaches to history

**As is the case with all incremental learning**, the emphasis changes at each level (though note that not every paper will necessarily focus on all of these skills):

### *First Year*

#### **The ability to:**

- recognise that 'history' is a problematic construction of the past, rather than a series of uncontested facts and truths;
- consider how historians weigh evidence and report on their findings;
- read and critically interpret primary material;
- critically analyse primary and secondary writing;
- collate and interpret relevant material;
- debate historical issues in tutorials or class discussion;
- accurately reference material;
- write in a clear and engaging style;
- know the Library and its cataloguing system;
- utilise the university's computing network;
- competent word processing;
- successfully apply time management strategies;
- be open to different ways of learning.

## ***Second Year***

### **The ability to:**

- produce assignments using primary and secondary sources;
- critically read an extensive range of primary materials;
- discuss historians' interpretations in tutorial or class;
- review books by participants and/or historians;
- enhance library skills, especially through the use of serials and on-line and data-base searching;
- further improve writing skills;
- advance research techniques;
- apply correct referencing techniques;
- develop an understanding of quantitative methods.

## ***Third Year***

### **History majors can:**

- locate and analyse relevant primary and secondary literature;
- write extensive and independently researched essays;
- deliver short seminar presentations;
- demonstrate and apply theories of history;
- demonstrate accurate annotation and referencing skills;
- demonstrate excellent literacy and oral presentation skills;
- take an active lead in seminars and group discussions;
- demonstrate the ability to undertake independent research using primary and secondary sources.



## **6. APPEAL PROCEDURE**

If you feel, after discussion with and review by the original marker, that you would like a grade reconsidered, you may request a second opinion, either through the marker, or, if you do not feel particularly comfortable with that approach, see the History Administrator to arrange an appointment with the Convenor.

Alternatively, leave the assignment, together with a covering letter, with our Administrator in J.3.25, Direct dial 838 4030; fax 838 4018, or email [history@waikato.ac.nz](mailto:history@waikato.ac.nz). The Convenor will then arrange for your assignment to be assessed by another member of staff.

The outcome of your appeal is normally known within five working days. Staff members consider this as a perfectly legitimate avenue of appeal for you to pursue in cases of genuine disagreement.

## **7. TE REO POLICY**

### **Submission of assignments in Te Reo Māori**

Please refer to the University's Policy on the Use of Māori for Assessment in the Calendar.

However, we wish to draw your attention to the following:

In recognition of the status of the Māori language as a tāonga protected under the Treaty of Waitangi, and within the spirit of the Māori Language Act 1987, the University of Waikato supports the right of its students to use the Māori language in written work for assessment within the University.

Candidates who intend to present an examination or a piece of internally assessed work in Māori are requested to give notice of their intention to the course lecturer who will then inform the Convenor, History Programme. We need this time to make proper arrangements for translation and assessment. If less than 14 days' notice is given, the processing of your work may be delayed.

If a staff member is not able to assess your work in Māori, your work will be translated. The translator will not correct errors or make any embellishments: however ambiguities may be pointed out to the examiner or marker. Where necessary the examiner may seek clarification of the translation of the paper from the translator but contact between the student and the translator is prohibited (as is contact between student and examiner).

*Any students having difficulty in writing clear and comprehensible English should seek assistance BEFORE their assignments are submitted for marking.*



## **Checklist for Appendix A (Footnotes and Endnotes)**

- I. First reference to a book
- II. Second/subsequent references to books/essays/articles
- III. Reference to a number of separate pages within a work
- Reference to an essay or chapter in an edited publication
- First reference to an article published in a journal
- VI. Reference to an edition later than the first
- VII. Reference to an edited diary or journal
- VIII. Reference to a book review
- Reference to a thesis
- Reference to a conference/seminar paper/public address
- XI. Reference to a source within a multi-volume collection of documents
- XII. Reference to an image or source quoted by another author when  
you have not used the original document
- XIII. Reference to an oral interview
- XIV. Reference to a newspaper
- XV. Reference to a photograph
- XVI. Reference to a map
- XVII. Citing Internet sources/emails
- XVIII. Sources for New Zealand History
- XIX. Citing items from a booklet of paper readings
- XX. Checklist of common errors

## APPENDIX A

### FOOTNOTES AND ENDNOTES

Check individual paper outlines or ask your lecturer for more detailed guidance if no relevant advice appears to be given here. Note that all footnotes/endnotes finish with a full-stop.

#### I. First reference to a book:

Catharine Coleborne, *Reading Madness: Gender and Difference in the Colonial Asylum in Victoria, Australia, 1848-1888* (Perth: Network, 2007),  
p. 50.

The first reference to a book lists the details in the following order:

Author (initials or first name as given on title page, then surname) Title italicised or underlined Place of publication, publisher, and date of publication, all three within ( )  
Page reference/s, using p. if only one page is cited, pp. for two or more pages

#### II. Second and subsequent references to a book, essay or article for which you have already given a full reference:

Coleborne, p. 35.

Normally, the author surname and page number/s are all that you need. Include a short title for the publication, e.g. Coleborne, *Reading Madness*, p. 88, only if you have used other publications by the same author while preparing your assignment and you therefore need to avoid potential confusion with those other sources.

If you have a series of footnotes/endnotes in succession to one particular work, just use the author's surname and the relevant page number/s. e.g. McClean, p. 110; McClean, p. 118, unless your assignment instructions specifically request the use of the Latin abbreviations, *ibid.* (in the same place) and *op.cit.* (in the work mentioned).

### **III. Reference to a number of separate pages within a particular work:**

Raymond Richards, *Closing the Door to Destitution* (Pennsylvania: Pennsylvania State University Press, 1994), pp. 45, 53.

The comma between the numbers indicates that the references are to two separate pages, not a reference to all pages between those listed (which would have taken the form, pp. 45-53).

### **IV. Reference to an essay or a chapter in an edited publication:**

Rosalind McClean, 'Reluctant Leavers', in *The Heather and the Fern: Scottish Migration and New Zealand Settlement*, ed. by Tom Brooking and Jenny Coleman (Dunedin: Otago University Press, 2003), pp. 103-16.

The essay title is placed in 'quote marks': the book title is *italicised* (or underlined if you do not have access to a word processor). If more than one publisher and/or organisation is involved with the actual publication, you need to give full acknowledgement in the first footnote/endnote.

### **V. First reference to an article published in a journal:**

The volume number is given in arabic, followed by the year in parentheses, and then the page reference.

Cathy Coleborne, "'His brain was wrong, his mind astray": Families and the language of insanity in New South Wales, Queensland and New Zealand, 1880s-1910', *Journal of Family History*, 31, 1 (January 2006), pp. 45-65.

**When you are giving the volume number for a journal, though, always use Arabic numerals (2, 3, 4) even if the journal itself uses the roman (II, III, IV).**

Raymond Richards, 'An Unnerving Spectacle: the Starfish Prime Nuclear Test and the growth of antinuclear sentiment in New Zealand, 1944-70', *Asia Pacific Cultural Studies Journal*, 1, 1 (December 2004), pp. 1-24.

To save frustration, confusion and inconsistency, **use p. or pp. (but never pg) before the page numbers** in your footnotes/endnotes. Conventions vary where articles are concerned and some publishers give the first and last page numbers of the article cited, without the 'pp.', and then use 'p.' to indicate the particular page to which a reference is made. Just use p. when you are referring to one page and pp. when you are referring to several, whether your reference is to a book, journal, newspaper, thesis, official report or an unpublished manuscript.

## **VI. Reference to an edition later than the first:**

Peter Gibbons, 'Non-fiction', in *The Oxford History of New Zealand Literature in English*, ed. by Terry Sturm, 2nd edition (Auckland: Oxford University Press, 1998), pp. 33-118.

Cite the specific edition used to avoid difficulty for a reader wishing to follow up some of your page references. Note that examples 4 and 5 show that the reference to editor/s can be abbreviated to ed./eds. but do not use (parentheses) around ed./eds.

## **VII. Reference to an edited diary or journal:**

Henry Comber, *Tour of Duty: Midshipman Comber's Journal Aboard HMS Herald On the East Indies Station – Australia, New Zealand & China, 1838-42*, ed. by W. David McIntyre and Marcia McIntyre (Christchurch: Macmillan Brown Centre for Pacific Studies, University of Canterbury, 1999), 3 February 1839, p. 64.

i.e. give the book title first and then follow with the name/s of the editor/s and the usual publication details. If you do not have a page number, simply give the date of the entry.

### **VIII. Reference to a book review:**

James Beattie, review of Mark Elvin, *The Retreat of the Elephants: An Environmental History of China* (New Haven and London: Yale University Press, 2004) in *New Zealand Journal of Asian Studies*, 8, 1 (June 2006), pp. 164-68.

i.e. the name of reviewer, followed by author/title/publication details of the work reviewed, and then the relevant information about the publication in which the review has appeared.

### **IX. Reference to a thesis:**

Nēpia Mahuika, 'Being Māori tūturu: Māori life narratives and contemporary identities' (unpublished MA thesis: University of Waikato, 2006), p. 22.

The title is in quote marks and not italicised or underlined because the thesis is unpublished.

### **X. Reference to a conference or seminar paper or public address:**

If the paper is an unpublished one, give the author, then the title of the paper within quote marks, followed by the name, venue and date/s of the conference/seminar, and finally the page number/s.

Philip Hart, 'Self-Confidence and Self-Promotion: a case study of a saviour who failed', Australian Mining History Association Conference, Brisbane, 4 July 2002, p. 5.

### **XI. Reference to a source within a multi-volume collection of documents:**

Give all essential identifying details for the document that you are citing -author/ recipient/ date -and then include the usual publication details for an edited volume -title in italics/ editor/ number of volumes followed by place, publisher and date of publication.

Colonial Secretary, Sydney, to Superintendent of Police, 13 April 1831, *Historical Records of New Zealand*, ed. by Robert McNab, two volumes (Wellington: Government Printer, 1908-1914), II, p. 591.

The number of the volume to which you are referring is given in small capital roman numerals, (II, II or IV, for example) followed by the page number.

## **XII. Reference to an image or source quoted by another author when you have not used the original document:**

Always cite the actual source from which you have taken the reference.

Alfred Sharpe, 'Burial Place of Hone Heke, Bay of Islands', watercolour, 1883, cited in James Beattie, 'Alfred Sharpe, Ruskin and Australasian Nature', *Journal of New Zealand Art History*, 27, (December 2006), figure 4, p. 42.

## **XIII. Reference to an oral interview:**

Give information in this order: interviewee, date of interview, position on tape or page of transcript, location of recording.

Life narrative interview with Leanne Tara-Ngapipi, 16 July 2005. Interviewed by Nēpia Mahuika, side B. Tape held at Hopuhopu Endowment College Archives.

## **XIV. Reference to a newspaper:**

Include the abbreviation in the first footnote/endnote only if you are going to have one or more additional references to the paper.

*Waikato Times* (WT), 28 November 1936, p. 7.

Subsequently: WT, 5 December 1936, p. 2.

## **XV. Photographs:**

Cite the caption, photographer if known, collection, accession number if known, and repository.

'Takaka Royal Artillery: Peace Celebrations 1902', Tyree Collection, T6x8 54, Nelson Provincial Museum.

## **XVI. Maps:**

Title. [descriptor]. Scale. Series and number. Edition. Place: publisher, date.

Hamilton. [map]. 1:50,000. NZMS 260 series, S14. 3rd ed. Wellington: Terralink, 1998.

## **XVII. Citing Internet sources:**

As far as possible, follow the style used for printed publications detailed above. So, for articles obtained online, place their titles in inverted commas; for online books, italicise or underline the title and so on. The following (A-C) provide more details of the style guide to follow in referencing specific online material.

### **A. World Wide Web:**

To cite files which can be viewed/downloaded via the World Wide Web by means of a web browser, the following guidelines can be applied:

Author/s' name/s (if known) Full title of the document in quotation marks  
Title of the complete work Date of publication or last revision (if available)  
The full http address (URL) enclosed within <angle brackets> Date at which source consulted [in square brackets]

The following is an example of how to reference an online source:

Art Deco Trust, *Art Deco Napier*, 7 April 1995,  
<<http://www.ramhb.co.nz/artdeco/>> [accessed 10 April 1995].

### **B. Listserv messages:**

Author/s' name/s (if known) Author's e-mail address, enclosed in <angle brackets> The subject line from the posting 'in quotation marks' Date of publication Address of the listserv, enclosed in <angle brackets> Date of access (in parentheses)

### **C. E-mail messages:**

Author's name Author's e-mail address, enclosed in <angle brackets> Subject line from the posting 'in quotation marks' Date of publication Reference to the kind of communication (e.g., personal e-mail; distribution list; official circular) Date of access (in parentheses)

### **D. Newsgroup (USENET) messages:**

Author/s name/s (if known) Author's e-mail address <enclosed in angle brackets> Subject line from the posting 'in quotation marks' Date of publication Name of the newsgroup, <enclosed in angle brackets> Date of access (in parentheses)

Students undertaking assignments which are to be published in electronic format will have the relevant advice given in the specific Paper Outlines.

## **XVIII. Sources for New Zealand History**

Students should consult the Year 2007 edition of *Te Arahi Kakariki/The Green Guide* for more detailed guidance on referencing published and unpublished primary sources. (Purchase from the New Zealand Collection Information Desk, Level 3, University of Waikato Library)

The following list notes some of the most commonly-used official primary sources.

1. *New Zealand Gazette*: Title of notice; *name of publication*; date of notice; page number/s

e.g., 'Scale of Fares, Rates and Charges on the New Zealand Government Railways', *New Zealand Gazette*, 30 May 1890, pp. 615-26.

2. *New Zealand Parliamentary Debates*:

Name of speaker; *title of publication*; Arabic numeral of volume used; day/month/year of speech; page number/s.

e.g., J. G. Coates, *New Zealand Parliamentary Debates*, Vol. 224, 3 July 1930, pp. 150-54.

3. *Appendix to the Journals of the House of Representatives*:

Title of material cited (if not identified in the text); date of material cited (if appropriate); *title of publication*; year of volume; session number (if needed); shoulder number of material used; page number/s

e.g., 'Report of the Royal Commission appointed to inquire into the relations between employers and employed in the colony', *Appendix to the Journals of the House of Representatives*, 1890, H-5, p. 63, statement 1578.

4. *Statutes of New Zealand*:

*Title of publication*; year of volume; statute number; short title of Act; section of Act (if relevant)

e.g., *Statutes of New Zealand*, 1899, No.11, Employment of Boys and Girls without Payment Prevention Act, Sections 2,7.

5. *New Zealand Official Yearbook*:

*Title of publication*; year of publication; page number; description of material cited if not identified in the text.

e.g., *New Zealand Official Yearbook*, 1975, p. 313 (Table on transport to work).

6. *New Zealand Census*:

*Title of publication*; year of publication; table/s used; page

numbers. e.g., *New Zealand Census*, 1891, Table VII, p. 264.

**XIX. Citing items from a booklet of paper readings** Where readings are fully referenced and include the original page numbers, use those details for your own references, unless otherwise instructed in your paper outline or the specific assignment details.

**XX. Checklist**

**Checklist of common errors**

(i) The following are correct and incorrect forms of citing page numbers:

**Correct Incorrect**

pp. 17-18. p. 17-8 pp. 99-101. pg.99-01 pp. 100-105. p. 100-105 pp. 278-332.  
pgs 278f. or 278 et seq.

(ii) Dates of years should normally be written in their shortest meaningful form, e.g., 1880-90, 1903-4, 1930-45. Be consistent in the style that you adopt.

(iii) Decades do not take apostrophes, e.g., 1930s, not 1930's.

(iv) With the exception of *The Times* of London, do not italicise the definite article when referring to a newspaper.

## **Checklist for Appendix B (List of Sources/Bibliography)**

I. How to note a book in your List of Sources

II. Listing two or more works by a single author

III. Books with more than one author/editor

- Listing a chapter or essay from an edited work
- Paper from a collection of published essays

VI. New edition of a previously unpublished work

VII. Journal article when pagination is consecutive

VIII. Unpublished seminar or conference paper

- Book reviews in journals/electronic media
- Films/video recordings/ television and radio programmes

XI. Listing a thesis

XII. Oral history interviews

## APPENDIX B

### BIBLIOGRAPHY

The Bibliography (i.e., the reference materials upon which you have drawn while working on the assignment) is arranged alphabetically by author surname. In general, follow the style for footnotes/endnotes but note these key differences:

**(i) the surname of the author precedes the first name or initials;**

**(ii) the terms edition or edited are abbreviated to ed.;**

**(iii) page references are only given for the full span of an article or a chapter in an edited book;**

**(iv) there is no fullstop at the end of each entry.**

There are a number of ways to structure a Bibliography, depending on the sources used. This may be either by dividing the Bibliography up into Primary and Secondary Sources, or Published and Unpublished Sources.

#### I. Book

Byrnes, Giselle, *The Waitangi Tribunal and New Zealand History* (Auckland: Oxford University Press, 2004) Capitalise main words in both the title and subtitle.

#### II. Two or more works by a single author

Galbreath, Ross, *Walter Buller: the Reluctant Conservationist* (Wellington: G. P. Books, 1989)

\_\_\_\_\_, *Working for Wildlife: a History of the Wildlife Service* (Wellington: Bridget Williams Books, 1993)

\_\_\_\_\_, *DSIR: Making Science Work for New Zealand* (Wellington: Victoria University Press in association with Historical Branch, Dept of Internal Affairs, 1998)

\_\_\_\_\_, *Scholars & Gentlemen Both: G.M. & Allan Thomson in New Zealand Science & Education* (Wellington: Royal Society of New Zealand, 2002)

Multiple works are listed in order of date of publication/presentation.

### **III. Book with more than one author or editor:**

*Telling Lives: Essays in Biography and History*, ed. by Catharine Coleborne, Mark Houlahan and Hugh Morrison (Hamilton: Departments of History and Humanities, Faculty of Arts and Social Sciences, University of Waikato, 2006)

The surname for the second author/editor is not reversed and eds is not enclosed in ( ).

### **IV. Chapter or essay from an edited book:**

Weston, Rowland, 'William Godwin', in *Dictionary of Literary Biography, Volume 336: Eighteenth-Century British Historians*, ed. by Ellen J. Jenkins (Farmington Hills, MI: Thomson Gale: 2007), pp. 129-43

The page numbers refer to the full text of the chapter.

### **V. Paper from a collection of published essays:**

Simes, D.G.S., 'A Long and Difficult Association: The Ultra Tories and "the Great Apostate" ', in *Wellington Studies III*, ed. by C.M. Woolgar (Southampton: Hartley Institute, University of Southampton, 1999), pp. 56-87

Even when you are using both single and double quote marks within an article title, the comma is still positioned after the close of the quotation marks.

### **VI. New edition of a previously unpublished work:**

Gorst, John Eldon, *The Maori King* (London: Macmillan, 1864), ed. and introduced by K.O. Arvidson (Auckland: Reed, 2001)

### **VII. Journal article when pagination is consecutive throughout the volume:**

Beattie, James and John Stenhouse, 'Empire, Environment and Religion: God and Nature in nineteenth-century New Zealand', *Environment and History*, 13, 4 (November 2007), pp. 413-446

Avery, Margaret E., 'The History of the Equitable Jurisdiction of Chancery before 1460', *Bulletin of the Institute of Historical Research*, 42 (1969), pp. 129-44

## **IX. Unpublished seminar or conference paper:**

Morrison, Hugh, “‘The Word’s Place in New Zealand’: American Influences on the New Zealand Protestant Missionary Movement Before 1939’, Future of the Past: Sovereignty and Dominion, People in Places: The New Zealand Historical Association Conference, Wellington, New Zealand, 23-25 November 2007

Give the speaker's name, title of the paper, name, location and date of the conference or seminar.

## **X. Book Review:**

### **Journal:**

McClellan, Rosalind, review of *A Distant Shore: Irish Migration and New Zealand Settlement*, ed. by Lyndon Fraser (Dunedin: University of Otago Press, 2000) in *History Now*, 9, 1 (2003), pp. 31-32

No part number would be given if the four issues of the Volume were paginated consecutively.

### **Electronic Media:**

Writer of review, author/title/publication details of work reviewed, name of electronic publication or discussion list, internet address, date of posting.

## **XIII. Films, video recordings, television and radio programmes.** Since these resources are regarded as joint enterprises, list them alphabetically under title.

*Forgotten Silver*. Motion picture. Dir. by Peter Jackson. Camperdown Studios, Wellington, 1996

*Someone Else’s Country?* Videotape. Dir. by Alister Barry, Vanguard Films, Auckland, 1995

'The Death of Carmen', episode of television series, *Shortland Street*. Television New Zealand, Auckland, first broadcast on Television Two, 23 December 1995 *Mana Tangata*, radio programme, episode broadcast on National Radio, New Zealand, 25 January 2000

**XIV. Thesis:** Weston, Rowland, "'A Disembodied Spirit': William Godwin's History of Autonomy' (unpublished PhD thesis, James Cook University, 2000)

**XV. Oral history interviews:** When listing in the bibliography, give as much as you can of the following details: full name of interviewee, date, location of interview, identity of interviewer, any other relevant information relating to the interview, place where tape/transcript is kept (indicate personal possession if that is the location).

Clark, Dolly, 15 April 1989, Christchurch, interview with Sally Maclean for the Colonial Childhoods Oral History Project. Tape held at Waikato University History Department

**Use the following checklist as a guide to current practice:**

DATES:	26 September 1907: i.e., day/month/year: not 9th of November.
FIGURES:	Numbers under ten are normally written as words (for example, eight, 11, 75, 82, 187).
ABBREVIATIONS:	Avoid using abbreviations, such as, e.g., etc., govt. in a formal assignment; Contractions, which include the last letter of the word, do not have a full stop, e.g. St, Mt, Mr, Ms; Where the abbreviation includes two or more capital letters, omit the full stop, e.g. NZ, PhD, JP, MP; Pluralise abbreviations by adding the letter s and omitting the full stop, e.g. 'four JPs were in attendance'.
CAPITALISATION:	Capitalise the titles of organisations or agencies or a particular position, e.g. Medical Officer. There is no need to capitalise words used generically, such as 'few ministers objected' but you would capitalise Prime Minister or Governor-General when referring to the specific individual, office or organisation, e.g., Parliament but not parliamentary.
NAME OF PERSON:	Give first name or initials with surname on first mention, without Mr/Mrs/Ms; thereafter surname only. Put a full stop after the initials, e.g., Harry S. Truman.
QUOTATIONS:	Use single quote marks – '...' throughout your assignment, whenever you are quoting something directly. If you have a quote within a quote, then use the "double" form within the 'single' quote marks. <b>Quotations up to about 40 words in length should be run on in the text; for those of 40 words or more, indent, and type in single spacing.</b> Any words which you have added within a quoted section must go in [square brackets] to indicate that it is your interpolation. Any words left out of a quoted passage (a procedure known as <b>ellipsis</b> ) should be indicated by the use of <b>three</b> dots ... or <b>four</b> .... if the portion omitted includes at least one full stop. Check your quotation against the original.