

The notes and bibliography system of *The Chicago Manual of Style (CMS)* is commonly used to cite sources in history. This system includes a) footnotes at the bottom of pages citations appear on or endnotes before the bibliography, and b) an alphabetized bibliography.

When a source is summarized, paraphrased, or quoted in a paper using footnotes, place a superscripted number afterward to guide the reader to a short numbered note at the bottom of the page. Include bibliographic information on that source in the note: author, shortened form of title, and page number. When sources are cited at the end of a paper in endnotes, title the page “Notes,” and include the above information.

For other sample sources, see *CMS*, Chapter 14, or for a brief reference guide, visit *The Chicago Manual of Style Online*: www.chicagomanualofstyle.org/tools_citationguide.html.

Book

N: 1. Axelrod, *Political History*, 125-26.

B: Axelrod, Alan. *Political History of America's Wars*. Washington, D.C.: CQ Press, 2007.

Signed Chapter or Article in an Edited Book

N: 1. Dubois, “The Haitian Revolution,” 284.

B: Dubois, Laurent. “The Haitian Revolution.” In *The Caribbean: A History of the Region and Its Peoples*, edited by Stephen Palmie and Francisco A. Scarano, 273-87. Chicago: University of Chicago Press, 2011.

Journal Article

N: 1. Mousseau, “Capitalist Development,” 475.

B: Mousseau, Michael. “Capitalist Development and Civil War.” *International Studies Quarterly* 56, no. 3 (2012): 470-83. doi: 10.1111/j.1468-2478.2012.00734.x.

Journal Article from a Database

N: 1. Zumoff, “Politics and the 1920s,” 96.

B: Zumoff, J.A. “Politics and the 1920s Writings of Dashiell Hammett.” *American Studies* 52, no. 1 (2012): 77-98, <http://www.jstor.org/stable/41809569>.

Newspaper Article from a Database

N: 1. *New York Times*, “Jane Adams.”

B: *New York Times*. “Jane Adams Dies in Her 75th Year: Friend of the Poor and Foe of War Succumbs after Operation.” *New York Times*, May 22, 1935. ProQuest Historical Newspapers (95077104).

Website

N: 1. Princeton University History Department, “Intellectual Communities,” Sec. “American Studies.”

B: Princeton University History Department. “Intellectual Communities.” Last modified March 20, 2012. <http://www.princeton.edu/history/graduate/intellectual-community/>.

Unpublished Personal Interview (bibliographic entry optional)

N: 1. Gingrey, interview, June 28, 2012.

B: Gingrey, US Rep. John Phillip. Interview by Robert L. Lowes. June 28, 2012.

Public Document

N: 1. Truman, “Address Before a Joint Session,” 233.

B: Truman, Harry S. “President Harry S. Truman’s Address Before a Joint Session of Congress, March 12, 1947.” In *American Decades Primary Sources: 1940-1949*, edited by Cynthia Rose, 232-35. New York: Thompson Gale, 2004.

How to Create Footnotes

- 1) Click on the place in the text where the note number should appear.
- 2) Click on *References* in the toolbar.
- 3) Click on *Insert Footnote*.
- 4) Type in the text of your footnote.
- 5) Highlight footnote numbers at the bottom of the page; under *Font*, uncheck *Superscript*. Repeat on each page.

Sample Essay with Footnotes and Bibliography

The University of Virginia, whose student honor code dates from 1842, weathered a plagiarism scandal in May 2001, when 122 students were accused of copying research papers.¹ Virginia is not unique. Increasingly, universities are taking a get-tough stance against student plagiarism and cheating. Why? College students are welcomed into a world-wide academic community, one with a collegial atmosphere and high standards of academic integrity. Plagiarism is a serious violation of this integrity.

At St. Louis Community College (STLCC), the *Faculty Resource Guide* states: “Plagiarism is a serious academic offense. A student who deliberately or unintentionally submits as his or her own work an assignment which is in any part taken from another person’s work, without proper acknowledgement, is guilty of plagiarism.”² But how can instructors know that students are submitting their own work, not papers bought off the Internet? Researchers make three suggestions: teach students how to research, assign unusual writing topics, and make students use a plagiarism detector. Let’s examine these ideas.

First, instructors must actively teach research and documentation. They cannot assume that students have had this training because elementary school students sometimes copy whole articles from encyclopedias verbatim.³ High School and college students often modify this practice and copy whole paragraphs without giving credit to sources. Students unfamiliar with research need practice exercises to help them decide what needs citing.⁴ Such practice is crucial, since research shows that “some students . . . view almost anything . . . on the Internet as general knowledge that does not

-
1. University of Virginia, “Cheating Scandal.”
 2. St. Louis Community College, *Faculty Resource Guide*, 15.
 3. The Modern Language Association, *MLA Handbook*, 55.
 4. Harris, *Using Sources Effectively*, 13-14.

require citation.”⁵ Some STLCC English students must staple copies of sources used to their finished papers; they must also highlight information used so that instructors know they quoted, paraphrased or summarized accurately, without plagiarizing. Instead of just dumping in quotes, students learn the most basic rule of research: Source material, whether quoted, paraphrased, or summarized, supports a writer’s thesis by anticipating a reader’s questions and need for proof. Thus, students ask *what* a reader needs to know and *which* source best delivers that information. Students need this hands-on practice in researching.

Next, educators like retired English professor Robert Harris challenge instructors to stop assigning the same boring topics every semester.⁶ Some instructors have already gotten creative. For example, history students research genealogy and compile their family trees. Psychology students analyze gender stereotypes in color, theme, and sentiment of “Congratulations on Your New Baby” cards. These students *must* do their own writing—these quirky topics decrease chances that students can simply buy papers off the Internet.

Finally, educators advocate using plagiarism detectors as a deterrent. These programs “promote originality in student work [and] improve student writing and research skills”⁷ by flagging suspicious wording so that students can rewrite in their own vocabulary and voice. Instructors want to reach inexperienced writers who plagiarize mistakenly. Teacher John Waltman defines *intentional* plagiarism as “wholesale copying . . . with the intention of representing [work] as one’s own” and *unintentional* plagiarism as “careless paraphrasing and citing . . . such that improper or misleading credit is given.”⁸ According to Dr. Vicki Ritts, professor of psychology at STLCC, some student plagiarists exhibit the illusion of invulnerability—the “other students might get caught, but not me”

5. McCabe and Drinan, “Toward a Culture,” B7.

6. Harris, *Plagiarism Handbook Strategies*, 124-125. [Authors named in text are optional in note.-Ed.]

7. IParadigms, “Turnitin.”

8. Lathrop and Foss, *Student Cheating and Plagiarism*, 163.

attitude.⁹ Lafayette High uses plagiarism detectors “not to hurt students, but rather to teach them,”¹⁰ says English teacher Diane Tinucci. Now Meramec instructors use Turnitin to *teach* unintentional plagiarizers and *catch* intentional ones.

Inexperienced writers often plagiarize by mistake. Obviously, the penalty varies with the severity of the offense and the writer’s intention. In some cases, the unintentional plagiarist might be allowed to revise the paper. The intentional plagiarist will fail the course. Why? Members of the academic community do their own work in order to learn; students should as well. Simply put, trying to pass someone else’s work off as your own is stealing.

9. Ritts, interview by Jean Sherry, December 3, 2002.

10. Plattner, “Rockwood’s New Plagiarism Software,” W4.

Bibliography

- Harris, Robert A. *The Plagiarism Handbook: Strategies for Preventing, Detecting and Dealing with Plagiarism*. Los Angeles: Pirczak, 2001.
- . *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. Los Angeles: Pirczak, 2002.
- IParadigms. "Turnitin." Last modified October 6, 2013. <http://archive.is/NYiOv>.
- Lathrop, Ann, and Kathleen Foss. *Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call*. Englewood, CO: Libraries Unlimited, 2000.
- McCabe, Donald L., and Patrick Drinan. "Toward a Culture of Academic Integrity." *Chronicle of Higher Education*, October 15, 1999.
- The Modern Language Association of America. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The Modern Language Association of America, 2009.
- Plattner, Diane. "Rockwood's New Plagiarism Software Keeps an Eye on Students' Work." *West Newsmagazine*, November 11, 2002.
- St. Louis Community College. *Faculty Resource Guide*. St. Louis: St. Louis Community College, 2010.
- University of Virginia. "Cheating Scandal Met its Foil in U. V. Leader." Last modified May 6, 2002. <http://www.virginia.edu/topnews/releases2002/hall-may-6-2002.html>.

Sample of *The Chicago Manual of Style* Endnotes

Notes

1. University of Virginia, "Cheating Scandal."
2. St. Louis Community College, *Faculty Resource Guide*, 15.
3. The Modern Language Association, *MLA Handbook*, 55.
4. Harris, *Using Sources Effectively*, 13-14.
5. McCabe and Drinan, "Toward a Culture," B7.
6. Harris, *Plagiarism Handbook Strategies*, 124-125. [Authors named in text are optional in note.-Ed.]
7. IParadigms, "Turnitin."
8. Lathrop and Foss, *Student Cheating and Plagiarism*, 163.
9. Ritts, interview by Jean Sherry, December 3, 2002.
10. Plattner, "Rockwood's New Plagiarism Software," W4.

How to Create Endnotes

- 1) Click on the place in the text where the note number should appear.
- 2) Type in the number of the endnote.
- 3) Highlight the number.
- 4) Under *Font*, check *Superscript*. Repeat as needed.
- 5) Create a *Notes* page without superscripted numbers.

More on *The Chicago Manual of Style* Notes and Bibliography

Quoted in: In a note, to cite an original source quoted in a secondary source, include the following: information on the original source, a comma, the words *quoted in*, and the secondary source information. *CMS* 14.273

Author: In a note, use the author's last name only; in the bibliography, use full names, inverting the first name only (for example, Jones, Don, Alan Poe, and Jane Fox). 14.16

Shortening titles: In a note, shorten titles of more than four words (for example, *Around the World in 80 Days* is shortened to *Around the World*). If a title is four words or less, do not shorten. 14.25

Editions: In both notes and the bibliography, include information on the edition number after the title (for example, 4th ed.). 14.118

Ibid.: When citing a source cited in the previous note, use the abbreviation *Ibid.* and the page number if different than that of the previous note (for example, *Ibid.*, 286). 14.29

Multiple authors: In a note, for three or fewer authors, use last names and join the last two names with *and*. For more than three authors, use the last name of the first author followed by *et al.* 14.76

In the bibliography, list up to seven authors, with the first author's first and last names inverted and subsequent names in normal order; join the last two names with *and*. In works with more than seven authors, list the first seven followed by *et al.* 14.27, 14.75

DOI or Stable URL: In the bibliography, include a DOI number or stable URL for a journal article from a database. If a DOI and stable URL are unavailable, include the name of the database followed by an identifying number in parentheses. 14.6

Dates for web articles: In the bibliography, the publication date for an article from the web is preferred. If that date is unavailable, use the date last modified. If both dates are unavailable, use the date accessed. 14.7, 14.8

Repeated authors: In the bibliography, for successive works by the same author, use a 3-em dash followed by a period (for example, —. *Othello*). 14.64

Legal Sources: *The Chicago Manual of Style* recommends using either *The Bluebook: A Uniform System of Citation* or the *ALWD Citation Manual: A Professional System of Citation* when citing legal sources, which should appear in notes only. 14.281

This document was developed by the
College Writing Center
STLCC-Meramec
Created 4-15-14: SL / JV