Citation Guide for GRCC History Classes

**Basic Information about citing for history classes:**

Each discipline uses a different form of citation style. If you take history courses, psychology courses, biology courses, etc., professors will require students to cite as directed for that specific discipline. For example: English courses use MLA (which most students learn due to their intro composition class), because traditionally that citation style is focused on the author and text. Psychology uses APA, which most often focuses on the larger findings of studies. For this course, we are not following the rules and format you might have learned in your courses in one of these disciplines.

History courses use Chicago style because we are focused on the historic source as evidence, which is why each reference must be cited in an appropriately-formatted footnote.⁶

Why do we do this and not simply let students use whatever you have already learned as a citation method? Historians use everything possible as sources- technology, photographs, propaganda posters, literature, documents, letters, memoirs, music, radio broadcasts, movies, furniture, business reports, archival materials, pieces of technology- basically anything you can imagine. Also, a lot of sources have been copied, printed, played, retranslated and so on, sometimes tens of thousands of times. Finally, historical sources can have really long titles, or the specific source information could be really long. That would be awfully confusing in a parenthetical, in-text citation and it would take up a lot of room in the middle of a paragraph. A footnote allows students the space to be very specific about what type of source they are using and what version and translation they are using, even if the titles are long and the relevant

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information takes up a lot of space, because the purpose of a citation is to be as clear as possible about the piece of evidence we are referencing.

Think about citations as a method of communication- by using them, you are doing three things: 1) Giving credit to the creator of that source, 2) Proving that you actually have evidence to back up your assertions, and 3) Having a larger conversation with your reader by showing them where to find the information, so they can replicate your findings or argue with your findings.

The general rule in Chicago is that we cite everything that is not common knowledge, and tell the reader exactly where to find that quote/reference/idea/evidence. The easier way to think about this is that we are showing that we have evidence to back our ideas up and that we can distinguish between our own analysis and the work and ideas of other people.

So: *If any words or ideas are used, paraphrased, or referred to that do not represent the student's original work or ideas, the student must appropriately utilize quotation marks and cite all relevant sources in the proper format.* This means you will be citing a lot in your history papers, so you need to have a firm grasp of how to do it.

When you quote, directly refer to a source or author’s arguments or ideas, or paraphrase another source or writer, you must cite as directed with Chicago-style footnotes. There are guides online and linked in this document to assist you.

**One quick note: do not use citation programs that are available online like easybib and others. While that might work for some styles, they tend to jumble the information for Chicago-style footnotes.**
Some basic differences in Chicago when compared to other citation styles:

1. Chicago style requires footnotes. These are not the type of in-text citations you used in your English or other classes. So, instead of “Martin Luther argues that…” (Luther 1) or “Martin Luther argues that…” (Luther 1517), it would be “Martin Luther argues that…”.

2. Chicago citations are specific- depending on the source, Chicago citations require a page number, a url, the time from a video, the Kindle location, etc. You reader needs to be able to go right to the specific reference if they choose to look it up.
   a. Even if you introduce a source in a sentence, for example “Martin Luther wrote the 95 Theses to argue that…,” you still need to provide a citation for the reference.

3. Students who are used to MLA tend to under-cite, in particular because of how much in-text parentheticals clog up paragraphs in papers.
   a. So, it is important to remember here that you need to cite all evidence, even if you already cited the source before in your paper.
   b. History papers tend to use a lot of different sources. MLA is often used in papers that utilize fewer sources, which can lead to confusion if you try to use MLA for a history paper.
   c. You cannot use a general footnote at the end of a section or page to cover everything in that section or on that page. You have to note where each piece of evidence came from, because that gives the original author credit and it directs

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8 Luther, *Ninety-Five Theses*, 3. Note there is a difference between the first citation from a source and the second. If you are citing the same source back-to-back, you may also use the word *Ibid.*, which is fancy Latin for “the same as above” with the new page number. *Ibid.*, 3.
your reader to the individual piece of information. It also shows that you can
distinguish between your own analysis and references from other sources.

4. The footnotes must be created through your Word-Processing program. That way, the
footnotes show up on the right page, and will automatically re-number when you edit and
move sentences around. Not using the proper function will jumble your citations and
make citing a nightmare.

5. Chicago uses a bibliography, not a “works cited” page. The difference is pretty big.
“Works cited” simply means the sources you have directly cited in your paper. A
bibliography lists everything you used to create your paper (see below re: bibliography).

6. Sometimes footnotes are used for discursive purposes.

**Format of Chicago-style papers**

1. Chicago requires a title page.
   a. List on that page: the title specific to your paper, your name, the subject
      name/course number, your professor’s name, and the date of submission.

2. Page numbers go in the upper-right corner of the page, starting on the page after the title
   page.

3. Chicago requires a bibliography at the end of your paper. This will include all resources
   you utilized to help you with the paper, even sources that you did not end up using in
   your paper. So, for example, if you gained a lot of understanding about generalities out of

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9 Please keep in mind that Microsoft Word is still the best word processing program and it is fully compatible with
Blackboard (Open Office is not), which is important if your professor uses online dropboxes. Google Docs is not a
word processing program. Do not use it for papers. See: [How to create a footnote in Microsoft Word](https://support.microsoft.com/en-us/help/623057/how-to-create-a-footnote-in-microsoft-word) and [How to get
Microsoft 365 for free with your GRCC student email](https://support.microsoft.com/en-us/microsoft-365/family/student-account-
free-10866669).

10 A “discursive footnote” furthers an academic conversation in a paper. So, for example, if you do not specifically
want to move too far away from your specific thesis in a paper, want to acknowledge an idea or more fully develop
why you did not go down a certain road in your paper, to more fully explain a point without derailing your
paragraph, or to acknowledge other schools of thought, etc., you can include the information in a footnote, as well.
your textbook, or a class lecture(s), but you did not use the source as a direct or indirect resource in the paper itself, you will still list the resource in the bibliography as something that influenced your findings.

a. Please note that bibliography formats are slightly different from citation formats. For example, in the footnote modeled above, we cited Martin Luther, *Martin Luther's Ninety-Five Theses* (New York: P&R Publishing, 2002), 2. In the bibliography, which is letting the reader know all the works a student used to understand the topic and write the paper, it would read: Luther, Martin. *Martin Luther's Ninety-Five Theses.* New York: P&R Publishing, 2002. The Chicago Manual of Style gives formats for both citations and the bibliography.

b. Bibliographies are listed alphabetically. For history papers, they are most often split into primary and secondary source sections, as well.

**Some typical citation formats for history papers**

*(Note: use the [online Chicago manual](http://example.com) to assist you with other types of sources):*

Most citations will include author/creator/performer, title, publisher, year published and (if it has them) the page number. Bibliographical references typically include author, title, publisher, year published. There will be subtle changes between the formatting of the two. Different types of sources—journal articles, edited works, web pages, videos, movies, pieces of art, etc., will have different pieces of information included. Keep an eye on those differences—remember, the purpose is to give full and necessary information to your reader.
**Book:**

Citation: Martin Luther, *Martin Luther's Ninety-Five Theses* (New York: P&R Publishing, 2002), 2.

2nd Citation: Martin Luther, *Ninety-Five Theses*, 4.


**Edited collection of essays:**


2nd Citation: *Making Women’s Histories*, 4.


**Article from a collection of essays:**


2nd citation: Engel, “New Directions,” 40.

Journal article:

Citation: Ilona Klímová, “Romani Political Representation in Central Europe: An Historical Survey,” in Romani Studies, 12, no.2, (December 2002): 78.

2nd citation: Klímová, “Romani Political Representation,” 80.


Ebook

Citation: Martin Luther, Martin Luther's Ninety-Five Theses (New York: P&R Publishing, 2002), Location 142, Kindle.

2nd citation: Luther, Ninety-Five Theses, Location 543.


Primary source document provided as a document on Blackboard by your professor:

Citation: Rudyard Kipling, "The White Man's Burden," GRCC: HS102 Blackboard Document, 1.


Edited Volume of Primary Sources:

Citation: Seneca, “Gladiatorial Combat,” in World History Document Collection, (New Jersey: Prentice Hall), 147.


Primary source document from an online collection:


2nd citation: Douglass, “Hypocrisy.”


Lecture notes

Citation: Susan Williams, “The Aftermath of the Reformation,” Grand Rapids Community College: HS102 Class Lecture, September 1, 2017.

2nd citation: Williams, “Aftermath.”

Website


2nd citation: Siegelbaum, “Comintern.”


Online Video


https://www.youtube.com/watch?v=rYjvGZTrt-Q.