

Guidelines for Preparing an Honours Geography Thesis

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1

General Information

The thesis requirement of the Honours Geography program provides a unique opportunity for you to participate from beginning to end in a research project under the supervision of a faculty advisor. More importantly, as you have considerable freedom in selecting a project to work on, preparation of a thesis has the potential to be the most enjoyable course taken over the four years of the honours program. In contrast to a traditional course, a thesis offers you an opportunity to design your own course of study on a topic of personal interest.

In following through a project from start to finish, you will be involved in defining a research problem, establishing hypotheses or research questions, designing methods to test those hypotheses or answer those research questions, collecting required data, analysing and interpreting the data, and preparing a final written report. In the process, you will have an opportunity to apply what you have learned in the previous three years of the geography program.

Structure of the Thesis Program

The thesis program consists of two half courses: Geography 4011 and Geography 4013. Geography 4011 is a fall term course that lays the foundation for successfully completing the program. During this course, you will prepare a thesis proposal, write a literature review and complete a detailed research plan.

In order to proceed with the second half of the thesis, Geography 4013, you must obtain a mark of at least 70 percent in Geography 4011. Geography 4013 is offered in the winter term. In this course, you will complete the research for your thesis, write the remaining chapters and make a final oral presentation.

Organization of the Thesis Courses

Although much of the work for Geography 4011 / 4013 will be completed on an individual basis, the courses also involve participation in a series of workshops designed to assist you in the preparation of various components of your thesis. Workshops are normally held on Fridays. A detailed schedule of dates and topics will be distributed at the first meeting of the class each term. Attendance at this series of lectures/workshops is mandatory.

Your Faculty Advisor

Normally, you will be assigned a faculty advisor by the end of September once proposals have been received and reviewed by the Department. Students are encouraged to consult with faculty about their ideas for thesis topics early in September or indeed during the preceding summer months or winter term of their third year. The latter is especially recommended if outdoor fieldwork will be required over the summer or early in September before the weather becomes too inclement.

Once you have been assigned an advisor, you are urged, above all else, to be in regular contact with him or her. Although you should not feel that every step taken must first be approved, neither should you charge off and complete a significant amount of work without first seeking advice.

When you meet with your advisor, come prepared to outline your ideas and then seek feedback. Remember, it is your thesis, not your advisor's. If you persistently arrive at his or her door empty handed, inquiring what you should do next, you are asking your advisor to do your work for you. Something to keep in mind is that in assessing your final thesis draft, your advisor will take into account how much of the thesis is based on ideas generated by you, and how much is simply the product of a constant stream of directives from your advisor.

Recommended Resources

The following texts are highly recommended for all students writing an honours thesis.

Booth, W., Colomb, G. and Williams, J. 2003. *The Craft of Research*. Chicago: University of Chicago Press.

Flowerdew, R. and Martin, D. eds. 1997. *Methods in Human Geography: A Guide for Students Doing a Research Project*. Essex: Longman.

Northey, M. and Knight, D.B. 2001. *Making Sense: A Student's Guide to Research and Writing. Geography and Environmental Studies*. Don Mills, Ontario: Oxford University Press.

Grade Determination

Each course will have several components that are graded. For Geography 4011 (Fall Term) these will include a research proposal, literature review and research plan as well as a final oral progress report. For Geography 4013, your

grade will largely be based on the final draft of your thesis but a significant weight will also be assigned to a formal oral presentation of your research.

The weightings assigned to each component will be provided in the courses outlines distributed at the beginning of each term.

Participation in Workshops and Oral Presentations

Attendance at the various workshops and oral presentations is mandatory. This applies both to presentations by faculty members and by students. A penalty will be assessed against your final grade for unexcused absences. Please see your course outline for details on the deductions taken for missed workshops and late submissions.

Excusable Circumstances

Normally, absences from class, late submissions, and missed presentations are excusable only for medical or compassionate reasons. Other acceptable reasons include participation in varsity sports or department field trips. To have a penalty waived for any reason, you must speak to the Chair of the department.

THE FINAL DEADLINE – GEOGRAPHY 4013 (Winter Term)

Please pay special attention to the deadline for submitting your completed thesis ready for binding. This date is chosen to allow your advisor sufficient time to do a final reading of your thesis and meet the deadline for submitting final grades to the Registrar in time for spring convocation. Missing this deadline may result in you not being able to graduate.

Extensions on the final deadline may be sought by appearing before a meeting of Geography faculty members. Extensions are normally granted for medical/compassionate reasons only. Students granted an extension cannot expect the same level of supervision into the spring and summer months as faculty members have other responsibilities and commitments once final marks have been submitted. Extensions will be granted for a specific time period. Failure to meet an extended deadline will result in a failed grade.

Some Sound Advice - Finish Early!

Your supervisor will be very busy in late March and April with assignments and examinations from other classes. *It is therefore essential that you have a draft*

copy of all your chapters, tables and figures in the hands of your supervisor by the mid-March deadline The period between the deadline and the date for submission of the finished thesis is for minor rewriting and polishing, not for substantive changes.

Thesis Expenses

The following costs associated with the preparation of an honours thesis will be your responsibility:

- a) printing and distributing of any questionnaires;
- b) field work expenses (travel, equipment, maps);
- c) inter-library loan charges;
- d) materials needed for preparing figures;
- e) typing of manuscripts;
- f) laser printing of a final draft of the thesis (including cost of paper);
- g) printing/duplicating of additional copies of the thesis;
- h) hard cover binding of the thesis for inclusion in the Departmental collection;
- i) spiral or hard cover binding of personal copies of the thesis;
- j) providing the Department with an electronic copy of your thesis on CD

Cartography

You are required to include at least one piece of original cartographic work in your thesis. This requirement may be waived by your advisor if he or she agrees that your topic does not lend itself to cartographic presentation. Cartography may be produced either manually or on a computer. Advice and assistance with cartographic work may be sought from the Department cartographer, Mrs. Chapin.

Use of Colour in Figures

Use of colour in figures (maps, charts, schematic drawings, etc.) can be effective but you should be mindful of what might happen if someone makes a black and white photocopy of your colour figure. Especially problematic are bar and pie charts produced with spreadsheet software where colour-coded keys identify sub-sets of data. Less problematic might be photographs intended to provide a general view of a landscape. Before including colour in any of your figures, you should consult with your supervisor.

Binding

The bound copy of your thesis represents a permanent record of your work, and will be kept in the Department's Map Library for future reference by faculty, students and members of the general public. It is the student's responsibility to pay for binding the copy of his or her thesis that will be added to the Department's thesis collection. Your mark will not be submitted to the Registrar's Office until the Department has received proof of pre-payment of binding fees. To pre-pay the binding fees, you must go to Thunder Bay Book Bindery at 1123 Russell Street. It is not necessary to bring what will be the Departmental copy of your thesis to the bindery. During the summer, we take your thesis along with the theses from the rest of class and the receipts to the bindery and have all the work done at once. Hence, when your thesis is complete and ready for binding, bring the receipt to the Geography Department office along with one unbound copy of your thesis.

If you wish to have supplementary copies bound for your own use, please complete a separate transaction with Thunder Bay Book Bindery. For supplementary copies, you will have to provide the bindery with copies of your thesis. Remember, the receipt you bring to the Department should only document the cost of binding the copy that will go into the Departmental library.

Electronic Copy

You must provide the Department with an electronic copy of your thesis (including illustrations) burned onto a Compact Disk.

Geography 4013 – Submission of Final Grade

It is Department policy that a grade for Geography 4013 will be submitted to the Registrar's office only upon receipt of a complete copy of the thesis that is ready for binding, verification of pre-payment of binding costs for the department copy of your thesis and an electronic version of your thesis on a CD.

2 Selecting a Thesis Topic

The first and possibly the most important stage in the production of an honours thesis is the selection of a topic. Gattrell (1991) offers some useful advice on how to select a thesis topic. The following is a synopsis of some of his thoughts and ideas.

First and foremost, a thesis topic must be able to sustain your interest. Past history tells us that students who select topics about which they are not personally interested often become bored or disenchanted with their research projects before the end of the year, and consequently produce a final product well below their capabilities. This is why you will find your professors will be reluctant to respond to requests for thesis topics. They may provide you with a list of possible areas of study or help you develop or sharpen your research agenda but in the final analysis, the decision of what problem or project to undertake is one that you should make.

A second criterion to be considered is originality of the topic. For obvious reasons, one cannot simply copy another piece of research. It is acceptable, however, to take a study done in some other locale and attempt to replicate it using a different study area. There are numerous examples of this type of approach amongst previous honours theses completed for the Department. Schmidt's (1989) study of changing relative house price levels in 13 Port Arthur neighbourhoods and Whitney's (2007) study of cross-shopping between an enclosed regional mall and a power centre. Others include Prno's (2004) study of the geomorphology of the Wolf Lake area and Tlmko's (1995) investigation of deglaciation in the Whitefish Lake area. The hypotheses and methods used in these dissertations closely parallel work done by other researchers in other study areas. As well, these students also adapted what they gleaned from the literature to suit the needs and nuances of their local study areas.

Another way of satisfying the requirement of originality is to take an issue that has been studied by other disciplines but never explored from a geographical perspective. An excellent example of this is Peuramaki's (1985) research on enrolment in the French Immersion program offered by the Lakehead Board of Education. Although this issue had been examined extensively in terms of the merits of the program itself, it had never been addressed in terms of geographical variation of participation in the program and the types of neighbourhood socio-economic indicators that might serve as good predictors of parental decisions to enroll children in the program. Another example is Stull's (1989) study of day care in Thunder Bay. In both cases, these students had a keen personal interest in their topics and used their geographical training to open new perspectives on them.

Another important consideration is the feasibility of the topic. A topic must be manageable both in terms of the breadth or scope of the analysis to be undertaken. Whereas an MA or PhD thesis is a full-time workload, an undergraduate thesis is completed in conjunction with other course requirements. The topic selected, therefore, must be manageable in the sense that there will be enough hours in the week to complete the necessary tasks. Your advisor will help you scale down your plans if he or she feels you have taken on an agenda that is too demanding.

A feasible topic is also one for which necessary information and data are obtainable. For example, if you plan to use previously collected data held by a private or public agency, you should obtain some assurances from that agency that you will be allowed to use its information. Similarly, students planning to administer questionnaires on private property must obtain permission from the owners of the property. You cannot, for example, walk into a shopping centre and begin to hand out questionnaires without first speaking with the mall's manager. In addition, any form of research involving questionnaires, or other methodologies where primary data is being collected from humans, must first receive departmental ethics approval.

Finally, and perhaps most importantly, your thesis topic should revolve around a well-defined and well-formulated problem. When considering topics, students sometimes gravitate towards high profile public policy issues. While such issues often provide good topics, one must be careful not to end up with a thesis project that simply involves reviewing a series of government reports and documents. As Gattrel (1991) notes, a good thesis topic is one that endeavours to search for relationships among two or more things. Peuramaki's (1985) thesis on French Immersion explored the relationship between participation in the French Immersion program and various attributes of households. Another example is Smith's (1984) study of consumer behaviour in downtown Port Arthur in which an effort was made to relate background socio-economic and demographic information about shoppers as well as the motives behind their downtown visit to their spatial behaviour while in the downtown. Both of these theses had as their objective the exploration of relationships between a given phenomenon and other hypothesized independent variables.

How to Get Started with your Topic Search

While the above discussion provides some advice on what makes a good thesis topic, it does not address the more practical problem of how one goes about generating a list of possible topics in the first place. To provide some guidance in solving this problem, the following list of suggestions is offered.

1. Think back to the most enjoyable courses you have taken. Was there a particular subject area that interested you that you would like to learn more about? To help jog your memory, try flipping through texts from those courses or browsing over old course reading lists and notes.
2. Spend a few hours pouring over the tables of contents of recent back issues of academic journals. Make note of titles that interest you. Read the abstracts of those articles.
3. Spend a few moments browsing through the theses completed by previous students in the program. The Department collection can be found in the Map Library office. Please note, theses cannot be removed from the Map Library. A list of all theses completed by Honours Geography students at Lakehead can be found on the Department's web site (see <http://geography.lakeheadu.ca/thesis.html>).
4. Scan newspapers and magazines for issues that might have a geographical angle worth exploring. You need not restrict yourself to the local paper.
5. Consider the possibility of exploiting personal contacts. For example, a friend of the family who runs a business might be interested in having a study done to determine the factors that influence the shape and size of the company's market area.

Once you have developed a list of possible ideas, approach one of the professors in the Department to obtain his or her advice on the suitability of those topics. At this stage, it is important to insure that the topic selected is problem oriented and has identifiable hypotheses or questions that are worth investigating. Once this has been established, you can begin to write a formal thesis proposal.

References

- Gattrell, A. 1991. Teaching students how to select topics for undergraduate dissertation in Geography. *Journal of Geography in Higher Education* 15(1), 15-23.
- Peuramaki, M. 1985. *Choosing the French Immersion Option*. HBA Thesis, Lakehead University, Department of Geography.
- Prno, J. 2004. *A Geomorphic Appraisal of the Wolf Lake Area, Ontario, Canada*. HBA Thesis, Lakehead University, Department of Geography.

- Schmidt, S.C. 1989. *Neighbourhood Stability: A Case Study of Filtering in the North Ward of Thunder Bay 1976-1987*. HBA Thesis, Lakehead University, Department of Geography.
- Smith, M.J. 1984. *A Micro-Inspection of Consumer Behaviour in Central Business Districts: A Case Study of Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.
- Stull, K. 1989. *Characteristics, Perceptions and Behaviour Patterns of Families Using Day Care Facilities in the City of Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.
- Timko, K. J. 1995. *The Deglaciation of the Whitefish Lake Region and the Associated Glacial lakes and Spillways*. HBA Thesis, Lakehead University, Department of Geography.
- Whitney, R. 2007. *Cross-Shopping Between Traditional and New Formal Retail Nodes: A Case Study of Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.

3

Preparing a Thesis Proposal

A thesis or research proposal can be likened to a business plan. A good business plan sets specific goals and objectives and outlines a strategy for achieving those goals and objectives. In other words, it provides direction for the business.

The importance of a good sense of direction cannot be underestimated when it comes to undertaking a major research project such as a thesis. Writing a research proposal forces you to think carefully about what it is you want to accomplish. A good proposal should include the following components.

Identification of the Issue/Problem to be Studied

Many ideas for thesis topics originate from interest in a current public policy issue or problem. You should begin your proposal by providing some very general background about the topic or issue you want to study and why you believe it to be of interest to geographers. You should also clearly identify your general purpose or objective for your project.

Statement of Specific Hypotheses/Research Questions

Perhaps the key component of a thesis proposal is a statement of the hypothesis or hypotheses that will be addressed. A good thesis is one that focuses on the search for relationships between two or more variables. Hypotheses are relationship statements. They specify what type of links you expect to find between the variables you are going to examine. The role of theory and research design in the social sciences are discussed at length in the course text. Not all topics will lend themselves to a strict application of the scientific method in that it may not be possible to specify testable hypotheses. In such cases, it is appropriate to develop a thesis around a research question or problem. Whether your thesis calls for the testing of hypotheses or the investigation of research problems, it is important that the objective of the work be clearly defined at the outset.

Methods

Your proposal should provide information on how you plan to test your research hypotheses or answer your research questions. As much detail as possible should be given about what information you will need to collect, how you are going to collect it, and what techniques you plan to use to analyse the information once it is collected. Where permission is required either to collect or use data,

your proposal should provide proof that such permission has been sought and received.

Proposal Format

An undergraduate thesis proposal need not be a lengthy document. About 600 - 900 words (2 – 3 pages) should be sufficient to demonstrate that you have given some thought to the task at hand. Proposals should be in double-spaced 12-point typescript. Leaving an extra wide margin will assist by making more space in the margin for a supervisor's comments.

You can improve upon the quality of the proposal if you are able to include a few references to relevant literature. As well, the more work you put into your proposal, the easier the time you will have initiating subsequent steps in the research process. Remember, a grade will be assigned to the proposal.

4 Literature Review

A literature review summarizes the relevant literature on the topic under study and thereby provides the framework or context for the thesis. The content of the review should cover theoretical and empirical literature which is directly related to the topic or which acts as background material. As well, it should incorporate any comments you might have which help in the interpretation or assessment of the literature's relevance.

The literature review should eventually form a chapter in the completed thesis – though you will be free to add more literature as you progress further. A literature review may function as a means to:

- a) provide a conceptual frame of reference;
- b) provide an understanding of the status of research in the area under study;
- c) provide information about research approaches, methods, instrumentation and data analysis;
- d) describe likely usefulness of your findings in relation to existing literature;
- e) give specific information needed in establishing definitions, assumptions, limitations, hypotheses, research questions etc.

The review of literature outlines the related research and background material that is relevant to your topic. Each major aspect (concept, approach, variable etc.) will be a subsection. Proper organization of this chapter is essential, so spend some time determining the major aspects and the most appropriate way of ordering them. The two most common ways of organizing material are chronologically and conceptually. The former allows you to illustrate the development of research, while the latter enables you to focus on contrasts between studies. Each review of literature is different; you must decide which is the best way for you to present your material.

Within the sub-sections, report briefly on each research study or background document (or other source of information) you have read, giving only the pertinent details (e.g. subject, location and time of study, methods, findings and conclusion). Some studies will be more relevant and useful than others and you will probably wish to elaborate on these over several paragraphs. In contrast, some studies will be marginally relevant, and these might be merely mentioned, especially if there are numerous similar studies.

Conclude your literature review with a summary section which synthesizes the material you have discussed. State the major themes and commonalties in the literature, as well as any divergent research. If necessary, include a sub-section indicating how your research relates to the reviewed literature in terms of theoretical approaches, concepts and methods. You should come back to these points at the end of your written thesis to show how your study contributes to the existing literature.

Results of your literature review may be presented as a separate chapter in the thesis or as part of an introductory chapter that outlines the research problem being addressed and the context of the analysis to be presented. Ideas as to how to organize your literature review may be gleaned from theses from previous years (e.g. see Loucks (1994), Paske (2001), Thatcher (1993))

References

Louks, J.D. 1994. *The Geography of Architecture in Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.

Paske, J. 2001. *Fear of Crime Among Women, Thunder Bay, Ontario*. HBA Thesis, Lakehead University, Department of Geography.

Thatcher, J. 1993. *An Evaluation of Urban Recreation Trail Usage Patterns and User Preferences in Thunder Bay, Ontario*. HBA Thesis, Lakehead University, Department of Geography.

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Oral Progress Reports

During the fall term (Geography 4011), you will be required to give two oral progress reports. The first will be given around the middle of October and the second at the end of the fall term. Exact dates will be provided in the course outline.

Progress Report #1

The first progress report is intended to be an informal presentation made to the entire thesis class and faculty members who are able to attend. The purpose of this initial progress report is threefold.

- a) To inform other members of your class and faculty members about the project you are undertaking. Having a wider audience familiar with your topic can pay dividends in the form of them passing along to references that they come across and recognize as something that would be beneficial to your research.
- b) To provide an opportunity for you to receive feedback and suggestions on the way you have interpreted literature and/or on the design of your research methods.
- c) To provide public speaking experience. One can never get enough of this so take advantage of the opportunity to practice skills such as making eye contact with the audience, modulating your voice and overcoming any nervous habits you might have when speaking in front of a group.

You will only have about five minutes in which to outline your topic, the research questions you are investigating, the progress you have made to date regarding the literature review and the methods you hope to employ.

You will not be graded on this presentation. However, if you are not prepared to report or are absent, there will be a deduction to your grade for the first term (see course outline).

Progress Report #2

The second progress report will consist of a more formal presentation at the end of the first term. Unlike the first progress report, the second report will be presented to the faculty alone. Towards the middle of November, a schedule of presentation times will be distributed to the class. Please arrange to be outside the room where presentations are being held ten minutes prior to your scheduled time.

What is Expected

The second progress report must include:

- a) a brief introduction to the topic you are investigating and perhaps a word about how you became interested in the topic;
- b) a demonstration or explanation of how your topic complements, extends, or relates to existing geographical literature;
- c) a discussion of the methods you propose to use to collect and analyse data; and
- d) an outline of what remains to be done, and a timeline for completion of these elements.

Your presentation should be eight to ten minutes in length. You are welcome to use PowerPoint for this presentation though this is not a requirement. After you have completed your presentation, there will be a brief question period during which time members of the faculty can seek clarification of or question you about points made during the presentation.

Evaluation

Your presentation will be evaluated for both its substance and its style. The former will obviously be a reflection of how much progress you have actually made and how well you organize that material within your presentation. Style refers to the quality of your delivery. A check list of style items would include effectiveness in making eye contact with your audience (and not having your head buried in notes all the time), modulating your voice tone to make for an interesting presentation and how confident you appear delivering your presentation in responding to questions and comments (i.e., ability to control / overcome nervous habits such as hand waving, saying “um” too often, juggling things like laser pointers, fumbling with overheads or PowerPoint slides, etc.).

Your advisor will be able to provide some coaching to help you prepare for this presentation. Take advantage of that advice.

6

Final Oral Presentation – Winter Term

When faculty members are asked to assess a student, whether it be for prospective employers or the admission officers of graduate schools, they are frequently asked to comment on the student's oral communication skills. Ability to make forceful, confident, and convincing presentations is an asset that is valued highly in today's job market. To provide an opportunity for you to both practise and demonstrate your skills in this area, a final oral presentation has been made a mandatory component of Geography 4013.

Format

The oral presentation format to be used has been modelled after the one followed at the annual meeting of the Canadian Association of Geographers. A limited number of presentations will be assigned to each session. Each presenter will be allocated 30 minutes. Approximately 20 minutes should be used to present your material. The remaining time will be available for questions from the audience (fellow students in the Honours Geography program, members of the Geography faculty, and other interested spectators). Introduction of speakers and control of question and answer periods will be handled by a member of the Geography faculty.

Scheduling

The number of presentation sessions needed will depend on the number of students in the class. Normally, a maximum of four presentations is scheduled per session. In past years, one session has been scheduled for a Friday evening so that interested local Geography alumni may attend. A schedule of presenters will be distributed at the beginning of February with the first session being held towards the beginning of March. Again, the start date will depend on the number sessions needed.

Evaluation

Your grade will consist of two components: quality of the specific content of the presentation and the overall delivery of the presentation. Quality of content will be assessed only by your advisor as he or she will be the faculty member most familiar with your area of study.

Every faculty member will assess the overall delivery of your presentation. Part of this assessment will be based on whether you included all the standard components of a research presentation. These include:

- a) statement of your research problem / questions
- b) statement of research hypotheses;
- c) a review of the literature
- d) articulation of research methods used;
- e) results
- f) conclusion including some discussion of directions for further research

As well, faculty will be looking for your ability to extend your presentation beyond a mere description of variables to a more in-depth discussion of interrelationships between variables.

Lastly, your presentation grade will reflect how well you were able to:

- a) logically sequence the material
- b) make use of visual materials (overheads, slides, etc.);
- c) communicate your material to the audience (posture, pace, variation in tone, eye contact with audience);
- d) to respond to questions (poise, demonstration of knowledge).

Evaluation Results

In order to protect privacy, presentation grades will not be posted. Please consult with the Department Chair the week following the last presentations to find out your grade.

7

Referencing using the Author – Date System

When you draw upon the work of others, whether it be a direct quotation, an idea, a set of data or a map, it must be referenced. The system to be used in your thesis (or for other geography term papers) for referencing such materials is one that closely resembles the system used by *The Canadian Geographer*, the scholarly journal of the Canadian Association of Geographers. A number of modifications of the Canadian Geographer style are incorporated into our LU Geography system so you should take time to review the following pages.

The art of referencing can be divided into two stages: using references in the body of the text and providing a detailed list of the references cited in the text at the end of the document.

In-text Recognition of Sources

The standard technique is to refer to sources by the author's last name followed by the year of publication. The simplest case involves single author papers. Here are two examples.

Rather, there is a need to emphasize the flow of knowledge and competence generated by FDI in a region (Ivarsson 1999).

Ironside (1990) observed that the fundamental objective of economic development in northern Aboriginal communities is one of organizing the collective resources, ingenuity and communal spirit of neighbouring small communities which are not viable individually.

When a paper or book you wish to reference has two authors, list both authors in the order in which they appear in journal.

Economies develop along pathways or trajectories: the condition of the industry in each time period bears the seeds of its condition in the following period (Nelson and Winter 1982).

When a source has three or more authors, convention is to name only the first author followed by the Latin phrase “et al.” meaning “and others”.

The connection between elderly migration and income is well-noted by both Wiseman (1979) and Biggar et al. (1987) in their studies of interregional patterns of elderly migration in the United States.

In situations where you wish to back up a point by referring to several sources, you should list the sources in alphabetical order according to the surname of the author (or first author if more than one for a given paper). Note below that Baker precedes Novak which precedes Warnes.

Gerontological research has begun to advocate a non-pathological perspective of the elderly and the aging process (Baker 1988; Novak 1985; Warnes 1987).

You may run into situations where you want to reference multiple papers all by the same author. In such a situation, the sources should be listed in chronological order beginning with the earliest date of publication. If there are two publications in the same year, you may distinguish between them by adding a letter to the date. Here is an example.

During earlier research which sampled the views of port authorities, urban planners, real estate developers and government officials (Hoyle 1994; Hoyle 1995a, Hoyle 1995b) it was apparent that an important element missing from the investigation was the input of community groups.

If a direct quotation or a specific fact or item of information is used, a third piece of information, the page number, must be included. The following example shows a direct quote from page 8 of a 1986 article by Wilkie.

The affective or emotional dimension is added by Wilkie (1986, 8) who states that consumer behaviour consists of 'the activities which people engage in when selecting, purchasing, and using products and services so as to satisfy needs and desires. Such activities involve mental and emotional processes, in addition to physical action.'

A final example pertains to the referencing of personal communication and interviews. For example, if you obtained some information during an interview with Mr Ken Boshcoff, when he was mayor of Thunder Bay:

A conversation with the Mayor further revealed that no plans currently exist to re-develop the property in question (Boshcoff, 2002).

When you have two or more successive citations from the same source in the same paragraph it is only necessary to acknowledge this *once*: after the last citation. Otherwise the text becomes too broken and interrupted. Here is an example of what not to do.

Sentence one based on material from Jones (Jones 2005). Sentence two paraphrases an idea from the same paper by Jones so you reference the paper again (Jones 2005). Sentence three mentions yet another idea from the same paper so you reference it for the third time (Jones 2005).

In this case, as the references to Jones come uninterrupted by another source, you only need to reference Jones once. Here is the corrected version of the same example.

Sentence one based on paper by Jones. Sentence also based on a paper by Jones. Sentence three mentions a final idea from the same paper (Jones 2005).

However, if another author's work intervenes then the acknowledgement must be repeated.

Sentence one taken from Jones (Jones 2005). Sentence two taken from Smith (Smith 1955). Sentence three taken from Jones (Jones 2005).

Note that, as in all the cases above, the in-text citation is part of the sentence to which the citation is referring. The period therefore comes after the citation.

End of Document Reference List

At the end of your thesis, essay or term paper, you must include a complete listing of all materials referenced. All references must be listed in alphabetical order according to the last name of the author. Where there are multiple authors of one source, do *not* alphabetise their names. Record them in the order they are given on the title page or at the heading of the paper.

The syntax to be followed for various types of sources is presented below. **This style and this style only must be used.**

1. Published Book

Livingstone, D.N. 1992. *The Geographical Tradition*. Oxford: Blackwell Publishers Inc.

Harrington, J. and Warf, B. 1995. *Industrial Location: Principles, Practice and Policy*. London: Routledge.

Where the place of publication is a less well know location, you may choose to add more detail such as the abbreviation of a U.S. state or Canadian province.

Preston, S.H., Heuveline, P. and Guillot, M. 2001. *Demography: Measuring and Modeling Population Processes*. Malden, MA: Blackwell.

2. A Collection of Articles / Readings

In the case where you wish to reference a book that is a collection of articles that has been edited by an individual, use the following format.

Bourne, L. and Ley, D. eds. 1993. *The Changing Social Geography of Canadian Cities*. Montreal and Kingston: McGill – Queen's University Press.

3. **Chapter in a Collection of Articles**

Phillips, B. and Ross, B. 1995. The glacial period and early peoples. In Tronrud, T. and Epp, A.E. eds. *Thunder Bay: From Rivalry to Unity*. Thunder Bay: Thunder Bay Historical Museum Society, 2-15.

4. **Article in a Journal**

Single Author

Bain, A. 2006. Resisting the creation of forgotten places: Artistic production in Toronto neighbourhoods. *The Canadian Geographer* 50 (4), 417- 431.

Two Authors

Hernandez, T. and Simmons, J. 2006. Evolving retail landscapes: Power retail in Canada. *The Canadian Geographer* 50 (4), 465-486.

Three Authors

Nielsen, G., Hsu, Y. and Jacob, L. 2002. Public culture and the dialogics of democracy: Reading the Montreal and Toronto amalgamation debates. *Canadian Journal of Urban Research* 11(1), 111-140.

5. **Journal – Entire Issue**

Mackenzie, S., and Norcliffe, G. eds. 1997. Restructuring in the Canadian newspaper industry [Feature Issue]. *The Canadian Geographer* 41(1).

6. **Article in a Popular or Trade Magazine**

Kirbyson, G. 2005. Hocus Crocus: Troubles at a Manitoba labour-sponsored fund leave shareholders baffled. *Canadian Business* 78 (January 17-30), 16-17.

Jenkins, P. 2005. The valley. *Canadian Geographic* 125 (Sept/Oct), 44-57.

If both volume and issue information are not available, treat the date of publication as a volume number.

7. **Newspaper Article – Author Name Available**

Strauss, M. 2007. Bed Bath & Beyond eyeing Canadian market again. *Globe and Mail* April 24, B5.

8. Newspaper Article – No Author Name Provided

If the article has no author, substitute the title of the newspaper for the author.

Globe and Mail. 2007. Plans to simplify border crossings fail. April 26, A12.

9. Research Monograph

Simmons, J. and Kamikihara, S. 2004. *Location Strategies in Western Canada*. Ryerson University, Centre for the Study of Commercial Activity, Research Report 2004 -7.

10. Thesis

Whitney, R. 2007. *Cross-Shopping Between Traditional and New Format Retail Nodes: A Case Study of Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.

11. Conference Paper

Hofmann, V and Randall, T.A. 2006. Residential infill alternatives for the Interocean Park neighbourhood, Thunder Bay, Ontario. Paper presented at Canadian Association of Geographers Annual Meeting, Thunder Bay, May 31.

12. Agency/Government Report

As a rule of thumb, make the jurisdiction in which the agency, ministry or department is located the author of the document. The agency, ministry or department name becomes the publisher of the document.

Manitoba. 1999. *Final report of the Capital Region Review Panel*. Winnipeg: Department of Intergovernmental Affairs.

Canada. 1992. *Managing Immigration: A Framework for the 1990s*. Ottawa: Employment and Immigration Canada

13. Personal Communication

Information obtained either through personal correspondence or interviews may be referenced as follows.

Boshcoff, K. 2002. Personal Communication, e-mail, May 15.

Additional information may be added to such references to provide a clearer notion of the source or context of the reference especially if the context is not made clear in the main body of the text.

Boshcoff, K. 2002. Personal Interview, Mayor, City of Thunder Bay, e-mail, May 15

14. ELECTRONIC MEDIA

As with all forms of print medium, the goal of referencing electronic information is to enable it to be retrieved again. Your reference should allow someone else to access it directly. It is very important to give the punctuation and capitalisation of the electronic information exactly as in the original. In addition, it is vital to give the date of publication of the information on the Internet — while remembering that this may be the date that information was added to the database, not necessarily the date of first publication. Finally, provide the date when you accessed the information. Note that electronic information has a disturbing tendency to change with time, thus the importance of covering yourself by stating clearly when it was that you found and used the data.

On-Line Magazine / Periodical / Newspaper Article

Bremner, D. 2007. China tops US as a trade partner. *Business Week* April 25. Retrieved May 3, 2007 from
http://www.businessweek.com/globalbiz/content/apr2007/gb20070425_392152.htm?chan=top+news_top+news+index_businessweek+exclusives

Kusch, L. 2007. Manitoba economy soars in 2006: stronger consumer spending, business investment. *Winnipeg Free Press* April 26. Retrieved April 27, 2007 from
www.winnipegfreepress.com/subscriber/business/story/3951878p-4564074c.html

On-Line Scholarly Journal (not available in print format)

Phillips, R. 2006. Unsexy geographies: heterosexuality, respectability and the Travellers' Aid Society. *ACME: An International E-journal for Critical Geographies* 5. Retrieved April 25, 2007 from www.acme-journal.org/Volume5-2.htm

Document Downloaded from a Web Site

Winnipeg. 2005. *Waverley West Area Structure Plan*. Winnipeg: Planning, Property and Development Department. Retrieved August 23, 2007 from
<http://www.winnipeg.ca/interhom/WaverleyWest/>

Web Pages

If no individual is named as an author of a web page, the organization that produces / hosts the page may be used as the author. Sometimes, a web page may list the last time the material was up-dated. If no such date is available, use the nomenclature for no date (n.d) to indicate year of publication. Here are some examples.

Sprawl Busters. n.d. *A Citizen's View of Home Depot*. Retrieved April 29, 2007 from www.sprawl-busters.com/hometown.html

Winnipeg Downtown BIZ. n.d. *Downtown BIZ Programs*. Retrieved May 10, 2007 from www.downtownwinnipegbiz.com/index/programs

Ontario Ministry of Natural Resources. 2007 *State of Resources Reporting: Wolves*. Retrieved May 5, 2007 from www.mnr.gov.on.ca/MNR/sorr/wolves.html

General Guidelines

On the Use of Italics

Use of *italics* is the preferred style to indicate the title of a book, research monograph, thesis or a professional journal. If an italics option is not available, underlining may be used in its place.

A Word about Footnotes / End Notes

Do not use footnotes or endnotes to reference sources of information. Footnotes or endnotes should be used in situations where an additional explanatory note is deemed necessary (for example, an extended definition of a term or concept) and where placing it in the body of the text would detract from the flow of the argument being presented.

Footnotes, as the name applies, are to be placed at the bottom of the page on which the reference to the note appears.

Preparing the Final List of References

Note that two or more items by the same author are listed in order of date of publication, earlier works first. If two or more items by the same author are published in the same year they are distinguished by appending a letter to the date of publication (e.g. Stewart 1980a, Stewart 1980b). Such multiple single-year publications are alphabetically ordered according to the titles of the publications. If you have two papers by one author and a third by that same author but with a co-author, the third paper is not considered part of the group

that is placed in chronological order. For example, papers by Smith (2003), Smith (1999) and Smith and Wesson (1985) would appear in this order:

Smith (1999)
Smith (2003)
Smith and Wesson (1985)

An example of a list of references is provided at the end of this manual with other sample pages.

8

Thesis Presentation Guidelines

This section provides guidelines on how to lay out or format various components of the thesis. We begin with some general presentation guidelines. These are followed by a series of what might be termed "sample pages" which you may use as models when formatting your thesis. You should be concerned only with the style or format of these model pages, not with their content. For example, the sample Table of Contents is not intended to provide guidance on the way to title chapters but rather to show how the table of contents is to be organized on the page.

General Presentation Guidelines

Paper Size	Use standard sized 8½ by 11 inch (or in metric: 216 mm by 279 mm)
	Oversized sheet of paper may be necessary for certain items such as study area maps or very large tables. If you have such sheets, you should insert them a pocket on the inside of the back cover of the bound copy of the thesis.
Paper Quality	High quality bond paper must be used for the final copy that is to be bound. Cheap photo-copier quality paper will not stand the test of time. Paper should be white or off-white in colour. Please consult the Department Chair or your advisor before purchasing paper.
Margins	Left margin is set at 1.5 inches. Right, top, and bottom margins are set at 1 inch. (In metric units, the equivalent is approximately 3.8 cm and 2.5 cm) A wider left margin is necessary to ensure that an adequate margin remains after the final thesis has been bound.
Orientation	If it is necessary to turn a table or figure sideways, the page should be inserted in the thesis such that the top of the table or figure is adjacent to the binding. The page number on rotated pages should appear in the same place as it appears on non-rotated pages.
Font Style/Size	Use a plain font such as Arial (used in this Manual) or Times Roman. Font size should be 12 pt. An exception would be for tables where the use of a smaller font size (10 pt) is necessary to fit all the information on a single page.

- Print Quality** The final copy of your thesis must be printed on a laser printer. The Computing Centre on campus offers laser printing services to undergraduate students at a very reasonable cost. Students will not be allowed to use the Department's laser printer for printing copies of thesis files.
- Figures** All figures (i.e., maps, charts, diagrams) must be original. No photocopies will be allowed. Students may draft their figures using manual techniques or with computer software packages.

9 Sample Pages of Thesis Components

The following pages provide samples of various components of the thesis and how they should be presented. Included are samples of:

- a) Title page
- b) Table of Contents
- c) Abstract
- d) Acknowledgements
- e) List of Tables
- f) List of Figures
- g) References

Also included is a section on chapter layout showing how to format and number section and sub-section titles. Layouts are also shown for a table and a figure. Please pay special attention to the positioning of table titles and figure captions.

[SAMPLE TITLE PAGE]

**CROSS-SHOPPING BETWEEN TRADITIONAL AND
NEW FORMAT RETAIL NODES:
A CASE STUDY OF THUNDER BAY**

by

Ryan Whitney

**A thesis submitted in partial fulfillment
of the requirements for the degree of
Honours Bachelor of Arts in Geography**

**Lakehead University
2007**

ABSTRACT

The purpose of this study is to examine the relationship between education and the strength of the image of Canada. The sample group of children chosen had varying amounts of formal Canadian geography related instruction. The children were presented with a questionnaire and an outline map and requested to create a map of Canada. The information sketched was tested for type of information, location of information and map completeness and accuracy. The results show that a child who had had little, or no exposure to spatial information about Canada often sketched a map which lacked detail. The location of places in relation to other places in Canada was not known. A child who had been exposed to a greater amount of spatial information was able to create a more detailed map. The child was also able to show a sense of relatedness. The maps drawn by older, better educated students were not always more accurate than those drawn by younger students. More information is needed to better understand how the image of a nation is developed in children.

[The above sample abstract was taken from *The Mental Maps of Children in Thunder Bay: Images of Canada*, an honours thesis prepared by Susan D. Crawford, HBA. 1982]

ACKNOWLEDGEMENTS

Thesis Advisor: Dr [*first and last name of your advisor*]

The acknowledgements page should begin by stating the name of your faculty advisor as illustrated above.

The paragraph or paragraphs to follow are reserved for the expression of any personal words of thanks. For example, you may wish to acknowledge individuals who assisted in the collection of data or agencies/individuals that made data available to you or completed a questionnaire for you. It is also proper to thank individuals who assisted in other ways if only through the provision of support and understanding.

The text of the acknowledgement should be single spaced.

Use a Roman numeral for the page number on this page as well as other pages that appear before the start of Chapter 1 (except the title page, of course). Centre the Roman numerals at the bottom of the page.

TABLE OF CONTENTS

Abstract	i
Acknowledgements	ii
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List of Tables	iv
List of Figures	v
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2.2 Success of Enclosed Shopping Centres	9
2.3 Rise of Power Centre	11
2.4 Cross-Shopping in Enclosed Shopping Centres and Power Centres	14
2.5 Research Objectives	19
4 RESEARCH METHODS	31
5 RESULTS AND DISCUSSION	41
5.1 Respondent Profile and Most Recent Trip to Intercity-Node	42
5.2 Inter-Node Cross-Shopping	46
5.3 Intra-Node Cross-Shopping	53
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6 CONCLUSION AND DISCUSSION	64
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[Note that the chapter titles and sub-titles used in this example are not intended to be a guide to naming chapters. You should select chapter titles that are appropriate for the content of your thesis. Note also that Chapter 3 of this example has been omitted to conserve space.]

LIST OF TABLES

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5.3	Stores that respondents intended to visit at outset of shopping trip	47
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5.6	Shopping opinions at Intercity node	56
5.7	General shopping opinions	57
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Note on Pagination of List of Tables / List of Figures

Normally, start a new page for the List of Figures rather than continuing on the same page after the end of the List of Figures. However, if the number of tables is relatively small, you may use your discretion in deciding whether beginning the List of Figures on the same page results in a more appealing look.

LIST OF FIGURES

1.1	Intercity Shopping Centre and the Thunder Centre: Locations on adjacent properties	2
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4.1	Geographical Extent: Intercity-Node	35
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5.1	Selected inter-node shopping destinations	49
5.2	Unfriendly pedestrian infrastructure in the Thunder Centre	59
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Note on Table Titles and Figure Captions

Generally, follow the same style used for titles of journal articles in your list of references. Capitalize the first word and other major words such as names of people and places.

Note on Numbering of Tables and Figures

The number before the decimal refers to the chapter in which the table or figure is situated. The number after the decimal represents a sequence number for tables in a particular chapter. Table 3.2, therefore, refers to the second table to appear in Chapter 2.

Notes that tables and figures have independent sequence numbers in any given chapter. It is possible, then, to have both a Table 4.1 and a Figure 4.1 in the fourth chapter.

CHAPTER 1

SAMPLE LAYOUT OF A THESIS CHAPTER

Leave approximately three blank lines at the top. On the fourth line, centre the chapter number, leave one blank line and then on the next line centre the chapter title. Both chapter number and title should be typed in bold upper case letters.

Leave three blank lines between the chapter title and the first sentence of the opening paragraph. The first line of each paragraph should be indented a maximum of one-half inch (or approximately 1.25 cm).

The style guidelines for identifying sub-sections within chapters are illustrated below.

1.1 First Order Sub-section

First order sub-sections should have the first letter of important words capitalized. Bold face type should also be used.

First order sub-sections should be numbered using a sequential decimal system, the number to the left of decimal being used to indicate the chapter number and the number to the right of the decimal to indicate the number of the sub-section (e.g. 1.1, 1.2, 1.3, 1.4 and so on).

1.2 Treatment of Second or Lower Order Sub-sections.

In the event that sub-sections of chapters require sub-sectioning themselves, the following style guidelines are to be followed.

1.2.1 A Second Order Sub-section

For second order sub-sections, append an additional decimal to the first order system. To the right of this second decimal point, use sequential numbers to label sub-sections of a sub-section (e.g. 1.2.1, 1.2.2, 1.2.3, 1.2.4 and so on).

Type second or lower order sub-section titles using plain type face with no underlining.

1.3 Spacing Between Sub-sections

In order to make section and sub-section titles more visible to the reader, an extra space may be inserted before and after a sub-section title. Note how sub-heading 1.3 stands out much better than the headings 1.1 or 1.2.1.

Neither a sub-section title nor the first line of a new paragraph should be started on the last line of a page. When this occurs, use the page break function on your word processor to start a new page before beginning a new sub-section or new paragraph.

1.4 Treatment of Quotations

Short quotations may be incorporated into the main body of the text using single quotation marks. Longer quotations [i.e. longer than 3 lines of text] must be indented from both the left and right margins and typed single-spaced. An example of the style to be used to reference a longer quotation is given below for illustrative purposes. The quote is taken from an article in *The Canadian Geographer*.

In a recent discussion of Eurocentrism in geography, McGee (1991, 333) writes:

Two events in the last five months have brought home to me how much we are in the grip of Eurocentrism. The first was the 'heroic' intervention of the West into the Middle East in the MGM-acclaimed special know as 'Desert Storm.' For months we were bombarded with a carefully-controlled version of the events that created the image of a new crusade against a cunning and insane non-Western foe. The sum total of deaths on the allied side was small - a proportion self-inflicted - with over 100 000 on the part of the Iraqis. This was despite the use of 'clean bombs', one of the more horrifying of all terms devised by the military complex. In contrast,

a devastating typhoon in Bangladesh with a figure of 150 000 deaths managed to make our headlines for only two days: just another disaster for the Third World.

Note how no quotations marks are used at either the beginning or the end of the quotation. Note also that when a direct quotation is used, the page number must also be supplied following the year of publication. The above quotation was taken from page 333.

1.5 Placement of Tables and Figures

Tables and figures are to be inserted into the main body of the text and positioned such that they appear on the page immediately following the page on which they were first mentioned in the text. For example, if on page 6 the reader is referred to Table 1.1, Table 1.1 should appear on page 7. If Table 1.1 and Table 1.2 are both first referred to on page 6, then -- unless both will fit on one page -- Table 1.1 should appear on page 7 and Table 1.2 on page 8.

1.6 Numbering of Tables and Figures

Tables are to be numbered using a single decimal system similar to that used for first order sub-sections of chapters. To the left of the decimal point, indicate the chapter number in which the table appears; to the right of the decimal point signify whether the table is the first, second, third, fourth, etc. table to appear in that chapter (e.g. Table 3.1, Table 3.2, Table 3.3, Table 3.4 and so on).

Figures are to be numbered in the same fashion but separately from tables. In other words, if Chapter 4 has only one table and one figure, label them as Table 4.1 and Figure 4.1.

1.7 Placement of Page Numbers

Page numbers on components that appear before Chapter 1 (Table of Contents, Abstract, List of Tables, etc.) should be numbered using Roman numerals. Centre the Roman numerals at the bottom of these pages.

Page numbers in the main body of the text are to be placed in the top right hand corner of the page. If possible, the page number on the first page of all chapters should be centred at the bottom of the page.

If you will be inserting tables or figures into the text that have been drafted or printed from separate computer files, be sure to save a place for them in the

page numbering system. On most word processors, this can be done quite easily by inserting a section break (next page) and then set the page numbers in new section to begin at the appropriate number. The blank numbered page that is printed can then be replaced with the appropriate table or figure.

It is wise not to place page numbers on figures and tables until you have generated a final version of the thesis that is ready for binding. Only then can you be absolutely certain what the page numbers of tables and figures will be.

SAMPLE LAYOUT FOR A TABLE

Table 4.1
Increases in the 65-74 Age Cohort, 1976-1986

Geographical Unit	Cohort Size 1976	Cohort Size 1986	% Change
Thunder Bay CMA	7,150	9,040	26.4
Non-CMA portion of Thunder Bay District	1,155	1,335	15.6
Province of Ontario	458,200	602,610	31.5
Canada	1,254,540	1,650,090	31.5

Source: Derived by author from the 1976 Census and 1986 Census. See Statistics Canada (1979; 1988)



Figure 3.1

View of the main shopping street of Village at Park Royal, Vancouver

Source: Photo by B. Lorch

REFERENCES

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- Jenkins, P. 2005. The valley. *Canadian Geographic* 125 (Sept/Oct), 44-57.
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- Whitney, R. 2007. *Cross-Shopping Between Traditional and New Format Retail Nodes: A Case Study of Thunder Bay*. HBA Thesis, Lakehead University, Department of Geography.

[Do not begin a reference at the bottom of one page and complete it at the top of the next page.]