

CMS (*Chicago*) Papers

Most history instructors and some humanities instructors require you to document sources with footnotes or endnotes based on *The Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010).

You face three main challenges when you write a paper that draws on sources: (1) supporting a thesis, (2) citing your sources and avoiding plagiarism, and (3) integrating quotations and other source material.

Examples in this section appear in CMS (*Chicago*) style and are drawn from one student's research on the Fort Pillow massacre, which occurred during the Civil War. Sample pages from Ned Bishop's paper are on pages 571–76.

CMS-1

Supporting a thesis

Most assignments based on reading or research—such as those assigned in history or other humanities classes—ask you to form a thesis, or main idea, and to support that thesis with well-organized evidence.

CMS-1a Form a working thesis.

Once you have read a variety of sources, considered your issue from different perspectives, and chosen an entry point in the research conversation (see R1-b), you are ready to form a working thesis: a one-sentence (or occasionally a two-sentence) statement of your central idea. (See also C1-c.) Because it is a working, or tentative, thesis, you can remain flexible and revise it as your ideas develop. Ultimately, the thesis will express not just your opinion but your informed, reasoned answer to your research question (see R3-c). Here, for example, are student writer Ned Bishop's research question and working thesis statement.

RESEARCH QUESTION

To what extent was Confederate Major General Nathan Bedford Forrest responsible for the massacre of Union troops at Fort Pillow?

WORKING THESIS

By encouraging racism among his troops, Nathan Bedford Forrest was directly responsible for the massacre of Union troops at Fort Pillow.

Notice that the thesis expresses a view on a debatable issue—an issue about which intelligent, well-meaning people might disagree. The writer’s job is to persuade such readers that this view is worth taking seriously. To read Ned Bishop’s thesis in the context of his introduction, see page 572.

CMS-1b Organize your ideas.

The body of your paper will consist of evidence in support of your thesis. It will be useful to sketch an informal plan that helps you begin to organize your ideas. Ned Bishop, for example, used a simple outline to structure his ideas. In the paper, the points in the outline became headings that help readers follow his line of argument.

What happened at Fort Pillow?

Did Forrest order the massacre?

Can Forrest be held responsible for the massacre?

MORE HELP IN YOUR HANDBOOK

A working thesis and rough outline can help writers get started.

- ▶ Drafting a working thesis: **C1-c**
- ▶ Sketching a plan: **C1-d**

CMS-1c Use sources to inform and support your argument.

Used thoughtfully, your source materials will make your argument more complex and convincing for readers. Sources can support your thesis by playing several different roles.

Providing background information or context

You can use facts and statistics to support generalizations or to establish the importance of your topic, as student writer Ned Bishop does early in his paper.

Fort Pillow, Tennessee, which sat on a bluff overlooking the Mississippi River, had been held by the Union for two years. It was garrisoned by 580 men, 292 of them from United States Colored Heavy and Light Artillery regiments, 285 from the white Thirteenth Tennessee Cavalry. Nathan Bedford Forrest commanded about 1,500 troops.¹

Explaining terms or concepts

If readers are unlikely to be familiar with a word, a phrase, or an idea important to your topic, you must explain it for them. Quoting or

paraphrasing a source can help you define terms and concepts clearly and concisely.

The Civil War practice of giving no quarter to an enemy—in other words, “denying [an enemy] the right of survival”—defied Lincoln’s mandate for humane and merciful treatment of prisoners.⁹

Supporting your claims

As you draft, make sure to back up your assertions with facts, examples, and other evidence from your research (see also A4-e). Ned Bishop, for example, uses an eyewitness report of the racially motivated violence perpetrated by Nathan Bedford Forrest’s troops.

The slaughter at Fort Pillow was no doubt driven in large part by racial hatred. . . . A Southern reporter traveling with Forrest makes clear that the discrimination was deliberate: “Our troops maddened by the excitement, shot down the ret[r]eating Yankees, and not until they had attained t[h]e water’s edge and turned to beg for mercy, did any prisoners fall in [t]o our hands—Thus the whites received quarter, but the negroes were shown no mercy.”¹⁹

Lending authority to your argument

Expert opinion can give weight to your argument (see also A4-e). But don’t rely on experts to make your argument for you. Construct your argument in your own words and, when appropriate, cite the judgment of an authority in the field for support.

Fort Pillow is not the only instance of a massacre or threatened massacre of black soldiers by troops under Forrest’s command. Biographer Brian Steel Wills points out that at Brice’s Cross Roads in June 1864, “black soldiers suffered inordinately” as Forrest looked the other way and Confederate soldiers deliberately sought out those they termed “the damned negroes.”²¹

Anticipating and countering alternative interpretations

Do not ignore sources that seem contrary to your position or that offer arguments different from your own. Instead, use them to give voice to opposing points of view and alternative interpretations before you counter them (see A4-f). Readers often have opposing points of view in mind already, whether or not they agree with you. Ned Bishop, for example, presents conflicting evidence to acknowledge that some readers may credit Nathan Bedford Forrest with stopping the massacre. In doing so, Bishop creates an opportunity to counter that objection and persuade those readers that Forrest can be held accountable.

Hurst suggests that the temperamental Forrest “may have ragingly ordered a massacre and even intended to carry it out—until he rode inside the fort and viewed the horrifying result” and ordered it stopped.¹⁵ While this is an intriguing interpretation of events, even Hurst would probably admit that it is merely speculation.

CMS-2

Citing sources; avoiding plagiarism

In a research paper, you will draw on the work of other writers, and you must document their contributions by citing your sources. Sources are cited for two reasons:

1. to tell readers where your information comes from—so that they can assess its reliability and, if interested, find and read the original source
2. to give credit to the writers from whom you have borrowed words and ideas

You must cite anything you borrow from a source, including direct quotations; statistics and other specific facts; visuals such as tables, graphs, and diagrams; and any ideas you present in a summary or paraphrase. Borrowing another writer’s language, sentence structures, or ideas without proper acknowledgment is a form of dishonesty known as *plagiarism*. The only exception is common knowledge—information that your readers may know or could easily locate in any number of reference sources.

CMS-2a Use the CMS (Chicago) system for citing sources.

CMS citations consist of superscript numbers in the text of the paper that refer readers to notes with corresponding numbers either at the foot of the page (footnotes) or at the end of the paper (endnotes).

TEXT

Governor John Andrew was not allowed to recruit black soldiers from out of state. “Ostensibly,” writes Peter Burchard, “no recruiting was done outside Massachusetts, but it was an open secret that Andrew’s agents were working far and wide.”¹

NOTE

1. Peter Burchard, *One Gallant Rush: Robert Gould Shaw and His Brave Black Regiment* (New York: St. Martin’s, 1965), 85.

For detailed advice on using CMS-style notes, see CMS-4. When you use footnotes or endnotes, you will usually need to provide a bibliography as well.

BIBLIOGRAPHY ENTRY

Burchard, Peter. *One Gallant Rush: Robert Gould Shaw and His Brave Black Regiment*. New York: St. Martin's, 1965.

CMS-2b Understand what plagiarism is.

Your research paper is a collaboration between you and your sources. To be fair and ethical, you must acknowledge your debt to the writers of those sources. Failure to do so is a form of academic dishonesty known as *plagiarism*.

Three different acts are generally considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words. Definitions of plagiarism may vary; it's a good idea to find out how your school defines and addresses academic dishonesty.

CMS-2c Use quotation marks around borrowed language.

To indicate that you are using a source's exact phrases or sentences, you must enclose them in quotation marks unless they have been set off from the text by indenting (see p. 544). To omit the quotation marks is to claim—falsely—that the language is your own. Such an omission is plagiarism even if you have cited the source.

MORE HELP IN YOUR HANDBOOK

When you use exact language from a source, you need to show that it is a quotation.

► Quotation marks for direct quotations: **P5-a**

ORIGINAL SOURCE

For many Southerners it was psychologically impossible to see a black man bearing arms as anything but an incipient slave uprising complete with arson, murder, pillage, and rapine.

—Dudley Taylor Cornish, *The Sable Arm*, p. 158

PLAGIARISM

According to Civil War historian Dudley Taylor Cornish, for many Southerners it was psychologically impossible to see a black man bearing arms as anything but an incipient slave uprising complete with arson, murder, pillage, and rapine.²

BORROWED LANGUAGE IN QUOTATION MARKS

According to Civil War historian Dudley Taylor Cornish, “For many Southerners it was psychologically impossible to see a black man bearing arms as anything but an incipient slave uprising complete with arson, murder, pillage, and rapine.”²

NOTE: Long quotations are set off from the text by indenting and do not need quotation marks (see the example on p. 544).

CMS-2d Put summaries and paraphrases in your own words.

Summaries and paraphrases are written in your own words. A summary condenses information; a paraphrase conveys the information using roughly the same number of words as in the original source. When you summarize or paraphrase, it is not enough to name the source; you must restate the source’s meaning using your own language. (See also R2-c.) You commit plagiarism if you patchwrite—half-copy the author’s sentences, either by mixing the author’s phrases with your own without using quotation marks or by plugging your own synonyms into the author’s sentence structure.

The first paraphrase of the following source is plagiarized—even though the source is cited—because too much of its language is borrowed from the original. The highlighted strings of words have been copied exactly (without quotation marks). In addition, the writer has closely followed the sentence structure of the original source, merely making a few substitutions (such as *Fifty percent* for *Half* and *angered* and *perhaps frightened* for *enraged* and *perhaps terrified*).

ORIGINAL SOURCE

Half of the force holding Fort Pillow were Negroes, former slaves now enrolled in the Union Army. Toward them Forrest’s troops had the fierce, bitter animosity of men who had been educated to regard the colored race as inferior and who for the first time had encountered that race armed and fighting against white men. The sight enraged and perhaps terrified many of the Confederates and aroused in them the ugly spirit of a lynching mob.

—Albert Castel, “The Fort Pillow Massacre,” pp. 46–47

PLAGIARISM: UNACCEPTABLE BORROWING

Albert Castel suggests that much of the brutality at Fort Pillow can be traced to racial attitudes. Fifty percent of the troops holding Fort Pillow were Negroes, former slaves who had joined the Union Army. Toward them Forrest’s soldiers displayed the savage hatred of men who had been taught the inferiority of blacks and who for the first time had confronted them armed and fighting against white men. The vision angered and perhaps frightened the Confederates and aroused in them the ugly spirit of a lynching mob.³

To avoid plagiarizing an author's language, resist the temptation to look at the source while you are summarizing or paraphrasing. After you have read the passage you want to paraphrase, set the source aside. Ask yourself, "What is the author's meaning?" In your own words, state your understanding of the author's basic point. Return to the source and check that you haven't used the author's language or sentence structure or misrepresented the author's ideas. Following these steps will help you avoid plagiarizing the source. When you fully understand another writer's meaning, you can more easily and accurately present those ideas in your own words.

ACCEPTABLE PARAPHRASE

Albert Castel suggests that much of the brutality at Fort Pillow can be traced to racial attitudes. Nearly half of the Union troops were blacks, men whom the Confederates had been raised to consider their inferiors. The shock and perhaps fear of facing armed ex-slaves in battle for the first time may well have unleashed the fury that led to the massacre.³

CMS-3

Integrating sources

Quotations, summaries, paraphrases, and facts will support your argument, but they cannot speak for you. You can use several strategies to integrate information from research sources into your paper while maintaining your own voice.

CMS-3a Use quotations appropriately.

In your academic writing, keep the emphasis on your ideas; use your own words to summarize and to paraphrase your sources and to explain your points. Sometimes, however, quotations can be the most effective way to integrate a source.

WHEN TO USE QUOTATIONS

- When language is especially vivid or expressive
- When exact wording is needed for technical accuracy
- When it is important to let the debaters of an issue explain their positions in their own words
- When the words of an authority lend weight to an argument
- When the language of a source is the topic of your discussion (as in an analysis or interpretation)

Limiting your use of quotations

Although it is tempting to insert many quotations in your paper and to use your own words only for connecting passages, do not quote excessively. It is almost impossible to integrate numerous quotations smoothly into your own text.

It is not always necessary to quote full sentences from a source. To reduce your reliance on the words of others, you can often integrate language from a source into your own sentence structure.

As Hurst has pointed out, until “an outcry erupted in the Northern press,” even the Confederates did not deny that there had been a massacre at Fort Pillow.⁴

Union surgeon Dr. Charles Fitch testified that after he was in custody, he “saw” Confederate soldiers “kill every negro that made his appearance dressed in Federal uniform.”²⁰

Using the ellipsis mark

To condense a quoted passage, you can use the ellipsis mark (three periods, with spaces between) to indicate that you have left words out. What remains must be grammatically complete.

Union surgeon Fitch’s testimony that all women and children had been evacuated from Fort Pillow before the attack conflicts with Forrest’s report: “We captured . . . about 40 negro women and children.”⁶

The writer has omitted several words not relevant to the issue at hand: *164 Federals, 75 negro troops, and.*

When you want to leave out one or more full sentences, use a period before the three ellipsis dots. For an example, see the long quotation on page 544.

Ordinarily, do not use an ellipsis mark at the beginning or at the end of a quotation. Readers will understand that you have taken the quoted material from a longer passage, so such marks are not necessary. The only exception occurs when you have dropped words at the end of the final quoted sentence. In such cases, put three ellipsis dots before the closing quotation mark.

USING SOURCES RESPONSIBLY: Make sure omissions and ellipsis marks do not distort the meaning of your source.

Using brackets

Brackets allow you to insert your own words into quoted material to explain a confusing reference or to keep a sentence grammatical in the context of your own writing.

According to Albert Castel, “It can be reasonably argued that he [Forrest] was justified in believing that the approaching steamships intended to aid the garrison [at Fort Pillow].”⁷

NOTE: Use the word *sic*, italicized and in brackets, to indicate that an error in a quoted sentence appears in the original source. (An example appears below.) Do not overuse *sic* to call attention to errors in a source. Sometimes paraphrasing is a better option. (See p. 314).

Setting off long quotations

CMS style allows you some flexibility in deciding whether to set off a long quotation or run it into your text. For emphasis, you may want to set off a quotation of more than four or five typed lines of text; almost certainly you should set off quotations of ten or more lines. To set off a quotation, indent it one-half inch from the left margin and use the normal right margin. Double-space the indented quotation.

Long quotations should be introduced by an informative sentence, usually followed by a colon. Quotation marks are unnecessary because the indented format tells readers that the passage is taken word-for-word from the source.

In a letter home, Confederate officer Achilles V. Clark recounted what happened at Fort Pillow:

Words cannot describe the scene. The poor deluded negroes would run up to our men fall upon their knees and with uplifted hands scream for mercy but they were ordered to their feet and then shot down. The whitte [*sic*] men fared but little better. . . . I with several others tried to stop the butchery and at one time had partially succeeded, but Gen. Forrest ordered them shot down like dogs, and the carnage continued.⁸

CMS-3b Use signal phrases to integrate sources.

Whenever you include a paraphrase, summary, or direct quotation of another writer's work in your paper, prepare your readers for it with a *signal phrase*. A signal phrase names the author of the source and often provides some context for the source material.

When you write a signal phrase, choose a verb that is appropriate for the way you are using the source (see CMS-1c). Are you providing background, explaining a concept, supporting a claim, lending authority, or refuting an argument? By choosing an appropriate verb, you can make your source's role clear. See the chart on page 546 for a list of verbs commonly used in signal phrases.

Note that CMS style calls for verbs in the present tense or present perfect tense (*points out* or *has pointed out*) to introduce source material unless you include a date that specifies the time of the original author's writing.

The first time you mention an author, use the full name: *Shelby Foote argues*. . . . When you refer to the author again, you may use the last name only: *Foote raises an important question*.

Marking boundaries

Readers should be able to move from your own words to the words of a source without feeling a jolt. Avoid dropping quotations into your text without warning. Instead, provide clear signal phrases, usually including the author's name, to indicate the boundary between your words and the source's words. (The signal phrase is highlighted in the second example.)

DROPPED QUOTATION

Not surprisingly, those testifying on the Union and Confederate sides recalled events at Fort Pillow quite differently. Unionists claimed that their troops had abandoned their arms and were in full retreat. "The Confederates, however, all agreed that the Union troops retreated to the river with arms in their hands."⁹

QUOTATION WITH SIGNAL PHRASE

Not surprisingly, those testifying on the Union and Confederate sides recalled events at Fort Pillow quite differently. Unionists claimed that their troops had abandoned their arms and were in full retreat. "The Confederates, however," writes historian Albert Castel, "all agreed that the Union troops retreated to the river with arms in their hands."⁹

Using signal phrases in CMS papers

To avoid monotony, try to vary both the language and the placement of your signal phrases.

Model signal phrases

In the words of historian James M. McPherson, “. . .”¹

As Dudley Taylor Cornish has argued, “. . .”²

In a letter to his wife, a Confederate soldier who witnessed the massacre wrote that “. . .”³

“. . .,” claims Benjamin Quarles.⁴

“. . .,” writes Albert Castel, “. . .”⁵

Shelby Foote offers an intriguing interpretation: “. . .”⁶

Verbs in signal phrases

admits	compares	insists	rejects
agrees	confirms	notes	reports
argues	contends	observes	responds
asserts	declares	points out	suggests
believes	denies	reasons	thinks
claims	emphasizes	refutes	writes

Using signal phrases with summaries and paraphrases

As with quotations, you should introduce most summaries and paraphrases with a signal phrase that mentions the author and places the material in the context of your own writing. Readers will then understand where the summary or paraphrase begins.

Without the signal phrase (highlighted) in the following example, readers might think that only the last sentence is being cited, when in fact the whole paragraph is based on the source.

According to Jack Hurst, official Confederate policy was that black soldiers were to be treated as runaway slaves; in addition, the Confederate Congress decreed that white Union officers commanding black troops be killed. Confederate Lieutenant General Kirby Smith went one step further, declaring that he would kill all captured black troops. Smith’s policy never met with strong opposition from the Richmond government.¹⁰

Integrating statistics and other facts

When you are citing a statistic or another specific fact, a signal phrase is often not necessary. In most cases, readers will understand that the citation refers to the statistic or another fact (not the whole paragraph).

Of 295 white troops garrisoned at Fort Pillow, 168 were taken prisoner. Black troops fared worse, with only 58 of 262 captured and most of the rest presumably killed or wounded.¹²

There is nothing wrong, however, with using a signal phrase to introduce a statistic or fact.

Shelby Foote notes that of 295 white troops garrisoned at Fort Pillow, 168 were taken prisoner but that black troops fared worse, with only 58 of 262 captured and most of the rest presumably killed or wounded.¹²

Putting source material in context

Readers should not have to guess why source material appears in your paper. A signal phrase can help you make the connection between your own ideas and those of another writer by setting up how a source will contribute to your paper (see R3).

If you use another writer's words, you must explain how they relate to your point. It's a good idea to embed a quotation between sentences of your own. In addition to introducing it with a signal phrase, follow it with interpretive comments that link the source material to your paper's argument.

QUOTATION WITH EFFECTIVE CONTEXT

In a respected biography of Nathan Bedford Forrest, Hurst suggests that the temperamental Forrest "may have ragingly ordered a massacre and even intended to carry it out—until he rode inside the fort and viewed the horrifying result" and ordered it stopped.¹¹ While this is an intriguing interpretation of events, even Hurst would probably admit that it is merely speculation.

NOTE: When you bring other sources into a conversation about your research topic, you are synthesizing. For more on synthesis, see MLA-3c.

CMS-4 Documenting sources

In history and some other humanities courses, you may be asked to use the documentation system of *The Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010). In CMS style, superscript numbers (like this¹) in the text of the paper refer readers to notes with corresponding numbers either at the foot of the page (footnotes) or at the end of the paper (endnotes). A bibliography is often required as well; it appears at the end of the paper and gives publication information for all the works cited in the notes.

TEXT

A Union soldier, Jacob Thompson, claimed to have seen Forrest order the killing, but when asked to describe the six-foot-two general, he called him “a little bit of a man.”¹²

FOOTNOTE OR ENDNOTE

12. Brian Steel Wills, *A Battle from the Start: The Life of Nathan Bedford Forrest* (New York: HarperCollins, 1992), 187.

BIBLIOGRAPHY ENTRY

Wills, Brian Steel. *A Battle from the Start: The Life of Nathan Bedford Forrest*. New York: HarperCollins, 1992.

CMS-4a First and later notes for a source

The first time you cite a source, the note should include publication information for that work as well as the page number for the passage you are citing.

1. Peter Burchard, *One Gallant Rush: Robert Gould Shaw and His Brave Black Regiment* (New York: St. Martin's, 1965), 85.

For later references to a source you have already cited, you may simply give the author's last name, a short form of the title, and the page or pages cited. A short form of the title of a book or another long work is italicized; a short form of the title of an article or another short work is put in quotation marks.

4. Burchard, *One Gallant Rush*, 31.

When you have two notes in a row from the same source, you may use “Ibid.” (meaning “in the same place”) and the page number for the second note. Use “Ibid.” alone if the page number is the same.

5. Jack Hurst, *Nathan Bedford Forrest: A Biography* (New York: Knopf, 1993), 8.

6. Ibid., 174.

CMS-4b CMS-style bibliography

A bibliography at the end of your paper lists the works you have cited in your notes; it may also include works you consulted but did not cite. See page 570 for how to construct the list; see page 576 for a sample bibliography.

NOTE: If you include a bibliography, *The Chicago Manual of Style* suggests that you shorten all notes, including the first reference to a source, as described at the top of this page. Check with your instructor, however, to see whether using an abbreviated note for a first reference to a source is acceptable.

CMS-4c Model notes and bibliography entries

The following models are consistent with guidelines in *The Chicago Manual of Style*, 16th ed. For each type of source, a model note appears first, followed by a model bibliography entry. The note shows the format you should use when citing a source for the first time. For subsequent, or later, citations of a source, use shortened notes (see pp. 548–49).

Some sources on the Web, typically periodical articles, use a permanent locator called a digital object identifier (DOI). Use the DOI, when it is available, in place of a URL in your citations of sources from the Web.

When a URL or a DOI must break across lines, do not insert a hyphen or break at a hyphen if the URL or DOI contains one. Instead, break after a colon or a double slash or before any other mark of punctuation.

General guidelines for listing authors

1. One author

1. Salman Rushdie, *Joseph Anton: A Memoir* (New York: Random House, 2012), 135.

Rushdie, Salman. *Joseph Anton: A Memoir*. New York: Random House, 2012.

2. Two or three authors For a work with two or three authors, give all authors' names in both the note and the bibliography entry.

2. Bill O'Reilly and Martin Dugard, *Killing Lincoln: The Shocking Assassination That Changed America Forever* (New York: Holt, 2012), 33.

O'Reilly, Bill, and Martin Dugard. *Killing Lincoln: The Shocking Assassination That Changed America Forever*. New York: Holt, 2012.

3. Four or more authors For a work with four or more authors, in the note give the first author's name followed by "et al." (for "and others"); in the bibliography entry, list all authors' names.

3. Lynn Hunt et al., *The Making of the West: Peoples and Cultures*, 4th ed. (Boston: Bedford/St. Martin's, 2012), 541.

Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, R. Po-chia Hsia, and Bonnie G. Smith. *The Making of the West: Peoples and Cultures*. 4th ed. Boston: Bedford/St. Martin's, 2012.

4. Organization as author

4. Johnson Historical Society, *Images of America: Johnson* (Charleston, SC: Arcadia Publishing, 2011), 24.

Johnson Historical Society. *Images of America: Johnson*. Charleston, SC: Arcadia Publishing, 2011.

5. Unknown author

5. *The Men's League Handbook on Women's Suffrage* (London, 1912), 23.

The Men's League Handbook on Women's Suffrage. London, 1912.

6. Multiple works by the same author In the bibliography, arrange the entries alphabetically by title. Use six hyphens in place of the author's name in the second and subsequent entries.

Winchester, Simon. *The Alice behind Wonderland*. New York: Oxford University Press, 2011.

-----, *Atlantic: Great Sea Battles, Heroic Discoveries, Titanic Storms, and a Vast Ocean of a Million Stories*. New York: HarperCollins, 2010.

7. Editor

7. Teresa Carpenter, ed., *New York Diaries: 1609-2009* (New York: Modern Library, 2012), 316.

Carpenter, Teresa, ed. *New York Diaries: 1609-2009*. New York: Modern Library, 2012.

8. Editor with author

8. Susan Sontag, *As Consciousness Is Harnessed to Flesh: Journals and Notebooks, 1964-1980*, ed. David Rieff (New York: Farrar, Straus and Giroux, 2012), 265.

Sontag, Susan. *As Consciousness Is Harnessed to Flesh: Journals and Notebooks, 1964-1980*. Edited by David Rieff. New York: Farrar, Straus and Giroux, 2012.

9. Translator with author

9. Richard Bidlack and Nikita Lomagin, *The Leningrad Blockade, 1941-1944: A New Documentary from the Soviet Archives*, trans. Marian Schwartz (New Haven, CT: Yale University Press, 2012), 26.

Bidlack, Richard, and Nikita Lomagin. *The Leningrad Blockade, 1941-1944: A New Documentary from the Soviet Archives*. Translated by Marian Schwartz. New Haven, CT: Yale University Press, 2012.

Books and other long works

► Citation at a glance: Book, [page 552](#)

10. Basic format for a book

a. Print

10. Mary N. Woods, *Beyond the Architect's Eye: Photographs and the American Built Environment* (Philadelphia: University of Pennsylvania Press, 2009), 45.

Woods, Mary N. *Beyond the Architect's Eye: Photographs and the American Built Environment*. Philadelphia: University of Pennsylvania Press, 2009.

b. E-book

10. Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Knopf, 2008), Nook edition, chap. 4.

Faust, Drew Gilpin. *This Republic of Suffering: Death and the American Civil War*. New York: Knopf, 2008. Nook edition.

c. Web (or online library)

10. Charles Hursthouse, *New Zealand, or Zealandia, the Britain of the South* (1857; Hathi Trust Digital Library, n.d.), 2:356, <http://catalog.hathitrust.org/Record/006536666>.

Hursthouse, Charles. *New Zealand, or Zealandia, the Britain of the South*. 2 vols. 1857. Hathi Trust Digital Library, n.d. <http://catalog.hathitrust.org/Record/006536666>.

11. Edition other than the first

11. Josephine Donovan, *Feminist Theory: The Intellectual Traditions*, 4th ed. (New York: Continuum, 2012), 86.

Donovan, Josephine. *Feminist Theory: The Intellectual Traditions*. 4th ed. New York: Continuum, 2012.

Citation at a glance: Book **CMS**

To cite a print book in CMS (*Chicago*) style, include the following elements:

- | | |
|------------------------------|---|
| 1 Author(s) | 4 Publisher |
| 2 Title and subtitle | 5 Year of publication |
| 3 City of publication | 6 Page number(s) cited (for notes) |

TITLE PAGE

1 DAVID CRIST

2 THE
TWILIGHT WAR
The Secret History of America's Thirty-Year Conflict with Iran

3 THE PENGUIN PRESS
New York

4 THE PENGUIN PRESS
New York
2012

5 FROM
COPYRIGHT PAGE

6 354

5 First published in 2012 by The Penguin Press, a member of Penguin Group (USA) Inc.

The Penguin Press, New York, 2012.

NOTE

1. David Crist, *The Twilight War: The Secret History of America's Thirty-Year Conflict with Iran* (New York: Penguin, 2012), 354.

BIBLIOGRAPHY

Crist, David. *The Twilight War: The Secret History of America's Thirty-Year Conflict with Iran*.
New York: Penguin, 2012.

For more on citing books in CMS style, see items 10–18.

12. Volume in a multivolume work If each volume has its own title, give the volume title first, followed by the volume number and the title of the entire work, as in the following examples. If the volumes do not have individual titles, give the volume and page number in the note (for example, 2:356) and the total number of volumes in the bibliography entry (see item 10c).

12. Robert A. Caro, *The Passage of Power*, vol. 4 of *The Years of Lyndon Johnson* (New York: Knopf, 2012), 198.

Caro, Robert A. *The Passage of Power*. Vol. 4 of *The Years of Lyndon Johnson*. New York: Knopf, 2012.

13. Work in an anthology

13. Janet Walsh, "Unequal in Africa: How Property Rights Can Empower Women," in *The Unfinished Revolution: Voices from the Global Fight for Women's Rights*, ed. Minky Worden (New York: Seven Stories Press, 2012), 161.

Walsh, Janet. "Unequal in Africa: How Property Rights Can Empower Women." In *The Unfinished Revolution: Voices from the Global Fight for Women's Rights*, edited by Minky Worden, 159-66. New York: Seven Stories Press, 2012.

14. Introduction, preface, foreword, or afterword

14. Alice Walker, afterword to *The Indispensable Zinn: The Essential Writings of the "People's Historian,"* by Howard Zinn, ed. Timothy Patrick McCarthy (New York: New Press, 2012), 373.

Walker, Alice. Afterword to *The Indispensable Zinn: The Essential Writings of the "People's Historian,"* by Howard Zinn, 371-76. Edited by Timothy Patrick McCarthy. New York: New Press, 2012.

15. Republished book

15. W. S. Blatchley, *A Nature Wooing at Ormond by the Sea* (1902; repr., Stockbridge, MA: Hard Press, 2012), 26.

Blatchley, W. S. *A Nature Wooing at Ormond by the Sea*. 1902. Reprint, Stockbridge, MA: Hard Press, 2012.

16. Book with a title in its title Use quotation marks around any title, whether a long or a short work, within an italicized title.

16. Claudia Durst Johnson, ed., *Race in Mark Twain's "Adventures of Huckleberry Finn"* (Detroit, MI: Greenhaven Press, 2009).

Johnson, Claudia Durst, ed. *Race in Mark Twain's "Adventures of Huckleberry Finn."* Detroit, MI: Greenhaven Press, 2009.

17. Work in a series The series name follows the book title.

17. Lois E. Horton, *Harriet Tubman and the Fight for Freedom: A Brief History with Documents*, Bedford Series in History and Culture (Boston: Bedford/St. Martin's, 2013), 35.

Horton, Lois E. *Harriet Tubman and the Fight for Freedom: A Brief History with Documents*. Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 2013.

18. Sacred text Sacred texts such as the Bible are usually not included in the bibliography.

18. Matt. 20:4-9 (Revised Standard Version).

18. Qur'an 18:1-3.

19. Government document

19. United States Senate, Committee on Foreign Relations, *Implications of the Kyoto Protocol on Climate Change: Hearing before the Committee on Foreign Relations, United States Senate*, 105th Cong., 2nd sess. (Washington, DC: GPO, 1998).

United States Senate. Committee on Foreign Relations. *Implications of the Kyoto Protocol on Climate Change: Hearing before the Committee on Foreign Relations, United States Senate*, 105th Cong., 2nd sess. Washington, DC: GPO, 1998.

20. Unpublished dissertation

20. Stephanie Lynn Budin, "The Origins of Aphrodite" (PhD diss., University of Pennsylvania, 2000), 301-2, ProQuest (AAT 9976404).

Budin, Stephanie Lynn. "The Origins of Aphrodite." PhD diss., University of Pennsylvania, 2000. ProQuest (AAT 9976404).

For a published dissertation, italicize the title and give publication information as for a book.

21. Published proceedings of a conference Cite as a book, adding the location and dates of the conference after the title.

21. Stacey K. Sowards, et al., eds., *Across Borders and Environments: Communication and Environmental Justice in International Contexts*, University of Texas at El Paso, June 25-28, 2011 (Cincinnati, OH: International Environmental Communication Association, 2012), 114.

Sowards, Stacey K., Kyle Alvarado, Diana Arrieta, and Jacob Barde, eds. *Across Borders and Environments: Communication and Environmental Justice in International Contexts*. University of Texas at El Paso, June 25-28, 2011. Cincinnati, OH: International Environmental Communication Association, 2012.

22. Source quoted in another source (a secondary source) Sometimes you will want to use a quotation from one source that you have found in another source. In your note and bibliography entry, cite whatever information is available about the original source of the quotation, including a page number. Then add the words "quoted in" and give publication information for the source in which you found the words. In the following examples, author John Matteson quotes the words of Thomas Wentworth Higginson. Matteson's book includes a note with information about the Higginson book.

22. Thomas Wentworth Higginson, *Margaret Fuller Ossoli* (Boston: Houghton Mifflin, 1890), 11, quoted in John Matteson, *The Lives of Margaret Fuller* (New York: Norton, 2012), 7.

Higginson, Thomas Wentworth. *Margaret Fuller Ossoli*. Boston: Houghton Mifflin, 1890, 11. Quoted in John Matteson, *The Lives of Margaret Fuller* (New York: Norton, 2012), 7.

Articles and other short works

- ▶ Citation at a glance: Article in a journal, [page 556](#)
- ▶ Citation at a glance: Article from a database, [page 558](#)

23. Article in a journal Include the volume and issue numbers (if the journal has them) and the date; end the bibliography entry with the page range of the article. If an article in a database or on the Web shows only a beginning page, use a plus sign after the page number instead of a page range: 212+.

a. Print

23. Catherine Foisy, "Preparing the Quebec Church for Vatican II: Missionary Lessons from Asia, Africa, and Latin America, 1945-1962," *Historical Studies* 78 (2012): 8.

Foisy, Catherine. "Preparing the Quebec Church for Vatican II: Missionary Lessons from Asia, Africa, and Latin America, 1945-1962." *Historical Studies* 78 (2012): 7-26.

b. Web Give the DOI if the article has one; if there is no DOI, give the URL for the article. For unpaginated articles on the Web, you may include in your note a locator, such as a numbered paragraph or a heading from the article.

23. Anne-Lise François, "Flower Fisting," *Postmodern Culture* 22, no. 1 (2011), doi:10.1353/pmc.2012.0004.

François, Anne-Lise. "Flower Fisting." *Postmodern Culture* 22, no. 1 (2011). doi:10.1353/pmc.2012.0004.

c. Database Give one of the following pieces of information from the database listing, in this order of preference: a DOI for the article; or the name of the database and the article number, if any; or a "stable" or "persistent" URL for the article.

23. Patrick Zuk, "Nikolay Myaskovsky and the Events of 1948," *Music and Letters* 93, no. 1 (2012): 61, Project Muse.

Zuk, Patrick. "Nikolay Myaskovsky and the Events of 1948." *Music and Letters* 93, no. 1 (2012): 61. Project Muse.

24. Article in a magazine Give the month and year for a monthly publication; give the month, day, and year for a weekly publication. End the bibliography entry with the page range of the article. If an article in a database or on the Web shows only a beginning page, use a plus sign after the page number instead of a page range: 212+.

a. Print

24. Alan Lightman, "Our Place in the Universe: Face to Face with the Infinite," *Harper's*, December 2012, 34.

Lightman, Alan. "Our Place in the Universe: Face to Face with the Infinite." *Harper's*, December 2012, 33-38.

Citation at a glance: Article in a journal CMS

To cite an article in a print journal in CMS (*Chicago*) style, include the following elements:

- | | |
|---|--|
| <p>1 Author(s)</p> <p>2 Title and subtitle of article</p> <p>3 Title of journal</p> <p>4 Volume and issue numbers</p> | <p>5 Year of publication</p> <p>6 Page number(s) cited (for notes); page range of article (for bibliography)</p> |
|---|--|

FIRST PAGE OF ARTICLE

2 Work, Family, and the Eighteenth-Century History of a Middle Class in the American South

1 By EMMA HART

TITLE PAGE OF JOURNAL

3 *The Journal of*
SOUTHERN HISTORY

4 VOLUME LXXVIII

5 AUGUST 2012

4 NUMBER 3

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	The Free Black Experience in Antebellum Wilmington, North Carolina: Refining Generalizations about Race Relations	<i>By Richard C. Rohrs</i>	615	
	Looking the Thing in the Face: Slavery, Race, and the Commemorative Landscape in Charleston, South Carolina, 1865–2010	<i>By Blain Roberts and Ethan J. Kytte</i>	639	
	Book Reviews		685	
	Historical News and Notices		794	

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of Executors of the
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the case is cited as
–2, Series L10092,

NOTE

1. Emma Hart, "Work, Family, and the Eighteenth-Century History of a Middle Class in the American South," *Journal of Southern History* 78, no. 3 (2012): 565.

BIBLIOGRAPHY

Hart, Emma. "Work, Family, and the Eighteenth-Century History of a Middle Class in the American South." *Journal of Southern History* 78, no. 3 (2012): 551-78.

For more on citing articles in CMS style, see items 23–25.

24. Article in a magazine (cont.)

b. Web If no DOI is available, include the URL for the article.

24. James Verini, "The Tunnels of Gaza," *National Geographic*, December 2012, <http://ngm.nationalgeographic.com/2012/12/gaza-tunnels/verini-text>.

Verini, James. "The Tunnels of Gaza." *National Geographic*, December 2012. <http://ngm.nationalgeographic.com/2012/12/gaza-tunnels/verini-text>.

c. Database Give one of the following from the database listing, in this order of preference: a DOI for the article; or the name of the database and the article number, if any; or a "stable" or "persistent" URL for the article.

24. Ron Rosenbaum, "The Last Renaissance Man," *Smithsonian*, November 2012, 40, OmniFile Full Text Select (83097302).

Rosenbaum, Ron. "The Last Renaissance Man." *Smithsonian*, November 2012, 39-44. OmniFile Full Text Select (83097302).

25. Article in a newspaper Page numbers are not necessary; a section letter or number, if available, is sufficient.

a. Print

25. Alissa J. Rubin, "A Pristine Afghan Prison Faces a Murky Future," *New York Times*, December 18, 2012, sec. A.

Rubin, Alissa J. "A Pristine Afghan Prison Faces a Murky Future." *New York Times*, December 18, 2012, sec. A.

Citation at a glance: Article from a database CMS

To cite an article from a database in CMS (*Chicago*) style, include the following elements:

- 1** Author(s)
 - 2** Title and subtitle of article
 - 3** Title of journal
 - 4** Volume and issue numbers
 - 5** Year of publication
- 6** Page number(s) cited (for notes); page range of article (for bibliography)
 - 7** DOI; or database name and article number; or “stable” or “persistent” URL for article

ON-SCREEN VIEW OF DATABASE RECORD

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BN "History Today" AND DT 20130101 in Select a Field (optional) Search Clear

AND in Select a Field (optional)

AND in Select a Field (optional) Add Row

Basic Search | Advanced Search | Visual Search | Search History

<< Result List Refine Search 3 of 47

Rich Pickings from Medieval Pilgrims. **2**

3 Check Article Linker for this item's availability. Check Article Linker for more information

1 Authors: Bell, Adrian¹
Dale, Richard²

Source: **History Today**; Jan2013, Vol. 63 Issue 1, p30-37, 8p

Document Type: Article

Subjects: Europe; Christian pilgrims & pilgrimages -- History; Church history -- Middle Ages, 600-1500; Christian space; Christian saints; Miracles; Indulgences; Europe -- Church history -- 600-1500

Abstract: The article discusses historical accounts of Medieval pilgrims and pilgrimages to holy shrines of the C Europe. It considers how sites of holy relics and remains marketed their miracles to the public to p members to travel to their sites. Other topics include plenary indulgences, additional indulgences of Saints' days or through special church attendance, and books issued listing indulgences offered at in cities such as Rome, Italy. Shrines discussed include the tomb of Saint Thomas Becket at Canter remains of Sainte Foy at Le Puy, France.

ISSN: 00182753

Accession Number: 84769933

Database: OmniFile Full Text Select (H.W. Wilson)

<< Result List Refine Search 3 of 47

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Accession Number: 84769933 **7**

Database: OmniFile Full Text Select (H.W. Wilson)

NOTE

1. Adrian Bell and Richard Dale, "Rich Pickings from Medieval Pilgrims," *History Today* 63, no. 1 (2013): 33, OmniFile Full Text Select (84769933).

BIBLIOGRAPHY

Bell, Adrian, and Richard Dale. "Rich Pickings from Medieval Pilgrims." *History Today* 63, no. 1 (2013): 30-37. OmniFile Full Text Select (84769933).

For more on citing articles from databases in CMS style, see items 23–25.

25. Article in a newspaper (cont.)

b. Web Include the URL for the article; if the URL is very long, use the URL for the newspaper's home page. Omit page numbers, even if the source provides them.

25. David Brown, "New Burden of Disease Study Shows World's People Living Longer but with More Disability," *Washington Post*, December 13, 2012, <http://www.washingtonpost.com/>.

Brown, David. "New Burden of Disease Study Shows World's People Living Longer but with More Disability." *Washington Post*, December 13, 2012. <http://www.washingtonpost.com/>.

c. Database Give one of the following from the database listing, in this order of preference: a DOI for the article; or the name of the database and the number assigned by the database; or a "stable" or "persistent" URL for the article.

25. "Safe in Sioux City at Last: Union Pacific Succeeds in Securing Trackage from the St. Paul Road," *Omaha Daily Herald*, May 16, 1889, America's Historical Newspapers. "Safe in Sioux City at Last: Union Pacific Succeeds in Securing Trackage from the St. Paul Road." *Omaha Daily Herald*, May 16, 1889. America's Historical Newspapers.

26. Unsigned newspaper article In the note, begin with the title of the article. In the bibliography entry, begin with the title of the newspaper.

26. "Rein in Charter Schools," *Chicago Sun-Times*, December 13, 2012, <http://www.suntimes.com/>.

Chicago Sun-Times. "Rein in Charter Schools." December 13, 2012. <http://www.suntimes.com/>.

27. Article with a title in its title Use italics for titles of long works such as books and for terms that are normally italicized. Use single quotation marks for titles of short works and terms that would otherwise be placed in double quotation marks.

27. Karen Garner, "Global Gender Policy in the 1990s: Incorporating the 'Vital Voices' of Women," *Journal of Women's History* 24, no. 4 (2012): 130.

Garner, Karen. "Global Gender Policy in the 1990s: Incorporating the 'Vital Voices' of Women." *Journal of Women's History* 24, no. 4 (2012): 121-48.

28. Review If the review has a title, provide it immediately following the author of the review.

28. David Denby, "Dead Reckoning," review of *Zero Dark Thirty*, directed by Kathryn Bigelow, *New Yorker*, December 24/31, 2012, 130.

Denby, David. "Dead Reckoning." Review of *Zero Dark Thirty*, directed by Kathryn Bigelow. *New Yorker*, December 24/31, 2012, 130-32.

28. David Eggleton, review of *Stalking Nabokov*, by Brian Boyd, *New Zealand Listener*, December 13, 2012, <http://www.listener.co.nz/culture/books/stalking-nabokov-by-brian-boyd-review/>.

Eggleton, David. Review of *Stalking Nabokov*, by Brian Boyd. *New Zealand Listener*, December 13, 2012. <http://www.listener.co.nz/culture/books/stalking-nabokov-by-brian-boyd-review/>.

29. Letter to the editor Do not use the letter's title, even if the publication gives one.

29. Andy Bush, letter to the editor, *Economist*, December 15, 2012, <http://www.economist.com/>.

Bush, Andy. Letter to the editor. *Economist*, December 15, 2012. <http://www.economist.com/>.

30. Article in a reference work (encyclopedia, dictionary, wiki)

Reference works such as encyclopedias do not require publication information and are usually not included in the bibliography. The abbreviation "s.v." is for the Latin *sub verbo* ("under the word").

30. *Encyclopaedia Britannica*, 15th ed., s.v. "Monroe Doctrine."

30. *Wikipedia*, s.v. "James Monroe," last modified December 19, 2012, http://en.wikipedia.org/wiki/James_Monroe.

30. Bryan A. Garner, *Garner's Modern American Usage*, 3rd ed. (Oxford: Oxford University Press, 2009), s.v. "brideprice."

Garner, Bryan A. *Garner's Modern American Usage*. 3rd ed. Oxford: Oxford University Press, 2009.

31. Letter in a published collection Use the day-month-year form for the date of the letter. If the letter writer's name is part of the book title,

begin the note with only the last name but begin the bibliography entry with the full name.

- ▶ Citation at a glance: Letter in a published collection, [page 562](#)

31. Dickens to Thomas Beard, 1 June 1840, in *The Selected Letters of Charles Dickens*, ed. Jenny Hartley (New York: Oxford University Press, 2012), 65.

Dickens, Charles. *The Selected Letters of Charles Dickens*. Edited by Jenny Hartley. New York: Oxford University Press, 2012.

Web sources

For most Web sites, include an author if a site has one, the title of the site, the sponsor, the date of publication or the modified (update) date, and the site's URL. Do not italicize a Web site title unless the site is an online book or periodical. Use quotation marks for the titles of sections or pages in a Web site. If a site does not have a date of publication or a modified date, give the date you accessed the site ("accessed January 3, 2013").

32. An entire Web site

32. Chesapeake and Ohio Canal National Historical Park, National Park Service, last modified November 25, 2012, <http://www.nps.gov/choh/index.htm>.

Chesapeake and Ohio Canal National Historical Park. National Park Service. Last modified November 25, 2012. <http://www.nps.gov/choh/index.htm>.

33. Short work from a Web site

- ▶ Citation at a glance: Primary source from a Web site, [page 566](#)

33. Dan Archer, "Using Illustrated Reportage to Cover Human Trafficking in Nepal's Brick Kilns," Poynter, last modified December 18, 2012, <http://www.poynter.org/>.

Archer, Dan. "Using Illustrated Reportage to Cover Human Trafficking in Nepal's Brick Kilns." Poynter, last modified December 18, 2012. <http://www.poynter.org/>.

34. Blog post Treat as a short work from a Web site (see item 33), but italicize the name of the blog. Insert "blog" in parentheses after the name if the word *blog* is not part of the name. If the blog is part of a larger site (such as a newspaper's or an organization's site), add the title of the site after the blog title. Do not list the blog post in the bibliography; but if you cite the blog frequently in your paper, you may give a bibliography entry for the entire blog.

34. Gregory LeFever, "Skull Fraud 'Created' the Brontosaurus," *Ancient Tides* (blog), December 16, 2012, <http://ancient-tides.blogspot.com/2012/12/skull-fraud-created-brontosaurus.html>.

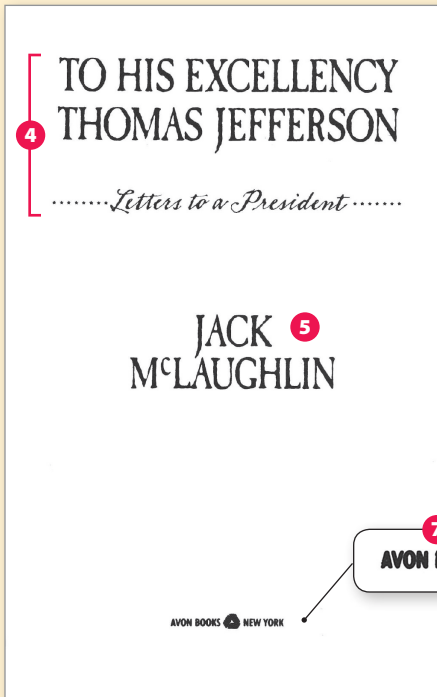
LeFever, Gregory. *Ancient Tides* (blog). <http://ancient-tides.blogspot.com/>.

Citation at a glance: Letter in a published collection **CMS**

To cite a letter in a published collection in CMS (*Chicago*) style, include the following elements:

- | | |
|-------------------------------|--|
| 1 Author of letter | 6 City of publication |
| 2 Recipient of letter | 7 Publisher |
| 3 Date of letter | 8 Year of publication |
| 4 Title of collection | 9 Page number(s) cited (for notes); page range of letter (for bibliography) |
| 5 Editor of collection | |

TITLE PAGE



AVON BOOKS  NEW YORK

AVON BOOKS  NEW YORK

8

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 Library of Congress Catalog Card Number: 90-27824
 ISBN: 0-380-71964-9

FROM
 COPYRIGHT PAGE

Washington 30th. Oct 1805 **3**His Excellency Ths. Jefferson **2**

SIR,

I have not the honor to be personally known to your Excellency therefore you will no doubt think it strange to receive this letter from a person of whom you have not the smallest knowledge. But in order to state to your Excellency in as few words as possible the purport of this address, I am a young man a Roman Catholic who had been born and partly educated in France and had been conversant with the sequence of that unhappy business in a few years since [m]isfortune r [I] can attrib

Patronage *6* **9**

your Excellency this very prolix letter which should it please your Excellency to give me some little Office or appointment in that extensive Country of Louisiana It should be my constant endeavour to merit the same by fidelity and an indefatigable attention to whatever business I should be assigned. May I have the satisfaction in whatsoever Country or situation [I] may be in to hear of your Excellencies long continuance of your Natural powers unempaired to conduct the Helm of this Extensive Country which are the sincere wishes of your Excellencies Mo. Obt. Hum. Servt.

1 JOHN O'NEILL

Copyright © 1991 by Jack McLaughlin. Used by permission of W. W. Norton & Company, Inc.

NOTE

1. John O'Neill to Thomas Jefferson, October 30, 1805, in *To His Excellency Thomas*

Jefferson: Letters to a President, ed. Jack McLaughlin (New York: Avon Books, 1991), 61.

BIBLIOGRAPHY

O'Neill, John. John O'Neill to Thomas Jefferson, 30 October 1805. In *To His Excellency Thomas Jefferson: Letters to a President*, edited by Jack McLaughlin, 59-61. New York: Avon Books, 1991.

For another citation of a letter in CMS style, see item 31.

35. Comment on a blog post This bibliography entry gives the blog by title only because it has many contributors, not a single author.

35. Didomyk, comment on B.C., "A New Spokesman," *Pomegranate: The Middle East* (blog), *Economist*, December 18, 2012, <http://www.economist.com/blogs/pomegranate/2012/12/christians-middle-east>.

Pomegranate: The Middle East (blog). *Economist*. <http://www.economist.com/blogs/pomegranate/>.

Audio, visual, and multimedia sources

36. Podcast Treat as a short work from a Web site (see item 33), including the following, if available: the name of the author, speaker, or host; the title of the podcast, in quotation marks; an identifying number, if any; the title of the site on which it appears; the sponsor of the site; and the URL. Identify the type of podcast or file format; before the URL, give the date of posting or your date of access.

36. Peter Limb, "Economic and Cultural History of the Slave Trade in Western Africa," Episode 69, *Africa Past and Present*, African Online Digital Library, podcast audio, December 12, 2012, <http://afripod.aodl.org/>.

Limb, Peter. "Economic and Cultural History of the Slave Trade in Western Africa." Episode 69. *Africa Past and Present*. African Online Digital Library. Podcast audio. December 12, 2012. <http://afripod.aodl.org/>.

37. Online audio or video Cite as a short work from a Web site (see item 33). If the source is a downloadable file, identify the file format or medium before the URL.

37. Tom Brokaw, "Global Warming: What You Need to Know," Discovery Channel, January 23, 2012, <http://www.youtube.com/watch?v=xcVwLrAavyA>.

Brokaw, Tom. "Global Warming: What You Need to Know." Discovery Channel, January 23, 2012. <http://www.youtube.com/watch?v=xcVwLrAavyA>.

38. Published or broadcast interview

38. Jane Goodall, interview by Suza Scalora, *Origin*, n.d., <http://www.originmagazine.com/2012/12/07/dr-jane-goodall-interview-with-suza-scalora>.

Goodall, Jane. Interview by Suza Scalora. *Origin*, n.d. <http://www.originmagazine.com/2012/12/07/dr-jane-goodall-interview-with-suza-scalora>.

38. Julian Castro and Joaquin Castro, interview by Charlie Rose, *Charlie Rose Show*, WGBH, Boston, December 17, 2012.

Castro, Julian, and Joaquin Castro. Interview by Charlie Rose. *Charlie Rose Show*. WGBH, Boston, December 17, 2012.

39. Film (DVD, BD, or other format)

39. *Argo*, directed by Ben Affleck (Burbank, CA: Warner Bros. Pictures, 2012). *Argo*. Directed by Ben Affleck. Burbank, CA: Warner Bros. Pictures, 2012.

39. *The Dust Bowl*, directed by Ken Burns (Washington, DC: PBS, 2012), DVD. *The Dust Bowl*. Directed by Ken Burns. Washington, DC: PBS, 2012. DVD.

40. Sound recording

40. Gustav Holst, *The Planets*, Royal Philharmonic Orchestra, conducted by André Previn, Telarc 80133, compact disc.

Holst, Gustav. *The Planets*. Royal Philharmonic Orchestra. Conducted by André Previn. Telarc 80133, compact disc.

41. Musical score or composition

41. Antonio Vivaldi, *L'Estro armonico*, op. 3, ed. Eleanor Selfridge-Field (Mineola, NY: Dover, 1999).

Vivaldi, Antonio. *L'Estro armonico*, op. 3. Edited by Eleanor Selfridge-Field. Mineola, NY: Dover, 1999.

42. Work of art

42. Aaron Siskind, *Untitled (The Most Crowded Block)*, gelatin silver print, 1939, Kemper Museum of Contemporary Art, Kansas City, MO.

Siskind, Aaron. *Untitled (The Most Crowded Block)*. Gelatin silver print, 1939. Kemper Museum of Contemporary Art, Kansas City, MO.

43. Performance

43. Jackie Sibblies Drury, *Social Creatures*, directed by Curt Columbus, Trinity Repertory Company, Providence, RI, March 15, 2013.

Drury, Jackie Sibblies. *Social Creatures*. Directed by Curt Columbus. Trinity Repertory Company, Providence, RI, March 15, 2013.

Personal communication and social media

44. Personal communication Personal communications are not included in the bibliography.

44. Sara Lehman, e-mail message to author, August 13, 2012.

45. Online posting or e-mail If an online posting has been archived, include a URL. E-mails that are not part of an online discussion are treated as personal communication (see item 44). Online postings and e-mails are not included in the bibliography.

45. Ruth E. Thaler-Carter to Copyediting-L discussion list, December 18, 2012, <https://list.indiana.edu/sympa/arc/copyediting-l>.

46. Facebook post Facebook posts are not included in the bibliography.

46. US Department of Housing and Urban Development's Facebook page, accessed October 15, 2012, <http://www.facebook.com/HUD>.

47. Twitter post (tweet) Tweets are not included in the bibliography.

47. National Geographic's Twitter feed, accessed December 18, 2012, <https://twitter.com/NatGeo>.

Citation at a glance: Primary source from a Web site **CMS**

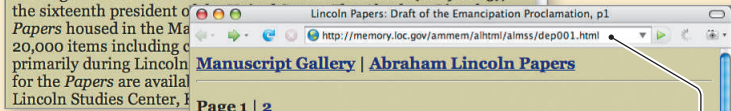
To cite a primary source (or any other document) from a Web site in CMS (*Chicago*) style, include as many of the following elements as are available:

- 1 Author(s)
- 2 Title of document
- 3 Title of site
- 4 Sponsor of site
- 5 Publication date or modified date; date of access (if no publication date)
- 6 URL of document page

WEB SITE HOME PAGE

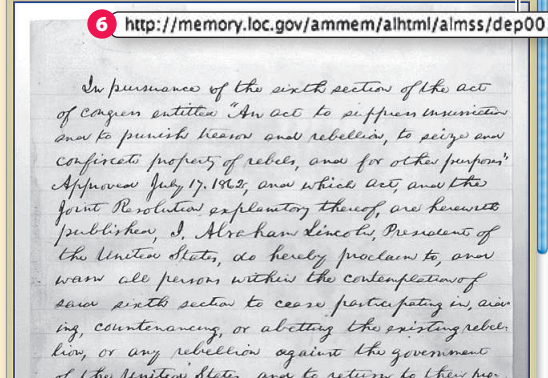


FIRST PAGE OF DOCUMENT



- 2 Draft of the Emancipation Proclamation, by President Abraham Lincoln, July 22, 1862. The Robert Todd Lincoln Family Papers, Manuscript Division.
- 1

6 <http://memory.loc.gov/ammem/alhtml/alms/dep001.html>



Mr. Lincoln's Virtual Library, The Library of Congress.

NOTE

1. Abraham Lincoln, “Draft of the Emancipation Proclamation,” Mr. Lincoln’s Virtual Library, Library of Congress, accessed July 24, 2013, <http://memory.loc.gov/ammem/alhtml/alms/dep001.html>.

BIBLIOGRAPHY

Lincoln, Abraham. “Draft of the Emancipation Proclamation.” Mr. Lincoln’s Virtual Library. Library of Congress. Accessed July 24, 2013. <http://memory.loc.gov/ammem/alhtml/alms/dep001.html>.

For more on citing documents from Web sites in CMS style, see item 33.

CMS-5

Manuscript format; sample pages

The following guidelines for formatting a CMS-style paper and preparing its endnotes and bibliography are based on *The Chicago Manual of Style*, 16th ed. (Chicago: University of Chicago Press, 2010). For pages from a sample paper, see CMS-5b.

CMS-5a CMS (Chicago) manuscript format

Formatting the paper

The guidelines on pages 567–69 describe recommendations for formatting the text of your paper. For guidelines on preparing the endnotes, see page 569, and for preparing the bibliography, see page 570.

Font If your instructor does not require a specific font, choose one that is standard and easy to read (such as Times New Roman).

Title page Include the full title of your paper, your name, the course title, the instructor’s name, and the date. See page 571 for a sample title page.

Pagination Using arabic numerals, number the pages in the upper right corner. Do not number the title page but count it in the manuscript numbering; that is, the first page of the text will be numbered 2. Depending on your instructor's preference, you may also use a short title or your last name before the page numbers to help identify pages.

Margins, line spacing, and paragraph indents Leave margins of at least one inch at the top, bottom, and sides of the page. Double-space the body of the paper, including long quotations that have been set off from the text. (For line spacing in notes and the bibliography, see pp. 569–70.) Left-align the text.

Indent the first line of each paragraph one-half inch from the left margin.

Capitalization, italics, and quotation marks In titles of works, capitalize all words except articles (*a, an, the*), prepositions (*at, from, between,* and so on), coordinating conjunctions (*and, but, or, nor, for, so, yet*), and *to* and *as*—unless the word is first or last in the title or subtitle. Follow these guidelines in your paper even if the title is styled differently in the source.

Lowercase the first word following a colon even if the word begins a complete sentence. When the colon introduces a series of sentences or questions, capitalize the first word in all sentences in the series, including the first.

Italicize the titles of books and other long works. Use quotation marks around the titles of periodical articles, short stories, poems, and other short works.

Long quotations You can choose to set off a long quotation of five to ten typed lines by indenting the entire quotation one-half inch from the left margin. (Always set off quotations of ten or more lines.) Double-space the quotation; do not use quotation marks and do not add extra space above or below it. (See p. 572 for a long quotation in the text of a paper; see also p. 544.)

Visuals CMS classifies visuals as tables and figures (graphs, drawings, photographs, maps, and charts). Keep visuals as simple as possible.

Label each table with an arabic numeral (Table 1, Table 2, and so on) and provide a clear title that identifies the table's subject. The label and the title should appear on separate lines above the table,

flush left. For a table that you have borrowed or adapted, give its source in a note like this one, below the table:

Source: Edna Bonacich and Richard P. Appelbaum, *Behind the Label* (Berkeley: University of California Press, 2000), 145.

For each figure, place a label and a caption below the figure, flush left. The label and caption need not appear on separate lines. The word “Figure” may be abbreviated to “Fig.”

In the text of your paper, discuss the most significant features of each visual. Place visuals as close as possible to the sentences that relate to them unless your instructor prefers that visuals appear in an appendix.

URLs and DOIs When a URL or a DOI (digital object identifier) must break across lines, do not insert a hyphen or break at a hyphen. Instead, break after a colon or a double slash or before any other mark of punctuation. If your word processing program automatically turns URLs into links (by underlining them and changing the color), turn off this feature.

Headings CMS does not provide guidelines for the use of headings in student papers. If you would like to insert headings in a long essay or research paper, check first with your instructor. See pages 572–74 for typical placement and formatting of headings in a CMS-style paper.

Preparing the endnotes

Begin the endnotes on a new page at the end of the paper. Center the title “Notes” about one inch from the top of the page, and number the pages consecutively with the rest of the paper. See page 575 for an example.

Indenting and numbering Indent the first line of each note one-half inch from the left margin; do not indent additional lines in the note. Begin the note with the arabic numeral that corresponds to the number in the text. Put a period after the number.

Line spacing Single-space each note and double-space between notes (unless your instructor prefers double-spacing throughout).

Preparing the bibliography

Typically, the notes in CMS-style papers are followed by a bibliography, an alphabetically arranged list of all the works cited or consulted. Center the title “Bibliography” about one inch from the top of the page. Number bibliography pages consecutively with the rest of the paper. See page 576 for a sample bibliography.

Alphabetizing the list Alphabetize the bibliography by the last names of the authors (or editors); when a work has no author or editor, alphabetize it by the first word of the title other than *A*, *An*, or *The*.

If your list includes two or more works by the same author, arrange the entries alphabetically by title. Then use six hyphens instead of the author’s name in all entries after the first. (See item 6 on p. 550.)

Indenting and line spacing Begin each entry at the left margin, and indent any additional lines one-half inch. Single-space each entry and double-space between entries (unless your instructor prefers double-spacing throughout).

CMS-5b Sample pages from a CMS-style research paper

Following are pages from a research paper by Ned Bishop, a student in a history class. Bishop used CMS-style endnotes, bibliography, and manuscript format.

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- [e](#) CMS-5 Format, sample paper > Sample student writing
 - > Bishop, “The Massacre at Fort Pillow: Holding Nathan Bedford Forrest Accountable” (research)

The Massacre at Fort Pillow:
Holding Nathan Bedford Forrest Accountable

Title of paper.

Ned Bishop

Writer's name.

History 214
Professor Citro
March 22, 2012

Title of course,
instructor's name,
and date.

Marginal annotations indicate CMS-style formatting and effective writing.

Bishop 2

Although Northern newspapers of the time no doubt exaggerated some of the Confederate atrocities at Fort Pillow, most modern sources agree that a massacre of Union troops took place there on April 12, 1864. It seems clear that Union soldiers, particularly black soldiers, were killed after they had stopped fighting or had surrendered or were being held prisoner. Less clear is the role played by Major General Nathan Bedford Forrest in leading his troops. Although we will never know whether Forrest directly ordered the massacre, evidence suggests that he was responsible for it.

Thesis asserts Bishop's main point.

Headings, centered, help readers follow the organization.

What happened at Fort Pillow?

Fort Pillow, Tennessee, which sat on a bluff overlooking the Mississippi River, had been held by the Union for two years. It was garrisoned by 580 men, 292 of them from United States Colored Heavy and Light Artillery regiments, 285 from the white Thirteenth Tennessee Cavalry. Nathan Bedford Forrest commanded about 1,500 troops.¹

Statistics are cited with an endnote.

The Confederates attacked Fort Pillow on April 12, 1864, and had virtually surrounded the fort by the time Forrest arrived on the battlefield. At 3:30 p.m., Forrest demanded the surrender of the Union forces, sending in a message of the sort he had used before: "The conduct of the officers and men garrisoning Fort Pillow has been such as to entitle them to being treated as prisoners of war. . . . Should my demand be refused, I cannot be responsible for the fate of your command."² Union Major William Bradford, who had replaced Major Booth, killed earlier by sharpshooters, asked for an hour to consider the demand. Forrest, worried that vessels in the river were bringing in more troops, "shortened the time to twenty minutes."³ Bradford refused to surrender, and Forrest quickly ordered the attack.

Quotation is cited with an endnote.

The Confederates charged to the fort, scaled the parapet, and fired on the forces within. Victory came quickly, with the Union forces running toward the river or surrendering. Shelby Foote describes the scene like this:

Long quotation is set off from text by indenting. Quotation marks are omitted.

Some kept going, right on into the river, where a number drowned and the swimmers became targets for marksmen on the bluff. Others, dropping their guns in terror, ran back toward the Confederates with their hands up, and of these some were spared as prisoners, while others were shot down in the act of surrender.⁴

Bishop 3

In his own official report, Forrest makes no mention of the massacre. He does make much of the fact that the Union flag was not lowered by the Union forces, saying that if his own men had not taken down the flag, “few, if any, would have survived unhurt another volley.”⁵ However, as Jack Hurst points out and Forrest must have known, in this twenty-minute battle, “Federals running for their lives had little time to concern themselves with a flag.”⁶

The federal congressional report on Fort Pillow, which charged the Confederates with appalling atrocities, was strongly criticized by Southerners. Respected writer Shelby Foote, while agreeing that the report was “largely” fabrication, points out that the “casualty figures . . . indicated strongly that unnecessary killing had occurred.”⁷ In an important article, John Cimprich and Robert C. Mainfort Jr. argue that the most trustworthy evidence is that written within about ten days of the battle, before word of the congressional hearings circulated and Southerners realized the extent of Northern outrage. The article reprints a group of letters and newspaper sources written before April 22 and thus “untainted by the political overtones the controversy later assumed.”⁸ Cimprich and Mainfort conclude that these sources “support the case for the occurrence of a massacre” but that Forrest’s role remains “clouded” because of inconsistencies in testimony.⁹

Did Forrest order the massacre?

We will never really know whether Forrest directly ordered the massacre, but it seems unlikely. True, Confederate soldier Achilles Clark, who had no reason to lie, wrote to his sisters that “I with several others tried to stop the butchery . . . but Gen. Forrest ordered them [Negro and white Union troops] shot down like dogs, and the carnage continued.”¹⁰ But it is not clear whether Clark heard Forrest giving the orders or was just reporting hearsay. Many Confederates had been shouting “No quarter! No quarter!” and, as Shelby Foote points out, these shouts were “thought by some to be at Forrest’s command.”¹¹ A Union soldier, Jacob Thompson, claimed to have seen Forrest order the killing, but when asked to describe the six-foot-two general, he called him “a little bit of a man.”¹²

Perhaps the most convincing evidence that Forrest did not order the massacre is that he tried to stop it once it had begun. Historian Albert Castel quotes several eyewitnesses on both the Union and

Bishop uses a primary source as well as secondary sources.

Quotation is introduced with a signal phrase.

Bishop draws attention to an article that reprints primary sources.

Topic sentence states the main idea for this section.

Writer presents a balanced view of the evidence.

Bishop 4

Confederate sides as saying that Forrest ordered his men to stop firing.¹³ In a letter to his wife three days after the battle, Confederate soldier Samuel Caldwell wrote that “if General Forrest had not run between our men & the Yanks with his pistol and sabre drawn not a man would have been spared.”¹⁴

In a respected biography of Nathan Bedford Forrest, Hurst suggests that the temperamental Forrest “may have ragingly ordered a massacre and even intended to carry it out—until he rode inside the fort and viewed the horrifying result” and ordered it stopped.¹⁵ While this is an intriguing interpretation of events, even Hurst would probably admit that it is merely speculation.

Can Forrest be held responsible for the massacre?

Even assuming that Forrest did not order the massacre, he can still be held accountable for it. That is because he created an atmosphere ripe for the possibility of atrocities and did nothing to ensure that it wouldn’t happen. Throughout his career Forrest repeatedly threatened “no quarter,” particularly with respect to black soldiers, so Confederate troops had good reason to think that in massacring the enemy they were carrying out his orders. As Hurst writes, “About all he had to do to produce a massacre was issue no order against one.”¹⁶ Dudley Taylor Cornish agrees:

It has been asserted again and again that Forrest did not order a massacre. He did not need to. He had sought to terrify the Fort Pillow garrison by a threat of no quarter, as he had done at Union City and at Paducah in the days just before he turned on Pillow. If his men did enter the fort shouting “Give them no quarter; kill them; kill them; it is General Forrest’s orders,” he should not have been surprised.¹⁷

The slaughter at Fort Pillow was no doubt driven in large part by racial hatred. Numbers alone suggest this: Of 295 white troops, 168 were taken prisoner, but of 262 black troops, only 58 were taken into custody, with the rest either dead or too badly wounded to walk.¹⁸ A Southern reporter traveling with Forrest makes clear that the discrimination was deliberate: “Our troops maddened by the excitement, shot down the ret[r]eating Yankees, and not until they had attained t[h]e water’s edge and turned to beg for mercy, did any prisoners fall in [t]o our hands—Thus the whites received quarter, but the negroes were shown no mercy.”¹⁹

Topic sentence
for this section
reinforces the
thesis.

Bishop 5

Notes begin on a new page.

Notes

1. John Cimprich and Robert C. Mainfort Jr., eds., "Fort Pillow Revisited: New Evidence about an Old Controversy," *Civil War History* 28, no. 4 (1982): 293-94.
2. Quoted in Brian Steel Wills, *A Battle from the Start: The Life of Nathan Bedford Forrest* (New York: HarperCollins, 1992), 182.
3. *Ibid.*, 183.
4. Shelby Foote, *The Civil War, a Narrative: Red River to Appomattox* (New York: Vintage, 1986), 110.
5. Nathan Bedford Forrest, "Report of Maj. Gen. Nathan B. Forrest, C.S. Army, Commanding Cavalry, of the Capture of Fort Pillow," Shotgun's Home of the American Civil War, accessed March 6, 2012, <http://www.civilwarhome.com/forrest.htm>.
6. Jack Hurst, *Nathan Bedford Forrest: A Biography* (New York: Knopf, 1993), 174.
7. Foote, *Civil War*, 111.
8. Cimprich and Mainfort, "Fort Pillow," 295.
9. *Ibid.*, 305.
10. *Ibid.*, 299.
11. Foote, *Civil War*, 110.
12. Quoted in Wills, *Battle from the Start*, 187.
13. Albert Castel, "The Fort Pillow Massacre: A Fresh Examination of the Evidence," *Civil War History* 4, no. 1 (1958): 44-45.
14. Cimprich and Mainfort, "Fort Pillow," 300.
15. Hurst, *Nathan Bedford Forrest*, 177.
16. *Ibid.*
17. Dudley Taylor Cornish, *The Sable Arm: Black Troops in the Union Army, 1861-1865* (Lawrence: University Press of Kansas, 1987), 175.
18. Foote, *Civil War*, 111.
19. Cimprich and Mainfort, "Fort Pillow," 304.
20. Quoted in Wills, *Battle from the Start*, 189.
21. *Ibid.*, 215.
22. Quoted in Hurst, *Nathan Bedford Forrest*, 177.
23. Quoted in James M. McPherson, *Battle Cry of Freedom: The Civil War Era* (New York: Oxford University Press, 1988), 402.

First line of each note is indented ½". Note number is followed by a period. Authors' names are not inverted.

Notes are single-spaced, with double-spacing between notes. (Some instructors may prefer double-spacing throughout.)

Last names and title refer to an earlier note by the same authors.

Writer cites an indirect source: words quoted in another source.

Bibliography begins on a new page.

Entries are alphabetized by authors' last names.

First line of entry is at left margin; additional lines are indented $\frac{1}{2}$ ".

Entries are single-spaced, with double-spacing between entries. (Some instructors may prefer double-spacing throughout.)

Bibliography

- Castel, Albert. "The Fort Pillow Massacre: A Fresh Examination of the Evidence." *Civil War History* 4, no. 1 (1958): 37-50.
- Cimprich, John, and Robert C. Mainfort Jr., eds. "Fort Pillow Revisited: New Evidence about an Old Controversy." *Civil War History* 28, no. 4 (1982): 293-306.
- Cornish, Dudley Taylor. *The Sable Arm: Black Troops in the Union Army, 1861-1865*. Lawrence: University Press of Kansas, 1987.
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- Forrest, Nathan Bedford. "Report of Maj. Gen. Nathan B. Forrest, C.S. Army, Commanding Cavalry, of the Capture of Fort Pillow." Shotgun's Home of the American Civil War. Accessed March 6, 2012. <http://www.civilwarhome.com/forrest.htm>.
- Hurst, Jack. *Nathan Bedford Forrest: A Biography*. New York: Knopf, 1993.
- McPherson, James M. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 1988.
- Wills, Brian Steel. *A Battle from the Start: The Life of Nathan Bedford Forrest*. New York: HarperCollins, 1992.