

Footnotes and a bibliography are required to show where you found the information and opinion you use in your essays. In the History discipline, we use the **Chicago footnoting system**. Footnotes (shown as “F” below) indicate the source of the material used in writing the essay, whether it has been quoted directly or not. Footnote numbers appear at the end of the sentence in which the material is used and the **notes are placed at the bottom of the page**. The bibliography (“B” below) is an **alphabetical listing** of all of the sources upon which the essay is based which appears alone on the **last page of the essay**. Here are examples of citation for commonly used sources:

Books - Single Author

F 1. Philip Dwyer, *Napoleon: The Path to Power, 1769–1799* (London: Bloomsbury, 2007), 12.

B Dwyer, Philip. *Napoleon: The Path to Power, 1769–1799*. London: Bloomsbury, 2007.

Books - More than One Author or Editor

F 1. Stuart Ward and Deryck Schreuder, eds., *Australia’s Empire* (Oxford: Oxford University Press, 2007), iv.

B Ward, Stuart, and Deryck Schreuder, eds. *Australia’s Empire*. Oxford: Oxford University Press, 2007.

Chapter in an edited collection

F 1. Victoria Haskins and Margaret D. Jacobs, “Stolen Generations and Vanishing Indians: The Removal of Indigenous Children as a Weapon of War in the United States and Australia, 1870–1940,” in *Children and War: A Historical Anthology*, ed. James Marten (New York: New York University Press, 2002), 227–29.

B Haskins, Victoria and Margaret D. Jacobs. “Stolen Generations and Vanishing Indians: The Removal of Indigenous Children as a Weapon of War in the United States and Australia, 1870–1940.” In *Children and War: A Historical Anthology*, edited by James Marten, 227–41. New York: New York University Press, 2002.

Journal Article

F 1. David A. Roberts, “A ‘Change of Place’: Illegal Movement on the Bathurst Frontier, 1822–1825,” *Journal of Australian Colonial History* 7 (2005): 97.

B Roberts, David A. “A ‘Change of Place’: Illegal Movement on the Bathurst Frontier, 1822–1825.” *Journal of Australian Colonial History* 7 (2005): 97–122.

Short form (to be used in footnotes for any second and subsequent reference to a source, after it has been cited once in full)

F 2. Roberts, “A ‘Change of Place,’” 99.

CITATION, THE FULL STORY

Correct referencing is a key part of historical research, and is a substantial component of your assessment in History. While accurate referencing can be challenging at first, it quickly becomes much simpler with practice, and is an **effective way of attracting higher results**. In addition, the ability to produce correct referencing according to strict specifications is **highly regarded, as well as being an essential skill, in any area of work or study**. Therefore, it is worthwhile getting referencing right early in your studies, since your results, and your broader skills base, will immediately reflect the effort.

FOOTNOTES

Why Use Footnotes?

Footnotes help the reader to locate the source material used in an essay or publication. Therefore, you need to provide as exact a page reference as you can. Most footnotes should refer to a single page. References can be made to longer sections or entire articles, chapters or books, but only if you are referring to the overall argument rather than to specific information.

Failure to acknowledge another author's words or ideas is dishonest and unacceptable in essay writing. It is called **plagiarism**, and will attract serious penalties.

Footnotes can also be used to make cross-references; to make incidental comments or amplify a point in the text (although as a general rule all comments should be made in the body of the essay) and to make acknowledgements.

When do I need to include a footnote?

Footnotes are necessary to acknowledge key ideas from your sources that are not common knowledge. For example, "The Bastille was stormed on 14 July 1789" is common knowledge and does not need to be referenced. On the other hand, "Some historians argue that the storming of the Bastille had little impact on the overall outcome of the revolution" refers to scholarly opinion and should be supported with relevant citations. **If you are not sure** whether something is common knowledge or not, **provide a footnote**.

Direct quotation requires a **footnote**, but so does the use of ideas or evidence from other sources which are rewritten in **your own words**.

Where should footnotes appear?

Insert the footnote number at the end of the sentence in which the material was used and number footnotes consecutively from the beginning to the end of the essay. For ease of marking and reading, put footnotes at the bottom of each page, not at the end of the essay. As a general guide, each paragraph should contain at least two footnotes.

Other Points about Footnotes

For clarity, **do not use** the terms, *ibid.*, *op. cit.* or any other latinism. Instead, use the short form of footnotes for all references to a particular source after the first one.

In order to be able to construct footnotes, it is essential that during the research and preparation stages of writing an essay **a record is kept of the name of the author, the book or article title, publication details and the number of the page** where the key point or quotation is to be found. Keep this information in the margin of your notes so you can easily write your footnotes along with the text of your essay.

If you need to refer to more than one source in a single footnote, separate the two notes with a semi colon.

This guide does not include guidelines for footnoting encyclopedias such as Wikipedia or from your lecture or tutorial notes because they are not acceptable sources of reference.

BIBLIOGRAPHY

Why does an essay need a bibliography?

The bibliography alphabetically lists the sources used in writing the essay. In conjunction with footnotes, a bibliography allows your reader or marker to identify and verify the information provided in your essay.

What should I include in the bibliography?

Include all sources which appear in your footnotes. You may also include particularly relevant sources which helped to shape your general ideas for the essay but were not footnoted. Never list an item that you have not actually read.

Where should the bibliography appear?

Place the bibliography on a separate sheet of paper at the end of the essay with the word "Bibliography" written at the top. The list of sources should be reverse indented (also called hanging indent) so the authors' surnames can easily be read down the left side.

Other points about bibliographies

Divide the bibliography into two sections entitled Primary Sources and Secondary Sources. A primary source is a document or other artifact that was created at or near the same time as the historical events described in your essay. Secondary sources are those that were written and published by historians and other scholars drawing upon both primary and other secondary sources.

Within these categories, a strict alphabetical arrangement according to the surnames of the authors or editors should be used. If you are listing more than one source by an author, write the name out in the first entry and replace it with three em dashes (—) in the subsequent entries.

EXAMPLES OF FOOTNOTE AND BIBLIOGRAPHY ENTRIES

General Instructions:

Give each **author's full name** and the **full title of the work**, plus any subtitle, in the first footnote reference and in the bibliography entry. For full length published works (monographs and collections) and for journals, the title should be in *italics*. For chapters and articles and for unpublished works such as theses, the title should be enclosed in **double quotation marks**.

Provide the **city** (not the suburb or country) of publication. If several cities are listed, use the first.

If there is more than one year of publication listed, it is important to **use the latest one**. If the edition is provided, indicate whether it is the second, third, etc.

Do not use the abbreviation "p." or "pp." for page ranges, simply provide the number after a comma. In the bibliography, **no page range is required for single author books** but the **first and final page numbers** should be provided for **chapters in edited books and for articles**.

While most scholarly published sources will contain all of the required information to construct your footnotes and bibliography, some primary sources may not. If there is no author, replace that field with "n.a."; if no place of publication, use "n.p."; and if there is no date of publication, write "n.d.". These abbreviations show the reader that you knew this information should be provided, but it was not available.

In the following examples, F indicates the footnote form of a reference and B indicates the same reference as it should appear in your bibliography.

Books - Single Author

F 1. Philip Dwyer, *Napoleon: The Path to Power, 1769–1799* (London: Bloomsbury, 2007), 12.

B Dwyer, Philip. *Napoleon: The Path to Power, 1769–1799*. London: Bloomsbury, 2007.

Later edition of a book

F 1. Stuart Macintyre, *A Concise History of Australia*, 2nd ed. (Melbourne: Cambridge University Press, 2004), 34.

B Macintyre, Stuart. *A Concise History of Australia*. 2nd edition. Melbourne: Cambridge University Press, 2004.

Books - More than One Author, Translator or Editor

F 1. Stuart Ward and Deryck Schreuder, ed., *Australia's Empire* (Oxford: Oxford University Press, 2007), iv.

B Ward, Stuart, and Deryck Schreuder, ed. *Australia's Empire*. Oxford: Oxford University Press, 2007.

Only the first author's name is reversed in the bibliography.

Chapter in an edited collection

F 1. Victoria Haskins and Margaret D. Jacobs, "Stolen Generations and Vanishing Indians: The Removal of Indigenous Children as a Weapon of War in the United States and Australia, 1870–1940," in *Children and War: A Historical Anthology*, ed. James Marten (New York: New York University Press, 2002), 227–29.

B Haskins, Victoria and Margaret D. Jacobs. "Stolen Generations and Vanishing Indians: The Removal of Indigenous Children as a Weapon of War in the United States and Australia, 1870–1940." In *Children and War: A Historical Anthology*, edited by James Marten, 227–41. New York: New York University Press, 2002.

The footnote contains the specific page from which information or interpretation was taken while the bibliography entry includes the number of the first and last page of the article or chapter in an edited book.

Journal Article

F 1. David A. Roberts, "A 'Change of Place': Illegal Movement on the Bathurst Frontier, 1822–1825," *Journal of Australian Colonial History* 7 (2005): 97.

B Roberts, David A. "A 'Change of Place': Illegal Movement on the Bathurst Frontier, 1822–1825." *Journal of Australian Colonial History* 7 (2005): 97–122.

Magazine or Newspaper Article [Published monthly or daily]

F 1. Patrick Carey, "Home at Last," *Irish Daily Independent* (Dublin), June 16, 1904.

B Carey, Patrick. "Home at Last." *Irish Daily Independent* (Dublin), June 16, 1904.

If no author's name is included, begin the entry with the title of the newspaper article.

Thesis or Dissertation

F 1. Anne Williams, "Managing the 'Feebleminded': Eugenics and the Institutionalisation of People with Intellectual Disability in New South Wales, 1900–30" (Ph.D. diss., University of Newcastle, NSW, 1998), 43.

- B Williams, Anne. "Managing the 'Feeble-minded': Eugenics and the Institutionalisation of People with Intellectual Disability in New South Wales, 1900–30." Ph.D. diss., University of Newcastle, NSW, 1998.

Public Documents and Archival Sources

- F 1. Charlie Fraser. Letters to Lizzie. A6154 (vii). University of Newcastle Archives.
B Fraser, Charlie. Letters to Lizzie. A6154 (vii). University of Newcastle Archives.

Primary source accessed in a published collection

- F 1. "Orders issued at Newcastle, 1817–19, Government Order. Newcastle, 11 January 1817," in *Newcastle as a Convict Settlement: The Evidence Before J.T. Bigge in 1819-1821*, ed. John Turner (Newcastle: Council of the City of Newcastle, 1973), 190.
B "Orders issued at Newcastle, 1817–19, Government Order. Newcastle, 11 January 1817." In *Newcastle as a Convict Settlement: The Evidence Before J.T. Bigge in 1819- 1821*, edited by John Turner, 190 – 200. Newcastle: Council of the City of Newcastle, 1973.

There is a wide range of unpublished sources used by historians. To the extent that you can, you should follow the general footnote pattern of providing the author, title, city, year and page number. If the source is part of a collection, provide its name and any relevant file number, then the name and place of the archives in which it is held.

Electronic Sources

Primary source accessed on line:

- F 1. Lord Hopetoun to Edmund Barton, 11 Feb. 1901. Papers of Sir Edmund Barton. MS51, National Library of Australia. Digitised Manuscript from National Library of Australia, <http://nla.gov.au/nla.ms-ms51-1-757-s1> (accessed 17 March 2009).
B Papers of Sir Edmund Barton. MS51. National Library of Australia. Digitised Manuscript from National Library of Australia. <http://nla.gov.au/nla.ms-ms51-1-757-s1> (accessed 17 March 2009).

Secondary source accessed on line.

- F 1. Claire Lowrie, "Sold and Stolen: Domestic 'slaves' and the rhetoric of 'protection' in Darwin and Singapore during the 1920s and 1930s," paper presented to the 16th Biennial Conference of the Asian Studies Association of Australia, Wollongong, 26 June – 29 June 2006, Conference proceedings website, <http://coombs.anu.edu.au/SpecialProj/ASAA/biennial-conference/2006/Lowrie-Claire-ASAA2006.pdf> (accessed 26 May 2010).

- B Lowrie, Claire. "Sold and Stolen: Domestic 'slaves' and the rhetoric of 'protection' in Darwin and Singapore during the 1920s and 1930s." Paper presented to the 16th Biennial Conference of the Asian Studies Association of Australia, Wollongong, 26 June – 29 June 2006. Conference proceedings website.
<http://coombs.anu.edu.au/SpecialProj/ASAA/biennial-conference/2006/Lowrie-Claire-ASAA2006.pdf> (accessed 26 May 2010).

To cite sources available via the World Wide Web, give the author's name (if known), the full title of the work and any reference number, the nature of the digital source, the full web address, and the date of your visit (since web sites change rapidly). If there is no author identified, try to identify the sponsoring author/organization of the website.

Film

- F 1. *Viking Saga*, DVD, directed by Mikeal Agaton (Hindmarsh, S.A.: DECS-Tape Services, 2010).
- B *Viking Saga*. DVD. Directed by Mikeal Agaton. Hindmarsh, S.A.: DECS-Tape Services, 2010.

Subsequent footnote references

2. Dwyer, *Napoleon*, 35.
3. Haskins, "Stolen Generations," 227.
4. Hopetoun to Barton, 11 Feb. 1901.

If there are subsequent references to works that have already been cited refer to the work by **surname, short title and page number**. If there are two or three authors, give each of their surnames in the subsequent references. For a reference to an edited volume or journal article, provide the **surname of the author not the editor** and **short title of the chapter or article, not the book or journal**. Do not use *ibid.* or any other Latin abbreviation for immediately following references, just repeat the short title citation.

5. Hopetoun to Barton, 11 Feb. 1901.

What should the citation in my essay look like?

Here is an example of a paragraph with appropriate footnotes and the accompanying bibliography:

Giulia Gonzaga was markedly different from the famous saints and holy women to whom she might have looked for inspiration.¹ She subverted the established saintly role by holding religious beliefs that were unacceptable to the Roman Church. She nevertheless wrote her letters in the tradition of the holy and wise woman, a tradition of which she no doubt considered herself to be a rightful heir, and which was very much alive in the Italy of her day.² By assuming the posture of a saintly figure, her letters were imbued with added gravity and authority, which in turn enabled her to develop her own religious agenda through her letters. The subversive content of Gonzaga's letters also was not unique: using letters to challenge or rebel against the status quo was a practice often employed by women writers or, more accurately, was a trait commonly attributed to them by men.³

1. Camilla Russell, *Giulia Gonzaga and the Religious Controversies of Sixteenth-Century Italy* (Turnhout: Brepols, 2006), 94; Gabriella Zarri, "Living Saints: A Typology of Female Sanctity in the Early Sixteenth Century," in *Women and Religion in Medieval and Renaissance Italy*, ed. Daniel Bornstein and Roberto Rusconi (Chicago: University of Chicago Press, 1996), 222.

2. Giulia Gonzaga to Pietro Carnesecchi, 29 July 1559, Sanctum Officium, Stanza Storica, "Processo contro Carnesecchi", R 5-a, fol. 89, Archivio della Congregazione per la Dottrina della Fede, Vatican City.

3. Zarri, "Living Saints", 220.

Bibliography (*should appear on a new page*)

Primary Sources

Archivio Gonzaga. Archivio di Stato, Mantua.

Sanctum Officium, Stanza Storica. "Processo contro Carnesecchi". Archivio della Congregazione per la Dottrina della Fede, Vatican City.

Secondary Sources

Jacobson Schutte, Anne. "The *lettere volgari* and the Crisis of Evangelism in Italy." *Renaissance Quarterly* 28 (1975): 639–88.

Russell, Camilla. *Giulia Gonzaga and the Religious Controversies of Sixteenth-Century Italy*. Turnhout: Brepols, 2006.

Zarri, Gabriella. "Living Saints: A Typology of Female Sanctity in the Early Sixteenth Century." In *Women and Religion in Medieval and Renaissance Italy*, edited by Daniel Bornstein and Roberto Rusconi, 219–303. Chicago: University of Chicago Press, 1996.

H. FURTHER READING

Books

AGPS. *Style Manual for Authors, Editors and Printers*, 6th ed. Brisbane: John Wiley, 2002. 686.2252 STYL 2002

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003. R808.0270973 CHIC 2003

Mauch, James E. *Guide to the Successful Thesis and Dissertation: A Handbook For Students and Faculty*, 4th ed. New York: M. Dekker, 1998. 808.02 MAUC 1998

Germov, John. *Get Great Marks for Your Essays*. Sydney: Allen & Unwin, 1996. 808.042 GERM

Lester, James D. *The Essential Guide To Writing Research Papers*. New York: Longman, 1999. 808.02 LEST

Peters, Pam. *The Cambridge Australian English Style Guide*. Melbourne: Cambridge University Press, 1995. R428.00994 PETE c.3

Peters, Pam. *The Macquarie Student Writers Guide*. Milton, Qld.: Jacaranda, 1989. Huxley R428/M1

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. Chicago: University of Chicago Press, 1996. 808.02 TURA 1987

Web Sites

Online Tutorials University of Newcastle Library

<http://www.newcastle.edu.au/services/library/training/online.html>

Chicago Manual of Style Online –
Go through NEWCAT or Encore for the full content if you have a source which is not treated in this guide, or for further examples. For examples referencing the most commonly used sources see their Quick Guide at
<http://www.chicagomanualofstyle.org/home.html>.