

Chicago Manual of Style, 17th edition



Instructor: Miss Katherine Owens

Creating Citations

- Why should you have citations?
 - To avoid plagiarism
 - Showing where you got ideas from/ providing acknowledgement
 - Proves that you did scholarly work and did not make everything up
 - So you can have a starting point if you write on the same topic again later in time
 - The teacher can read what sources you used if they want more detailed knowledge of the topic

Chapter 1: Books and Journals

- Because Chicago is geared towards the author rather than the college student, there is no real section on what to include on the title page of a paper.
- 1.19-1.35 discuss the parts of the title and verso pages of books.
- Title
- Subtitle
- Author's name
- Date
- Professor's name
- Course name and number
- Other information your professor indicates

Chapter 2: Manuscript Preparation....

- 2.8 *Line spacing*
 - Double space lines
- 2.9 *Space between sentences or after colons*
 - **Single** space between sentences
- 2.10 *Justification and margins*
 - Left-hand justify, not full justified
- 2.12 *Paragraph format*
 - No blank line between paragraphs
- 2.18 *Format for Subheads*
 - Flush left, and type font should not be different from normal text (font, size, bold, etc.)

Chapter 2: Manuscript Preparation....

- 2.28-2.29 *Numbering illustrations/Numbering tables*
 - Types of illustrations, graphic, or tables should have separate numbering systems
- 2.54 *Choosing a Dictionary ...*
 - *Webster's Third New International Dictionary* (REF PE1625. W36 1981) or *Merriam-Webster's Collegiate Dictionary* (online reference book through *Credo*)

Chapter 4: Copyright

- In the academic setting, seeking copyright permission from the author/owner of the copyright is not necessary as long as the paper is properly cited.
- Should you have a chance to present your work in public or attempt to publish your paper, please consult chapter 4 and your professor to find out if you will need to seek any copyright permissions.

Chapter 6: Punctuation

- 6.9 *Periods and commas in relation to closing quotations marks*
 - Periods and commas go inside ending quotes, even if not in the quoted material, ". " or ,"
- 6.10 *Colons, semicolons, question marks, and exclamation points*
 - All the above go outside closing quotes UNLESS part of the quotation, "! Or "? Or ": or ";
- 6.18 *Commas relative to parentheses and brackets; 6.98 Parentheses with other punctuation*
 - Commas, semicolons, and colons are not needed before parentheses; always put outside the ending parenthetical.

Chapter 6: Punctuation

- 6.95 *Use of parentheses*; 6.99 *Use of square brackets*
 - Parentheses can be used to enclose related material (to the sentence) but not essential to the sentence, while square brackets usually denote an addition of information within a quote.
- 6.123 *Abbreviation-ending periods with other punctuation*
 - If an abbreviating word ends a sentence, the period for the abbreviation also doubles as the period.
- Quotation marks within quotation marks are handled in ch. 13.

Chapter 7: Spelling, Distinctive Treatment of Words, and Compounds

- 7.6 *Alternative plurals*
 - If the dictionary you use (*Webster* being preferred) provides two+ ways to plural a word, *Chicago* opts for the first.
- 7.30 *Contractions*
 - Nothing fancy or unusual about these in *Chicago*
 - (Just remember, they are not acceptable in an academic paper)
- 7.50-7.52; 7.56-7.58 *Mechanical emphasis*
 - DO NOT emphasize a word via *italics*, **bold**, underline, Capitalization, or with quotes either 'single' or "double."
 - Phrases in a foreign language, i.e., not used as an English word/saying (*c'est la vie/la dolce vita/gesundheit/semper fidelis/buenas noches*), should be italicized and then defined.

Chapter 13: Quotations and Dialogue

- 13.4 *When to paraphrase rather than quote*
 - Excessive quotations are a distraction
 - They also indicate a poor writer or someone unable to think for themselves
 - Paraphrase all but the most important quotes
- 13.5 *When quotation and attribution is unnecessary*
 - Common knowledge or “readily verifiable facts” do not need citations
 - Not listed, but important is that whether you direct quote or paraphrase information from an outside source, you must provide a citation, with the exception of above exception.



Chapter 13: Quotations and Dialogue

- 13.7 *Permissible changes to punctuation, capitalization, and spelling*
 - Quotations marks should be changed to fit your formatting.
 - En dashes or hyphens may be changed to an em dash.
 - In a direct quotation the first letter of the first word may be capitalized or lower-cased depending on position in your sentence.
 - At the end of a direct quotation, the original punctuation may be changed.
 - Source citations in the original may be deleted, or if included, the material should be block quoted with the original source information in a smaller type font at the end of the block quote.
 - Typographical errors may be corrected, unless part of the original writing style or archaic spelling.
 - The old-fashioned f, v, or j may be replaced with the modern curvatures: s, u, and i.

Chapter 13: Quotations and Dialogue

- 13.10 *Choosing between run-in and block quotations*
 - The rule says to create a block quote for a direct quotation that is 100 words or more (6-7 lines)
 - At Flagler College, quotations equal to more than 3 lines (abt 50 words) is turned into a block quote.
- 13.30 *Quotations and “quotes within quotes”*
 - Jefferson said, “We have a problem. I do share the famous man’s sentiment ‘I cannot live without books...’ So do not quote me as saying: ‘Jimmy Jefferson claimed the famous man’s sentiment, “I cannot live without books...,” does not represent his point-of-view.’”
- 13.59 *Missing or illegible words*
 - “In reproducing or quoting from a document in which certain words are missing or illegible, an author may use ellipses..., a bracketed comment or guess...”
 - “A 2-em dash..., sometimes in combination with an interpolated guess, may also be used for missing material.”
 - At Flagler College, only the first option is acceptable! See the example to the left.

Chapter 14: Notes and Bibliography

- 14.12 *Access dates*
 - Chicago does not require access dates for most electronic resources
 - **At Flagler, all sources accessed electronically must have an access date.**
- 14.19 *Notes and bibliography— an overview*
 - This section says that you can use either just footnotes for your sources, or a shortened citation and a bibliography.
 - **At Flagler, the first footnote for a source is full-length, and shortened thereafter. Bibliographies are not an option, but a requirement.**
- 14.24 *Numbers in text versus numbers in notes*
 - In the text, the fn no. is a superscript, and in the fn/en section, it is the same size as the citation followed by a period.
 - **At Flagler, periods are not necessary.**
- 14.26 *Placement of number*
 - You place the number either after the period of a sentence (including quotes, or parenthesis). The only exception is if the information inside a parenthesis is the cited information, then the fn goes inside.

Chapter 14: Notes and Bibliography

- 14.34 *Shortened citations versus "ibid."*
 - "In a departure from previous editions, Chicago discourages the use of *ibid.* in favor of shortened citations as described elsewhere in this section; to avoid repetition, the title of a work just cited may be omitted. Shortened citations generally take up less than a line, meaning that *ibid.* saves no space, and in electronic formats that link to one note at a time, *ibid.* risks confusing the reader."
- 14.37 *Citations Plus Commentary*
 - If you include a note within your note, write out the citation and after the period + a space, write your further commentary.
- 14.57 *Several citations in one note*
 - This is of course permissible, **however**, be sure to put a semicolon between each citation
 - The citations should be in the same order as the material being cited/referenced

Chapter 14: Notes and Bibliography

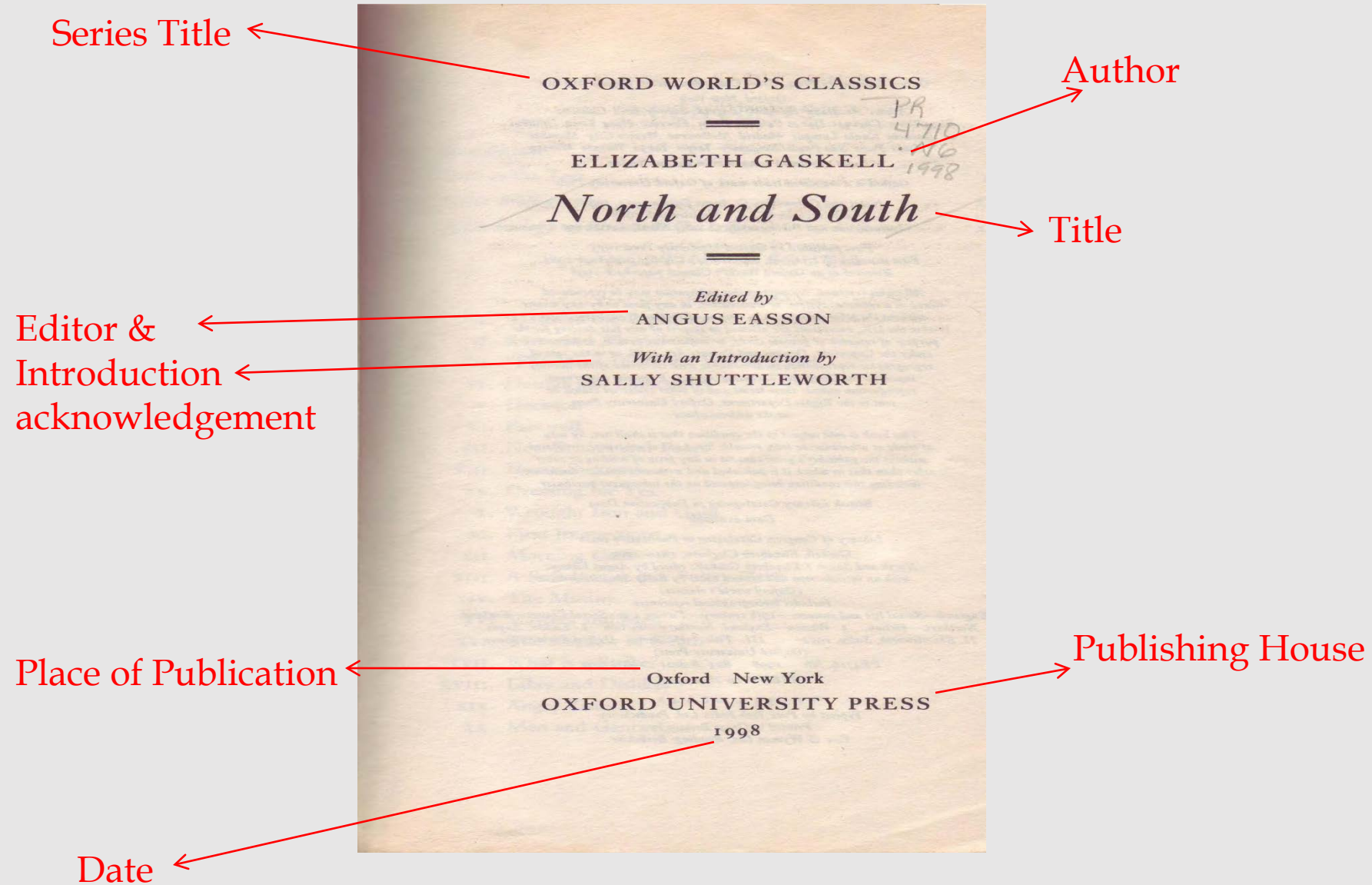
- 14.63 *Dividing a bibliography into sections*
 - Helpful for some classes is the option to divide your sources by type. You will start each new listing with a header “Primary Sources,” or “Archival Materials,” etc., and then alphabetize as normal.
- 14.64 *Kinds of Bibliographies*
 - Read this section for a description of:
 - Full Bibliography
 - Selected Bibliography
 - Annotated Bibliography
 - Bibliographic Essay
 - List of Works by One Author

Creating Citations

What do you need in order to cite?

Book	Journal Article	Website
Author	Author	Author (if provided)
Title	Title of Article	Webpage Title
Place of Publication	Title of Journal	Website Title
Publication House	Volume Number	Date (if provided)
Date	Issue Number	URL
URL or DOI	Date	Date You Viewed the Page
Format (for non-print/ non-electronic copies)	Page Numbers	
	URL or DOI	
	Date You Viewed the article (sometimes)	

Parts to a Book



Writing Citations

Bibliographic Entry:

Gaskell, Elizabeth. *North and South*. Oxford: Oxford University Press, 1998.

Reference Entry:

Gaskell, Elizabeth. 1998. *North and South*. Oxford: Oxford University Press.

Parts to a Journal Article

The diagram illustrates the components of a journal article using two pages as examples. Red arrows point from labels to specific parts of the pages:

- Journal Title:** Points to "The Journal of American History" on the cover page.
- Article Title:** Points to "From People's Car to New Beetle: The Transatlantic Journeys of the Volkswagen Beetle" on the article page.
- Vol. #:** Points to "Vol. 97" on the cover page.
- Issue #:** Points to "No. 1" on the cover page.
- Date:** Points to "June 2010" on the cover page.
- Author:** Points to "Bernhard Rieger" on the article page.
- Page #:** Points to "91" at the bottom right of the article page.

Cover Page Details:
The Journal of American History
Published by the Organization of American Historians
Vol. 97 No. 1 June 2010
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The *Journal of American History*, formerly the *Mississippi Valley Historical Review*, is published quarterly by the Organization of American Historians.
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Guidelines for manuscript submission can be found at the *Journal* Web site: <http://www.journalofamericanhistory.org>.
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Postmaster: Send address changes to Executive Office address above.

Article Page Details:
From People's Car to New Beetle:
The Transatlantic Journeys of
the Volkswagen Beetle
Bernhard Rieger
Dulles is driving his second Volkswagen already," announced the headline of a provincial West German newspaper in April 1957. The accompanying article recounted how the automaker Volkswagen (vw) had established itself as a premier purveyor of export vehicles in the United States.¹ Only a decade after the end of World War II, the report made clear, the superpower that had recently been the Third Reich's enemy and that now towered as the Western leader of the Cold War alliance welcomed the German-made commodity. The article gave no reason for John Foster Dulles's vehicle purchase, but the fact that none other than the secretary of state had opted for a small foreign car underlined for West German readers the significance of vw's good fortune in America. Dulles's "Beetle" made the news thanks to the leading positions that both the car and its manufacturer secured as symbols of West German postwar recovery at home and abroad. Viewing the success of their exports as an important sign of their international rehabilitation, West Germans developed a sensitive radar for American recognition, particularly high-profile consumption of the product that epitomized the Federal Republic's economic miracle.
The Volkswagen Beetle's American journey points to an important aspect of postwar cultural and commercial relations between the United States and Western Europe that has received little scholarly attention. While a substantial body of work has examined the growing transatlantic prominence of American consumer commodities and practices as well as other cultural products, Western Europe's cultural place in the United States has only rarely aroused curiosity among historians. America's cultural importance in Western Europe since 1945 has become convenient shorthand for the importance of the nation's soft power.² Both American elite culture—including abstract expressionism—and popular culture—ranging from rock 'n' roll music to Hollywood film—were widely accepted among Western Europeans. Additionally, the spread of supermarkets, domestic appliances, and advertising was important in reshaping long-standing European consumer tastes, bringing them more closely with American preferences. Despite episodic opposition, the Western European embrace of American culture helped establish a framework of shared
Bernhard Rieger teaches in the history department at University College London. I would like to thank the British Academy for financial support. For fruitful discussions, I thank Liz Buettner, Moritz Bassler, Michael Berkow, Jane Caplan, Martin Daunt, Geoff Eley, Jerry Garcia, Martin Geyer, Friedrich Kießling, Ethan Kleinberg, James Paulmann, as well as seminar audiences in Cambridge, Munich, Vienna, and at Wesleyan University, Michigan State University, and University College London. Thanks also to Manfred Grieger and his team at the Volkswagen archive.
Readers may contact Rieger at b.rieger@ucl.ac.uk.
¹Dulles fährt schon den zweiten Volkswagen* (Dulles is driving his second Volkswagen already), *Schwäbische Zeitung* (Augsburg), April 6, 1957, file 619 VW, Presseauschnittsarchiv (Presse- und Informationsamt der Bundesregierung, Berlin, Germany). I have translated into English quotations from German sources.
June 2010 The Journal of American History 91

Writing Citations

Bibliographic Entry:

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Reference Entry:

Rieger, Bernhard. 2010. "From People's Car to New Beetle: The Transatlantic Journeys of the Volkswagen Beetle." *Journal of American History* 97, no. 1 (June 2010): 91-115.



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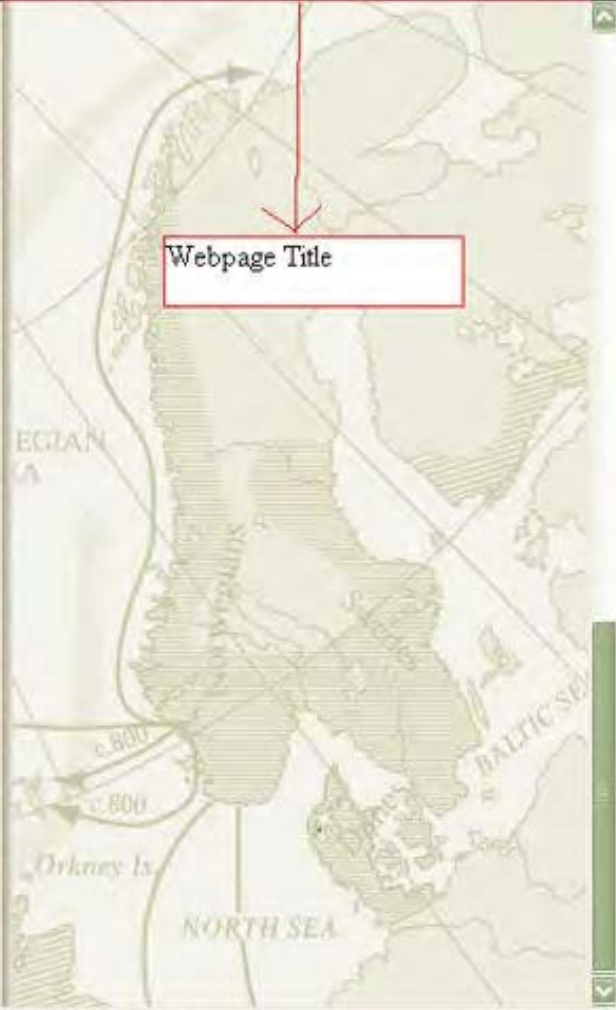
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URL

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Footnotes

Being a reference librarian is the best job in the entire world, because reference librarians are able to help all kinds of people find information on everything from where the bathroom is to rocket science.¹ And as a result, the stigma of being a librarian is that we know everything there is to know.² However, when you are the younger sibling of a librarian, life can be very annoying because the librarian/Big Sister thinks they can tell you everything there is to know.³ This of course translates to some interesting inter-sibling problems because the Big Sister sees her job as not only a “reference” to doing proper research but also a “reference” on how to deal with day-to-day life.⁴ This inter-relationship of how the author sees her two jobs, being a big sister and being a reference librarian, is just another indication of why being a reference librarian is the best job in the world – you can answer any question from the ingredients in a birthday cake to why aren’t my footnotes right?⁵ Unfortunately this attitude sometimes means that asking a simple, non-research question of the reference librarian sister turns into what librarians call “the reference interview;” and you are drowned in the resulting answer.⁶

¹. Katherine Owens, “Examples of Footnotes 101,” *Proctor Library Journal* 1, no. 1 (January 2010): 1.

². Owens, “Examples of Footnotes 101,” 2.

³. Margaret-Mary Owens, “The Big Sister: A Reference Librarian,” *Proctor Library Journal* 1, no. 2 (April 2010): 10.

⁴. Katherine Owens, “Rebuke,” *Proctor Library Journal* 1, no. 3 (September 2010): 20.

⁵. Owens, “Examples of Footnotes 101,” 3.

⁶. Owens, “The Big Sister: A Reference Librarian,” 12.

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