

ASSIGNMENT No. 2

Q.1 Define Oral History. Discuss its merits and demerits in historical research.

Oral tradition can be defined as testimony transmitted by word of mouth from one generation to another. Here the information is obtained by talking and listening to people with historical information especially elders. The message transmitted orally, were preserved by memory

The following are advantages of all tradition

- It can be given anywhere and any time by adult who have some historical facts
- It is less expensive compared to other source of historical information such as books and museums. this is because it does not need selling and buying of information
- It does not need a person to know how to read and write
- It is possible to ask questions to the oral informant so as to in-depth information

The following are disadvantages of oral traditions

- Oral tradition does not go very far in the past. the transmission of information depend on the power of memories of successive generations
- Oral tradition does not maintain the same value of the oral history; instead the values keeps on changing as time goes
- Oral tradition may be biased. This is possible because of nature of transmission itself. oral transmission is full of exaggeration, creativity and sometimes the informant may talk of good things only.

Oral history has become an international movement in historical research. This is partly attributed to the development of information technology, which allowed a method rooted in orality to contribute to research, particularly the use of personal testimonies made in a wide variety of public settings. For instance, oral historians have discovered the endless possibilities of posting data and information on the Internet, making them readily available to scholars, teachers, and average individuals. This reinforced the viability of oral history since the new modes of transmission allowed history to get off archival shelves and reach the larger community.

Oral historians in different countries have approached the collection, analysis, and dissemination of oral history in different modes. There are many ways of creating oral histories and carrying out the study of oral history even within individual national contexts.

According to the Columbia Encyclopedia:, the accessibility of tape recorders in the 1960s and 1970s led to oral documentation of the era's movements and protests. Following this, oral history has increasingly become a respected record type. Some oral historians now also account for the subjective memories of interviewees due to the research of Italian historian Alessandro Portelli and his associates.

Oral histories are also used in many communities to document the experiences of survivors of tragedies. Following the Holocaust, there has emerged a rich tradition of oral history, particularly of Jewish survivors. The United States Holocaust Memorial Museum has an extensive archive of over 70,000 oral history

interviews. There are also several organizations dedicated specifically to collecting and preserving oral histories of survivors. Oral history as a discipline has fairly low barriers to entry, so it is an act in which laypeople can readily participate. In his book *Doing Oral History*, Donald Ritchie wrote that "oral history has room for both the academic and the layperson. With reasonable training... anyone can conduct a useable oral history." This is especially meaningful in cases like the Holocaust, where survivors may be less comfortable telling their story to a journalist than they would be to a historian or family member.

In the United States, there are several organizations dedicated to doing oral history which are not affiliated with universities or specific locations. StoryCorps is one of the most well-known of these: following the model of the Federal Writers' Project created as part of the Works Progress Administration, StoryCorps' mission is to record the stories of Americans from all walks of life. On contrast to the scholarly tradition of oral history, StoryCorps subjects are interviewed by people they know. There are a number of StoryCorps initiatives that have targeted specific populations or problems, following in the tradition of using oral history as a method to amplify voices that might otherwise be marginalized.

The development of digital databases with their text-search tools is one of the important aspects to the technology-based oral historiography. These made it easier to collect and disseminate oral history since access to millions of documents on national and international levels can be instantaneous.

Q.2 Why is it important to critically analyze the author before consulting his source in historical research?

In the second half of the seventies the late Kahlitz wrote an article entitled, "The Mind and the Senses as Factors of Progress," in which, referring to Spencer, he argued that the senses played the principal role in human progress, and that the mind played only a secondary role, and quite a subordinate one at that. A certain "esteemed sociologist" replied to Kahlitz, expressing amusement and surprise at a theory which placed the mind "on the fdotboard." The "esteemed sociologist" was right, of course, in defending the mind. He would have been much more right, however, had he proved without going into the details of the question that Kahlitz had raised, that his very method of presenting it was impossible and impermissible.

Indeed, the "factors" theory is unsound in itself, for it arbitrarily picks out different sides of social life, hypostasizes them, converts them into forces of a special kind, which, from different sides and with unequal success, draw the social man along the path of progress. But this theory is still less sound in the form presented by Kahlitz, who converted into special sociological hypostases, not the various sides of the activities of the social man, but the different spheres of the individual mind. This is a veritable Herculean pillar of abstraction; beyond this one cannot go, for beyond it lies the comic kingdom of utter and obvious absurdity. It is to this that the "esteemed sociologist" should have drawn the attention of Kahlitz and his readers.

Perhaps, after revealing the depths of abstraction into which the effort to find the predominating "factor" in history had led Kahlitz, the "esteemed sociologist" might, by chance, have made some contribution to the critique of this "factors" theory. This would have been very useful for all of us at that time. But he proved

unequal to his mission. He himself subscribed to that theory, differing from Kablitz only in his leanings toward eclecticism, and, consequently, all the "factors" seemed to him equally important. Subsequently, the eclectic nature of his mind found particularly striking expression in his attacks on dialectical materialism, which he regarded as a doctrine that sacrifices all other factors to the economic "factor" and reduces the role of the individual in history to nothing. It never occurred to the "esteemed sociologist" that the "factors" point of view is alien to dialectical materialism, and that only one who is utterly incapable of thinking logically can see in it any justification of so-called quietism. Incidentally, it must be observed that the slip made by our "esteemed sociologist" is not unique; very many others have made it, are making it and, probably, will go on making it.

Materialists were accused of leanings toward quietism even before they had worked out their dialectical conception of nature and of history. Without making an excursion into the "depth of time," we will recall the controversy between the celebrated English scientists, Priestley and Price. Analyzing Priestley's theories, Price argued that materialism was incompatible with the concept of free will, and that it precluded all independent activity on the part of the individual. In reply Priestley referred to everyday experience. He would not speak of himself, he said, though by no means the most apathetic of creatures, but where would one find more mental vigor, more activity, more force and persistence in the pursuit of extremely important aims than among those who subscribe to the doctrine of necessity? Priestley had in view the religious, democratic sect they known as Christian Necessarians.^[1] We do not know whether this sect was as active as Priestley, who belonged to it, thought it was. But that is not important.

There can be not the slightest doubt that the materialist conception of the human will is quite compatible with the most vigorous practical activity. Lanson observes that "all the doctrines which called for the utmost exertion of human will asserted, in principle, that the will was impotent; they rejected free will and subjected the world to fatalism."^[2] Lanson was wrong in thinking that every repudiation of what is called free will leads to fatalism; but this did not prevent him from noting an extremely interesting historical fact. Indeed, history shows that even fatalism was not always a hindrance to energetic, practical action; on the contrary, in certain epochs it was a psychologically necessary basis for such action. In proof of this, we will point to the Puritans, who in energy excelled all the other parties in England in the 17th century; and to the followers of Mohammed, who in a short space of time subjugated an enormous part of the globe, stretching from India to Spain. Those who think that as soon as we are convinced of the inevitability of a certain series of events we lose all psychological possibility to help bring on, or to counteract, these events, are very much mistaken.^[3]

Here, everything depends upon whether my activities constitute an inevitable link in the chain of inevitable events. If they do, then I waver less and the more resolute are my actions. There is nothing surprising in this. When we say that a certain individual regards his activities as an inevitable link in the chain of inevitable events, we mean, among other things, that for this individual, lack of free will is tantamount to incapability of inaction, and that this lack of free will is reflected in his mind as the impossibility of acting differently from the way he is acting. This is precisely the psychological mood that can be expressed in the celebrated words of

Luther: "Here I stand, I can do no other," and thanks to which men display the most indomitable energy, perform the most astonishing feats. Hamlet never knew this mood; that is why he was only capable of moaning and reflecting. And that is why Hamlet would never have accepted a philosophy according to which freedom is merely necessity transformed into mind. Fichte rightly said: "As the man is, so is his philosophy."

Some people have taken seriously Stammler's remarks about the allegedly insoluble contradiction that is said to be characteristic of a certain West European social-political theory [Marxism]. We have in mind the well-known example of the eclipse of the moon. As a matter of fact, this is a supremely absurd example. The combination of conditions that are necessary to cause an eclipse of the moon does not, and cannot under any circumstances, include human action; and, for this reason alone, a party to assist the eclipse of the moon can arise only in a lunatic asylum. But even if human action did serve as one of these conditions, none of those who keenly desired to see an eclipse of the moon would join the eclipse of the moon party if they were convinced that it would certainly take place without their aid. In this case, "their quietism" would merely be abstention from unnecessary i.e., useless, action and would have no affinity with real quietism.

If the example of the eclipse of the moon were no longer to appear nonsensical to the above-mentioned party, it must be entirely changed. We would have to imagine that the moon is endowed with a mind, and that her position in celestial space, which causes her eclipse, appears to her as the fruit of the selfdetermination of her own will; that this position not only gives her enormous pleasure, but is absolutely necessary for her peace of mind; and that this is why she always passionately strives to occupy it.^[4] After imagining all this, the question would have to be asked: What would the moon feel if she discovered, at last, that it is not her will and not her "ideals" which determine her movement in celestial space, but, on the contrary, that her movement determines her will and her "ideals"? According to Stammler, such a discovery would certainly make her incapable of moving, unless she succeeded in extricating herself from her predicament by some logical contradiction. But such an assumption is totally groundless. This discovery might serve as a formal reason for the moon's bad temper, for feeling out of harmony with herself, for the contradiction between her "ideals" and mechanical reality. But since we are assuming that the "moon's psychological state" in general, is determined, in the last analysis, by her movement, the cause of her disturbed peace of mind must be sought for in her movement. On careful examination, it might be found that when the moon was at her apogee she grieved over the fact that her will was not free; and when she was at her perigee, this very circumstance served as a new, formal cause of her happiness and good spirits. Perhaps, the opposite might have happened; perhaps it would have transpired that she found the means of reconciling free will with necessity, not at her perigee, but at her apogee.

Be that as it may, such a reconciliation is undoubtedly possible; being conscious of necessity is quite compatible with the most energetic, practical action. At all events, this has been the case in history so far. Men who have repudiated free will often have excelled all their contemporaries in strength of will, and asserted their will to the utmost. Numerous examples of this can be cited. They are known universally. They can be forgotten, as Stammler evidently does, only if one deliberately refuses to see historical reality as it actually is. This attitude is

strongly marked among our subjectivists, for example, and among some German philistines. Philistines and subjectivists, however, are not men, but mere phantoms, as Belinsky would have said.

However, let us examine more closely the case in which a man's own actions - past, present or future - seem to him entirely colored by necessity. We already know that such a man, regarding himself as a messenger of God, like Mohammed, as one chosen by ineluctable destiny, like Napoleon, or as the expression of the irresistible force of historical progress, like some of the public men in the 19th century, displays almost elemental strength of will, and sweeps from his path like a house of cards all the obstacles set up by the small-town Hamlets and Hamletkins.^[5] But this case interests us now from another angle, namely: When the consciousness of my lack of free will presents itself to me only in the form of the complete subjective and objective impossibility of acting differently from the way I am acting, and when, at the same time, my actions are to me the most desirable of all other possible actions, then in my mind necessity becomes identified with freedom and freedom with necessity; and then, I am unfree only in the sense that I cannot disturb this identity between freedom and necessity, I cannot oppose one to the other, I cannot feel the restraint of necessity. , But such a lack of freedom is at the same time its fullest manifestation.

Zimmel says that freedom is always freedom from something, and, when freedom is not conceived as the opposite of restraint it is meaningless. That is so, of course. But this slight, elementary truth cannot serve as a ground for refuting the thesis that freedom means being conscious of necessity, which constitutes one of the most brilliant discoveries ever made by philosophic thought. Zimmel's definition is too narrow; it applies only to freedom from external restraint. As long as we are discussing only such restraints it would be extremely ridiculous to identify freedom with necessity: a pickpocket is not free to steal your pocket-handkerchief while you are preventing him from doing so and until he has overcome your resistance in one way or another. In addition to this elementary and superficial conception of freedom, however, there is another, incomparably more profound. For those who are incapable of thinking philosophically this concept does not exist at all; and those who are capable of thinking philosophically grasp it only when they have cast off dualism and realize that, contrary to the assumption of the dualists, there is no gulf between the subject and the object.

The Russian subjectivist opposes his utopian ideals to our capitalist reality and goes no further. The subjectivists are stuck in the bog of dualism. The ideals of the so-called Russian "disciples" resemble capitalist reality far less than the ideals of the subjectivists. Notwithstanding this, however, the "disciples" have found a bridge which unites ideals with reality. The "disciples" have elevated themselves to monism. In their opinion, in the course of its development, capitalism will lead to its own negation and to the realization of their, the Russian "disciples'" - and not only the Russian - ideals. This is historical necessity. The "disciple" serves as an instrument of this necessity and cannot help doing so, owing to his social status and to his mentality and temperament, which were created by his status.

This, too, is an aspect of necessity. Since his social status has imbued him with this character and no other, he not only serves as an instrument of necessity and cannot help doing so, but he passionately desires, and cannot

help desiring, to do so. This is an aspect of freedom, and, moreover, of freedom that has grown out of necessity, i.e., to put it more correctly, it is freedom that is identical with necessity - it is necessity transformed into freedom.^[6] This freedom is also freedom from a certain amount of restraint; it is also the antithesis of a certain amount of restriction. Profound definitions do not refute superficial ones, but, supplementing them, include them in themselves.

This is clear: the moral restraint which curbs the energy of those who have not cast off dualism; the restriction suffered by those who are unable to bridge the gulf between ideals and reality. Until the individual has won this freedom by heroic effort in philosophical thinking he does not fully belong to himself, and his mental tortures are the shameful tribute he pays to external necessity that stands opposed to him. But as soon as this individual throws off the yoke of this painful and shameful restriction he is born for a new, full life, hitherto never experienced; and his free actions become the conscious and free expression of necessity.

Q.3 Why Periodization is important in historical research. Discuss some common types of Periodization used in world history.

The word history comes ultimately from Ancient Greek *historía*, meaning “inquiry,” “knowledge from inquiry,” or “judge.” However, the question of what kind of inquiries historians pose, what knowledge they seek, and how they interpret the evidence that they find remains controversial. Historians draw conclusions from past approaches to history, but in the end, they always write in the context of their own time, current dominant ideas of how to interpret the past, and even subjective viewpoints. Furthermore, current events and developments often trigger which past events, historical periods, or geographical regions are seen as critical and thus should be investigated. Finally, historical studies are designed to provide specific lessons for societies today. In the words of Benedetto Croce, Italian philosopher and historian, “All history is contemporary history.”

All events that are remembered and preserved in some original form constitute the historical record. The task of historians is to identify the sources that can most usefully contribute to the production of accurate accounts of the past. These sources, known as primary sources or evidence, were produced at the time under study and constitute the foundation of historical inquiry. Ideally, a historian will use as many available primary sources as can be accessed, but in practice, sources may have been destroyed or may not be available for research. In some cases, the only eyewitness reports of an event may be memoirs, autobiographies, or oral interviews taken years later. Sometimes, the only evidence relating to an event or person in the distant past was written or copied decades or centuries later. Historians remain cautious when working with evidence recorded years, or even decades or centuries, after an event; this kind of evidence poses the question of to what extent witnesses remember events accurately. However, historians also point out that hardly any historical evidence can be seen as objective, as it is always a product of particular individuals, times, and dominant ideas. This is also why researchers try to find as many records of an event under investigation as possible, and it is not unusual that they find evidence that may present contradictory accounts of the same events.

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In general, the sources of historical knowledge can be separated into three categories: what is written, what is said, and what is physically preserved. Historians often consult all three.

Periodization is the process of categorizing the past into discrete, quantified, named blocks of time in order to facilitate the study and analysis of history. This results in descriptive abstractions that provide convenient terms for periods of time with relatively stable characteristics.

To the extent that history is continuous and cannot be generalized, all systems of periodization are arbitrary. Moreover, determining the precise beginning and ending to any period is also a matter of arbitrary decisions. Eventually, periodizing labels are a reflection of very particular cultural and geographical perspectives, as well as specific subfields or themes of history (e.g., military history, social history, political history, intellectual history, cultural history, etc.). Consequently, not only do periodizing blocks inevitably overlap, but they also often seemingly conflict with or contradict one another. Some have a cultural usage (the Gilded Age), others refer to prominent historical events (the inter-war years: 1918–1939), yet others are defined by decimal numbering systems (the 1960s, the 17th century). Other periods are named after influential individuals whose impact may or may not have reached beyond certain geographic regions (the Victorian Era, the Edwardian Era, the Napoleonic Era).

The common general split between prehistory (before written history), ancient history, Middle Ages, modern history, and contemporary history (history within the living memory) is a Western division of the largest blocks of time agreed upon by Western historians and representing the Western point of view. For example, the history of Asia or Africa cannot be neatly categorized following these periods.

However, even within this largely accepted division, the perspective of specific national developments and experiences often divides Western historians, as some periodizing labels will be applicable only to particular regions.

This is especially true of labels derived from individuals or ruling dynasties, such as the Jacksonian Era in the United States, or the Merovingian Period in France. Cultural terms may also have a limited, even if larger, reach. For example, the concept of the Romantic period is largely meaningless outside of Europe and European-influenced cultures; even within those areas, different European regions may mark the beginning and the ending points of Romanticism differently. Likewise, the 1960s, although technically applicable to anywhere in the world according to Common Era numbering, has a certain set of specific cultural connotations in certain countries, including sexual revolution, counterculture, or youth rebellion. However, those never emerged in certain regions (e.g., in Spain under Francisco Franco's authoritarian regime). Some historians have also noted that the 1960s, as a descriptive historical period, actually began in the late 1950s and ended in the early 1970s, because the cultural and economic conditions that define the meaning of the period dominated longer than the actual decade of the 1960s.

Q.4 Discuss important points to be pondered in writing the first draft of any research work.

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As you read, write. Recording ideas and bibliographic information is, quite simply, efficient. Hours of precious day-before-due-date time can be wasted relocating that all-important piece of information essential to your argument or making one more trip to the library to obtain publication dates. Notetaking has other advantages as well. Through writing about a text, the reader becomes more engaged than when reading passively. The act of taking notes facilitates critical reading; it demands that you understand and evaluate, continually seeking content and argument relevant to a particular focus.

Beginning to research by copying down bibliographic information may seem tedious, and pausing to paraphrase just at the moment when meaning becomes clear can be frustrating. Taking notes well, therefore, requires a method so meticulous, so ritualized, that the act of jotting information down becomes second nature. The rewards, however, are great. Having detailed notes will help you write an essay that is well-documented, is clearly supported by evidence, and displays a thorough and analytical understanding of the subject.

The notetaking method described in this module is based on the traditional pen-and-paper approach. You may, of course, adapt it if you take notes electronically; to that end we offer suggestions for electronic notetaking throughout the module.

Purposeful Reading and Notetaking

The research process involves continual oscillation between thesis and discovery. As reading and research progress, you will revise and modify your research question and tentative thesis. At the same time, however, your research question and tentative thesis will provide direction for your reading and notetaking. Your goal should be flexibility without chaos: do investigate new paths of information, but guard against tangents that might take you completely off course. Never work without a research question in mind. Otherwise, texts take control of you, rather than the more desirable reverse experience. Your thesis and outline can be revised and developed as you read, take notes, and write, but having them roughed out at this stage will give direction to your notetaking.

The research process reaches forward to writing as well: the shape and size of the finished essay must be considered continually so that the specific requirements of the writing task are met. As you take notes, therefore, keep an outline in mind or, even better, on paper or on your computer. Remember, the aim is not to gather a great mass of notes but to gather notes directed to a particular end. Thinking about the various areas that must be explored to establish your argument should help you to know when you have reached the point of diminishing returns. Remember, too, that your essay has a finite length, so there is no great virtue in taking many more notes than you can hope to use. At the same time, do not skimp on space. Leave room to add comments, cross-refer to other notes, and so on.

The Medium

Either index cards or ordinary paper can be used for taking notes. Many people prefer the card method, mainly because a set of note cards can be shuffled around and arranged into an outline neatly and without confusion. A second good reason for using cards is that they can be filed easily since they are all the same size and contain

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only one note each. Not everyone feels comfortable, however, working within the limitations of a 3" x 5" space. If you prefer the roominess of full-sized paper, use sheets of standard size so that you can keep them together. If using paper, you may wish to use different colour hi-lighters or post-it notes to identify materials relevant to different parts of your argument.

You may choose, alternatively, to take notes electronically, using a desktop, laptop or similar device. The benefit of this method is the ability to keep your notes in one place, to store them in files with helpful names to identify themes, and to sort or search for information quickly and efficiently. But, as with all computer technology, you must remember to save often and create an electronic or hard-copy backup of your notes.

Format

Research Question: Write out your research question and the topics you think it should include on an index card or piece of paper and post it above your desk so that it is always visible as you work. If you are working on a laptop in a variety of locations, make a separate electronic file for your research question and always have it open while you work on your essay. This will help you to keep your research focused. Refer to the question often and revise it as necessary.

Bibliographic Information: Before you take notes, write out the bibliographic information for the source, properly formatted, on its own card (see the module on footnoting and bibliographies for proper bibliographic format). If you are taking notes on a computer, make a separate file for bibliographic information. That way you can keep the entries organized alphabetically, and you will save yourself the trouble of later having to open several files to compile your bibliography.

Notes: Before taking the note, write the page number at the top of the card, or in a column on the left hand side if you are using a sheet of paper or a computer. There are several different types of notes you will be taking: quotations, facts and figures, summaries or paraphrases, personal observations, and words or ideas that need clarification. If you are working with index cards, write each note on its own card. On a computer or sheet of paper, leave several lines between each note to leave room for adding comments, and to make it easy to see where one note ends and the next begins.

Quotations

When to quote: In most history courses, while it is acceptable to use quotations from primary sources to support your argument, as long as the quotations are properly introduced, analyzed, and explained, you will be discouraged from quoting secondary sources extensively. Usually it is better to paraphrase quotations from secondary sources in your own words (with a note). Quoting from secondary sources should be done rarely and with a specific purpose in mind. For example, you might use a quotation as a starting place for your argument or might quote an author's exact words so that you can challenge them. In the case of primary source quotations, sometimes the wording in a passage is so precise that it cannot be paraphrased without loss of meaning, or the stylistic qualities of the passage may demand comment. Consider the example of Churchill's World War II speech, "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in

the streets..."¹ You might quote this passage, not to draw attention to its literal meaning, but to show that the manner in which Churchill expressed himself affected the public's response to what he was saying.

Quotation length: When quoting, the shorter the quotation, the better. Your own reading experience tells you that quotations must be succinct; reading nine or ten lines of quoted text is difficult and irritating. Usually, if you can't write the passage on a 3" x 5" card, it is too long to quote in its entirety in the essay.

Quotation format: Always place quotation marks around direct quotations in your notes. Failing to do so may lead to unintentional plagiarism. Use square brackets to indicate that you have added something to a quotation or changed it ever so slightly to make its meaning clearer. Ellipsis dots (...) are used to indicate that you have left something out of the quotation (see Module 6 for more details). When you take notes, guard against quoting an author out of context. Introducing ellipsis dots or quoting only a sentence fragment may distort the meaning of the passage quoted. Be true to the author's intention; any other approach is dishonest.

1. Winston Churchill, *Blood, Sweat and Tears* (New York: G.P. Putnam's Sons, 1941), 297.

Facts and Figures

Be meticulous about recording important facts and figures. Check the data you are recording carefully before you return your source to the library. Facts and figures do not need to be placed within quotation marks. The reader will understand that you have borrowed the data directly, provided that you document the source.

Paraphrases and Summaries

Probably most of your notes will be paraphrases or summaries. Many novice researchers assume that if paraphrasing means putting a passage "into your own words," this can be accomplished simply by substituting synonyms for key terms. The process is actually much more complex. Proper paraphrasing depends on thorough comprehension of material, not on a thesaurus. You must read the passage you wish to paraphrase, think about it until you understand it, and then write notes as if you were explaining the idea or issue to yourself. If you have thought about the passage carefully enough, there should be no need to consult the text again while you write the summary. In addition to the above, effective paraphrasing and summarizing should be:

Accurate: As you paraphrase or summarize, strive for accuracy. Do not confuse what you want research to show with what it does show, and do not paraphrase a point out of context. The note must reflect the author's intent.

Detailed: When summarizing or paraphrasing, make sure you include the key details that allow you to attribute information properly when you write. Attribution is the proper acknowledgement of sources and actions within the main body of an essay. Your reader will want to know both where an idea or opinion came from (who wrote about it) and who the source of an action was (who did it). For example, when an essay declares that "Ontario Supreme Court Justice Jane Doe reached the decision in the 1990 court case...", the reader knows the person, the person's title, and the date of the decision, and is able to assess the reliability of the decision made. If, instead, the student had written, "The decision was reached in a court case," the reader would have no way to evaluate the ruling. Failure to attribute is not plagiarism, but it is a serious weakness in scholarship.

See the next module for more details and examples of effective paraphrasing and summarizing.

Personal Observations

As we have stressed, an essay involves interaction between you and the topic. Through reading, you will gain personal insights and will gradually develop your own opinions and perceptions. Record these insights as you read; your notes will then provide that necessary balance between yourself and the material. If you find a particular interpretation of an historical event to be the most creative and ingenious discussion you have ever read, write yourself a note explaining why. If a sociological theory helps you to understand a personal experience, write that down as well. Remember, you are reading critically, and to do that you must interact with the material.

Words and Ideas to Look Up

Make sure you understand the terms of the discussion you have entered into. Make a note of words or ideas you aren't clear on. If subsequent reading does not define them clearly, consult a specialized dictionary.

Staying Organized

Whether you are taking notes on cards, paper, or in electronic form, it is essential to keep them organized. Keep index cards organized in an appropriately-sized box. Use separators to divide your cards by work, and organize them alphabetically by author so that retrieving information is quick and easy. If you are taking notes on paper, organize your notes in a similar manner in a binder or file folder. Alternatively, you can use a notebook. This will ensure that you do not lose any notes, but has the disadvantage of making it difficult to re-order or organize your notes.

On a computer, use a consistent naming convention for your files. If you name your file with the author's last name and a few key words from the title of the work, for example, they will be easy to sort and identify. Keep all the notes related to your essay in a single, well-labeled file folder.

Q.5 Compare footnotes with endnotes specifying their merits and demerits.

The function of an EndNote or a footnote

The main function of an EndNote or a footnote is to offer additional information to the readers about the material in the text. Sometimes, while explaining a topic or context, it becomes impossible to include all the necessary details in the main stanza of the text. In that case, you can provide the illustrative information about that term in these notes. The notes provide readers with the extra information that is required to understand the complete context of the material without having to look elsewhere or refer to sources for that information.

Besides providing added details, the endnotes and footnotes can be used to cite the source of information. In addition, these notes more information on any unfamiliar words or elements mentioned in the document. These notes are frequently used in writing academic papers, essays, and even in narrative writing (stories or poems).

The key differences between EndNote and footnote

Footnotes and endnotes are an important means of providing extra information while writing an academic paper. When a writer has to provide some additional information that is incredibly long for the brackets, it

should be included either in an endnote or in a footnote. However, the main difference between the two is that the footnotes are written at the foot of a page, while endnotes are preferably written at the end of the chapter or the paper.

You might have seen certain words in a paper or in a textbook that have small numbers printed above them. These numbers either correspond with the numbers printed at the foot of that particular page, at the footnotes, or at the end of the chapter in the endnotes. These notes describe or illustrate upon the matter in the text. In addition, they contain bibliographic details, additional reference material or background information.

Despite several similarities, endnotes and footnotes have some distinct differences that are mentioned here:

The placement: The footnotes come at the bottom of the page of a document. In contrast, endnotes appear at the end of a section or the end of the entire document.

Function: The common function of both endnotes and footnotes is to provide additional information. But, footnotes offer extra information and talk about a particular part of the passage. On the other hand, endnotes acknowledge sources or references used in the text.

Disruption: Given that footnotes come in every page, they can disrupt the continuity of reading. Conversely, endnotes come at the conclusion of the text so they do not cause any kind of disruption to the reader.

Content: Usually, footnotes constitute an abridged description of an in-text citation. Endnotes generally constitute the particulars of the reference cited.

Now that you have understood the difference between endnotes and footnotes, it is time to look at each of these formatting elements individually. As much as they are important formatting elements, they have their share of disadvantages too. It would be helpful to learn about the benefits and drawbacks and use them to your benefit and create an excellent paper.

Footnotes: Advantages and Disadvantages

Advantages:

1. They instantly provide additional information to the readers.
2. They are easier to locate.
3. While printing particular pages of a paper, footnotes get printed automatically.

Disadvantages:

1. Including excessive footnotes can mess up the page and affect its clarity.
2. Too many details can divert the readers from the main focus of the text.
3. If a page has several charts, tables, or columns, footnotes might get moved to another page.

Endnotes: Advantages and Disadvantages

Advantages:

1. They do not distract the readers as they are placed separately at the end of the paper.
2. The readers can check all the notes at the same time.
3. They do not mess up the main text as they are provided in a separate section in the document.

Disadvantages:

1. The readers have to turn to the conclusion of the document to locate the notes.
2. They can leave the readers confused as details from different chapters are given all at once.
3. Some hidden conditions or negative implications included in the endnotes can go unnoticed.

The inclusion of endnotes and footnotes usually depends on the specified formatting style. Before you start writing your paper, make sure you read all the formatting guidelines and clarify all your doubts regarding their usage with your professor.

If you don't have enough time to read all the guideline and write a well-formatted that can score A+ grades, choose Source essay and get all the help you need.

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