



Chicago-Style Citation for Assignments in History: Notes & Bibliography Format (2018-2019)

The Purpose of Referencing/Documentation (Why Cite?)

There are four main reasons why historians and students of history must properly cite their sources:

1. *Intellectual property.* When you cite others' work, you give credit to the historians who compiled, analyzed and distributed their research. You also demonstrate an understanding that history is not "just the facts" but is about particular historians' interpretations of the past. If you do not distinguish between your own ideas and those of others, you commit an act of academic misconduct (see details below).
2. *Accuracy.* Citations show your reader that you have consulted the experts in the field and have represented their findings properly. The information in a citation allows readers to look at your sources and judge how well you have used them.
3. *Historiography.* From the sources you cite, an informed reader can deduce whether you have a good understanding of your topic. If your citations include key texts written by historians who specialize in the topic, your reader will be assured that you recognize the research tradition that informs your work.
4. *Innovation.* Writing about the past is an on-going process. Citations enable other historians to go back over the sources you consulted and see if they come to the same conclusions as you did. If not, they might look at other sources and write about their conclusions, which may be revised by another historian, and so on. This is how new interpretations about the past emerge.

NOTE: Section numbers in square brackets refer to *The Chicago Manual of Style* (16th ed.) ↗

Avoiding Plagiarism - Citation Principles for Essays and Term Papers

Within essays, term papers, and any other written assignments (as in all academic work), you must identify (i.e., reference, document, cite) all quotations, paraphrases, ideas and images that come from someone else's work. You must name the original author or source and surround quoted material with quotation marks or set it in a block format as described below. Copying any material and submitting it as your own (plagiarism) is an academic offence. Plagiarism may result in failure on the assignment and, in some cases, expulsion from a course. For more information, see the [Guide to Avoiding Plagiarism](#) and pages 5-6 of the [Code of Student Conduct](#).

Chicago Style: Notes and Bibliography Format

Chicago Style, and specifically the notes and bibliography format, is only one of many methods of documentation. This is usually the format used for History and the Humanities. Be sure to consult with your instructors to determine if they have a preference of styles.

Whichever style you use, be consistent throughout your paper.

Details about the format are found in

- *Chicago Manual of Style* (16th ed.), which is available for use in the MRU Library¹
- The Chicago Manual of Style Online at <http://www.chicagomanualofstyle.org>

What is a Source?

Sources provide the evidence on which historians base their interpretations of the past. Sources are either primary or secondary.

¹ University of Chicago Press, *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*, 16th ed. (Chicago: University of Chicago Press, 2017).

Primary sources are unanalyzed documents or other artifacts that were created at the time an historical event occurred. They are the “raw material” used by historians to study the events of the past. These are some examples of primary sources:

- Facts (dates, events)
- Participant accounts (interviews, diaries)
- Statistics (census, polls)
- Official documents (Treaty of Paris, Canadian Constitution)
- Literature (poetry, novels)
- Artifacts (architecture, clothing, music)

Secondary sources are synthesized data written by an authority for the purpose of argumentation or explanation. Below are some examples of secondary sources:

- Journal articles
- Essays and papers
- Books (often known as *monographs*)
- Theses and dissertations

Citing Sources within Your Paper

Whenever you use a quotation from an author, or summarize or paraphrase a person’s ideas or research, you must identify (reference/cite) the source. Failure to do so is plagiarism. This identification of information takes place in two parts: a note within your paper, as well as a bibliography at the end of your paper.

Notes

The note can take the form of either a **footnote** (at the end of each page) **or endnote** (at the end of the paper), according to professor preference or personal taste.

The note includes these pieces of information:

- the **author(s)** of the work in standard order (first name first), unless already stated
(always include author in endnotes)
- the **title** (capitalized headline-style)
- the **facts of publication** (e.g., place, publisher, and date)

When Do I Use a Note?

A note is used to indicate the source of

- **Direct quotations.** When you include the exact words that are used by an author or appear in a primary source, you must place these phrases or sentences in quotation marks or as a block quote (see below) followed by a citation. Direct quotations must be put in proper context and replicated exactly. Use square brackets to maintain the grammatical integrity of your writing, or to add brief clarifying language. If you omit words from the quotation, indicate you have done so by including an ellipsis. For example: Cunningham and Grell explain that by the early seventeenth century, England and the Netherlands “were [the] two areas of Western Europe which . . . had just become free of population growth occasioning periodic peace-time dearth [of food] or famine.”²
- **Paraphrased or summarized material.** When you put information from a source into your own words, you are paraphrasing or summarizing. For example, you may want to shorten a long discussion into one sentence or include only those pieces of evidence that are directly relevant to your topic. You may want to explain an author’s main idea or identify

² Andrew Cunningham and Ole Peter Grell, *The Four Horseman of the Apocalypse: Religion, War, Famine and Death in Reformation Europe* (Cambridge: Cambridge University Press, 2000), 243.

the gist of a piece of correspondence. In these instances you must place a note at the end of your sentence or sentences and indicate where you got this information. You do not enclose paraphrased or summarized material in quotation marks.

- **Annotated or explanatory notes.** When you want to provide a brief comment that expands upon a point, which is not directly related to the main text of the paper, you may use a note. Students should limit their use of annotated notes.

A Few Other Notes on Notes

- Notes are not required to support basic historical facts or common knowledge (e.g., The Dominion of Canada was created in 1867.)
- Notation numbers should appear in the text as a superscripted number like this.¹
- Notation numbers increase consecutively with each separate note and are numbered continuously throughout the entire paper.
- Notation numbers should appear at the end of sentences and follow punctuation.

Correct: .¹ *Incorrect:* .¹"

- Notation numbers should be Arabic (1, 2, 3) rather than Roman (I, II, III).
- Notes should include page numbers or other appropriate locators to indicate exactly where your information can be found.

Second or Subsequent Notes

[14.24-14.31]

The first time you cite a source you must include all of the required information in your note. When using a source a second or subsequent time, its endnote/footnote is given in a shorter form. The short form should include enough information to guide readers to the appropriate entry in the bibliography.

- The most common short title note includes the author's surname, a shortened title of the source (if the title is more than four words, omitting the initial *A* or *The*), and page reference.
- If the work and the author remain the same and if you are using only one book or article by that author, simply give their surname and the page reference.
- If you use two authors with the same last name, give the full name (first and last) in the shortened note.
- See examples in the Sample Paragraph on page 5 of this guide.

Citing Short Quotations (Run-in Quotations)

[13.9-13.10]

When you incorporate a direct quotation into a sentence, you must use quotation marks and cite its source. See the example on p. 4.

Citing Long Quotations (Block Quotations)

[13.9-13.10]

Use a block quotation if the passage is

- more than 100 words,
- more than one paragraph, or
- more than 5 lines

[13.20-13.22]

You may also use a block quotation for

- emphasis,
- comparison to another quotation, or
- quoted correspondence, lists, and other quotations requiring special formatting

You must use a block format in which all lines of the quotation are indented approximately ½ inch from the left margin instead of using quotation marks. Block quotes must be single spaced and followed by a note.

Citing Paraphrases

When you paraphrase, you must cite the source of the idea. See the example below.

[13.3-13.4]

Samples of Short and Long Quotations and Paraphrases

[13.3, 13.21]

Short Quotations

In reference to Treaty 7, James Daschuk remarks, “Confusion persists over the precise meaning of the treaty.”³

One of the many difficulties surrounding the signing of Treaty 7 was that “no single person present could speak all of the languages of the people in attendance.”⁴

Translation posed a significant challenge for the First Nations: “Real problems arose because of faulty translation or no translation at all, which was especially the case for the Tsuu T’ina, Stoneys, and to some extent the Blackfoot.”⁵

Long Quotation in Block Format

Rephrasing first-hand interviews with Treaty 7 Elders, the authors elaborate on the communication challenges the First Nations signatories faced:

Rosie Red Crow indicated that . . . some of the Bloods’ gestures might have been misunderstood by the commissioners. A conversational practice of the Bloods is to continue to say “ah, ah” as a speaker is talking, not to indicate agreement with what is being said, but simply to acknowledge that the person is speaking and has the floor. . . . Red Crow contended that the commissioners might have thought the Bloods were agreeing . . . rather than understanding that the Bloods were simply acknowledging the commissioners’ right to speak.⁶

Paraphrase

The numerous languages spoken at the gathering and inability of any attendee to communicate in all of them further complicated the signing of Treaty 7.⁷

³ James Daschuk, *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Aboriginal Life* (Regina: University of Regina Press, 2013), 105.

⁴ Treaty 7 Elders and Tribal Council, *The True Spirit and Original Intent of Treaty 7*, with Walter Hildebrandt, Sarah Carter, and Dorothy First Rider (Montreal: McGill-Queen’s University Press, 1996), 124.

⁵ Treaty 7 Elders and Tribal Council, *The True Spirit*, 303.

⁶ Treaty 7 Elders and Tribal Council, *The True Spirit*, 69.

⁷ Treaty 7 Elders and Tribal Council, *The True Spirit*, 124.

Avoid overusing quotations. In the study of history, all essays should contain direct quotes, but the work you submit is yours.

Evaluate and interpret quotations as evidence rather than unassailable fact. Introduce your quotes and add your own analysis.

Use long quotations sparingly. If possible, avoid using long quotations.

Avoid overreliance on a single source. You should normally use multiple sources to support your work.

Citing a Source with an Unknown Publication Date

When the publication date of a work cannot be determined, the abbreviation n.d. takes the place of the year in the publication details.

Example in a footnote/endnote: William Jones, *Writing Guide for History Students*, (Don Mills: Knopf, n.d.), 146.

Citing a Source Quoted in Another Source (Secondary Citations)

If one of your sources quotes or directly refers to another source and you wish to use this information in your paper, you must cite the original source as well as the source in which you found it. Whenever possible, you should try to find the original source. If this is not possible, include both the original source and the secondary source which you read in a footnote/endnote, and include only the source you read in your bibliography. Your note would appear as follows:

⁸ Ariel Jones, "United Farm Women of Alberta," *Alberta History* 37 (1951): 269, quoted in Janet Walter, *Prairie Women: A History* (Edmonton: University of Alberta Press, 1981), 78.

This is the source that Walter consulted.

This is the source you consulted.

Sample Paragraph with Footnotes

Viscount Palmerston's determination to pursue a peaceful solution in 1839 and 1840, despite its rejection by France, conveys the impression that he was deeply committed to concert diplomacy. Paul Schroeder's study of Austrian and British diplomacy during the Crimean War, however, makes it clear that Palmerston was central to Britain's successful attempt to undermine the efforts at concert diplomacy undertaken by Count Buol.⁹ Similarly, Muriel Chamberlain has argued that the "Canningite" diplomatic tradition to which Palmerston belongs was characterized by confrontation rather than the more peaceful methods of the concert.¹⁰ Chamberlain also argues that Palmerston used the idea of concert diplomacy opportunistically rather than idealistically.¹¹ Hence, while Palmerston was a late convert to the idea of a concert solution, for most of the 1830s he assiduously opposed it, and asserted that "it would embarrass the ministry at home, would not sufficiently enhance Britain's standing in the world . . . and would even make Britain appear cowardly and unwilling to fight" and in so doing delayed a satisfactory solution to the problems in the Near East.¹² He was, as one scholar has claimed, more of a "troublemaker" with "combative views and [a] desire for a showdown" than a peacemaker.¹³

⁹ Paul Schroeder, *Austria, Great Britain, and the Crimean War* (Ithaca: Cornell University Press, 1972), 12-14.

¹⁰ Muriel Chamberlain, *'Pax Britannica'? British Foreign Policy, 1789-1914* (London: Longman, 1988), 106.

¹¹ Chamberlain, *'Pax Britannica'?*, 106

¹² Harold Temperley, *England and the Near East: The Crimea* (London: Archon Books, 1964), 81-82; C. W. Crawley, "Anglo-Russian Relations, 1815-1840," *Cambridge Historical Journal* (1929): 55-56; Schroeder, *Austria, Great Britain and the Crimean War*, 412.

¹³ Schroeder, *Austria, Great Britain and the Crimean War*, 412.

Note 11 has the same source and page number as the previous reference, so the source and page number can be represented with a short note.
Note 12 combines three separate sources into one reference.

A bibliography lists ALL sources that you consulted, including those you read but did not cite.

Start bibliography on a separate page at the end of your paper.

Normally, author last name is the first element in each entry.

When author is unknown, start entry with title of source.

Use a ½ inch hanging-indent for 2nd and subsequent lines of an entry.

For multiple entries by the same author, a dash replaces the name after its first appearance.

Order entries alphabetically by the first letter of the entry.

Break a long URL after a slash, colon, period, etc.

Entries are single-spaced with a single space between entries.

Bibliography

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- Lindemann, Albert. *Anti-Semitism before the Holocaust*. Seminar Studies in History. Harlow: Longman, 2000.
- . *A History of European Socialism*. New Haven: Yale University Press, 1983. Marr, David. Review of *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, by Benedict Anderson. *Journal of Asian Studies* 45 (1986): 807-808.
- Mercedes, Alexa. “The Yeoman and the Musketeer: Arms and Social Class.” PhD diss., University of Alberta, 2002. <http://ualberta.ca/grad/theses/amercre2002.pdf>.
- Planter, Marcus. “John Locke.” In *Encyclopaedia of the History of Western Thought*, edited by Peter Mortons. New York: Norton, 1998.
- Pritchard, Margaret Beck and Henry G. Taliaferro. *Mapping Colonial Williamsburg*. Colonial Williamsburg Foundation, n.d. <http://www.history.org/history/museums/mappingExhibit.html>.
- Saskatchewan Wheat Pool. Submission of the Saskatchewan Wheat Pool to the Royal Commission. Peel’s Prairie Provinces. <http://peel.library.ualberta.ca/bibliography/10336.html>.
- Walter, Janet. *Prairie Women: A History*. Edmonton: University of Alberta Press, 1981.

Using the Table of Examples to Format Your Notes and Bibliography

1. Look through the examples of sources on the following pages categorized as Books, Periodical/Journal Articles, Reference Works, etc., and find the combination of formatting from one or more examples that is the best fit.
2. Remember, your goal is to provide information in each note and bibliography entry that would allow someone reading your essay or research paper to locate that particular source of information or document. Therefore, accuracy is extremely important.

A. Books

A1 General format	In footnote/endnote: First Note (1st Note) ¹ AuthorFirstName LastName, <i>Title of Book: Subtitle of Book</i> , edition number if provided, (City of Publication: Publisher, Year of Publication), page number. Subsequent Notes (2nd+ Note) ² AuthorLastName, <i>Shortened Title</i> , page number.	In bibliography: AuthorLastName, First Name. <i>Title of Book: Subtitle of Book</i> . Edition number if provided. City of Publication: Publisher, Year of Publication.
Provide information for the version of the book (print or ebook) that you used. Cite ebooks and print books in the same way. Omit corporate abbreviations (e.g., Ltd., Co., Inc.) from publishers' names and bibliography. [14.140]		
A2 One author, edition stated <i>[14.75, 14.118]</i>	¹ Mark Guardian, <i>Into the Abyss: Facts vs. Values</i> , 3 rd ed. (New York: St. Martin's Press, 1999), 99. ² Guardian, <i>Into the Abyss</i> , 99.	Guardian, Mark. <i>Into the Abyss: Facts vs. Values</i> . 3 rd ed. New York: St. Martin's Press, 1999.
A3 Two or three authors or editors <i>[14.76]</i>	¹ Kori Road and Irish Murray, eds., <i>Wars and Words</i> (Princeton: Princeton University Press, 2002), 56-57. ² Road and Murray, <i>Wars and Words</i> , 56-57.	Road, Kori, and Irish Murray, eds. <i>Wars and Words</i> . Princeton: Princeton University Press, 2002.
Indicate editor with ed. and multiple editors with eds.		
A4 More than three authors <i>[14.76]</i>	¹ Samuel Elip et al., <i>Holy Fools in Medieval Europe</i> (Riga: Bridging Press, 2012), 113. ² Elip et al., <i>Holy Fools</i> , 113.	Elip, Samuel, Joe Hellas, Ingle August, Otto Julius, and Sheldon Tsang. <i>Holy Fools in Medieval Europe</i> . Riga: Bridging Press, 2012.
et al. is a Latin term meaning "and others." Use it in your note when citing more than three authors. All authors are generally listed in the bibliography.		
A5 Organization as author <i>[14.92]</i>	¹ Royal Historical Society, <i>A Guide to Sources in British History</i> (London: University of London Press, 1993), 163. ² Royal Historical Society, <i>Sources in British History</i> , 163.	Royal Historical Society. <i>A Guide to Sources in British History</i> . London: University of London Press, 1993.

A6 Chapter with known author in edited book <i>[14.112]</i>	¹ Jane Smith, “Aboriginal Health,” in <i>First Nations Reader</i> , ed. Tim Page (New York: Vintage, 1984), 310. ² Smith, “Aboriginal Health,” 310.	Smith, Jane. “Aboriginal Health.” In <i>First Nations Reader</i> , edited by Tim Page, 308-50. New York: Vintage, 1984.
When citing chapters within books, you must include both the chapter title and author, as well as the book title and editor information.		
A7 Primary source republished in a book	¹ Nicolaus Copernicus, “On the Revolutions of the Heavenly Spheres” (1543), in <i>Sources of the Western Tradition</i> . 8th ed., ed. Marvin Perry (Boston: Wadsworth Cengage, 2012), 1: 410. ² Copernicus, “On the Revolutions,” 1: 411.	Copernicus, Nicolaus. “On the Revolutions of the Heavenly Spheres” (1543). In <i>Sources of the Western Tradition</i> . 8 th ed., edited by Marvin Perry, 409-11. Vol. 1. Boston: Wadsworth Cengage, 2012.
A8 Translated <i>[14.187]</i>	¹ Karl Bracher, <i>The German Dictatorship</i> , trans. Jean Steinberg (Middlesex: Penguin Books, 1973), 210. ² Bracher, <i>German Dictatorship</i> , 210.	Bracher, Karl. <i>The German Dictatorship</i> . Translated by Jean Steinberg. Middlesex: Penguin Books, 1973.
A9 Multivolume works <i>[14.123, 14.124]</i>	¹ David Clement, <i>A Rude and Rural People: English County Politics, 1700-1900</i> (London: Verso, 2001), 2: 326. ² Clement, <i>Rude and Rural People</i> , 2: 326.	Clement, David. <i>A Rude and Rural People: English County Politics, 1700-1900</i> . Vol. 2. London: Verso, 2001.
A10 Series <i>[14.128]</i>	¹ Albert Lindemann, <i>Anti-Semitism before the Holocaust</i> , Seminar Studies in History (Harlow: Longman, 2000), 174. ² Lindemann, <i>Anti-Semitism</i> , 174.	Lindemann, Albert. <i>Anti-Semitism before the Holocaust</i> . Seminar Studies in History. Harlow: Longman, 2000.
A11 The Bible and other sacred works <i>[14.253]</i>	¹ Gen. 25:19 (Revised Standard Version). ² Gen. 25:19.	
Title of books/chapters in sacred texts may be abbreviated. References to sacred texts usually appear in notes and are omitted from bibliographies.		
A12 Book retrieved from an online collection of historical works	¹ Martin Luther, <i>Commentary on the Epistle to the Galatians</i> (1535), trans. Theodore Graebner (n.d.; Project Gutenberg, 2013), chap. 4. ² Luther, <i>Commentary on the Epistle</i> , chap. 5.	Luther, Martin. <i>Commentary on the Epistle to the Galatians</i> (1535). Translated by Theodore Graebner. Reprint n.d., Project Gutenberg, 2013.
Use this example for books from collections of historical primary sources as well– e.g., Early Canadiana Online, 18 th Century Collections Online, etc.		

B. Periodical/Journal Articles

B1 General format <i>[14.171]</i>	In footnote/endnote: First Note (1st Note) ¹ AuthorFirstName LastName, “Title of Article: Subtitle of Article,” <i>Title of Journal</i> volume, issue no. (Year of Publication): page number. Subsequent Notes (2nd+ Note) ² AuthorLastName, “Shortened Title of Article,” page number.	In bibliography: AuthorLastName, FirstName. “Title of Article: Subtitle of Article.” <i>Title of Journal</i> volume, issue no. (Year of Publication): page range.
Journal volume and issue (indicated by “no.”) are usually displayed following the journal title on the journal cover or within a database. For periodical/journal articles, if an instructor requires that you identify sources you accessed electronically, include the database name (e.g. JStor, Historical Abstracts, etc.) as the final element of both the note and bibliography entry.		
B2 Scholarly journal article, one author <i>[14.175-14.180]</i>	¹ Martin Francois Auger, “On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Quebec Easter Riots,” <i>Canadian Historical Review</i> 89, no. 4 (2008): 505. ² Auger, “On the Brink,” 505.	Auger, Martin Francois. “On the Brink of Civil War: The Canadian Government and the Suppression of the 1918 Quebec Easter Riots.” <i>Canadian Historical Review</i> 89, no. 4 (2008): 503-40.
B3 Scholarly journal article, two authors. <i>[14.271]</i>	¹ Rob Evans and Vic Satzewich, “Native Migrant Labour in the Southern Alberta Sugar-beet Industry: Coercion and Paternalism in the Recruitment of Labour,” <i>Canadian Review of Sociology & Anthropology</i> 36, no.1 (1999): 67. ² Evans and Satzewich, “Native Migrant Labour,” 67.	Evans, Ron, and Vic Satzewich. “Native Migrant Labour in the Southern Alberta Sugar-beet Industry: Coercion and Paternalism in the Recruitment of Labour.” <i>Canadian Review of Sociology & Anthropology</i> 36, no.1 (1999): 60-79.
B4 Newspaper article. <i>[14.203]</i>	¹ John Stackhouse, “Development and Ideology in Conflict,” <i>Globe and Mail</i> , November 20, 1994. ² Stackhouse, “Development and Ideology in Conflict.”	
Omit newspaper articles from bibliographies and include only in a note, unless frequently cited or critical to your argument. Page numbers for newspapers may be omitted, as items may be in different locations (or eliminated) in various editions. Section numbers or names may be given if the paper is published in several sections. Note that dates are formatted differently for newspaper articles compared to journal articles.		
B5 Newspaper article, from an online collection of historical newspapers, author unknown	¹ “The Coming of Calgary: The Future Chicago of Western Canada,” <i>The Times</i> , January 25, 1912, <i>The Times Digital Archive 1785-1985</i> . ² “Here Comes Calgary,” <i>The Times</i> .	
For historical newspapers, include the name of the database/online collection if the article may be difficult to locate.		

B6 Magazine article [14.172, 14.199, 14.200]	¹ Suum Howe, "The Ascent and Plummet of the Working Class in the Twentieth Century," <i>History Today</i> , July 4, 2008, 81. ² Howe, "Ascent and Plummet," 81.	Howe, Suum. "The Ascent and Plummet of the Working Class in the Twentieth Century." <i>History Today</i> , July 4, 2008.
	Specific page numbers may be included in notes, but page ranges of magazine articles may be omitted from bibliographies. If including page number, separate it by a comma from the date of issue, rather than a colon. For online magazines, omit page number and include URL.	
B7 Magazine article, from an online collection of historical documents	¹ James S. Peacocke, "A New Mode of Fattening Hogs," <i>American Agriculturist</i> , February 1, 1847. <i>American Periodicals</i> , 64. ² Peacocke, "New Mode," 64.	Peacocke, James S. "A New Mode of Fattening Hogs." <i>American Agriculturist</i> , February 1, 1847. <i>American Periodicals</i> .
B8 Review of a book, in a journal [14.215]	¹ David Marr, review of <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , by Benedict Anderson, <i>Journal of Asian Studies</i> 45 (1986): 807. ² Marr, review of <i>Imagined Communities</i> , 807.	Marr, David. Review of <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i> , by Benedict Anderson. <i>Journal of Asian Studies</i> 45 (1986): 807-08.

C. Reference Works

C1 General format	In footnote/endnote: First Note (1st Note) ¹ <i>Title of Encyclopedia</i> , edition number if provided, s.v. "Encyclopedia Entry Title," Date of Publication as provided, Electronic Retrieval Statement (if applicable). Subsequent Notes (2nd+ Note) ² <i>Title of Encyclopedia</i> , s.v. "Encyclopedia Entry Title."	In bibliography: <i>Title of Encyclopedia</i> . Edition number/Number of volumes (if applicable). Publisher, Date of Publication. Electronic Retrieval Statement (if applicable).
C2 Entry in an online reference work, author unknown [14.248]	¹ <i>Encyclopaedia of the Renaissance</i> , s.v. "Arcadia," 1987, http://www.credoreference.com ² <i>Encyclopaedia of the Renaissance</i> , s.v. "Arcadia."	<i>Encyclopaedia of the Renaissance</i> . Market House Books, 1987. http://www.credoreference.com
s.v. is an abbreviation of <i>sub verbo</i> , meaning "under the word." Plural form: s.vv.		
C3 Entry in a print reference work, author known [14.247, 14.248]	¹ Marcus Planter, s.v. "John Locke," in <i>Encyclopaedia of the History of Western Thought</i> , ed. Peter Mortons (New York: Norton, 1998). ² Planter, <i>Encyclopaedia of the History of Western Thought</i> , s.v. "John Locke."	Planter, Marcus. "John Locke." In <i>Encyclopaedia of the History of Western Thought</i> , edited by Peter Mortons. New York: Norton, 1998.
No page number is required for reference works.		

D. Webpages and Websites

D1 General format <i>[14.243-14.246]</i>	In footnote/endnote: First Note (1st Note) ¹ Author FirstName LastName, "Title of Web Page or Entry," page, paragraph number or heading, Owner/Sponsor of Website, Date Website last modified, URL. Subsequent Notes (2nd+ Note) ² Author LastName, Title of Web Page or Entry, page, paragraph number or heading.	In bibliography: Author Last Name, First Name. "Title of Web Page or Entry." Owner/Sponsor of Website. Date Website last modified. URL.
D2 Primary source, republished on the web	¹ Tours, Gregory of, "On Clovis," para. 5, Medieval Sourcebook, last modified 1996, http://legacy.fordham.edu/Halsall/source/gregtours1.asp . ² Tours, Gregory of, "On Clovis," para. 7.	Tours, Gregory of. "On Clovis." Medieval Sourcebook. Last modified 1996. http://legacy.fordham.edu/Halsall/source/gregtours1.asp
D3 Webpage, author known	¹ Sonya Deed, "Bronze Age Metallurgy," para. 4, Institute of History, last modified May 1, 2003, http://instituteofhistory.org/essays/metal.htm . ² Deed, "Bronze Age Metallurgy," para. 4. When page numbers are not available, use paragraph number, heading or other logical indicator. Para. is the abbreviated form of paragraph. In the absence of a posted publication or revision date for the webpage, include the date you last accessed the material.	Deed, S. "Bronze Age Metallurgy." Institute of History. Last modified May 1, 2003. http://instituteofhistory.org/essays/metal/htm .
D4 Blog post <i>[14.246]</i>	¹ Lynn Darwin, "The Plight of Alberta Miners in the 1910s: Stripped of Rights, Respectability, and Riches," para. 3, <i>Fist or Famine</i> (blog), May 08, 2012, http://fistorfamine.blog.com/2012/08 . ² Darwin, "Plight of Alberta Miners," para. 3.	Darwin, Lynn. "The Plight of Alberta Miners in the 1910s: Stripped of Rights, Respectability, and Riches." <i>Fist or Famine</i> (blog). May 08, 2012. http://fistorfamine.blog.com/2012/08 .

E. Unpublished and Informally Published Materials

E1 Thesis or dissertation, online [14.224]	¹ Alexa Mercedes, “The Yeoman and the Musketeer: Arms and Social Class” (PhD diss., University of Alberta, 2002), 113, http://ualberta.ca/grad/theses/amercre2002.pdf . ² Mercedes, “Yeoman and Musketeer,” 113.	Mercedes, Alexa. “The Yeoman and the Musketeer: Arms and Social Class.” PhD diss., University of Alberta, 2002. http://ualberta.ca/grad/theses/amercre2002.pdf .
E2 Interview, unpublished [14.219]	Jane Ducharme (Manager, Aboriginal Student Centre, University of Alberta), interview by the author, Edmonton, September 2011. Ducharme, interview.	
Omit unrecoverable data (including interviews, unpublished lectures, and other forms of personal communication) from bibliography.		
E3 Lecture notes [14.226]	¹ Kirk Niergarth, “The Temperance Movement in Canada in the 19 th Century” (lecture, Modern Canada 1867 to Present, Mount Royal University, Calgary, AB, October 25, 2011). ² Niergarth, “Temperance Movement in Canada.”	
Check with your instructor before using lecture notes in an assignment.		

F. Videos and Images

F1 Video recordings [14.279]	¹ “Very Bloody Affair – 1862,” disc 2, <i>The Civil War</i> , directed by Ken Burns, (Alexandra, VA: PBS Home Video, 2011), DVD. ² “Very Bloody Affair,” DVD.	“Very Bloody Affair – 1862.” Disc 2. <i>The Civil War</i> . Directed by Ken Burns. Alexandra, VA: PBS Home Video, 2011.
For audiovisual sources, entries may begin with the person primarily responsible for the material or with the title. Use your judgement to decide.		
F2 Video recordings online (YouTube) [14.280]	¹ Randy Pausch, “Last Lecture: Achieving Your Childhood Dreams,” filmed September 18, 2007, YouTube video, 7:37, posted December 20, 2007, http://youtu.be/ji5_MqicxSo . ² Pausch, “Last Lecture,” 7:37.	Pausch, Randy. “Last Lecture: Achieving Your Childhood Dreams.” Filmed September 18, 2007. YouTube video, 7:37. Posted December 20, 2007. http://youtu.be/ji5_MqicxSo .
If available, the type of file, file number, and time at which the cited material appears in the file should be included in the note. If no date can be determined from the source, include the date you last accessed the material.		

F3 Work of art, online	<p>¹ Claude Monet, <i>Meadow with Haystacks at Giverny</i>, oil on canvas, 1885 (Museum of Fine Arts, Boston), http://www.artstor.org.</p> <p>² Monet, <i>Meadow with Haystacks</i>.</p>	<p>Monet, Claude. <i>Meadow with Haystacks at Giverny</i>. Oil on canvas. 1885. Museum of Fine Arts, Boston. http://www.artstor.org.</p>
F4 Photograph, online <i>[14.280, 8.193]</i>	<p>¹ Dorothea Lange, “Destitute Pea Pickers in California. Mother of Seven Children. Age Thirty-Two. Nipomo, California” photograph (1936), from Library of Congress, <i>America from the Great Depression to World War II: Black-and-White Photographs from the FSA-OWI, 1935-1945</i>, JPEG and TIFF files, http://loc.gov.</p> <p>² Lange, “Destitute Pea Pickers.”</p>	<p>Lange, Dorothea. “Destitute Pea Pickers in California. Mother of Seven Children. Age Thirty-Two. Nipomo, California.” Photograph. 1936. From Library of Congress, <i>America from the Great Depression to World War II: Black-and-White Photographs from the FSA-OWI, 1935-1945</i>. JPEG and TIFF files. http://loc.gov.</p>
<p>Normally, for items retrieved from a web-based database with a search box, only include the URL for the website’s homepage. For example, for items retrieved from the Library of Congress, use http://loc.gov NOT http://loc.gov/en/item/81/view/1/1/%ab32-761</p>		

G. Museum Exhibits

G1 General Format	<p>In footnote/endnote: First Note (1st Note)</p> <p>¹ Curator/Author/Producer FirstName LastName, <i>Title of Exhibit</i> (City of Museum: Museum Name, Date of Exhibit), “Item Placard Title” if citing a specific part of exhibit.</p> <p>Subsequent Notes (2nd+ Note)</p> <p>² Curator/Author/Producer LastName, <i>Shortened Title</i> “Item Placard Title” if citing a specific part of exhibit.</p>	<p>In bibliography:</p> <p>Curator/Author/Producer LastName, FirstName. <i>Title of Exhibit</i>. Museum Location: Museum Name, Date of Exhibit.</p>
G2 Physical museum exhibit, organizational curator	<p>¹ Canadian War Museum, <i>Afghanistan: A Glimpse of War</i> (Calgary: Military Museums, 2011), “Female Sniper.”</p> <p>² Canadian War Museum, <i>Afghanistan: A Glimpse of War</i>, “Female Sniper.”</p>	<p>Canadian War Museum. <i>Afghanistan: A Glimpse of War</i>. Calgary: Military Museums, 2011.</p>
<p>Curator/Author/Producer may be an organization rather than an individual. If so, give organization name.</p>		
G3 Online museum exhibit, no date provided	<p>¹ Margaret Beck Pritchard and Henry G. Taliaferro, <i>Mapping Colonial Williamsburg</i> (Colonial Williamsburg Foundation, n.d.), http://www.history.org/history/museums/mappingExhibit.html.</p> <p>² Pritchard and Taliaferro, <i>Mapping Colonial Williamsburg</i>.</p>	<p>Pritchard, Margaret Beck and Henry G. Taliaferro. <i>Mapping Colonial Williamsburg</i>. Colonial Williamsburg Foundation, n.d. http://www.history.org/history/museums/mappingExhibit.html.</p>

H. Government Documents		
H1 General format	<p>The rules and required elements for citing government publications vary by publication type. Where relevant, include page number and speaker information. Where provided, try to include information such as clauses/first reading date/session number/assented date etc. In general, try to include the following elements in the order provided below.</p> <p>In footnote/endnote: First Note (1st Note)</p> <p>¹Country or other jurisdiction and/or issuing agency, <i>Title of Publication/Document</i>, (<i>Document number</i>)/other identifier if provided, Place of publication: Publisher, Date.</p> <p>Subsequent Notes (2nd+ Note) ²<i>Short Title of Publication</i>, date.</p>	<p>In bibliography:</p> <p>Country or other jurisdiction and/or issuing agency. <i>Title of Publication/Document</i>, (<i>Document number</i>)/other identifier if provided. Place of publication: Publisher, Date.</p>
H2 Bill (Canadian, federal)	<p>¹Canada. <i>An Act to Amend and Consolidate the Laws Respecting Indians</i>, 3rd Session, 3rd Parliament, 1876, Assented to 12 April 1876.</p> <p>²<i>Act to Amend Laws Respecting Indians</i>, 1876.</p>	<p>Canada. <i>An Act to Amend and Consolidate the Laws Respecting Indians</i>, 3rd Session, 3rd Parliament, 1876, Assented to 12 April 1876.</p>
H3 Debates/Hansard (Canadian, provincial), viewed freely available online	<p>¹Alberta, Legislative Assembly, <i>Hansard</i> (May 26, 1980), p. 80 (Peter Lougheed, Premier). http://www.assembly.ab.ca.</p> <p>²<i>Hansard</i> (May 26, 1980), 80.</p>	<p>Alberta. Legislative Assembly. <i>Hansard</i>. May 26, 1980. http://www.assembly.ab.ca.</p>
H4 Government department/agency publication <i>[14.282, 14.303]</i>	<p>¹U.S. Bureau of the Census, <i>Population Change for Counties in the United States and for Municipios in Puerto Rico: 2000 to 2010, (CPH-T-1)</i>, (Washington, DC: Government Printing Office, September 27, 2011).</p> <p>²<i>Population Change</i>, (September 27, 2011).</p>	<p>U.S. Bureau of the Census. <i>Population Change for Counties in the United States and for Municipios in Puerto Rico: 2000 to 2010, (CPH-T-1)</i>. Washington, DC: Government Printing Office, September 27, 2011.</p>
Include page numbers in the citation when they are included in the source.		

I. Archival Sources		
I1 General format <i>[14.232, 14.233]</i>	In footnote/endnote: First Note (1st Note) ¹ Title of Archival Item, Publication/Creation Date, Series Title if provided, Name of Collection if provided, Name of the Archive/Depository, Record Group, File #, and/or other identifying information as provided. Subsequent Notes (2nd+ Note) ² Shortened Title of Archival Item, Publication/Creation Date.	In bibliography: Name of Collection. Name of Archive/Depository, City of Archive/Depository.
Items may not have all of these elements, so include any information provided to help readers locate the source. Notes and bibliographies have different source identifiers in the first position for archival sources. Identify the archival item as precisely as possible in the first position in a note. Depending on what information is available put the name of the collection, author, or archive in the first position in the bibliography. If multiple items from a collection are documented, do not include individual item titles in the bibliography. <i>[14.233]</i>		
I2 Letter, viewed in print <i>[14.239]</i>	¹ Clifford Douglas to William Aberhart, 13 April 1935, Aberhart Papers, Provincial Archives of Alberta, RG 16, vol. 10, file 2. ² Douglas to Aberhart, 13 April 1935.	Aberhart Papers. Provincial Archives of Alberta, Edmonton.
I3 Archival document, viewed online <i>[14.232, 14.4]</i>	¹ Submission of the Saskatchewan Wheat Pool to the Royal Commission on Agriculture and Rural Life, 9 October 1953, Saskatchewan Wheat Pool, Peel's Prairie Provinces, Peel 10336, http://peel.library.ualberta.ca . ² Submission of Wheat Pool to Royal Commission, 9 October 1953.	Saskatchewan Wheat Pool. Submission of the Saskatchewan Wheat Pool to the Royal Commission. Peel's Prairie Provinces. http://peel.library.ualberta.ca .

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