

Format Guide for History, Political Science and International Studies  
at Trinity Western University

This document is designed to assist you in formatting your written assignments. Papers written for history, political science or international studies courses should follow the *Turabian* citation style. This format guide is based on Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, IL: University of Chicago Press, 1993). *Turabian* itself is based on *The Chicago Manual of Style*.

For additional information not contained in this guide, please consult the following:

*The Chicago Manual of Style*. 15<sup>th</sup> ed. Chicago, IL: University of Chicago Press, 2003.

Trinity Western University call number: Z253 .U69 2003 (held in both the reference section and the main stacks)

Chicago-Style Citation Quick Guide On-line: <http://www.chicagomanualofstyle.org>  
(temporary access can be achieved by signing up for a 30-day free trial on-line)

Footnotes/Endnotes

1. Uses

Footnotes and endnotes are used to:

- a. Indicate the exact source of every quotation used
- b. Acknowledge indebtedness to others for their opinions or ideas
- c. Give authority for a fact that the reader might be inclined to doubt. No footnotes are required for facts that can be considered general knowledge and that are generally accepted as true (Example: Canadian confederation occurred in 1867).
- d. Provide information which, if included in the essay itself, would interrupt the flow of the argument.

2. Footnotes/endnotes are placed at the end of a sentence or quotation, after the punctuation, and are superscripted. Example: "Toby Wentworth was a very distinguished individual."<sup>1</sup> Most word processing programs will do this automatically. Find "Insert" on the toolbar and click on "Reference" and then "Footnote."

3. Number footnotes consecutively through the body of the paper.

4. Citations may appear as footnotes at the bottom of each page or as endnotes, a consecutive list of citations at the end of the paper. Be consistent.

- a. If you are using endnotes, start a new page after the body of your paper. Type "Endnotes," centered, and 2 inches from the top of the page. Entries start on the third line below this. All endnote entries are single-spaced, with a blank line between entries. The first line has

the superscripted notation number and is indented ½ inch from the margin. All other lines in the entry begin at the left margin

b. All footnote entries are single-spaced, with a blank line between entries. The first line of the entry has the superscripted notation number and is indented ½ inch from the margin. Any additional lines of the entry begin at the margin. Do this using the first line indent feature (in Word this is found under Format, then paragraph).

5. When typing your bibliography (which is required when you use endnotes or footnotes), start a new page, type “Bibliography,” centered, and 2 inches from the top of the page. Bibliographic entries start on the third line below this. All entries are single-spaced, with a blank line between entries. The first line starts at the margin, all other lines of the entry and indented ½ inch (usually 5 spaces) from the left margin. Do this using the hanging indent feature (in Word this is found under Format, then paragraph). The bibliography continues your paper’s pagination. Bibliographies differ from notations in that the author’s name is reversed and periods are used instead of commas.

#### Footnote/Endnote (N) and Bibliography (B) Citation Format

If the sample you require is not listed below, or if you need further details, refer to *Turabian*.

#### One Author (Book)

N: <sup>1</sup>Miroslav Volf, *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation* (Nashville, TN: Abingdon Press, 1996), 114.

B: Volf, Miroslav. *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*. Nashville, TN: Abingdon Press, 1996.

#### Two or Three Authors (Book)

N: <sup>2</sup>Robert E. Clark, Joanne Burbaker, and Roy B. Zuck, *Childhood Education in the Church*, rev. and exp. (Chicago, IL: Moody Press, 1986), 96.

B: Clark, Robert E., Joanne Burbaker, and Roy B. Zuck. *Childhood Education in the Church*. Revised and expanded. Chicago, IL: Moody Press, 1986.

#### More Than Three Authors (Book)

N: <sup>3</sup>Robert Tignor et al., *Worlds Together, Worlds Apart: A History of the Modern World from the Mongol Empire to the Present*, ed. Jon Durbin (New York, NY: W. W. Norton & Company, Inc., 2002), 109.

B: Tignor, Robert, Jeremy Adelman, Stephen Aron, Stephen Kotkin, Suzanne Marchand, Gyan Prakash, and Michael Tsing. *Worlds Together, Worlds Apart: A History of the Modern*

*World from the Mongol Empire to the Present*. Edited by Jon Durbin. New York, NY: W. W. Norton & Company, Inc., 2002.

Institution or Association as “Author”

N: <sup>4</sup>American Library Association, Young Adult Services Division, Services Statement Development Committee, *Directions for Library Service to Young Adults* (Chicago, IL: American Library Association, 1978), 25.

B: American Library Association, Young Adult Services Division, Services Statement Development Committee. *Directions for Library Service to Young Adults*. Chicago, IL: American Library Association, 1978.

Editor or Compiler instead of “Author”

N: <sup>5</sup>Richmond Lattimore, trans., *The Iliad of Homer* (Chicago, IL: University of Chicago Press, 1951), 91-92.

B: Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago, IL: University of Chicago Press, 1951.

Author’s Work Translated and/or Edited by Another

N: <sup>6</sup>Sigmund Freud, *An Outline of Psycho-Analysis*, trans. and ed. James Strachey (New York, NY: W. W. Norton & Company, 1969), 78.

B: Freud, Sigmund. *An Outline of Psycho-Analysis*. Translated and edited by James Strachey. New York, NY: W. W. Norton & Company, 1969.

Edition Other Than First

N: <sup>7</sup>R. Donald Francis, Richard Jones, and Donald B. Smith, *Origins: Canadian History to Confederation*, 3rd ed. (Toronto, ON: Harcourt Brace & Company, Ltd., 1996), 21-22.

B: Francis, R. Donald, Richard Jones, and Donald B. Smith. *Origins: Canadian History to Confederation*. 3rd ed. Toronto, ON: Harcourt Brace & Company, Ltd., 1996.

Chapter of an Edited Volume Originally Published Elsewhere (as in primary sources)

N: <sup>8</sup>Quintus Tullius Cicero. “Handbook on Canvassing for the Consulship,” in *Rome: Late Republic and Principate*, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of *University of Chicago Readings in Western Civilization*, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.

B: Cicero, Quintus Tullius. “Handbook on Canvassing for the Consulship.” In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of

*University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33-46. Chicago, IL: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

#### Book Published Electronically

N: <sup>9</sup>Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago, IL: University of Chicago Press, 1987), <http://press-pubs.uchicago.edu/founders/> (accessed June 27, 2006).

B: Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago, IL: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/> (accessed June 27, 2006).

#### Article in a Print Journal

N: <sup>10</sup>John Maynard Smith, "The Origin of Altruism," *Nature* 393 (1998): 639.

B: Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639-40.

\* The "393" after the journal's name is the volume number. In the bibliography you must include the page numbers of the entire article (i.e. 639-40). If you are using a numbered journal, the number comes after the volume. For example:

N: <sup>11</sup>Sarah E. Yeh, "'A Sink of All Filthiness': Gender, Family, and Identity in the British Atlantic, 1688-1763," *The Historian* 68, no. 1(Spring 2006): 70.

B: Yeh, Sarah E., "'A Sink of All Filthiness': Gender, Family, and Identity in the British Atlantic, 1688-1763," *The Historian* 68, no. 1(Spring 2006): 66-88.

#### Article in a Collection or Anthology

N: <sup>12</sup>Timothy Walker, "Lisbon as a Strategic Haven in the Atlantic World," in *The Atlantic World: Essays on Slavery, Migration, and Imagination*, eds. Wim Klooster and Alfred Padula (Upper Saddle River, NJ: Prentice Hall, 2005), 63.

B: Walker, Timothy. "Lisbon as a Strategic Haven in the Atlantic World." In *The Atlantic World: Essays on Slavery, Migration, and Imagination*, edited by Wim Klooster and Alfred Padula, 60-75. Upper Saddle River, NJ: Prentice Hall, 2005.

#### Article in a Magazine

N: <sup>13</sup>Michael Petrou, "Genocide in Slow Motion," *MacLean's*, December 11, 2006, 35.

B: Petrou, Michael. "Genocide in Slow Motion." *MacLean's*, December 11, 2006.

### Electronic Documents

Citations of electronic documents should follow the same general form as citations of printed materials. After you have inserted a hyperlink, right click over the link and select "Remove Hyperlink." This will allow you to divide links onto two separate lines when necessary.

### World Wide Web Site - With No Author

N: <sup>14</sup>"Women and Conflict," Responsibility to Protect: Engaging Civil Society,  
<http://www.responsibilitytoprotect.org/index.php/pages/9> (accessed June 8, 2007).

B: "Women and Conflict." Responsibility to Protect: Engaging Civil Society.  
<http://www.responsibilitytoprotect.org/index.php/pages/9> (accessed June 8, 2007).

### World Wide Web Site – With an Author

N: <sup>15</sup>John Chipman, "Iran's Strategic Weapons Programmes: A Net Assessment," September 6, 2005, The International Institute for Strategic Studies,  
<http://www.iiss.org/publications/strategic-dossiers/irans-strategic-weapons-programmes>  
 (accessed June 8, 2007).

B: Chipman, John. "Iran's Strategic Weapons Programmes: A Net Assessment." September 6, 2005. The International Institute for Strategic Studies.  
<http://www.iiss.org/publications/strategic-dossiers/irans-strategic-weapons-programmes>  
 (accessed June 8, 2007).

### On-Line Journal Article

N: <sup>16</sup>Alan J. Silva, "Increase Mather's 1693 Election Sermon," *Early American Literature* 34 (Winter 1999) [journal on-line]; available from  
<http://web6.infotrac.galegroup.com/itw/session>; Internet; accessed October 5, 2004.

B: Silva, Alan J. "Increase Mather's 1693 Election Sermon." *Early American Literature* 34 (Winter 1999) [journal on-line]. Available from  
<http://web6.infotrac.galegroup.com/itw/briercrest>. Internet. Accessed October 5, 2004.

### E-Mail

N: <sup>17</sup>Toby Wentworth, e-mail message to author, August 5, 2007.

B: Wentworth, Toby. E-mail message to author. August 5, 2007.

### Online Primary Source

N: <sup>18</sup>"Joan of Arc's letter to her parents, c. March 1429," [http://archive.joan-of-arc.org/joanofarc\\_letter\\_Fierbois2.html](http://archive.joan-of-arc.org/joanofarc_letter_Fierbois2.html) (accessed August 5, 2007).

- B: "Joan of Arc's letter to her parents, c. March 1429." [http://archive.joan-of-arc.org/joanofarc\\_letter\\_Fierbois2.html](http://archive.joan-of-arc.org/joanofarc_letter_Fierbois2.html) (accessed August 5, 2007).
- N: <sup>19</sup>Hermann Friedrich Graebe, "Account of Holocaust Mass Shooting, 1942," Modern History Sourcebook, <http://www.fordham.edu/halsall/mod/1942graebe.html> (accessed August 5, 2007).
- B: Graebe, Hermann Friedrich. "Account of Holocaust Mass Shooting, 1942." Modern History Sourcebook. <http://www.fordham.edu/halsall/mod/1942graebe.html> (accessed August 5, 2007).

### Shortened Forms

After you have documented a source, subsequent references to the same source should be written in a shortened form.

If the note is from the same source and page as the one immediately before it, use "Ibid." If the note is from the same source but a different page, use "Ibid., new page #."

Examples:

<sup>1</sup>Walsh and Middleton, *The Transforming Vision*, 137.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., 139.

<sup>4</sup>Noll, *The Scandal*, 15.

<sup>5</sup>Walsh and Middleton, *The Transforming Vision*, 140.

### Multiple Sources by the Same Author

If you have more than one entry in your bibliography by the same author, the entries can be ordered alphabetically by title or copyright date. Write out the author(s)' name in full for the first entry. Subsequent entries omit the author's name and substitute a line consisting of eight underscores followed by a period.

Example:

Lewis, C. S. *The Lion, the Witch and the Wardrobe. The Chronicles of Narnia*. New York: MacMillan Publishing Co., 1950.

\_\_\_\_\_. *Prince Caspian. The Chronicles of Narnia*. New York: MacMillan Publishing Co., 1951.

## General Format

Unless specified by your professor, conform to these guidelines:

1. All papers should be typed on unlined 8 1/2" x 11" white paper
2. Double space
3. Employ a standard font, such as Times New Roman, with a font size of 12 point
4. Number all pages except for the title page. Page numbers should be located at the top of the page, to the right, in the margin. Find "Insert" on the toolbar and then click on "Page Numbers." Deselect the option that says "show number on first page." \* Note: If you are asked to write a ten page paper, this refers to ten pages of written material, and does not include the title page, endnote page, or bibliography.
5. Margins:
  - There should be no margins on your title page
  - On all other pages, the left hand margin should be 1 1/2 inches and all other margins should be 1 inch
6. Title page should include your name, student number, course title, instructor's name and due date.
7. Do NOT use right or full justification
8. Do NOT submit papers in file folders or report covers. Simply staple your pages together in the upper left hand corner.

## Thesis Statement

A thesis statement is a sentence which identifies your position or stance on your topic. It typically appears as the last sentence of the introduction to your paper. A thesis statement identifies the claim you are seeking to establish. It typically has two components: a subject (the issue you are addressing) and a predicate (what you intend to prove about the issue you are addressing).

A thesis statement must be more than a simple declaration of your topic or statement of fact. It should be **substantive**, that is, it should make a claim that is interesting and important. Ask yourself, "Is this issue significant enough to hold my readers' interest?" A thesis statement should be **contestable** or debatable. Will it make your reader think "You will have to persuade me to accept that claim?" A thesis statement should be **explicit**. It should be highly focused and contain specific concepts and claims.

### **Example 1:**

Poor Thesis Statements:

- a. First Nations in Canada came into contact with the Jesuits in the early seventeenth century.
- b. First Nations and Jesuits were both changed as a result of contact with each other.
- c. The Jesuits preached to the Amerindians and many of them converted to Catholicism.

Improved Thesis Statement: Both First Nations and Jesuits adapted and changed as a result of contact with each other and often accommodated their worldview to the other in order to meet

their own purposes. The Amerindians had an active role in either accepting or refuting the religious beliefs presented to them by the Jesuits.

### **Example 2:**

Poor Thesis Statement: As Canada evolved as a state, it became more decentralized.

Improved Thesis Statement: Through its interpretation of the constitution, the Judicial Committee of the Privy Council played a significant role in the decentralization of the Canadian state.

To summarize, your paper must have a specific thesis (or central argument) that you are trying to convince your readers to adopt. Your paper as a whole should offer your readers convincing reasons to accept your thesis.

## Punctuation

### Quotation Marks

Use the following samples as guidelines for determining the location of quotation marks when using punctuation with quotation marks:

.” ,” ”? ”! ”: ”;

Use ”? and ”! when the quotation pertains to the entire sentence of which the quotation is part. Use ?? and !” if the punctuation is part of the quoted material.

If quoted material ends in a semicolon or colon in the original, the punctuation can be changed to a comma or period to fit with the structure of your sentence.

When you quote from the Bible, the punctuation is placed after the parentheses. Example: “Jesus Wept” (John 11:35).

### Single Quotation Marks

’ : ’;

Generally, single quotation marks go inside the punctuation.

### Hyphens and Dashes

A hyphen is made with one stroke of the hyphen key. A dash is made with two conjoined hyphens. Do not leave a space before or after hyphens or dashes.

Examples:

Vancouver is a fast-growing city.

The proposal may—in fact, does—meet all the requirements.

### Ellipses. . .

Ellipses show that you have omitted part of the material you are quoting. Ellipsis points are made by using the period key. In most cases there will be three periods, each of which is followed by a space.

Typically, ellipses before or after quotations are unnecessary. They are only necessary when failure to indicate that your sentence is incomplete would be confusing.

If you are omitting material from the beginning of a sentence, do not capitalize the first word of your quotation if it is not capitalized in your source. Example:

The Apostle John indicates that God “gave his one and only Son, that whoever believes in him shall not perish but have eternal life” (John 3:16).

If you are omitting from the middle of a sentence, place the ellipsis points in the space the material would normally occupy. Example:

“The family may fairly be considered, one would think, an ultimate human institution. . . it has been the main cell and central unit of almost all societies hitherto” (Chesterton 1990, 37).

### Quotations

Quotations should be typed exactly as in the original, including wording, spelling, capitalization, and punctuation. If there is an error in the original, type “[sic]” after the error in the quotation.

Example:

“The firrst [sic] day of the week.”

Quotations shorter than four lines are to be incorporated into the text and enclosed in double quotation marks. Quotes that are four or more lines long should be set off in a block quotation. A blank line should separate the regular text from the block quotation. Block quotations are single-spaced and offset ½ inch from the left-hand margin. If there is a paragraph indention in the original text, show it by indenting the first word of the block quotation another ½ inch. Do not enclose a block quote in quotation marks. Do not use right justification or right indention with block quotations.

### Italics

Italicized text commonly indicates the titles of publications (e.g., *Mere Christianity*, *MacLean’s*, *Macbeth*), and words from another language (e.g., *a priori*, *agape*). You can also make *limited* use of italics for emphasis.

Note that titles of short stories, short poems, book chapters, and magazine articles are not italicized. Use quotation marks around these titles except when they are used in reference lists.

### Abbreviations and Contractions

Scholarly abbreviations, such as e.g., and i.e., should be used sparingly and within parentheses. Example: “Restrictions on the sulphur content of fuel oil are already in effect in some cities (e.g., Paris, Milan, and Rome), and the prospect is that limits will be imposed sooner or later in most cities.” Note that difference in meaning between i.e., “in other words,” and e.g., “for example.”

Contractions such as “isn’t” or “don’t” should not be used in academic papers.

### Common Mistakes

Apostrophe = When referring to years, an apostrophe is not used, e.g., 1700s, not 1700’s. Words are never made plural by adding an ’s (e.g. soldier’s).

Accept/Except = Accept is a verb meaning “to take” or “to agree.” Example: Thank you, I accept your gift. Except is a preposition meaning “excluding” or a verb meaning “to exclude.” Example: He ate everything on his plate, except for the squash.

A lot = A lot is two words. Do not write alot.

All right = All right is two words. Do not write alright.

Affect/Effect = Affect is almost always a verb, meaning “to influence.” Example: The music affected her mood. Effect is most always a noun meaning “result.” Example: This drug has several side effects. Rarely is affect used as a noun; it is a psychological term for “feeling.” Example: The patient displayed a lack of affect. In the rare occasions when effect is used as a verb, it means to “achieve or bring about.” Example: Who could believe he would effect such a dramatic change?

Contractions = In academic writing avoid using contractions such as isn’t, or don’t.

Good/Well = Good is an adjective. Example: They did a good job. Well is an adverb. Example: She wrote well on the exam.

Irregardless = Irregardless is not standard. Use regardless.

Its and It’s = “Its” is a possessive pronoun. Example: The cat raised its fur when the dog walked by. “It’s” is a contraction of “it is” or “it has.” Example: It’s a beautiful day.

Led/Lead = The past tense of the verb to lead is led; lead is a heavy metal.

Numbers = All numbers from one to one hundred and all whole numbers that are followed by hundred, thousand, hundred thousand, million, etc., should be spelled out. Numerals are to be used for all other numbers. Examples: 143, two hundred, twelve, 101

Then/Than = Then is a word used in reference to time. Example: The minister consulted with the caucus then introduced the bill into the House. Than is a word used when making

comparisons. Example: Debate on the bill was more acrimonious than anyone could have foreseen.

When numbering ordinals “second” and “third” add the “d” alone, i.e., 2d, 3d

Percent vs. % = The words “per cent” should be used, except when writing out scientific or statistical data.