

**Research
Papers in
History**

Francis Paul Prucha

**Fifth Edition
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Note to the Fifth Edition

This is an updated version of a booklet first published in 1962 and used by many generations of undergraduate history students. I am indebted to those students and to faculty colleagues and other friends who made suggestions for improving the booklet from edition to edition. Reference librarians and other computer experts have given generous assistance, too, as I sought to bring the directives in this new edition more fully into accord with modern computer technology. I thank especially Roland Teske, John Jentz, Keven Riggle, and Phillip Naylor. I owe a debt, also, to the late Livia Appel, who, as book editor at the Wisconsin Historical Society, first alerted me to the fine points of scholarly historical writing.

I have relied on *The Chicago Manual of Style*, 15th ed. (Chicago:University of Chicago Press, 2003), and Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed. (Chicago: University of Chicago Press, 1996), for the forms of footnotes and bibliography that I have adopted. I have adamantly insisted, however, on keeping the booklet strictly limited in size.

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RESEARCH PAPERS IN HISTORY

Research papers are an essential part of a history program, for they give students an opportunity to become, in a limited way, historians themselves. By writing research papers in which historical events are reconstructed from actual contemporary remnants of those events, students learn the skills and techniques of historians. Such knowledge not only develops them as creative writers but enables them to understand and appreciate more deeply the work of historians whom they study.

This introductory guide supplements the principles of writing research papers learned in first-year English courses. In particular, it deals with writing techniques and the proper documentation of sources in scholarly historical writing. In doing so, it directs the use of footnotes and a formal bibliography, not the entry of citations within parentheses in the text with a reference list of the works cited at the end. This latter form, MLA Style (promoted by the Modern Language Association), and a similar style, APA Style (promoted by the American Psychological Association), are widely used in disciplines other than history. For answers to questions about footnotes and bibliographies not considered in this booklet, see the *Chicago Manual of Style* and Turabian's *Manual for Writers*.

CHOOSING A TOPIC

1 Topics. No research paper can turn out well unless the topic is carefully chosen. If the topic is too broad, the paper will be no more than a general summary or will be made up of scattered pieces of information that do not make a unified whole. Choose a topic or problem that interests you and one that has value in illustrating important events or movements. Do not choose a topic simply because you find material about it on the Internet.

2 Narrowing the topic. Begin with a broad field, then progressively narrow it until a workable topic is attained. In many cases the exact limitation of your topic will not come until you have started to gather the material. Then a better knowledge of available sources and of questions and problems involved in the topic will help you to make a proper decision. In selecting a topic, seek the advice of your instructor, who can help you to judge if the topic is too broad, suggest ways of limiting it, and point to available source materials.

3 Seminar topics. In historical seminars, and sometimes in other courses, the instructor will assign the research topics. A seminar in which all the students work on similar or related topics permits interchange of ideas among the members of the seminar and makes possible critical appraisals of each paper by other members of the class. The stimulus of working in new fields and the experience of doing basic historical work usually outweigh the problems involved in relying on sources that have not been organized previously for the topic.

FINDING THE MATERIALS

4 The best sources. You will need to find the best writings already done on your topic (secondary sources) and the available manuscripts and printed documents that can form the basis for original research (primary sources). You must build up a selective bibliography, with entries chosen for their pertinence and for their excellence. Inexperienced students often write research papers based on second-rate sources that are too general, are untrustworthy, or bear only obliquely on the topic. The Internet adds to this problem because of its vast contents, much of which, unfortunately, is not edited or authenticated. It might be better in the long run to find the essential sources by more traditional means and then locate on the Internet the materials you want to use.

5 Critical bibliographies and guides. Go to bibliographies that are critically selective and if possible annotated. One place to begin is the textbook of the course, for many college textbooks include excellent bibliographies, broken down by chapter and subdivision, which point to valuable books, frequently also to articles, and sometimes to primary sources. Learn to use printed bibliographies to find pertinent materials. *The American Historical Association's Guide to Historical Literature*, 3rd ed. (1995), is a valuable work covering all fields of history that is annotated, up-to-date, and prepared by experts. A general guide to bibliographies and other reference books for historians is Ronald H. Fritze, Brian E. Coultts, and Louis A. Vyhnanek, *Reference Sources in History: An Introductory Guide* (1990). Students in United States history can depend on Francis Paul Prucha's *Handbook for Research in American History: A Guide to Bibliographies and Reference Books*, 2nd ed. (1994). Manuscript sources can be located in Philip M. Hamer, ed., *A Guide to Archives and Manuscripts in the United States* (1961), and in the Library of Congress's *National Union Catalog of*

Manuscript Collections. For help in locating United States government documents, consult Laurence F. Schmeckebier and Roy B. Eastin, *Government Publications and Their Use* (1969), and Joe Morehead, *Introduction to United States Government Information Sources*, 6th ed. (1999). For a comprehensive picture of historical materials already on the Web, see Roy Rosenzweig, "The Road to Xanadu: Public and Private Pathways on the History Web," *Journal of American History* 88 (September 2001): 548-79. You may need help from your instructor or from librarians in seeking material on the Internet that is useful for a given research paper. You must be aware, too, that some guides and sources available in electronic form contain only recent materials and thus will not identify the older works that are essential for many history projects.

6 Library catalogs. Catalogs are an important aid in the discovery of appropriate sources and are essential for locating in your library the titles you have accumulated. Large libraries like the Library of Congress and the New York Public Library have published massive catalogs of their holdings, and now these libraries and many others, large and small, have online catalogs that can be accessed through the Internet. But catalogs are not the best place to begin, for they are not critically selected bibliographies. They list only those works that the library in question happens to have; these may include worthless items and omit others that are of critical importance. A catalog, furthermore, is not annotated. It tells nothing directly about the value of the work (although information regarding author; publisher, and date may give some leads). Most library catalogs do not list journal articles, which may turn out to be the most valuable part of your materials. And the classification by subject in the catalog may be incomplete and not correspond to the topic you are investigating.

7 Guides to periodicals. There are many guides to periodical literature. Some of the older series, like the *Readers' Guide to Periodical Literature*, will be useful in seeking older sources. For more recent material, see *Historical Abstracts* and *America: History and Life*, ongoing publications available online, which offer brief abstracts of recent periodical literature and now include also book reviews and dissertations. Librarians can direct you to other online periodical guides and help you use them effectively.

8 Assigned sources. In some courses, the instructor will not only assign topics but will also direct the students to the specific

primary sources from which the research paper is to be written. These will likely be manuscript sources but may also include printed primary materials. Although this practice eliminates the first two steps of a research project—choosing a topic and locating appropriate sources—it may prevent a lot of inefficient and time-consuming searching on the Internet and speed up the process by which a student learns to take notes, digest and analyze primary sources, and develop a well-written, coherent, and compelling essay, thus experiencing the principal work of a historian.

TAKING NOTES

9 Research notes. The excellence of your research paper will depend on the skill with which you gather and use your notes, for research notes are the necessary midway station between the sources and the finished composition. The notes are the means of breaking down, digesting, and organizing the raw materials from which you will construct your paper. The following sections provide the principles for a general system of note taking.

10 Information to be collected.

a. Bibliography. Enter each book, article, collection of documents, or electronic source on a separate card or sheet of paper, with complete information about the author, title, facts of publication, and location, as well as some notation about the value of the work for the research project. Completeness and accuracy at this stage will save rechecking later.

b. Direct quotations. Transcribe all direct quotations with great care so that they are absolutely accurate. Variations in spelling, punctuation, or capitalization must be copied exactly as they appear in the original.

c. Summaries of information. Sometimes you can paraphrase rather than quote directly the words of an author. It is still better to put completely in your own words the data that will form the basis of your paper. Include your own comments about this information, and indicate how it pertains to your topic. This process requires thought, but a proper note becomes a first step toward a draft of the paper.

d. Reference notes. Enter brief references to sources of information that may be of use later but which you do not need to know in detail immediately.

11 Rules for note taking.

a. Adopt a loose-leaf or card system that permits complete flexibility in shuffling and organizing the notes. Taking notes in a bound notebook is generally unsatisfactory except for very short papers based on limited sources.

b. Use uniform cards or sheets of paper, 5 x 8 inches in size or possibly 4 x 6. These are standard sizes, and portfolios and file boxes for them are available. For a large research project, sheets of paper (available in the standard sizes in pad form) are preferable to cards because they are less expensive and require less filing space.

c. Put only one idea or item of information on each note card or sheet. Multiple entries make difficult or impossible the reorganization of materials that is nearly always necessary.

d. Develop a set procedure for entry of material in the notes. Usually the subject of the note (perhaps topic and subtopic) is entered at the top. Be sure that the exact source is indicated for each note. Short titles can be used for these references, since the full bibliographical data for each source will be entered on a bibliography card.

e. Distinguish clearly in your notes (in a way that will be intelligible even after a lapse of time): (1) matter that is quoted exactly; (2) information, opinions, and conclusions taken from a source, even though not quoted verbatim; and (3) your own comments and ideas.

f. Although exact copies of the sources are valuable, put down as much of the information as possible in your own words. The more your notes represent your own thinking and the less they are mere quotations from your sources, the closer you will be to composing the paper. For good advice on note taking, see Barzun and Graff, *Modern Researcher*, 5th ed. (1992), 21-29. These authors rightly insist that each note should first be a thought. Do not confuse the *mechanical* processes of downloading or photocopying sources with the essential thought processes necessary for producing the finished report. The mechanical aids merely delay thinking about the sources and determining how they contribute to the argument of the research paper.

12 Computer note taking. Many students will be well enough equipped and expert enough to take their notes on a laptop or other computer. The rules for transcribing sources to notes remain the same, but organization of files and their use in composing the paper will call for special skills. You must judge whether or not the time

spent in acquiring and learning to use computer programs is worthwhile for a short research paper.

STATING THE THESIS

13 Thesis. Ultimately, you must determine a thesis or theme, that is, the judgment or conclusion that you have reached during research on the topic. Although it is sometimes acceptable to present no more than a simple narrative of an event, an interpretive judgment (even if only tentative) is usually necessary for a good paper. The thesis or theme is first formulated as a hypothesis growing out of the material examined. It then forms the basis for further research, as it is tested and either confirmed or modified. It is the element that gives the paper unity and coherence. The following examples will clarify the difference between the topic and the thesis. (1) *Topic:* The presidency of Abraham Lincoln; *Thesis:* Lincoln's assumption of powers as president threatened the constitutional system. (2) *Topic:* Hitler's rise to power; *Thesis:* Hitler's rise to power was made possible by the dissatisfaction of many Germans with the provisions of the Versailles Treaty. (3) *Topic:* The Dawes Act of 1887; *Thesis:* The Dawes Act was the culmination of a movement to destroy Indian cultural patterns by individualizing land ownership.

14 Judgment. Note that the judgment of the thesis or theme is expressed by a *sentence*, not a phrase. The judgment must be refined until it can be crystallized in a sentence that accurately expresses the conclusion arising from the research on the topic, although rhetorical considerations often will determine just how the thesis is expressed in the finished paper. The research paper must show thematic development; it cannot be merely a series of loosely connected ideas or pieces of evidence. If material does not pertain to the development of the theme, it must be discarded. If the pertinence will not be clear to the reader, the paper needs to be revised.

HINTS FOR COMPOSITION

15 Good grammar and usage. The general rules of good writing apply to history research papers; there are no special tricks. Be sure that you know the parts of speech and how each is properly used, the rules for punctuation, and the difference between restrictive and nonrestrictive clauses. Take care that pronouns have

clear antecedents, that parallel structure is used in series, and so on. If you have forgotten the basic rules, review your English Composition handbook. William Strunk Jr. and E. B. White, *The Elements of Style*, is still a good place to brush up on the rules of English usage.

16 Form. Good style is based upon sound structure. The facts and ideas obtained in the research for the paper cannot be presented in disorder; the form cannot be divorced from the content. Pay close attention to organizing your paragraphs, which are the important units in composing the paper, and link the paragraphs together in logical order. There are excellent and very interesting directions for good writing in Barzun and Graff, *Modem Researcher* (1992), part 2.

17 The story. A history research paper is not simply a report of research done; unless it is explicitly a historiographical study, it should be a polished essay about historical events, ideas, or persons. Take to heart the criticism and advice given me more than half a century ago by Livia Appel, who edited my dissertation for publication.

The most serious criticism is that one cannot read [the manuscript] without a constant awareness of the writer, of the labor and techniques of his research, of sources and information used by him, and of the bare bones of the organization. . . . The text should tell the story, and only the story; . . . all persons statements of fact, and observations that do not contribute to that end should be omitted or relegated to the footnotes. In other words, anything that comes between the reader and the story he is following impairs the force of the recital. The expert writer does not mention himself or address his reader in the text, discuss the purposes of his work (except in the Preface), state what topic he is going to handle next, repeatedly quote persons who are not characters in his narrative, or argue the validity of his sources.

18 Revision. Do not be afraid to rewrite and revise. Unless you can do much of the organization and composition in your head, the first draft of your paper is unlikely to be acceptable. Use the checklist of points to look for in revising in Barzun and Graff, *Modem Researcher* (1992), 268-69.

THE USE OF QUOTATIONS

19 Excessive quoting. Literary quality is sacrificed if you rely too much on direct quotations. Do not let your paper become a scissors-and-paste job, with large segments from the sources tied together by a few transition sentences. Such a process presents raw materials to the reader instead of a finished project. You must digest the quotations and other information from the sources, then tell the story yourself, in your own words, with your own conclusions, arranged according to your own structure, and embellished with your own figures of speech.

20 Use direct quotations-

- a. To show the competence, the opinions, or the emotions of another in a way that your own statement cannot match.
- b. To supply facts or purported facts that should not be ignored or rejected even though they cannot easily be substantiated.
- c. To give atmosphere to your story.

21 Do not use quotations-

- a. To substitute for your own composition. Students say: "The source says just what I want to say and says it so much better than I can, so I have quoted it instead of composing the narrative myself." This is not a legitimate excuse. You will never develop a strong style of your own unless you learn to strike out on your own.
- b. To give authority to your paper. Students say: "If I make such-and-such a statement, it doesn't mean very much. But if I quote the same thing from some authority in the field, it will carry a lot of weight." This is erroneous reasoning. The credibility of your research paper should come from the evidence you marshal in support of your conclusions, not from extrinsic authority. Cite your authorities in the footnotes. Do not parade them in the text.
- c. To repeat what you have already said yourself. Students will often make a statement on the basis of information in one of their sources. Then they will repeat the information in a direct quotation from that source. This is unnecessary repetition, and it destroys the force of the writing. Present the information either in your own statement or in a quotation, not in both.

22 Rules. If you decide that a direct quotation is legitimate and necessary, follow these rules:

- a. Work the quotation smoothly into your narrative. Avoid awkward and abrupt transitions from your text to the quotation. Do not begin a direct quotation run into your text and then continue it as a block quotation. If the quotation does not seem to fit into good grammatical composition, omit it or paraphrase it. And be sure that the reader knows who is speaking in the quotation without having to refer to the footnotes.

- b. Use double quotation marks for quotations; use single quotation marks for quotations within quotations.

- c. Periods and commas are always placed *within* the end quotation marks. Colons and semicolons are placed *outside*. Question marks, dashes, and exclamation marks are placed outside unless they appear in the original.

- d. Transcribe the quotation exactly, copying abbreviations, punctuation, spelling, and capitalization as they appear in the original. This is a rule of great importance, by which an author's scholarly care and competence are often judged. Check and recheck for accuracy. It is permissible, however, to change silently an initial capital letter to lower case (and vice versa) if your composition so dictates.

- e. If you leave anything out of a direct quotation, indicate the omission by conventional ellipsis signs. If the omission occurs within a sentence of the original, enter three spaced periods; if the omission follows a complete sentence, place the terminal period or other mark of punctuation at the end of the sentence, and follow it with three spaced periods. Brief quoted phrases do not need ellipsis marks at their beginning or end because it is clear that they are fragments.

- f. If you add anything to a quotation—for example, the identification of a name, a corrected spelling, or an editorial comment—enclose the entry in square brackets, not in parentheses.

- g. If you italicize a section of a quotation for emphasis, indicate that the italics are not in the original by a comment such as "italics mine" or "emphasis added" placed in parentheses after the quotation or in a footnote.

- h. If the quotation is long, enter it as a block quotation. Indent the whole paragraph and type it single-spaced. If a quotation is thus blocked, do not enclose it in quotation marks because the blocking by itself indicates that it is a direct quotation.

23 Plagiarism. Students in their research papers must avoid plagiarism, that is, they must not present the words or ideas of

another author as their own. The American Historical Association's *Statement on Standards of Professional Conduct (2002)* has this to say about plagiarism:

Plagiarism includes more subtle and perhaps more pernicious abuses than simply expropriating the exact wording of another author without attribution. Plagiarism also includes the limited borrowing, without attribution, of another person's distinctive and significant research findings, hypotheses, theories, rhetorical strategies, or interpretations, or extended borrowing ever with attribution. . . . A basic rule of good note taking requires every researcher to distinguish scrupulously between exact quotations and paraphrases. A basic rule of good writing warns us against following our own paraphrased notes slavishly. When a historian simply links one paraphrase to the next, even if the sources are cited, a kind of structural misuse takes place; the writer is implicitly claiming a shaping intelligence that actually belonged to the sources.

All of this applies to material taken *from* electronic sources as well as that used from printed material in manuscripts. See the *MLA Handbook for Writers of Research Papers (2003)*, 65-75, for a full discussion of plagiarism.

PRESENTATION OF VISUAL MATERIAL

24 Tables, maps, and pictures. Illustrations can be helpful in presenting evidence in a research paper. Statistical data are often best understood in tabular form or when presented as charts or graphs, and well-drawn maps are essential for laying out geographical information. In some research papers, sketches or photographs may be necessary or useful. For presentation of visual data, see Turabian's *Manual for Writers (1996)*, chapters 6 and 7.

FOOTNOTES

25 Documentation. Citation of sources so that readers can locate them easily is essential in a scholarly research paper. Careful documentation attests to your integrity and protects you against charges of plagiarism. For research papers in history, footnotes are the most appropriate method of citation. A critical reader following a scholarly work needs the references immediately at hand (that is, on the same page as the text, not hidden at the end of a chapter or

at the back of the work). And since historians are generally interested in literary grace as well as precise citation, they do not want to interrupt the flow of their narrative or analysis by citations inserted in parentheses within the text, especially since references to historical sources are often more detailed than simply author, date, and page. But sometimes an instructor will ask for endnotes, which follow footnotes in form but are entered at the end of the work.

26 Use footnotes-

- a. To enable a reader to find the sources on which your paper is based and thus to check your use of those sources.
- b. To evaluate the sources. A footnote, not the body of the paper, is the proper place to point out to the reader the interesting controversies about the sources that you unearthed in preparing your paper.
- c. To indicate additional materials on the same topic, thus helping readers to continue the investigation if they wish.
- d. To amplify statements made in the text or to bring in some related fact or appealing anecdote, which would disrupt the smooth flow of the text but which is too good to leave out.
- e. To give cross-references to other parts of the paper. This sort of signpost properly belongs in a footnote, not in the body of the paper.

27 Number of footnotes. There are no absolute rules to help you decide just when a footnote is needed. Certain suggestions, however, can be of help.

- a. Direct quotations should be identified in the footnotes.
- b. Important statements of fact that pertain to the narrative or argument of the research paper and cannot readily be judged to be "common knowledge" should be footnoted. In this matter, experience is the only good teacher. Be alert to the practice of reputable scholarly writers, and get practical advice as needed from your instructor. Recognize, too, that types of writing and kinds of sources affect the amount and kind of footnoting. Ask yourself this question: "Is this piece of information essential for establishing the point I am trying to make?" If it is, footnote it.
- c. Statistical information and similar data and controversial points of fact should be footnoted.
- d. Opinions, inferences, and conclusions borrowed from other writers should be footnoted.

28 Principles. Once you have decided that a footnote is needed and have decided what it should contain, what *form* do you follow? Footnote form is a matter of convention rather than of logic, and there is no universally agreed upon style. Three principles, however, can be the basis for your procedure.

a. The footnote must be *complete*. In citing a source you must give the information necessary to identify the exact place to which reference is made.

b. The citation must be *clear* and unambiguous, so that the reader can go directly to the source without hesitation and without trying two or three wrong places before finding the right one.

c. The form must be *consistent* throughout the paper.

29 Rules of style. You will follow these three principles (and supply information that is necessary or useful for the reader) if you adhere strictly to a standard footnote form, such as that presented in this booklet.

a. Number footnotes consecutively through the research paper. If the paper has several substantial chapters, however, a new series of notes should be used for each chapter.

b. The note number entered in the text should be (1) an arabic numeral; (2) entered at the end of a sentence (unless it is essential to annotate a specific word or phrase); (3) raised a half-space above the line; (4) placed immediately after the punctuation mark or quotation mark closing the sentence; and (5) free of parentheses and punctuation.

c. The note number should follow, not precede, a quoted passage.

d. Enter footnotes at the bottom of the page to which they refer. Set them off from the text by a solid line of twenty spaces, and type the notes themselves single-spaced with double-spacing between them.

e. Indent each footnote as though it were a new paragraph. The footnote number, typed on the line, should be followed by a period and a space. (As an alternative form, the footnote number may be raised a half-space and immediately precede the note without intervening space or any punctuation.)

f. Give full bibliographical data for each work the first time it appears. If there are several chapters, provide full data the first time the work is cited in each chapter.

g. Take care in typing the final copy to allow for the proper spacing of the footnotes at the bottom of the page without crowding. If necessary, a long note can be carried over to the bottom of the following page and completed there before the footnotes proper to that page are entered. The mechanical process of fitting the footnotes at the bottom of the page, fortunately, is greatly aided by word processing programs.

Footnotes for Printed Materials

30 First citations. For the first citation of a printed work give full bibliographical information, following the forms of the sample footnotes below. Note that different kinds of sources require different kinds of citation; thus the form for books differs from that for articles or chapters, and encyclopedias and newspapers require still other forms. If you use word processing equipment that can easily supply distinctive italics, such italics may be used in place of underlining. Explanation of the forms and more samples can be found in Turabian's *Manual for Writers* (1996), chapter 8.

Books:

1. Karel D. Bicha, Western Populism: Studies in an Ambivalent Conservatism (Lawrence, Kans.: Coronado Press, 1976), 67-69.

2. Jacques Barzun and Henry F. Graff, The Modern Researcher, 5th ed. (New York: Harcourt Brace Jovanovich, 1992), 25.

3. Mary Beth Norton and others, A People and a Nation: A History of the United States, 2nd ed. (Boston: Houghton Mifflin Co., 1986), 100-106.

4. William Bradford, Of Plymouth Plantation, ed. Samuel Eliot Morison (New York: Alfred A. Knopf, 1952), 10-25.

5. Clarence E. Carter, ed., The Territorial Papers of the United States, vol. 4, The Territory South of the River Ohio, 1790-1796 (Washington: Government Printing Office, 1936), 140.

6. The Writings of Thomas Jefferson, ed. Andrew A. Lipscomb (Washington: Thomas Jefferson Memorial Association, 1903), 18:106.

7. Walter Prescott Webb, The Great Plains (Boston: Girin and Co., 1931; repr., Lincoln: University of Nebraska Press, Bison Books, 1981), 178n.

Articles in journals and magazines:

8. Alan M. Ball, "Lenin and the Question of Private Trade in Soviet Russia," Slavic Review 43 (Fall 1984): 399-412.

9. Carla H. Hay, "Benjamin Franklin, James Burgh, and the Authorship of 'The Colonist's Advocate' Letters," William and Mary Quarterly, 3rd ser., 32 (January 1975): 111.

10. Walter Pincus, "The Pu=ling Prosecution," New Republic, June 2, 1973, 15-19.

Parts of books:

11. Diane T. Putney, "Robert Grosvenor Valentine, 1909-12," in The Commissioners of Indian Affairs, 1824-1977, ed. Robert M. Kvasnicka and Herman J. Viola (Lincoln: University of Nebraska Press, 1979), 233-50.

Newspapers:

12. Milwaukee Sentinel, January 19, 1995, 5.

13. Times (London), December 16, 1957.

14. Washington Post, October 21, 1991, A27.

Encyclopedias and dictionaries:

15. Webster's New Geographical Dictionary, 1984 ed., s.v. "River Falls."

16. John Patrick Donnelly, "Jesuits," in Encyclopedia Americana, 1984 ed.

17. Alan Bullock and Wilfred F. Knapp, "Hitler," in New Encyclopaedia Britannica, Macropaedia, 15th ed., 1986.

31 Short forms. For the second and subsequent times a work is cited in the footnotes, use a shortened form.

a. If the citation refers to the same work as that immediately preceding, use the Latin word "ibidem," an adverb meaning "in the same place." Abbreviate the word to "ibid." (with a period); do not underline or italicize it, and capitalize it only if it begins the footnote. Indicate changes in volume or page from the preceding citation.

18. Ronald E. Zupko, A Dictionary of English Weights and Measures from Anglo-Saxon Times to the Nineteenth Century (Madison: University of Wisconsin Press, 1969), 100.

19. Ibid., 186-87.

b. If a work is cited a second time with other references intervening, devise a suitable short entry, using only the last name of the author and a shortened title of the work.

20. Zupko, English Weights and Measures, 103.

21. Hay, "Authorship of 'The Colonist's Advocate' Letters," 123.

c. If there is no danger of confusion (such as might arise if several books by the same author are cited in the paper), it is permissible to cite only the author and the new page number.

22. Zupko, 103.

23. Hay, 123.

32 Intermediate sources. A footnote should indicate the source from which you got the information or the quotation. Do not hit a quotation from another author's work and then cite it without mention of that author. If a quotation or other information is taken from an intermediate source, that fact must be noted by indicating "quoted in" or "cited in."

24. John Collier, "Indians Come Alive," Atlantic Monthly 170 (September 1942): 78, quoted in Francis Paul Prucha, The Great Father: The United States Government and the American Indians (Lincoln: University of Nebraska Press, 1984), 2:1003.

33 **Combined footnotes.** Footnoting does not have to be done sentence by sentence. Combine footnote references wherever it can be done without losing clarity. A single note that combines a group of references eliminates multiple note numbers in the text, which distract the reader and make the finished page less attractive. It is often possible to combine all references that relate to a given paragraph in one note placed at the end of the paragraph. This plan is easily followed when the paragraph is based on few sources and when the relation of text to sources is clear. It is especially desirable when the references contribute to the paragraph as a whole and not individually to particular parts of it. Use semicolons to separate the individual items in a footnote. Explanatory remarks in the note itself can contribute to clarity.

25. Donald L. Kinzer, An Episode in Anti-Catholicism: The American Protective Association (Seattle: University of Washington Press, 1964), 15-20; Gustavus Myers, History of Bigotry in the United States (New York: Random House, 1941), 219-47; Charles Louis Sewrey, "The Alleged 'Un-Americanism' of the Church as a Factor in Anti-Catholicism in the United States, 1860-1914" (PhD diss., University of Minnesota, 1955), 15-30.

26. For Call's part in the war, see Herbert J. Doherty Jr., Richard Keith Call, Southern Unionist (Gainesville: University of Florida Press, 1961), 93-108; Doherty, "Richard E. Call vs. the Federal Government," Florida Historical Quarterly 31 (January 1953): 163-80; and Sidney Walter Martin, "Richard Keith Call, Florida Territorial Leader," *ibid.* 21 (April 1943): 332-51. A rich collection of documents on Call and the war is in Senate Document no. 278, 26th Cong., 1st sess., serial 358.

34 Public documents. It is difficult to cite public documents in a simple fashion, and standard style manuals do not offer much help. Turabian's *Manual for Writers* (1996) says: "The form used for citing public documents should make them readily accessible to anyone wishing to locate them in standard indexes, information services, and libraries. The arrangement of information on the title pages of the documents themselves, its amount, and its complexity raise puzzling questions of how much of it one must include and in what order within a note, bibliographical entry, or reference list entry. ... When in doubt about how much to include in a reference, it is

better to give too much information rather than too little" (215-16). Students eventually have to work out reasonable style sheets of their own for citing government documents. Forms may vary from paper to paper, depending upon the particular types of documents used most extensively. Talk to your instructor to get help concerning special problems in the use and citation of such documents. Turabian's *Manual for Writers* (1996), chapter 12, has suggested forms, but some of them seem too complicated for most short research papers. Simplified forms for citation of often-used United States government documents in most cases are sufficient.

27. Congressional Record 124:23234-40 (July 27, 1978).

28. U.S. Statutes at Large 96:2515-19 (1983).

29. United States v. Winans, U.S. Reports 198:371-84 (1905).

30. Senate Report no. 131, 41st Cong., 2nd sess., serial 1409, p. 4.

31. House Ex.Doc. no. 1, pt. 5, 44th Cong., 2nd sess., serial 1601, p. x.

In the last two examples, taken from the Serial Set of Congressional Documents, the congressional document is considered the work (and thus underlined or italicized). The serial number is necessary for easy retrieval of the document. If necessary or useful, a description of the document (without underlining or quotation marks) or its title, if there is one (within quotation marks), may be entered first.

32. Protest of Creek and Cherokee delegates, March 3, 1873, House Misc. Doc. no. 110, 42nd Cong., 3rd sess., serial 1573, p. 2.

Footnotes for Manuscript Materials

35 Manuscripts. Much primary source material exists in manuscript collections. These items should not be italicized or placed in quotation marks when cited in footnotes because they are neither published books nor published articles. Citation of such sources should include, in this order: (1) a descriptive identification of the

item, usually including the date and if possible the file number; (2) the collection to which the document belongs; and (3) the depository in which the collection is located. If the documents were used in microfilm form, it is useful to identify the reels used.

33. Jacob Cox to William Welsh, April 15, 1869, Henry B. Whipple Papers, Minnesota Historical Society, St. Paul.

34. Proceedings of informal Indian meeting held by request of Lyman Abbott, Henry L. Dawes Papers, box 27, Library of Congress, Washington.

35. John Quincy Adams Diary, entries for November 14, 1825, February 14, 1831, and November 27, 1833, Adams Papers, Massachusetts Historical Society, Boston (microfilm reels 40, 41, and 42).

36 National Archives. Manuscript documents of the federal government are used extensively for research in United States history, and many of them are easily available on microfilm. Full citation of such material should include (1) the specific *item* used (e.g., a letter, report, or other single document); (2) the immediate *collection* to which the document belongs (e.g., a series of letter books from a particular office); (3) the government *agency* to which the records pertain (e.g., Records of the Office of Indian Affairs); and (4) the *Record Group number* assigned by the National Archives. In addition, indicate when applicable (5) the volume and page of bound manuscript volumes and any specially assigned file numbers; and (6) the microfilm number and reel number if the material has been used on microfilm.

36. Thomas L. McKenney to Lewis Cass, March 22, 1824, Office of Indian Affairs, Letters Sent, vol. 1, p. 4, Records of the Office of Indian Affairs, Record Group 75, National Archives (microfilm no. 21, reel 1)

The National Archives is gathering more and more electronic records. Check the National Archives directions for the citation of such material.

Footnotes for Electronic Sources

37 Principles. Many sources in electronic form are available for historical research, and you will most likely have occasion to use them in your research and to cite them in footnotes and bibliographies. Be aware, however, that the authority and permanence of many of these materials is questionable; you must use these sources with caution and may need advice from your instructor. And you must cite the materials you use in such a way—completely, clearly, and consistently—that the reader can quickly and easily find them. Accurate citation is a basic principle of scholarly writing, and the integrity of the writer rests in part on precise documentation.

a. Some books, articles, and other forms of publication that are already in printed form are now also available electronically. In citing the digital form, give a full reference to the printed work, including page numbers, and then add the location of the electronic version.

b. Locations of items on the Internet are indicated by URLs (uniform resource locators), which must be copied exactly with all the peculiarities in the use of capitals and symbols. But, if the URL is too long and complicated to be feasible, give only the URL for the database's search page. URLs are very volatile; they are inconstant and often may not be permanent. Give enough information about the source so that the reader can find it even if the URL you cite is no longer valid. The writer must ask if the information in the footnote is such that the reader can find the precise source used and if the source is likely to be available permanently. Printed sources can often supply answers to these questions more positively than can electronic sources in their present-and-changing-state.

c. If a URL needs to be broken at the end of a line, the break should come after a slant, a double slant, or a colon, but before a period or other punctuation mark or symbol. Do not use a hyphen or break a line at a hyphen that is part of the electronic address.

d. If a source is likely to have substantial updates, it is wise to indicate the date when you accessed the source. Enter that information at the end of the note in this form: (accessed May 1, 2004).

e. If you use material from a CD-ROM or a DVD, indicate that fact at the end of the citation and include the publisher or producer of the electronic form.

38 Citation forms. Forms for the citation of electronic material vary greatly, but be concerned more about the usefulness of the information provided than about the style in which it is presented. Be sure to include, when applicable, author, title or description, date, facts of publication, electronic database or site, URL, and date of access, when pertinent. See the limited examples presented here. The *Chicago Manual of Style* and the *MLA Handbook* can supply other examples and specific forms for various kinds of sources.

1. Surauja Faroghi, Approaching Ottoman History: An Introduction to the Sources (New York: Cambridge University Press, 1999), 50-51, NetLibrary, http://www.netlibrary.com/ebook/info.asp?product_id=55711.

2. John Greenleaf Whittier, Home Ballads and Poems (Boston: Tichnor and Fields, 1861), Making of America, <http://www.hti.umich.edu/m/mosgrp/index.html>.

3. A. J. A. Morris, "The English Radicals' Campaign for Disarmament and The Hague Conference of 1907," Journal of Modern History 43 (September 1971): 367-93, Jstor, <http://links.jstor.org>.

4. Evan Thomas, "First Brush with History," Newsweek, May 7, 2001, 26, ProQuest Research Library, <http://proquest.umi.com>.

5. Robert Burch, "Charles Sanders Peirce," Stanford Encyclopedia of Philosophy, Fall 2001 ed., <http://plato.stanford.edu/archives/fall12001/entries/peirce>.

6. Encyclopaedia Britannica Online, s.v. "Titanic," <http://search.eb.com/eb/article?eu=74542> (accessed November 26, 2003).

7. Congressional Record, September 15, 2003, 149:S11430, GPO Access, <http://www.gpoaccess.gov/crecord/index.html>.

8. Age Discrimination Act of 1975, U.S. Statutes at Large, 89:728 (1975), Legal Information Institute (Cornell), <http://www4.law.cornell.edu/uscode/42/6101.html>.

9. United States v. Winans, U.S. Reports, 198:372-84 (1905), FindLaw, <http://caselaw.lp.findlaw.com/scripts/getcase.lp?court=us&vol=198&invol=371>.

10. Entry by Meriwether Lewis, Friday, June 21, 1805, Journals of the Lewis and Clark Expedition Online, University of Nebraska Press, <http://lewisandclarkjournals.unl.edu>.

11. William Otter, letter of February 9, 1864, Wisconsin Goes to War: A Digital Civil War Collection, Wisconsin Historical Society, <http://www.uwosh.edu/archives/civilwar/enlisted/otter/otter1.htm>.

12. George Washington Papers, American Memory, Library of Congress, <http://memory.loc.gov/ammem/gwhtml/gwhome.html>.

BIBLIOGRAPHIES

39 Bibliographical forms. List all the works used in the preparation of the paper in a formal bibliography at the end of the paper. The information for each item in the bibliography is much the same as that in the first footnote reference, but there are important differences. For example, invert authors' names, use periods rather than commas and parentheses to separate parts of the citation, indicate complete pages for articles in journals and in chapters in books, and use hanging indentation rather than regular indentation. Bibliographies can be prepared in a variety of ways: (1) a simple or classified alphabetical list, (2) a list with annotated entries, or (3) a bibliographical essay.

40 Alphabetical list. A simple list alphabetized by author is sometimes sufficient, but often it is advisable, especially if the bibliography is extensive, to list different kinds of material separately. Put books, periodical articles, and manuscripts in different sections, for example. If you use many primary source materials, it may be desirable to separate them from secondary materials in the bibliography. Here are sample forms:

Books and articles:

Ball, Alan M. "Lenin and the Question of Private Trade in Soviet Russia." Slavic Review 43 (Fall 1984): 399-412.

Barzun, Jacques, and Henry F. Graff. The Modern Researcher. 5th ed. New York: Harcourt Brace Jovanovich, 1992.

Bicha, Karel D. Western Populism: Studies in an Ambivalent Conservatism. Lawrence, Kans.: Coronado Press, 1976.

Bradford, William. Of Plymouth Plantation. Edited by Samuel Eliot Morison. New York: Alfred A. Knopf, 1952.

Bullock, Alan, and Wilfred F. Knapp. "Hitler." In New Encyclopaedia Britannica, Macropaedia. 15th ed., 1986.

Carter, Clarence E., ed. The Territorial Papers of the United States. 26 vols. Washington: Government Printing Office, 1934-62.

Donnelly, John Patrick. "Jesuits." In Encyclopedia Americana. 1984 ed.

Hay, Carla H. "Benjamin Franklin, James Burch, and the Authorship of 'The Colonist's Advocate' Letters." William and Mary Quarterly, 3rd ser., 32 (January 1975): 111-24.

Jefferson, Thomas. The Writings of Thomas Jefferson. Edited by Andrew A. Lipscomb. 20 vols. Washington: Thomas Jefferson Memorial Association, 1903-4.

Norton, Mary Beth, David M. Katzman, Paul D. Escott, Howard P. Chudacoff, Thomas G. Paterson, and William M. Tuttle Jr. A People and a Nation: A History of the United States. 2nd ed. Boston: Houghton Mifflin Co., 1986.

Pincus, Walter. "The Puzzling Prosecution." New Republic, June 2, 1973, 15-19.

Putney, Diane T. "Robert Grosvenor Valentine, 1909-12." In The Commissioners of Indian Affairs, 1824-1977, ed. Robert M. Kvasnicka and Herman J. Viola, 233-50. Lincoln: University of Nebraska Press, 1979.

Webb, Walter Prescott. The Great Plains. Boston: Ginn and Co, 1931. Reprint, Lincoln: University of Nebraska Press, Bison Books, 1981.

Newspapers:

Milwaukee Sentinel. January-February, 1995.

Times (London), September 1957-June 1958.

Washington Post, October 1991.

Public documents:

Congressional Record. Vols. 124 and 141.

House Executive Document no. 1, pt. 5, 44th Cong., 2nd sess., serial 1601.

Senate Report no. 131, 41st Cong., 2nd sess., serial 1409.

United States Reports. Vols. 196-98.

United States Statutes at Large. Vols. 96-98.

Unpublished materials:

Adams, John Quincy. Diary. Adams Papers. Massachusetts Historical Society, Boston.

Dawes, Henry L. Papers. Library of Congress, Washington.

Office of Indian Affairs. Letters Sent. Records of the Office of Indian Affairs. Record Group 75. National Archives.

Sewrey, Charles Louis. "The Alleged 'Lin-Americanism' of the Church as a Factor in Anti-Catholicism in the United States, 1860-1914." PhD diss., University of Minnesota, 1955.

41 Annotated bibliography. If your instructor requires it, provide an annotation for each item, including a brief description and perhaps a critical evaluation of the work. Run in such an annotation after the bibliographical information or enter as a separate paragraph after the entry.

Hinding, Andrea, ed. Women's History Sources: A Guide to Archives and Manuscript Collections in the United States. 2 vols. New York: R. R. Bowker Co., 1979. This monumental work provides in vol. 1 an annotated listing of 18,026 collections arranged geographically and in vol. 2 a detailed name, subject, and geographical index.

Paullin, Charles O. Atlas of the Historical Geography of the United States. Edited by John K. Wright. Washington: Carnegie Institution; New York: American Geographical Society, 1932.

This oversize volume contains maps of the natural environment, reproductions of historic maps from 1492 to 1867, and maps showing Indians, explorations, boundaries, economic data, population figures, elections, and so on. An extensive text explains the maps and indicates the sources on which they are based.

42 Bibliographical essay. Instead of an alphabetical list of materials, a bibliographical essay can be used. In such an essay, provide commentaries on the sources and group them together logically rather than alphabetically. You may divide the essay by topics treated in the research paper or by chapters in a longer work.

43 Bibliography of electronic sources. The bibliographic form for an electronic source follows closely that for printed materials, with the same differences from a footnote reference indicated in no. 39. Then add the electronic database or publisher and the URL. Digital sources should usually be entered alphabetically into the bibliography of printed sources, so that there is only a single bibliography.

Faroghi, Surauja. Approaching Ottoman History: An Introduction to the Sources. New York: Cambridge University Press, 1999, 50-67. NetLibrary. http://www.netlibrary.com/ebook_info.asp?product_id=55711.

Morris, A. J. A. "The English Radicals' Campaign for Disarmament and The Hague Conference of 1907." Journal of Modern History 43 (September 1970): 367-93. Jstor. <http://links.jstor.org>.

Wisconsin Goes to War: A Digital Civil War Collection. Wisconsin Historical Society. <http://www.uwosh.edu/archives/civilwar>.

PREPARATION OF THE PAPER

44 Word processors. Development of word processing equipment has greatly speeded the preparation of research papers. Revision of a paper is made easier, spell-check software helps to eliminate misspellings and typographical errors, footnotes can easily be placed in proper position, and the appearance of the final copy (without overstrikes and written-in corrections) is enhanced. Errors in content or format in the final paper, however, cannot be blamed on the word processor; the author of the paper is fully responsible for what is turned in.

45 Final form. Neatness and care in the preparation of the final copy of the research paper are essential. Provide a separate title page, and repeat the title (centered, in all capital letters) at the top of the first page of text. Leave a one and one-half inch margin at the left side of the page and an inch margin at the top, bottom, and right. Number the pages consecutively with arabic numerals centered at the top of each page (on the first page, omit the page number or enter it at the bottom). Enter the text of the paper double-spaced except for block quotations, which should be indented and single-spaced. The use of justified right margins is not necessary in a research paper.

46 Paper. Use heavy white paper (20 lb.), 8 1/2 x 11 inches in size. Bond paper with some rag or cotton content is preferable.

47 Proofreading. Proofread the final copy with great care. Check spelling, punctuation, capitalization, and grammar--and look for errors in names and dates, which have a way of creeping in. It is helpful, too, to have someone besides yourself proofread the paper. Although electronic spell-check programs are very helpful, they are not sufficient.

FOR ADDITIONAL STUDY

The following books, which have been referred to in the text, offer other viewpoints on historical research and provide specific instructions on details of footnote and bibliography style. Each manual, however, has its own peculiarities, and mixture of styles in a single paper is not acceptable.

Barzun, Jacques, and Henry F. Graff. *The Modern Researcher*. 5th ed. New York: Harcourt Brace Jovanovich, 1992.

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

Fritze, Ronald H., Brian E. Coutts, and Louis A. Vyhnanek. *Reference Sources in History: An Introductory Guide*. Santa Barbara, Calif.: ABC-CLIO, 1990.

MLA Handbook for Writers of Research Papers. 6th ed., by Joseph Gibaldi. New York: Modern Language Association of America, 2003.

Prucha, Francis Paul. *Handbook for Research in American History: A Guide to Bibliographies and Other Reference Works*. 2nd ed., revised. Lincoln: University of Nebraska Press, 1994.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed., revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996.