



## Chicago Manual/Turabian Manual Quick Reference Guide

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**Summary:** Provides an overview to Chicago documentation style as described in Kate Turabian's, *A Manual for the Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed., rev. ed. This guide is not intended to be a complete reference, but it does provide guidelines for the most common elements used by students writing research papers.

**Learning Objectives:** To describe the bibliography and reference list styles. To format common sources in both bibliographic and reference list styles correctly. To format the title page, first page of text, and reference page correctly.

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This *Quick Reference Guide* provides an overview to Chicago documentation style as described in Kate Turabian's *A Manual for the Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. The *Chicago Manual* style of writing is used for publishing in a variety of fields. The *Turabian Manual* is a smaller reference guide designed for students and researchers who are writing in the *Chicago Manual* form.

The information provided in this guide comes from Kate L. Turabian's *A Manual for the Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed., rev. ed., revised by Wayce C. Booth, Gregory C. Colomb, Joseph M. Williams, and the University of Chicago Press Editorial Staff (Chicago: University of Chicago Press, 2007). For citation issues not addressed in this guide or in *A Manual for Writers*, see *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 15<sup>th</sup> ed. (Chicago: University of Chicago Press, 2003).

Page two of this *Quick Reference Guide* contains a table of contents, outlining the organization of this guide.

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## Chicago Manual/Turabian Manual Quick Reference Guide: Section I

Unlike other documentation styles, the Chicago style does not require the strict use of parenthetical references. There are two forms to Chicago style: the traditional bibliography style using footnotes/endnotes and an author/date system using parenthetical citations. Some disciplines use parenthetical references combined with content notes. Others handle all references through the use of footnotes or endnotes. This guide will help those unfamiliar with using the Chicago style to set up reference citations for the most common writing situations.

If you are unsure whether to use bibliography style or parenthetical style, you should consult your instructor. **Further, if your instructor's guidelines differ from those specified in this guide, follow your instructor's requirements.**

### Bibliography Style (Footnotes/Endnotes)

With the bibliography style paper, a reference to a source is indicated by the insertion of a superscript number (for example, <sup>4</sup>) at the end of the sentence that uses the cited material. The source of the cited material is then provided in the corresponding number at either the bottom of the page for a footnote or at the end of the document for an endnote.

#### *The Difference Between Footnotes and Endnotes*

Deciding whether to use footnotes or endnotes depends on the amount of information in the notes. As a rule, footnotes are often preferable because they do not require the reader to flip to the back of the document in order to check a source. However, if the footnotes are numerous or very long and, therefore, take up a great deal of space on the page, it would be more prudent to use endnotes. Once the placement of notes has been decided (whether footnotes or endnotes), that form should be adhered to for the remainder of the document.

Still not sure if you should use footnotes or endnotes? Check with your professor or advisor to see if he or she has a preference.

#### *Formatting the Notes*

Most word processing programs have a footnote/endnote feature designed to aid writers with note insertion. Use the "Help" feature in your program to learn more about how it works.

Hints: Use Arabic numerals for the footnote numbers. Use paragraph format, meaning the first line of the note should be indented five spaces, and be sure to keep the spacing that follows the note number consistent so that the note text is aligned. Single space the note or notes on the page, but include a blank line between notes.

#### *Note Content*

The content of the note contains the bibliographical information regarding the source, which includes the author, title, facts of publication, and page numbers. All notes will contain the same general information with only limited variance due to the specific type of publication:

<sup>1</sup> Alice Kessler-Harris, *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20th-Century America* (Oxford: Oxford University Press, 2001), 5.

In the event that a note should immediately follow a preceding note **from the same source**, you can use the Latin citation form of *ibidem* or "in the same place":

<sup>2</sup> Ibid., 60.

A second reference to the **same source that comes after notes from other sources** can be shortened:

<sup>4</sup> Kessler-Harris, *In Pursuit of Equity*, 8.

A footnote or endnote can also be used to provide additional content. The information within a content note is information that the reader might find helpful but that would detract from the document if inserted within the main text. For an example of content added to the note refer to the example in **Section II** of this guide under **Two or More Works by Different Authors/Complex Notes**.

### *Bibliography*

When the document uses the footnote/bibliography style, the paper will also require a bibliography page at the end of the paper that lists all the sources cited in the paper. Entries in a bibliography should be listed in alphabetical order according to the last name of the first author listed on the title page.

The bibliography page will contain the same information that is in the footnote or endnote, but in a different form. Entries should be placed on the left margin with a hanging indent used for the second and subsequent lines. Individual entries should be single spaced with a blank line space between entries.

The order of information is author's last name, first name. Title of work (italicized). City of publication: publisher, date of publication.

Kessler-Harris, Alice. *In Pursuit of Equity: Women, Men, and the Quest for Economic Citizenship in 20<sup>th</sup>-Century America*. Oxford: Oxford University Press, 2001.

Some professors or publishers may request that primary sources be listed separately from the secondary sources. If this is the case, see the instructor's guidelines for separation of the bibliography's sections.

If multiple works from the same author or editor are included in the bibliography, the entries should be arranged alphabetically by title (ignoring articles like *a* or *the*). Additionally, the second and subsequent entries should be noted with a long dash rather than a second listing of the individual's name. The dash should be a 3-em dash. This dash can be made using the insert symbol option in most word processing programs (you may have to hit the insert key three times to get it to the desired length). The other option is to use six consecutive hyphens with no space before or after any of them. Following the long dash should be whatever punctuation would be required at the end of the name designation. For example, a period would be used for an author, or a comma if it is an editor designation.

Campbell, Randolph B. "Carpetbagger Rule in Reconstruction Texas: An Enduring Myth." *Southwestern Historical Quarterly* 97, no. 4 (1994): 587-596.

———. *Gone to Texas: A History of the Lone Star State*. New York: Oxford University Press, 2003.

Individual works should always be listed in the bibliography before those that are co-authored by the same individual.

Crouch, Barry A. *The Dance of Freedom: Texas African Americans During Reconstruction*. Austin: University of Texas Press, 2007.

Crouch, Barry A. and Leon J. Schultz. "Crisis in Color: Racial Separation in Texas During Reconstruction." *Civil War History* 16, no. 1 (1970): 37-49.

Bibliographical entry content can occasionally vary from the content of the note. Section II has examples of both the note and bibliographical entry for various types of sources.

### Reference List Style

The reference list style of documentation requires a combination of parenthetical citations and a reference list at the conclusion of the document. Parenthetical citations are placed next to the reference in the text and include the author, date of publication, and relevant page numbers. A full citation is required with information from the source even if it is paraphrased and not quoted.

The true achievement of Elizabeth, according to the author, was to be able to effectively hold a "difficult political hand with patience and skill" (Haigh 1998, 176).

Working class children are regularly funneled into vocational programs following high school rather than encouraged to attend a standard academic facility (Charef 1989, 42).

### Reference List

A reference list with the complete information on all cited sources must be included at the end of the document for the reference list style of citation. The list should be titled References. It may also contain entries for sources consulted but not cited in the paper. Entries in a reference list will contain the complete publication information on a source. The list will be presented in alphabetical order by the last name of the first author or editor. Individual entries should be single spaced with a hanging indent for second and subsequent lines. A blank line of space should come between the entries.

The form of the reference list, with emphasis on the date of publication, will follow a slightly different general pattern from the bibliography style.

General entries will be formatted beginning with the author's last name, first name. Date of publication. Title of work (italicized). City of publication: publisher.

Haigh, Christopher. 1998. *Elizabeth I*, 2<sup>nd</sup> ed. Harlow, Essex, CM: Pearson Education Limited.

### Turabian Manual Quick Reference Guide: Section II

The most frequently used citation method in certain fields, such as history and sociology, is the bibliography style, which uses footnotes or endnotes. Readers expect citations to be handled correctly in terms of content and mechanics such as punctuation, capitalization, and italicizing. While the basic pattern for each entry is the same, there are some variations. This

section shows how the most common entries are to be addressed. These examples are based on the footnote and bibliography form.

If using the reference list form, refer to the example in that section of this guide for setting up reference entries. With more complicated or other styles of entries, see the *Chicago Manual of Style* or *A Manual for the Writers of Term Papers, Theses, and Dissertations*.

**Key for the discussion below: Entries as they would appear in a footnote or endnote are marked with an N while the corresponding bibliographical form is noted with a B.**

### Works with One Author or Editor

Unlike other styles that use parenthetical references solely, such as APA, the appearance of an author's name in a sentence has no bearing on the note created; a full citation will still be required. To cite a book with one author, the following format is used:

**N** <sup>1</sup> Steven Mintz, *Huck's Raft: A History of American Childhood* (Cambridge, MA: First Harvard University Press, 2006), 14.

**B** Mintz, Steven. *Huck's Raft: A History of American Childhood*. Cambridge, MA: First Harvard University Press, 2006.

When a work has an editor rather than an author, the citation is set up in the same format. However, note that the leading name in the entry is identified as an editor by using the abbreviation *ed*.

**N** <sup>4</sup> Cynthia B. Lloyd, ed., *Sex, Discrimination, and the Division of Labor* (New York: Columbia University Press, 1975), 90.

**B** Lloyd, Cynthia B., ed. *Sex Discrimination and the Division of Labor*. New York: Columbia University Press, 1975.

### Works with Two Authors

To cite works with two writers, give the names of both authors every time the work is referenced. The note should have the authors listed in the same order as they appear in the sources' title page. Notes include the full names of both of the authors by order of first and last name:

**N** <sup>1</sup> Katherine C. Reynolds and Susan L. Schramm, *A Separate Sisterhood: Women Who Shaped Southern Education in the Progressive Era*, vol. 26 of *History of Schools and Schooling*, ed. Alan R. Sadovnik and Susan F. Semel (New York: Peter Lang Publishing, 2002), 20.

Subsequent note references for works with two authors can also be shortened, but both authors' names must appear:

<sup>3</sup> Reynolds and Schramm, *A Separate Sisterhood*, 73.

The bibliographic entry should have the first author listed in standard bibliographic form, using the author's last name first. The second author is written in order by first name, last name.

**B** Reynolds, Katherine C. and Susan L. Schramm. *A Separate Sisterhood: Women Who*

Works with two editors are written in the same format with the editorial title designated:

- N** <sup>7</sup> Paula S. Fass and Mary Ann Mason, eds., *Childhood in America* (New York: New York University Press, 2000), 5.
- B** Fass, Paula S. and Mary Ann Masson, eds. *Childhood in America*. New York: New York University Press, 2000.

### Works with More Than Two Authors

A book that has three authors lists the full names of each author:

- N** <sup>21</sup> Clayton Roberts, David Roberts, and Douglas R. Bisson, *Prehistory to 1714*, vol. 1 of *A History of England*, 4<sup>th</sup> ed. (Upper Saddle River, NJ: Prentice Hall, 2002), 287.
- B** Roberts, Clayton, David Roberts, and Douglas R. Bisson. *Prehistory to 1714*. Vol. 1 of *A History of England*. 4<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2002.

With works that have four or more authors, the note will contain only the name of the first author followed by *et al.* For this form, there should be no comma preceding the *et*, which is a Latin word for *and*, nor should a period follow it. A period is required after the *al.*, which is an abbreviation of the Latin word *alii* meaning *others*.

- N** <sup>1</sup> Rupert N. Richardson et al., *Texas: The Lone Star State*, 9<sup>th</sup> ed. (Upper Saddle River, NJ: Prentice Hall, 2005), 149.

The bibliographic entry, however, will contain the full name of every author regardless of the number.

- B** Richardson, Rupert N., Adrian Anderson, Cary D. Wintz, and Ernest Wallace. *Texas: The Lone Star State*. 9<sup>th</sup> ed. Upper Saddle River, NJ: Prentice Hall, 2005.

### Works with a Corporate Author

A work with no author's name or a work that is issued by an organization or other corporate entity should be listed with the organization specified as the author, even if it appears as publisher as well.

- N** <sup>4</sup> United Nations, *The Blue Helmets: A Review of United Nations Peace-keeping* (New York: United Nations Department of Public Information, 1990), 25.
- B** United Nations. *The Blue Helmets: A Review of United Nations Peace-keeping*. New York: United Nations Department of Public Information, 1990.

### Works with an Anonymous Author or No Authors

If a work has no known author or editor, the title of the document will be used in place of the author's name. Using the term *Anonymous* should be avoided.

Article or chapter lacking an author:

**N** <sup>1</sup> “Men at War: An Interview with Shelby Foote,” in Geoffrey C. Ward, *The Civil War: An Illustrated History* (New York: Knopf, 1990), 272.

**B** “Men at War: An Interview with Shelby Foote.” In Geoffrey C. Ward, *The Civil War: An Illustrated History*. New York: Knopf, 1990.

Occasionally an anonymous work will have an identified or guessed at author whose name, however, does not appear on the title page. When this occurs, the name should appear in the standard author position, but placed within brackets.

**N** <sup>5</sup> [Joshua Scottow], *A Narrative Of the Planting of the Massachusetts Colony Anno 1628* (Boston, 1694), 48, 46.

**B** [Scottow, Joshua]. *A Narrative Of the Planting of the Massachusetts Colony Anno 1628*. Boston, 1694.

### Two or More Separate Works by Different Authors/Complex Notes

A complex note is one single footnote or endnote that combines several references, or combines a citation reference with commentary.

When several sources are cited in a paragraph, it is best to use a complex note rather than using multiple reference numbers. Citations should be listed in the note in the same order that they appear in the paper. Semicolons should separate the individual citations.

Democrats attacked the school system from virtually all sides. Many believed the cost of the school system to be exorbitant. Expenses did exceed budgeted allotments; however, this deficit stemmed from DeGress having to operate two independent systems – black and white. Further, the injunction on the questionable tax being collected resulted in less revenue coming in than was budgeted for. Some attacked DeGress directly as being too militaristic and insensitive to the concerns of the taxpayers, a charge repeated by historians such as Evans and Eby. The centralization of the program and lack of local control ran counter to the inherent beliefs of Texans. Administration of the program required a large number of employees, which the Democrats portrayed as a system ripe for graft, waste, and

corruption. Finally, the moratorium against the use of the Bible in public schools threatened the morals of society.<sup>1</sup>

N <sup>1</sup> Carl H. Moneyhon, "Public Education and Texas Reconstruction Politics, 1871-1874," *Southwestern Historical Quarterly* 92, no. 3 (January 1989): 407, 401, 400; Larry E. Adams, "Economic Development in Texas During Reconstruction, 1865-1875" (PhD diss., North Texas State University, 1980), 56; C.E. Evans, *The Story of Texas Schools* (Austin: The Steck Co., 1955), 83; Frederick Eby, *The Development of Education in Texas* (New York: Macmillan Co., 1925), 161.

If a quotation is used within a paragraph in the complex note form, the quotation is noted by a parenthetical reference within the complex note.

Davis, in a letter dated February 24, 1870, informed President Grant that the Legislature had fulfilled its requirements, and requested readmission to the United States as he felt "the process of reconstruction may safely be expedited by the prompt admission of the State"; however, he asked for only a gradual withdrawal of troops until some measure for maintaining law and order could be put into place. President Grant signed the act admitting the elected senators and representatives of Texas on March 30, 1870.<sup>8</sup>

N <sup>8</sup> Gray, "Edmund J. Davis," 186-188; *Dallas Weekly Herald*, March 12, 1870 (quotation); McDonald, "Secession, War, and Reconstruction in Texas," 45.

Notes can also be used to add additional content or context. For notes that contain substantive comments along with a citation, the citation should be listed first followed by a period. The comment should be a separate sentence or sentences.

. . . Further, he parallels the exuberance of the educational reforms with that of a crusade, a parallel that would be also discussed by later Progressive Era historians.<sup>10</sup>

N <sup>10</sup> Charles William Dabney, *From the Beginning to 1900*, vol. 1 of *Universal Education in the South* (Chapel Hill: University of North Carolina Press, 1936), ix. For other examples of the treatment of the education movement as a crusade, see C. Vann Woodward, *The Origins of the New South, 1877-1913*. Vol. 9 of *A History of the South* (1951, 1971; Repr. Baton Rouge: Louisiana State University Press, 2006), 401; and Dewey W. Grantham, *Southern Progressivism: The Reconciliation of Progress and Tradition* (Knoxville: University of Tennessee Press, 1983), 250.

The example of a content entry included in the previous note is one that adds additional bibliographic information that would be helpful to the reader. In the following passage and note, notice how a content note can be used to provide additional contextual information.

Wheelock also offered an accounting of the total amount in the school fund at the beginning of the war and outlined the debt accrued by the state and railroads. As he stated, “So nearly has this great endowment become extinct, that it is very doubtful whether, in its present condition, an annual income of thirty thousand dollars can be realized from it for the maintenance of schools.” Wheelock made several recommendations to recoup the lost funds, including forcing a sale of railroad lands. He further recommended that one-fifth of state taxes be added into the school fund to pay for public instruction. Wheelock justified this amount by pointing out that other states, such as Vermont and Ohio, allocated an even larger percentage of tax revenues for public education.<sup>1</sup>

<sup>1</sup> Richter, *Overreached on All Sides*, 232; *Journal of the Reconstruction Convention*, 65-73 (quotation p. 69). E.M. Wheelock is the same lieutenant who had coordinated school efforts for the Freedmen’s Bureau. Pease appointed Wheelock Superintendent of Public Instruction shortly after assuming his provisional gubernatorial duties.

**Note that it is always best to check with your instructor prior to using complex notes.** Some professors, especially those who require endnotes, may prefer that each sentence that requires a citation have a separate note. Further, they may require that quotations be cited separately or in a different form.

### Secondary Sources

A secondary source is a work that cites the work of another writer. For example, a book that cites a newspaper is a secondary source. As a rule, researchers should avoid using secondary sources within their material. It is preferable to obtain the original to verify both that the material is accurate and that it is a valid representation of the original author’s intent.

If the original source material cannot be obtained, then the citation should be designated as a secondary source by the words “quoted in” in both the reference and footnote. Unlike other reference styles, Chicago Manual style requires the inclusion of the original source’s bibliographical information in addition to the source it was found in. This allows the reader to locate the original source as well as the immediate source.

According to Thompson, William Crane, president of Baylor University, also condemned the public schools calling them “the most absurd, monstrous and blundering systems of Free Schools ever adopted on this continent.”<sup>2</sup>

**N** <sup>2</sup> E. Bruce Thompson, “William Carey Crane and Texas Education,” *Southwestern Historical Quarterly*, LVIII (January 1955): 418, quoted in Carl H. Moneyhon, “Public Education and Texas Reconstruction Politics, 1871-1874,” *Southwestern Historical Quarterly* 92, no. 3 (January 1989): 400.

**B** Thompson, E. Bruce. “William Carey Crane and Texas Education.” *Southwestern Historical Quarterly* LVIII (January 1955). Quoted in Carl H. Moneyhon, “Public Education and Reconstruction Politics, 1871-1874.” *Southwestern Historical Quarterly* 92, no. 3 (January 1989): 393-416.

When a work references obscure or difficult-to-locate primary source material, such as works from a manuscript collection, follow the general order of elements used in other citations of the same kind (e.g., use newspaper format for a newspaper reference, etc.).

### Works in a Journal or Periodical

Most periodicals that are consulted for academic research are journals, scholarly or professional publications issued periodically that are available through subscription or in libraries. Journals differ from magazines in their accessibility; magazines are available outside of an academic setting, and the content and writing style are designed to appeal to a wider audience. It is important that you know the difference, because magazines and journals are cited in different ways. If you are unsure about the source, there are a number of things that can help you differentiate. Often the word *journal* will be in the title of a scholarly publication, such as the *Journal of Southern History*. When this is not the case, check to see if the article has citations of some form. If it has footnotes, endnotes, or parenthetical citations, treat it is a journal when setting up your citation.

The note and bibliographic entries should be written in the following order: author’s name, article title, journal title, issue information, date of publication, and page numbers and other locating information.

When you format the note, the title of the article is enclosed in quotation marks. The journal title should be written in italics. The volume number is written first with the issue number following, noted by the abbreviation *no.* The year of publication should be enclosed within parentheses followed by a colon and the pages. The note should have the exact page or page numbers that the information is gathered from while the bibliographic entry has the full page range of the article.

**N** <sup>7</sup> Hershel T. Manuel, “The Educational Problem Presented by the Spanish-Speaking Child of the Southwest,” *School and Society* 40, no. 1039 (1934): 693.

**B** Manuel, Hershel T. “The Educational Problem Presented by the Spanish-Speaking Child of the Southwest.” *School and Society* 40, no. 1039 (1934): 692-695.

### Articles Published Online

Citations of online journals follow the same basic format that a journal entry requires. The only additional information required are the URL and access date. Most databases of articles (common in university libraries) list all the elements necessary.

**N** <sup>3</sup> Paul Gregory and Mark Harrison, "Allocation Under Dictatorship: Research in Stalin's Archives," *Journal of Economic Literature* 43, no. 3 (September 2005): 745, <http://0-www.jstor.org.portal.tamucc.edu/stable/4129474?&Search=yes&term=joseph&term=stalin&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%DJoseph%2BStalin%26dc%DA11%2BDisciplines&item=2&t1=3100&returnArticleService+showArticle> (accessed February 18, 2008).

**B** Gregory, Paul and Mark Harrison. "Allocation Under Dictatorship: Research in Stalin's Archives." *Journal of Economic Literature* 43, no. 3 (September 2005): 721-761. <http://0-www.jstor.org.portal.tamucc.edu/stable/4129474?&Search=yes&term=joseph&term=stalin&list=hide&searchUri=%2Faction%2FdoBasicSearch%3FQuery%DJoseph%2BStalin%26dc%DA11%2BDisciplines&item=2&t1=3100&returnArticleService+showArticle> (accessed February 18, 2008).

### Magazine Articles

For the most part, magazine article citations include the same information presented in the same order as a journal entry. However, magazines with a regular publication schedule, weekly or monthly, are cited by date only; the volume and issue number citations are not required. Also, for this form, the date is not enclosed in parentheses. Citation of specific passages requires a page number in the note; a comma rather than a colon should precede it. The bibliographic entry does not require inclusive page numbers because often there is extraneous material between pages in these publications.

**N** <sup>7</sup> Alma Guillermoprieto, "Bolivia's New Order," *National Geographic*, July 2008, 95.

**B** Guillermoprieto, Alma. "Bolivia's New Order." *National Geographic*, July 2008.

This same basic format should be followed for articles from online magazines. The URL and date accessed should also be included. Make sure to use the entire publication information rather than the URL to ensure that the reader can find the source in the event the URL changes. Because page numbers are not always used in online editions, note citations for specific passages should include the subheading that precedes the article as a locator; use the word *under* prior to the URL and access date to note this (the specific location is not required in the bibliography entry).

**N** <sup>2</sup> Ben McGrath, "A Soldier's Legacy: Don't Ask, Don't Tell, but Alan Rogers was a Hero to Everyone who Knew Him," *The New Yorker*, August 4, 2008, under "The Military Life," [http://www.newyorker.com/reporting/2008/08/04/080804fa\\_fact\\_mcgrath](http://www.newyorker.com/reporting/2008/08/04/080804fa_fact_mcgrath) (accessed August 6, 2008).

**B** McGrath, Ben. "A Soldier's Legacy: Don't Ask, Don't Tell, but Alan Rogers was a Hero to Everyone who Knew Him." *The New Yorker*, August 4, 2008. [http://www.newyorker.com/reporting/2008/08/04/080804fa\\_fact\\_mcgrath](http://www.newyorker.com/reporting/2008/08/04/080804fa_fact_mcgrath) (accessed August 6, 2008).

## Interviews and Personal Communication

Unpublished interviews should be cited only in the notes. However, if one or more are critical to the argument made in the document or are cited frequently, they can be included in the bibliography. The note should include the name of the person interviewed, the name of the person who conducted the interview, the place and date of the interview if known, and the location of tapes or transcripts of the interview if available.

N <sup>5</sup> Hannah Moss, interview by author, Victoria, TX, September 10, 2007.

B Moss, Hannah. Interview by Amy Hatmaker. Victoria, Texas. September 10, 2007.

If the same interview is referenced again, a shortened form can be used:

N <sup>7</sup> Moss, interview.

## Newspaper Articles

Newspaper articles are generally cited only in the notes and not in the bibliography. Articles that are critical to the argument of the document or that are frequently cited, however, can be included in the bibliography.

An initial *The* is omitted in writing the name of the newspaper. The names of American newspapers should include the city of publication, even if it is not part of the official title of the paper. Well-known publications, such as the *Wall Street Journal*, do not require the notation of the city of publication. If needed, the name of the state or the province of Canada may be added in parentheses, usually in an abbreviated form. International papers, such as London's *Times*, should have the city of publication noted in parentheses following the name of the paper. For example, *Times* (London).

For articles that are current and for which you have full information, the citation follows the same format as a magazine or journal citation.

N <sup>1</sup> Katrin Bennhold and Craig S. Smith, "Twin Bombs Kill Dozens in Algiers," *New York Times*, December 12, 2007.

A bibliographic entry for this article uses the following form.

B Bennhold, Katrin, and Craig S. Smith. "Twin Bombs Kill Dozens in Algiers." *New York Times*. December 12, 2007.

It is not uncommon to encounter unsigned articles, especially in historical newspapers. When an article is unsigned, the note is formatted according to the information available to you.

N <sup>6</sup> "Shameless Mockery," *New Haven Register* (CT), September 28, 1895.

B "Shameless Mockery." *New Haven Register*. September 28, 1895.

For articles that belong to a certain type or genre, such as an editorial or specialized announcement, the note should include the article type, publication and date.

N <sup>4</sup> *Keene New Hampshire Sentinel*, Death Notice for President James A. Garfield, September 22, 1881.

<sup>5</sup> *San Antonio Express*, Editorial, April 19, 1995.

Bibliographic entries for these articles should be formatted with the name of the publication followed by the article title if known and then the date.

B *Keene New Hampshire Sentinel*, Death Notice for President James A. Garfield, September 22, 1881.

*San Antonio Express*, Editorial, April 19, 1995.

Should your paper contain references to multiple articles from the same newspaper, the notes will contain the specific information required for each cited piece. The bibliographic entry should contain only the name of the publication, place of publication, and the date range used.

B *Daily Union* (Houston, Texas) 1870.

*Dallas Weekly Herald* (Dallas, Texas) 1866 – 1871.

*Flake's Bulletin* (Galveston, Texas) 1866 – 1868.

**Note:** It is always best to check with your professor on his or her preferred method of citing newspapers if there is any question.

### Incorporating Quotations

Direct quotations can be used to support or clarify your argument. How they are incorporated into the document depends on the length of the quotation. A prose quotation of four or fewer lines should be incorporated directly into the text and surrounded by quotation marks. Prose quotations of five or more lines and poetry of two or more lines require block format. Both types are explained further below.

#### *Short Quotations*

Short quotations should be incorporated into the text and enclosed within double quotation marks. As a rule, a sentence containing a short quotation must also contain a footnote at the conclusion of the sentence. However, if your instructor has requested complex notes, then the citation will be presented in a different form. Please see the section titled **Two or More Works by Separate Authors/Complex Notes** for guidelines on this citation form.

Below is an example of a short quotation incorporated into a sentence.

He concurs that “[e]xperience alone can point out the true cause of any phenomenon.”<sup>3</sup>

N <sup>3</sup> David Hume, *Dialogues Concerning Natural Religion*, ed. Martin Bell (London: Penguin, 1990), 56.

#### *Long Quotations*

For direct quotations that run for five or more lines of text, a separate block form should be used. The entire block quotation should be indented by the same amount of space from the left margin as the beginning of a paragraph. There should be a double space between the last line

of text and the block quote and between the end of the block quote and the next section of text; however, the block quote itself is single spaced. If more than one section of the original is quoted, there should be a single line space between them. Quotation marks are not used. The footnote is placed following the closing punctuation of the last sentence. The block quote should always have some text preceding it as a means of introducing the material.

According to the officer's report,

[T]he precise objects of the organizations cannot be readily explained but seems, in this State, to be to disarm, rob, and in many cases murder Union men and negroes, and as occasion may offer, murder United States officers and soldiers: also to intimidate every one who knows anything of the organization but who will not join.<sup>7</sup>

N <sup>7</sup> House Ex. Doc. No. 1, 40<sup>th</sup> Cong., 3<sup>rd</sup> sess., 1868, ser. 1367, 705.

The block form is also used with poetry quotations of two or more lines. Formatting for poetry should follow the original.

A good example is the poem, "Tenebris," by Angelina Weld Grimke which uses symbolism to show African-Americans wearing away at white institutions:

There is a tree, by day,  
That at night,  
Has a shadow,  
A hand huge and black,  
With fingers long and black,  
All through the dark,  
Against the white man's house,  
In the little wind,  
The black hand plucks and plucks,  
At the bricks.  
The bricks are the color of blood and very small.  
Is it a black hand,  
Or is it a shadow?<sup>4</sup>

N <sup>4</sup> Angela Weld Grimke, "Tenebris," in *The Norton Anthology of African-American Literature*, 2<sup>nd</sup> ed., ed. Henry L. Gates, Jr. and Nellie Y. McKay (New York: W.W. Norton & Company, 2004), 970.

### Other Notes Concerning Quotations

- If a short direct quotation contains information within it that is enclosed in double quotation marks, the inner set of quotation marks should be changed to single. In long block quotations (five or more lines), the double quotation marks are retained for quoted material inside the direct quotation used.
- Poetry quotations that are one line are considered short and should be woven into the text. Long quotations (two or more lines) require the block form above.
- Follow a block quote with a statement that concludes your thought on the subject before going to the next paragraph or referencing another author or concept.

- While multiple quotations can be used in a single paragraph, avoid using them back to back. Quotations should always have some of your own words between them.

### **Chicago Manual/Turabian Manual Quick Reference Guide: Section III**

Section III of this Reference Guide discusses standard format for the Chicago style. It also contains a sample cover page for a class paper, a sample first page of text, and a sample bibliography.

#### **General Format**

The standard margin is no less than 1" on each side. Large manuscripts that are to be bound, such as dissertations, may require the left margin to be slightly larger.

Preferred typeface is one designed for a published manuscript, such as Times New Roman or Palatino. As a rule, ornamental fonts should be avoided. Twelve-point font is generally used; use of any font smaller than ten-point is discouraged. At many institutions, the preference is for twelve-point for the text and ten-point for notes and the captions for table titles and figures.

The text itself should be double spaced throughout. Single spacing within the text body is used only for block quotations and the titles for figures and captions.

Footnotes or endnotes, bibliographies or reference lists, and front matter elements (e.g. table of contents and lists of tables, figures and abbreviations) should be single spaced with a blank line in between each element.

To keep spacing and indentation consistent, use the tab key rather than spacing.

No page number is used on the title page. Other front matter, such as tables of content and lists of tables, figures and abbreviations, should be numbered with lower case Roman numerals. Most universities will have guidelines for numbering other front matter material. If they do not, refer to *The Chicago Manual of Style* or the *Manual for Writers of Research Papers, Theses, and Dissertations*.

Arabic numbers are used for the remainder of the text pages, including any end matter, such as appendixes and the bibliography or references page. The page number is usually centered in the footer position. However, page number location is often designated by the professors, so be sure to check the assignment instructions. Pagination for class papers should be consistent throughout. Dissertations and theses have traditionally required page numbers in a location dependent upon the section of the paper. Many departments, however, are now requiring consistent pagination. Check department guidelines for these types of documents.

#### **Title Page**

Because the Chicago style is used for a wide range of papers, the cover page style will vary. For a course paper, a title page is not always required, so be sure to check with your instructor. When a title page is needed for a course paper, the title should be placed a third of the way down the page, centered, and written in all capital letters. If there is a subtitle, the main title should be listed on one line followed by a colon, and the subtitle should be on the next line. Usually the course instructor will provide guidelines to the other required information, which should be placed several lines below. If not designated, the usual form is your name, the course information, and the due date. See the example on page 18.

## Other Front Matter

Theses and dissertations will require additional front matter for the text. Generally these include a submission page, a copyright or blank page, and table of contents. The front matter will also require lists of figures, tables or illustrations, and abbreviations if these appear in the text. Further, some documents may require an abstract. Universities will have guidelines specific to this front matter, which may vary by department. Consult with your department or your instructor to ascertain what material will be needed and what the preferred format should be. If they do not have formatting guidelines, refer to *The Chicago Manual of Style* or the *Manual for Writers of Research Papers, Theses, and Dissertations*.

## General Tips

- Spelling should be based on American usage and should be consistent throughout. The only exception is quotations, in which case spelling should be exact to the original. If there is an obvious error in the original, such as a typo or spelling error, keep the original form of the word followed by the Latin *sic* (for “so”), italicized and placed within brackets [*sic*].
- For papers in the humanities and social sciences that contain only a few numerical references, the numbers one through one hundred should be spelled out. Numbers with two words should be hyphenated (thirty-seven). Round numbers followed by *hundred, thousand, hundred thousand, million*, and so forth should also be spelled out.
- If tables or figures are used, they should be inserted as close as possible to the paragraph that they were first mentioned in. If the table is too large or is not critical to the document, place it in an appendix or section labeled *Illustrations* at the end of the document. Source information for the table or figure should appear as a footnote to the table and a bibliographic entry should be included on the reference page.
- Include the abbreviation for the state of publication if the publisher’s city is not a major city (e.g. New York, London, Boston). If the state name is included in the name of the publisher, the abbreviation is not needed (e.g. Texas A&M University Press).

Do not include this style of page number in your paper. It is used here only to help you find this page. See the discussion on p. 16 for instructions on how to format a title page.

## THE CHURCH OF ENGLAND IN COLONIAL NORTH AMERICA

Amy Hatmaker  
HIST 5380 - Religion and Society in Colonial North America  
November 29, 2007

## The Church of England in Colonial North America

Bernard Bailyn, in his award winning *The Ideological Origins of the American Revolution*, probably summarizes religious history in the early colonial period best with this statement, “The establishment of religion had been a problem for Americans from the first year of settlement.” Early English settlers landed in the New World with widely ranging views toward religion, which was further complicated by the foreign environs of the North American continent. Yet all European settlers came from a tradition where the church was intrinsically linked to the power of the state.<sup>1</sup>

The majority of the English settlers would have identified themselves to be Anglican; however, most traditional histories of the United States are tied into the stories of the Puritans and Pilgrims and their flight against religious oppression. As a result, in the field of religious history, the vast majority focuses on dissenting faiths or the emergence of the evangelical traditions. The Church of England was largely absent outside of denominational histories. When it does appear, generally, in broad religious overviews, the Church of England is defined as a weak institution with less than desirable ministers. The Church of England also figures prominently in explanations of the American Revolution as part of the larger problem with crown authority over the colonies. More damning still was the identification of the Anglican Church as the one institution that refused to take sides on the issue of slavery.<sup>2</sup>

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<sup>1</sup> Bernard Bailyn, *The Ideological Origins of the American Revolution*, Enl. ed. (Cambridge: Belknap Press, 1992), 247.

<sup>2</sup> William W. Sweet, *The Story of Religion in America* (New York: Harper & Brothers, 1950), 35, 174, 317; John R.H. Moorman, *A History of the Church of England*, 3<sup>rd</sup> ed. (Harrisburg, PA: Morehouse, 1994), 46, 94-98, 238; Bailyn, *The Ideological Origins of the American Revolution*, 247, 251-52.

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