

CHICAGO DOCUMENTATION BASICS Updated January 2018

The Chicago Manual of Style 16th Edition (CMS) is a documentation and style guide suited for the Humanities. History uses CMS exclusively, though it is common for English, Political Science, and Art History to utilize this format if the project takes an historical outlook.

WHAT DOES A STYLE GUIDE DO?

A style guide helps you prepare academic texts like research papers. It explains how to format your paper and document (or cite) your sources. For example, it shows:

- What to include in a list of works cited, reference list or in a bibliography
- How to document a work with multiple authors
- How to identify editors or translators
- How to format your paper including font size, cover page, and page numbering

WHY SHOULD I DOCUMENT MY SOURCES?

- To allow readers to locate your sources if they wish to read them for themselves
- To acknowledge the work done by others
- To provide support for the position you take on a controversial issue
- To establish links with the experts in your field of study
- To add credibility to your work
- Not doing so is considered plagiarism and goes against the Academic Code of Conduct

WHERE DO I PROVIDE DOCUMENTATION FOR A SOURCE?

You can document a source in 2 ways:

1. When you introduce a quotation, paraphrase, or summarize a passage, *Chicago* uses footnotes (bottom of page) or endnotes (end of document). This method places a superscript number at the end of your passage, and then places a corresponding number at the bottom of the page where you cite the source. Both Google Docs and Word have easy automatic footnote functions:

Google Docs: Insert > Footnote **Word:** References Tab > Insert Footnote **Apple Pages:** Insert > Footnote

At the end of the document, you need to provide the all the used sources in the bibliography. This section is for the benefit of the reader, which allows for quick cross-referencing.

2. The Author-Date, or “in-text” system is commonly used in the sciences and social sciences (biology, anthropology, psychology, etc.). Sources are cited within parentheses within the text, by the author’s last name, year of the publication, and page number.

Lastname Year of Publication, Page Number

These citations are then placed into a **reference list**, which is similar to a bibliography, though formatted slightly differently.

Lastname, Firstname. Year of Publication. *Title of Source*. Place of Publication: Publisher.

DOCUMENTATION WITHIN THE PAPER

In your paper, you must always cite direct quotations, paraphrases, and summarized ideas that are not your own. These instances can be cited in three ways: through short quotations, long (or Block) quotations, or paraphrasing. In academic writing, it is good practice to keep direct quotations to a minimum—and block quotations even fewer still. You may want to directly quote if the source says something in a particularly striking, beautiful, or poignant way.

SHORT QUOTATIONS (fewer than 8 lines or fewer than 100 words)

It is a good idea to integrate your quotes into your own writing, as it demonstrates understanding

According to Lefebvre, there is "an indefinite multitude of spaces, each one piled upon, or perhaps contained within, the next"¹

1. Henri Lefebvre, *The Production of Space*, trans. Donald Nicholson-Smith (Oxford: Blackwell, 1991), 8.

The footnote/endnote superscript is placed right beside the closed quote

LONG QUOTATIONS (More than 8 lines or more than approximately 100 words)

Use colon to introduce quote, unless it is grammatically integrated into the quote

According to Duhamel & McRae, Duncan Campbell Scott began recruiting native soldiers, and by November of 1915, Scott had assembled upwards of 500 native fighters from a variety of nations. The authors suggest, however, that:

No quotations marks

Understanding the true nature and significance of Indigenous service in the First World War requires looking beyond numbers, statistics and official reports. Researchers interested in this period should note the more complex history provided by looking beyond the traditional archive to the stories of those individuals and communities involved, as provided by photos, first-hand accounts, petitions, newspapers, monuments and by the aftermath of the First World War in Indigenous communities. By the Department's own accounting, over 3,500 status Indians served in the Great War, amounting to no less than one-third of all status Indian males of military age at the time.¹

The entire block quote is indented 5 spaces

After the block quote, maintain the same format and spacing of the paper

End with a period and a superscripted footnote/endnote number

1. Matthew McRae and Karine Duhamel. "Holding Their End Up in Splendid Style," *Indigenous People and Canada's First World War*. Manitoba History. Fall 2016, Issue 82, p41-46. 6p.

Footnotes/endnotes are found at the bottom of the page in which you quoted or paraphrased, and begin with the matching the superscript number.

1. Firstname Lastname, *Title of Source* (Place of Publication: Publisher, Year of Publication), Page Number.

PARAPHRASING

The main rule for working with sources in academia is: **do not quote if you can paraphrase**. Paraphrasing is used by the academic writer to demonstrate their expertise in the field and understanding of the source. However, because paraphrasing is based on information from an original source, you **MUST** still cite that source.

How do I paraphrase another writer's words?

Read the passage and ask yourself *What is this all about?* or *What point is the author trying to make?* Close the book, and in your own words, jot down what you think the author is saying. Read the original passage again to make sure you captured the author's meaning. Ask yourself *Is the author positive, negative or neutral about the topic?* This question refers to the author's tone and message; when paraphrasing, you must not change the tone of the original source to suit your tone. If necessary, revise your paraphrase so that it matches the author's ideas and tone. Note the documentation details so you won't have to look them up again.

The following is the original direct quote:

Working alongside black women in the fields were boys and girls. Although the age at the which a child entered the labor force varied from plantation to plantation, most masters in both Chesapeake and Lowcountry regarded the years of nine or ten as marking this threshold... Black children, unlike their enslaved mothers, do not seem to have been singled out for any more onerous duties than their white counterparts. Those white children who left home to become servants in husbandry in early modern England generally did so at age thirteen to fourteen. However, they had probably been working for neighboring farmers on a non-resident basis from as young as seven.

Paraphrased version of the original passage:

Slave children began to work in the fields with their mothers at around the age of nine or ten. Their experiences as child laborers were similar to those of white children who worked in rural settings in England, where children as young as seven were sent to work on nearby farms, and moved into homes of their employers in their early teens.¹

1. Philip D. Morgan, *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Lowcountry* (Chapel Hill: University of North Carolina Press, 1998), 197.

DOCUMENTATION AT THE END OF YOUR TEXT

At the end of your research paper, you must include a bibliography. This means that you cite all of the sources you used to write your paper. You should include every source you mentioned in your paper. Do not add sources in your bibliography unless they directly influenced your writing. Sources should be alphabetized, single spaced with a "hanging indent" of one Tab for all following lines and a space separating each entry. The bibliography is placed at the very end of the document. A bibliography entry is similar to its corresponding footnote/endnote, but has some differences:

Lastname, Firstname. *Title of Source*. Place of Publication: Publisher, Year of Publication.

NOTE: The reference list in the Author-Date System is slightly different from a bibliography (see section on In-Text or Author-Date System above).

Bibliography

Chilson, Peter. "The Border." In *The Best American Travel Writing 2008*, edited by Anthony Bourdain, 44-51. Boston: Houghton Mifflin Company, 2008.

Cortázar, Julio. *Hopscotch*. Translated by Gregory Rabassa. New York: Pantheon Books, 1966.

Faulkner, William. *Absalom, Absalom!* New York: Vintage Books, 1990.

Foucault, Michel. "The Means of Correct Training." In *The Foucault Reader*, 188-205. Edited by Paul Rabinow. New York: Pantheon, 1984.

—. "Panopticism." In *The Foucault Reader*, 206-13. Edited by Paul Rabinow. New York: Pantheon, 1984.

Lash, Scott, and John Urry. *Economies of Signs & Space*. London: Sage Publications, 1994.

Toplin, Robert Brent. "The Filmmaker as Historian." In *American Historical Review* 93, no. 5 (1988): 210-27. <http://www.jstor.org/> (accessed June 13, 2008).

What is called an *em* dash (—) should be used to replace an author's name who has multiple successive entries in your bibliography. Here, Foucault wrote both articles.

In the bibliographic entry, be sure to include the full page range of the document, and not just the page cited

For further information, students are advised to consult the following websites:

- CMS official website (<http://www.chicagomanualofstyle.org/home.html>)
- The Online Writing Lab (OWL) at Purdue University (specifically the section on CMS): <https://owl.english.purdue.edu/owl/resource/717/01/>