

**Department of History  
University of Texas at El Paso  
Citations and Writing Guide for Undergraduates<sup>1</sup>  
(Fall 2010–Spring 2013)**

This guide should help you cite and write undergraduate research papers. It mainly focuses on the mechanics of citing sources and using a specific notation system for history papers. Historians use the *Chicago Manual of Style*, (also known by the shorter version, by Kate Turabian *A Manual for Writers of Term Paper*) rather than MLA or APA. Although this guide will help you, always consult with your instructor before writing your papers.

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**A. Why Do You Need to Acknowledge Your Sources?**

Every paper that you submit should be based upon your own research and analysis. If you use factual material or ideas from another source, you must acknowledge that source in a reference, unless it is common knowledge (e.g., President Kennedy was killed in 1963). You can normally cite information through a combination of notes and a bibliography. Your method of referencing must tell your reader where you got *all the specific information* in your paper, and where any *ideas* or *interpretations* came from that are not your own thinking.

*Plagiarism* consists of presenting another person's words, research, or ideas as if they were your own. This applies not only to direct quotations (each of which must be placed in quotation marks and have its own reference) but also to the use of facts, interpretations, or approaches you have gained from someone else's work. Any information or ideas you have taken from another book, article, or person must therefore be referenced, too. Submitting a paper written by another student or one you ordered from a catalog is plagiarism. You must be careful of plagiarism and cheating, especially when information is so easily accessible on the internet. The University treats plagiarism as a serious academic offense, and your instructor must submit your name and a summary of the incident to the Dean of Student Affairs. The Dean will then decide which punishment fits the offense. Punishments range from a "Zero" on the assignment, to a reduction in your overall course grade, to expulsion.

**B. References and Notes**

Students use different styles of referencing in different disciplines. The one most commonly found in historical writing utilizes *notes*, placed either at the bottom of the page as footnotes or at the back of the paper as endnotes, coupled with a bibliography at the end that lists all the works used for the project. This format comes from the *Chicago Manual of Style*, or its abridged version, Kate L. Turabian, *A Manual for Writers of Term Paper*. A full version of the *Chicago Manual of Style* is available on the internet.

Historians do not normally use a format that gives references in the text, with the author's name and a reference put into parentheses: (Garcia, 124). Occasionally, however, an instructor may suggest that you use this style, especially if your paper is a discussion of just a few works. In that case you need also to provide in a bibliography the full reference to every work cited. *Do not use* references in the text unless your instructor has approved this format.

**1. The use of notes**

*Simple notes.* They provide a reference to the source for the material, interpretation, or direct quotation given in the text.

*Collective notes.* To avoid the extreme case of having a note at the end of every sentence or two, you can put a collective note at the end either of the first sentence or of the last sentence of a given

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<sup>1</sup> This citation guide draws from the Referencing Guidelines from the Department of History at the University of Colorado at Boulder [<http://www.colorado.edu/history/guidelines/referencing.html>]

paragraph, indicating where the material in that paragraph comes from (if it is taken from just a few sources). Even then, however, any direct quotation within the paragraph will need its own reference in addition to the collective note.

*Notes to provide supplementary material.* Another use of notes is to provide additional information or comment: facts or explanations which you feel would interrupt the flow of your discussion in the text itself. You could, for example, offer evidence to support a statement made in the text, or you could explain why you are not persuaded by another historian's differing argument on this point.

## 2. Format for notes

Type the number of the note at the *end* of the sentence to which it applies, normally up half a space above the line of text. The notes themselves are usually typed single-spaced, with double spaces between them. You may place the notes at either the bottom of each page (footnotes) or all together at the end of the paper (endnotes). The information to be given the first time you refer to a given *printed work* is: author's full name, title of the work, publication information in parentheses, and the page(s) which you are citing. There are several acceptable formats used by historians. Unless your instructor tells you to do something different, use the following style. It is drawn from the Turabian *Manual* cited below, based upon *The Chicago Manual of Style*.

### For additional examples, see the end of this Citation Guide

#### *The first reference to a book:*

The author's name, with first name(s) before last name; the title of the book underlined or in italics; the town in which the book was published followed by a colon and two spaces, then the publisher followed by a comma and a space, then the date of publication, with all of this publication information enclosed within parentheses; and finally the page place of publication is a U.S. city that is not generally known, give a brief state abbreviation too.

Example: Mary Wisevits, *Sherman's March Revised* (Glenview, Ill.: Phelps Press, 1985), 64-5.

#### *The first reference to an article in a journal:*

The author's name, with first name(s) before last name, followed by a comma; the title of article in quotation marks with a comma before the closing quotation mark; the title of the journal underlined or in italics with no comma after it; the volume number of the journal; the year of publication in parentheses followed by a colon and a space; and the page numbers (with no "p./pp.").

Example: Joe Specialist, "Historical Facts Can Be Interesting," *Trivia Today* 3 (1992): 36-42.

#### *A multi-volume set:*

In the simplest case, after the parenthesis and the comma, say which volume you used, followed by a colon, and then the page(s).

Example: *Statutes of the Realm* (London: Her Majesty's Stationery Office, 1879), 4:24-7.

#### *A component part by one author in a work by another:*

Give the author and title of the chapter you used, then "in" followed by the name of the volume. List the editor's name after the title, before the parenthesis. The rest is as for other books.

Example: Alhami M. Hatimy, "Swahili Culture," in *Diversity and Change*, ed. Triza Kimani (Nairobi: East African Press, 1987), 137-55.

### Newspaper Articles

Your citation for a newspaper article must contain the following information:

Example: Darrin Merritz, "Guest Worker Program Receives Support from Lawmakers," *El Paso Times*, 26 June 2005.

### Translated works:

Give the translator's name after the title, before the parenthesis.

Example: Author, *Title*, trans. Henry Jones (New York, etc.).

### A collective note might be worded as follows:

All information in this paragraph is drawn from...

Example: Jane Osikawa, *Women in the Japanese Textile Industry, 1880-1954* (Berkeley, CA: Univ. of California Press, 1985), 64-78, and Nagato Takeuchi, *Early Japanese Linen Production* (Tokyo: Masakawi Press, 1962), 209-51.

### Modern edition of a primary source or collection of sources:

Your format here must distinguish between the actual words of a primary source and any discussion written by the modern editor in her or his introduction to the work. If, for instance, you refer to a statement by Sitting Bull, your reference will normally be to the source of his own words. But if you are quoting a modern editor's comments about Sitting Bull's statement, your format must make that plain. These two cases might be referenced:

1. Sitting Bull, Interview about the Ghost Dance, January 7, 1890, in *Native American Voices*, ed. Margaret Strong Woman (Boston: Atlantic, 1983), 136.
2. Margaret Strong Woman, introduction to *Native American Voices*, ed. Margaret Strong Woman (Boston: Atlantic, 1983), iii.

### Indirect quotations (when you have cited person A through author B's work):

First give the original author of the quotation, with the source of the quotation, its publication information, and page number; then say "cited by" or "as quoted by" and give the full reference to the book in which you found the quotation. If author B does not provide a reference saying where he or she found the quotation, indicate that absence in your own note.

1. Thomas More, *Utopia*, ed. Henry Smith (London: Longmans, 1873), as quoted by Susan Williams, *English Reform Literature of the Sixteenth Century* (Boston: Little Brown, 1991), 523.
2. Henry VIII, letter to Charles V, date and reference not provided, as cited by Lucille Careless, *Early European Diplomacy* (Paris: Drois, 1897), 76.

### Later references to a work already cited:

After the first, full reference to a given work, save time and space by referring to that work in an abbreviated form.

A standard format is to give the author's last name (not the first, unless you have cited works by two different authors with the same last name, when you will have to give at least their first initials as well), a short form of the title, and page number(s). You might include the title of the source if you are

using multiple sources from the same author. If you are only using one source from the author, you do not need to include the title of the source.

Example: Wisevits, *Sherman's March*, 68-70.

#### Consecutive references to the same work:

If you are citing a work in one note which you cited in the note immediately before it, there is a further shortcut. Here one uses the Latin abbreviation *ibid.* (meaning "the same"), plus a new page number if the second reference is different from the page given in the previous note. Because *ibid.* is an abbreviation, it always needs a period. When *ibid.* is used in the middle of a sentence, it is not capitalized.

Examples:

1. Stanislaus Serevski, *Polish Workers in World War II*, trans. Ignatius Gazda (Oxford: Blackwell, 1993), 39.
2. *Ibid.* [With no further page number, this means p. 39 again.]
3. For a detailed discussion of this change, see *ibid.*, 41-2.

#### References to interviews:

If you are citing an interview conducted by someone else, you must cite the interview properly AND include the archival location of the interview.

Example: Interview by Fannie Woodward with Suwim Fielding, Peach Springs, Arizona, July 10, 1968 p.8. (Doris Duke No. 464), The American Indian History Project, Supported by Doris Duke, Western History Center, University of Utah, Salt Lake, UT.

If you are citing an interview you conducted with an interviewee, it would look like this:

Example: Interview with Lucille Watahomigie, December 6, 2001, Peach Springs, Arizona, in author's possession.

### C. Bibliographies

#### 1. The Purpose of a Bibliography

A bibliography should list all the books, articles, and interviews which you found helpful while doing research for your paper, even if you did not end up citing them individually in notes. It should *not* include works which you looked at but did not contain any useful information on your subject.

#### 2. Format For a Bibliography

You must place the bibliography at the very end of the paper. A bibliography is generally typed single-spaced within each entry but double-spaced between entries. If you have a long and complicated bibliography, you may want to subdivide it on the basis of primary sources and secondary materials. Books and articles should be entered together, not grouped separately. Arrange the sources in the bibliography *alphabetically by the author's last name*. Do not number them. The author's last name is typed first, followed by his or her given names (the *reverse* of the format for notes). Use a period after the author's full name (*not* a comma as in notes).

If you list several works by a given author, arrange them *alphabetically by title* after the author's name. Use an underscore in place of the author's name for the second and later items to indicate the same author. Book titles are followed by a period. The publication information to be given is the same as for notes but is *not* put into parentheses. Article format is the same as for notes, except that the author's last name comes first, the author's name is followed by a period, and the title of the journal is followed by a period. Books or articles for which no author was given should be listed under title. When describing a *book*, do not give the page numbers of the sections you used. The page numbers of *articles* in journals or *chapters* in books should, however, be given.

**Examples:**

Hernandez-Moniña, Isabella. "Argentinian Women and the Law." *Legal Studies* 22 (1972): 42-89.

Magawe, Masakinde. *Early Empires in Southern Africa*. London: Routledge, 1976.

\_\_\_\_\_. *Shaka and the Zulu*. Capetown: Freedom Press, 1990.

**Sample of Text with Footnotes**

Another body of scholarship employs the concept of nationalism, rather than ethnicity, to illuminate aboriginal history. In *Indigenous Peoples and the Nation State: Fourth World Politics in Canada, Australia, and Norway*, Noel Dyck develops an argument for Fourth World sovereignty within the territorial limits of large nation-states.<sup>2</sup> Dyck argues that indigenous resurgence challenges nation states by reconceptualizing national identity. Part of this recasting requires states to confront their own historical origins as colonial powers. Morgan, a British contemporary, echoes Dyck's thesis, but offers a mild critique that stresses postmodern theories and scholarship.<sup>3</sup> In Australia, Dyck argues, identity formation entailed addressing the growing awareness that aboriginal groups enjoyed sovereignty when the Crown landed in 1788. Interestingly, Dyck employs notions of "imagined communities" reminiscent of Benedict Anderson's work to explain how local, face-to-face indigenous communities forged alliances with other indigenous groups to defend themselves from Australian hegemony.<sup>4</sup> The National Aboriginal Congress, established in 1979, exemplifies how previously isolated tribal groups "imagined" themselves part of a larger entity. Dyck concludes his assessment of history and aboriginal resurgence by detailing how aborigines went "over the heads" of nation-states to seek recognition from the UN in the late 1980s.<sup>5</sup>

Dyck provides an interesting discussion of how aboriginal peoples in northwestern Australia employed nationalist rhetoric to craft a relationship with the newly established United Nations Committee on the Rights of Indigenous Peoples. Dyck states:

Aboriginal peoples

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<sup>2</sup> Noel Dyck, *Indigenous Peoples and the Nation State: Fourth World Politics in Canada, Australia, and Norway* (Newfoundland: Institute of Social and Economic Research, Memorial University of Newfoundland, 1985), 345-9.

<sup>3</sup> Edmund Morgan, "Indigenous Identities and Australian Nationalisms," *The Journal of Australian History* 2 19 (January 1993): 223-249.

<sup>4</sup> Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983), 45.

<sup>5</sup> Dyck, *Indigenous Peoples and the Nation State*, 24.

<sup>6</sup> *Ibid.*, 38.

These are important points that all scholars, public policy analysts, heads of state, and international lawyers should understand before beginning negotiations with indigenous peoples in the modern world.

### Sample of bibliographical entries for the sources used above

Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983.

Dyck, Noel. *Indigenous Peoples and the Nation State: Fourth World Politics in Canada, Australia, and Norway*. Newfoundland: Institute of Social and Economic Research, Memorial University of Newfoundland, 1985.

Morgan, Edmund. "Indigenous Identities and Australian Nationalisms." *The Journal of Australian History*. 2 19 (January 1993): 223-249.

### Advice for Writing, "CLEAR THINKING AND ORGANIZATION LEAD TO CLEAR WRITING"

1. Use concise, simple, clear, straight-forward language. Think and write creatively, but please remember that your main goal is to communicate ideas and convey an argument.
- 2). Though different cultures employ different rules for writing, you must write in the ACTIVE VOICE. You might consider it a subtle rule, but the alternative to the ACTIVE VOICE is the PASSIVE VOICE, which often confuses the reader and leaves the source of an action unclear. Each sentence must have a SUBJECT, VERB, AND OBJECT. For example, instead of writing "the fields were cultivated," try the following: "Women cultivated the fields." The first sentence lacks the SUBJECT (women) doing the VERB (cultivating) the OBJECT (the fields). When writing in the passive voice, the reader does not know WHO (subject) is doing an action (VERB) to something (OBJECT).
- 3). Avoid colloquialisms, slang, or phrases that only "insiders" recognize. If you need to use regionalisms or language specific to a culture, locality, or people, please state how and when you will use them. Remember that your audience may not understand informal language.
- 4). Use the past tense when writing history. You may want to tell a story as if it happened in the present, but history by its nature occurred in the past. For example, "In *Lonewolf v. Hitchcock*, the Supreme Court **RULED** against Lonewolf, even after he **STRUGGLED** for several years."
- 5). Use complete sentences and avoid run-on sentences. Every sentence needs a subject, verb and object: together, these elements create a single thought or idea. Here is an example of an incomplete sentence: "River stopped flowing. Being a place where there were many dams." Try this: "The water stopped flowing when the power company built several dams on the river." Additionally, avoid long sentences that have three or four different thoughts and multiple subject-verb-object combinations. Run-on sentences contain several ideas that you can split into two sentences.
- 6). Use words that do the work of several words or an entire phrase: "The tribal council member supported the measure, then he opposed it, then he supported it, then he opposed it." Try: "The tribal council member vacillated on the measure."
- 8). Use a variety of words in your paper. Use synonyms or creative words.
- 9). Keep direct quotations under four lines when using them in the regular flow of a paragraph. If you need to use a quote of more than four lines, use a block quote (single spaced, indented on the right and left). Learn how to paraphrase information by highlighting main points.

- 10). Underline or *italicize* books and journal titles.
- 11). Please avoid repeated use of vague words such as: it's, its, their, there, we are, were, where, etc.
- 12). Use spell check, but make sure the computer keeps the original word that you wanted. You should be where of Miss Takes with the computer dozen sea.
- 13). Give your paper a title that suggests the thesis or main point of the paper. "Stories of Inspiration, Stories of Education: A History of Native Americans in Public Schools during the 1970s."