**HIST2104 Library Assignment**

**(Due February 15, 2017) Name/Student #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Remember to use your library session notes to complete this. Please submit your citations and annotations as a typed work.**

1. What is your essay topic? \_\_\_\_e.g.: Rationing during and after WWII in Britain\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Identify at least one reference (tertiary) source (from an encyclopedia, handbook, research guide, etc.) that provides an overview of your topic. Provide a Chicago Manual of Style (CMS) citation for the specific entry and a brief annotation describing how this helped to get you started. See the template (over) to use as a guide.
3. Once you have read through reference material on your topic, state your research question. Underline the key concepts involved: \_\_\_\_\_\_What were the government’s goals and policies for the rationing of consumer goods in Britain during and after WWII, and were these goals realized in each phase? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. List keywords, synonyms and related terms that you can use in searching for books and articles on your research question. Create a chart with more columns or rows on another page if needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Concept One | Concept Two | Concept Three | Concept Four | Concept Five |
| rationing | consumer goods | Great Britain | Government policy | World war, 1939-1945 |
| shortages | food | England | Government goals | Post war |
| queueing | fuel | Ireland | Government plans | World war II |
| control | clothing | Wales | Government programs |  |
| austerity |  |  |  |  |

Write out a search syntax using logical operators, AND, and OR

\_\_\_\_\_\_\_\_\_\_\_\_ (ration\* OR shortages OR queue\* OR control OR austerity) AND (“consumer goods” OR food OR fuel OR clothing) AND (Great Britain OR England OR Ireland OR Wales) AND government AND (goals OR policies OR programs OR plans) AND (World war, 1939-1945 OR post war OR World War II)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Use UNB WorldCat to find (secondary sources) books on your research question. Provide a list of two or three key books, in CMS style with a sentence about how each addresses your question.
2. Use Historical Abstracts to find (secondary sources) research articles on your question. Provide a list of two or three key articles, in CMS style with a sentence about how each addresses your question.
3. Having completed exploratory reading, state your thesis. \_\_Although the austerity measures implemented during the shortages of the war years were successful, the continued austerity programs of the post-war years, especially during the Marshall Aid plan, resulted in lost opportunities for industrial growth, ultimately handicapped the national economy and cost the Labour government the goodwill of the people. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Using the bibliographies of the secondary sources you have listed (or other resources), identify two primary sources that will help to support your thesis. List these in CMS style, with a sentence describing the value of each in supporting the thesis.

Reference Sources:

1. (citation) Foot, M. R. D., Stansky, Peter. “UK: Rationing and Domestic Life.” In *The Oxford Companion to World War II, edited by I.C.B. Dear.* Oxford: OUP, 1995.

This is useful because: \_ It outlines the targeted commodities in rationing, describes the improvement to overall health through nutrition, and provides a broad essay on domestic life during WWII in Britain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (citation) Catterall, Peter. *British History, 1945-1987: An Annotated Bibliography. Oxford: Blackwell, 1990.*

This is useful because: \_ It lists books and journal articles on rationing, with annotations, and also provides alternative language for me to use, such as “austerity”.\_\_

Books:

1. (citation) Mackay, Robert. *Half the Battle: Civilian Morale in Britain during the Second World War*. Manchester: Manchester University Press, 2002.

This is useful because: \_ It describes the policies behind and implementation of rationing in Great Britain during WWII in considerable detail. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (citation) Zweiniger-Bargielowska, Ina, Rachel Duffett, and Alain Drouard. *Food and War in Twentieth Century Europe*. Farnham, Surrey, England: Ashgate, 2011.

This is useful because: \_ This book adds to what I learned in Mackay by contrasting the experience in Britain with that in other countries, such as Germany, Czechoslovakia, Spain and France. It will help me to compare British people’s experiences with others’.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (citation) Zweiniger-Bargielowska, Ina. *Austerity in Britain: Rationing, Controls, and Consumption, 1939-1955*. Oxford: Oxford University Press, 2000.

This is useful because: \_ With this book, I am able to trace the rationing policies in Britain in the post-war years, and so learn about the legacy of rationing and how it had an impact on post-war consumerism. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Articles:

1. (citation) Lyon, Phil. "Good Food and Hard Times: Ambrose Heath’s Contribution to British Food Culture of the 1930s and the War Years." *Food & History* 12, no. 2 (July 2014): 99-117. *Historical Abstracts*, EBSCO*host* (accessed January 25, 2017).

This is useful because: \_\_This article describes the attempts made to overcome the blandness of the austere, war-time domestic diet through the “good food” movement, and the introduction of more creative culinary practices. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. (citation) Tomlinson, Jim. "Marshall Aid and the 'Shortage Economy' in Britain in the 1940s." *Contemporary European History* 9, no. 1 (2000): 137-55. http://www.jstor.org/stable/20081735.

This is useful because: \_ This article provides a follow-up to the practice of rationing, discussing post-war austerity within the economic goals of the Marshall Aid plan. This will help me to trace the legacy of war-time shortages in Britain.\_\_\_

1. (citation) Levene, Alysa. "The Meanings of Margarine in England: Class, Consumption and Material Culture from 1918 to 1953." Contemporary British History 28, no. 2 (June 2014): 145-165. Academic Search Premier, EBSCOhost (accessed January 26, 2017).

This is useful because: \_\_Using the single commodity, butter, it offers a description of civilians’ attempts to reconcile national economic austerity with their own desires for economic status in the post-war era.\_\_\_\_\_\_\_\_

Primary Sources

1. (citation) *Clothes Rationing Survey: An Interim Report Prepared by Mass-Observation for the Advertising Service Guild*. London: Advertising Service Guild, 1941. Available through: Adam Matthew, Marlborough, Mass Observation Online, http://www.massobservation.amdigital.co.uk/Documents/Details/Publication-Clothes Rationing [Accessed January 26, 2017].

This is useful because: \_\_ It provides detailed information about people’s reactions to rationing and their expectations about how it would affect them.

1. (citation) Statistics Relating to the War Effort of the United Kingdom,1943-44, Cmd. 6564.

This is useful because: \_ It provides clear data on the supply and consumption of consumer goods in Britain during this time period, and includes commentary on how restrictions constitute a marked change in the supply of those consumer goods. It also illustrates the aspects of rationing that were of note to parliamentarians. \_\_\_\_\_

HIST2104 Library Assignment – Marking rubric

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Finding reference sources | Finding books | Finding journal articles | Finding primary sources | Citations | Statement of usefulness | Research question | Thesis statement |
| 3 points | Located more than one relevant reference sources | Located three relevant books | Located three relevant articles | Located two relevant primary sources | Citations include all elements, arranged in correct order, and use a consistent style. | Statement conveys value of all works and includes descriptions of usefulness to one’s research | Question provides information about who, what, when, where, and reveals focus area.  | Statement elaborates and builds upon question, with details and an answer to the question |
| 2 points | Located one relevant reference sources | Located fewer than three relevant books  | Located fewer than three relevant articles  | Located only one relevant primary source | Citations include all elements, but errors in format. | Statements somewhat incomplete; value and usefulness not made clear | Question missing some W4 information or lacks focus area. | Statement is missing elaboration, or is unclear. |
| 1 point | Located sources of questionable relevance | Located books of questionable relevance | Located articles of questionable relevance | Located primary sources of questionable relevance | Citations missing elements and errors in format | Statements missing and/or incomplete | Question vague or unrealistic | Statement is vague and/or unrelated to question |
| 0 points | Located no reference sources  | Located no books | Located no articles | Located no primary sources | Citations missing | No statements provided | No question posed | No statement offered. |