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# Writing Bibliographic Essays

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## Writing Bibliographic Essays

In this class, you are required to write short surveys of literature on “system effects” of major events in modern Japanese history (since 1868). These are pre-papers—accounts of your research for the unit papers that follow. But they are also formal papers in every respect (see “Rules for Written Work” below). The text should run 5-7 pp. plus **bibliography**.

**Definitions:** At the end of your survey, just as at the end of the final paper, I want to see your “**Bibliography**.” This is a formal list of the sources that you consulted in the course of your research and which informed or influenced your work in any way **whether or not you ended up citing it in footnotes in the paper.**

### THINGS TO AVOID:

“Works Cited.” I think it is pointless to cite things in footnotes and then just list them again in “Works Cited.” **I do not want “Works Cited.”**

“Annotated Bibliography.” Many professors assign “annotated bibliographies.” These are lists of sources with a few lines each telling how you are finding each source useful. **I do not want an “Annotated Bibliography.”**

### Our Reference Librarian

Professor Amy Roberson is the History Department’s “Liaison Librarian,” a member of the Coates Library faculty who is prepared to guide you as you search for materials for your term paper topic. She can also introduce you to other library faculty who can help you with government documents, etc.

## HOW TO WRITE YOUR BIBLIOGRAPHIC ESSAY

1. Devise a **working title** for your paper that sums up the topic.
2. In the text, after stating the general proposition of your paper, briefly discuss how you conducted your search. How did you approach the library? What use did you make of library catalogs—ours and others’? What use did you make of the library’s home page? Did you use a lib guide? Which electronic searching media did you use to find sources, and what did they yield? Did you consult the reference librarians? How did those consultations go? Did you get frustrated? How did you work it out?

Which printed and electronic indexes and abstracts list sources on your topic? Which did you find useful? What other kinds of reference materials are useful (e.g., specialized bibliographies, atlases, encyclopedias, yearbooks, biographical references, etc.)? Did you use things like JSTOR?

3. **Primary Sources.** All topics have primary sources (i.e, un-processed, first-person material). What are some primary sources for *your* topic? Which ones can you get and how are they useful?
  
4. **Secondary Sources—books and monographs.** Who are the top writers on your topic and how did you discover them? Do they all agree on everything? If not, how do they differ? **Hint:** good books are usually reviewed, and the library has both print and electronic indexes of book reviews. Where do reviews on your topic appear? What kind of guidance do the reviews give you? What are some outstanding secondary works on your subject?
  
5. **Periodicals.** Most topics are covered in some kind of periodical literature. What periodicals cover your topic? What are some of the basic articles for *your* paper? The most common finding aids are citations in books, periodical indexes and abstracts, specialized bibliographies, and electronic databases. Which did you use and what did you find? Are there any particularly unreliable sources to warn us about? Which ones and why? Did you use any electronic journals? If so, which format did you prefer—print or electronic—and why?
  
6. **Other sources.** You may also find rich source materials in interviews, non-print media such as videotapes, news footage, and museum displays. You may even find people to interview as primary sources. Materials such as these are also appropriate for your bibliographic essay, provided you discuss them in terms of how you are finding them useful, and that you show you are evaluating them properly.

7. **Conclude your survey essay the following two items:**

A. *Out of all this*, the following major issues seem to be essential to my topic.  
(1) \_\_\_\_\_, (2) \_\_\_\_\_, and (3) \_\_\_\_\_. I plan to write my paper on  
\_\_\_\_\_.

B. *If I encounter trouble*, it will probably be: \_\_\_\_\_.

## Rules for Written Work

in courses taught by Professor Donald Clark, History Department, Trinity University

**1. ALL PAPERS.** All papers, whether submitted in hard copy or electronically via T-Learn, are to be typed and printed, double-spaced in 12 point type with one inch margins all around.

Electronic submissions are to be Word documents and will be read by me using the “track changes” function of the Word program.

Papers in hard copy are to be printed on standard bond paper and stapled. No binding.

**2. Cover page.** Do not use a cover page. Instead, create a heading on page one following this form:

<b>NAME:</b>	<b>Mary Lee Kennedy</b>
<b>COURSE:</b>	<b>HIST 3369 US Diplomatic History</b>
<b>DATE:</b>	<b>March 25, 2012</b>
<b>STYLE MANUAL:</b>	<b>Turabian</b>

**3. Style manual.** I require that you use a standard style manual, preferably Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. You should own a copy of Turabian, which includes rules for citations in note (footnote or endnote) or parenthetical form. There is a copy available at the help desk in the library. It is based on the *Chicago Manual of Style*. For this class you will be graded in part for how well you follow the rules in Turabian for:

Punctuation	Margins	Pagination	Paragraph indentation
Formatting of footnotes and bibliographic entries.			Use of headings

**4. Proofreading.** Please edit and proofread carefully. Do not depend on your computer’s spellchecker to catch all spelling errors. Examples of writing errors that will cost you credit include.

a. Simple grammar errors: e.g., confusing "it's" and "its." It’s is the contraction for “It is.” “Its” is the possessive form of “It.”

b. Simple formatting errors: e.g., failing to space after punctuation, failure to paginate, failure to use a fresh ribbon, non-standard margins and hyphenations, putting an extra line between paragraphs, incorrect use of headings, subheadings, and sub-subheadings.

c. Frequent spelling errors also lose credit. Watch for special spelling errors that are common in international studies courses; e.g., "Chaing" instead of Chiang, for Chiang Kai-shek, "Britian" instead of Britain, and "emporer" instead of emperor.

d. Note that the past tense of the verb "to lead" is "led," not "lead." "Lead" (Pb) is an element. This is a common mistake and an example of how spell checker can betray you. You are responsible for proofreading your work (or getting it checked by someone else.)

5. You should make certain that your punctuation follows the rules in the style manual. Do not abuse commas, semicolons, quotation marks, periods, and superscripts. There is a right way to use all of these. This "right way" is clearly shown in your style manual. Laziness on this point will cost you credit on your paper.

**5. Proper names in Chinese, Korean, and Japanese.** Write the names of East Asian people in their preferred order of usage, if you know it. For example, Kim Jong-Il. Otherwise follow the standard romanizations for Chinese (pinyin), Korean (McCune-Reischauer) and Japanese (Hepburn). The textbooks are a good guide to this usage, which requires that you PUT THE FAMILY NAME (surname) first, without a comma, viz., Mao Zedong, Zhou Enlai, Hayashi Mitsuo, Yi Sungman, for Messers. Mao, Zhou, Hayashi, and Yi. Please be careful. If you write "Yat-sen" as the last name for Sun Yat-sen, you will be docked. If you write "Kai-shek" as the last name of Chiang Kai-shek, you will be docked. They are Dr. Sun and President Chiang, respectively. When in doubt, ask me via email ([dclark@trinity.edu](mailto:dclark@trinity.edu)).

**6. Pagination.** Provide page numbers. DO NOT count the cover sheet as a page and DO NOT assign it a number. Page one of your paper is the first page of text, and it does NOT carry a number. The first page number to appear in your paper is "2" on page 2. Page numbers continue to the end of the bibliography.

**7. Plagiarism.** According to [Trinity's Academic Honor Code](#), plagiarism is defined as "the use of anyone else's words or ideas without assigning proper credit to their original source." The University's [Academic Integrity Policy](#) extends this definition: Plagiarism "includes presenting as one's work the work of someone else without properly acknowledging the source (for example, specific class assignments or submissions to campus publications). Plagiarism is theft—using words and ideas of another person as if they were one's own. Exact copying should be enclosed in quotation marks and be appropriately documented in footnotes or endnotes that indicate the source of the quotation. Paraphrasing, when the basic sentence structure, phraseology, and unique language remain the same, is also plagiarism. When in doubt about these matters, it is the student's responsibility to seek guidance from the instructor of the course."

**8. Citations.** I expect you to use the library to find printed material for your essays. When you use a source, you must cite it correctly. Incorrect, inappropriate, or missing citations lose credit. On the back of this sheet is a sample of common citation formats for your reference. The Turabian style manual offers models of every imaginable kind of citation, so do not rely only on this sheet.

**9. DO NOT DEPEND ON LIBRARY SOFTWARE FOR YOUR CITATIONS.**

**Follow my directions. I watch for signs that you do (or don't) know what you're doing.**

**10. HELPFUL MODELS OF THE COMMONEST KINDS OF CITATIONS.** Below are examples of how you should construct the commonest types of citations that occur in Clark's classes. The models show you how to do things as footnotes and as bibliographic entries. We do not use the parenthetical-reference style in this class. **Note the differences.** Consult the Turabian style manual for ways to cite other things (multi-author works, newspapers, etc.).

**A. For a book with a single author.**

**A footnote should be formatted like this, indented exactly as you indent your paragraphs:**

<sup>1</sup>John King Fairbank, *The United States and China*, 4<sup>th</sup> ed. (Cambridge, Massachusetts: Harvard University Press, 1979), 224.

**Second and subsequent footnotes citing the same source should be brief, like this:**

<sup>2</sup>Fairbank, 191.

**The citation for the same source is formatted differently in the bibliography. The last name goes first and is put flush to the left margin. Second and subsequent lines are indented, viz:**

Fairbank, John King. *The United States and China*, 4<sup>th</sup> ed. Cambridge, Massachusetts: Harvard University Press, 1979.

**B. An article by a single author in a periodical.**

**Footnote**

<sup>3</sup>Mary Clabaugh Wright, "The Adaptability of Ch'ing Diplomacy: The Case of Korea," *Journal of Asian Studies* XVII, no. 3 (May 1958): 358.

**Second and subsequent footnotes citing the same article should be brief like this:**

<sup>4</sup>Wright, 367.

**The same article when listed in the bibliography must look like this:**

Wright, Mary Clabaugh. "The Adaptability of Ch'ing Diplomacy: The Case of Korea," *Journal of Asian Studies* XVII, no. 3 (May 1958): 363-381.

**C. For a government document from an Executive Department. (See Turabian for others)**

**Footnote**

<sup>3</sup>U.S. Department of State, *Foreign Relations of the United States 1961-63*, Vol. I: Vietnam, 1961 (Washington, D.C.: U.S. Government Printing Office, 1988), 412.

**Second and subsequent footnotes citing the same source.**

<sup>4</sup>FRUS 1961-63, I: Vietnam, 1961, p. 414.

**Bibliography**

U.S. Department of State. *Foreign Relations of the United States, 1961-63*. Vol. I: Vietnam, 1961. Washington, D.C.: U.S. Government Printing Office, 1988.

**D. For a website**

**Footnote**

<sup>4</sup>Donggil Kim and William Stueck, "Did Stalin Lure the United States into the Korean War? New Evidence on the Origins of the Korean War," North Korea International Documentation Project e-Dossier No. 1, The Woodrow Wilson International Center for Scholars.  
<http://www.wilsoncenter.org> (accessed on June 26, 2008).

**Second and subsequent footnotes citing the same source.**

<sup>4</sup>Kim and Stueck, "Did Stalin Lure . . ."

**Bibliography**

Kim, Donggil and William Stueck. "Did Stalin Lure the United States into the Korean War? New Evidence on the Origins of the Korean War." North Korea International Documentation Project e-Dossier No. 1. The Woodrow Wilson International Center for Scholars.  
[http://www.wilsoncenter.org/index.cfm?topic\\_id=230972&fuseaction=topics.publications&oc\\_id=44916&group\\_id=449315](http://www.wilsoncenter.org/index.cfm?topic_id=230972&fuseaction=topics.publications&oc_id=44916&group_id=449315) (accessed on June 26, 2008).

**11. Please staple but do not bind papers in hard copy. Bindings are a pain.**

**12. Unacceptable papers.** I reserve the option to refuse any paper until it conforms. In such cases I give the paper a zero and hand it back with instructions to rewrite. On rare occasions when I think the paper has been done so poorly that it deserves a permanent grade of zero, it gets a permanent zero.

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