Kate L. Turabian

A Manual for Writers of Research Papers, Theses, and Dissertations

CHICAGO STYLE FOR STUDENTS AND RESEARCHERS

REVISED BY

WAYNE C. BOOTH, GREGORY G. COLOMB, JOSEPH M. WILLIAMS

AND THE UNIVERSITY OF CHICAGO PRESS EDITORIAL STAFF

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7th Edition

A Manual for Writers of Research Papers, Theses, and Dissertations

Chicago Style for Students and Researchers

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Kate L. Turabian

Revised by Wayne C. Booth, Gregory G. Colomb,
Joseph M. Williams, and University of Chicago Press
Editorial Staff

The University of Chicago Press • Chicago and London

Portions of this book have been adapted from *The Craft of Research,* 2nd edition, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, © 1995, 2003 by The University of Chicago; and from *The Chicago Manual of Style,* 15th edition, © 1982, 1993, 2003 by The University of Chicago.

The University of Chicago Press, Chicago 60637
The University of Chicago Press, Ltd., London
© 2007 by The University of Chicago
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Printed in the United States of America

16 15 14 13 12 11 10 09 08 07 1 2 3 4 5

ISBN-13: 978-0-226-82336-2 (cloth)
ISBN-13: 978-0-226-82337-9 (paper)
ISBN-10: 0-226-82336-9 (cloth)
ISBN-10: 0-226-82337-7 (paper)

Library of Congress Cataloging-in-Publication Data

Turabian, Kate L.
A manual for writers of research papers, theses, and dissertations : Chicago style for students and researchers / Kate L. Turabian; revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff. — 7th ed.
p. cm.
"Portions of this book have been adapted from *The Craft of Research,* 2nd edition, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, © 1995, 2003 by The University of Chicago; and from *The Chicago Manual of Style,* 15th edition, © 1982, 1993, 2003 by The University of Chicago."
Includes bibliographical references and index.
ISBN-13: 978-0-226-82336-2 (cloth : alk. paper)
ISBN-13: 978-0-226-82337-9 (pbk. : alk. paper)
ISBN-10: 0-226-82336-9 (cloth : alk. paper)
ISBN-10: 0-226-82337-7 (pbk. : alk. paper)
1. Dissertations, Academic—Handbooks, manuals, etc. 2. Academic writing—Handbooks, manuals, etc. I. Title.

LB2369.T8 2007
808.02—dc22

2006025443

♾ The paper used in this publication meets the minimum requirements of the American National Standard for Information Sciences—Permanence of Paper for Printed Library Materials, ANSI Z39.48-1992.

A Note to Students

Now in its seventh edition, *A Manual for Writers of Research Papers, Theses, and Dissertations* has helped generations of students successfully research, write, and submit their papers. Most commonly known to its dedicated users as "Turabian," the name of the original author, *A Manual for Writers* is the authoritative student resource on "Chicago style."

If you are writing a research paper, you may be told to follow Chicago style for citations and for issues of mechanics, such as capitalization and abbreviations. Chicago style is widely used by students in all disciplines. For citations, you may use one of two styles recommended by Chicago. In the humanities and some social sciences, you will likely use notes-bibliography style, while in the natural and physical sciences (and some social sciences) you may use parenthetical citations–reference list (or "author-date") style. *A Manual for Writers* explains and illustrates both styles.

In addition to detailed information on Chicago style, this seventh edition includes a new part by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams that covers every step of the research and writing process. This section provides practical advice to help you formulate the right questions, read critically, build arguments, and revise your draft.

Preface

Students writing research papers, theses, and dissertations in today's colleges and universities inhabit a world filled with electronic technologies that were unimagined in 1937—the year Kate L. Turabian, University of Chicago's dissertation secretary, assembled a booklet of guidelines for student writers. The availability of Internet sources and word-processing software has changed the way students conduct research and write up the results. But these technologies have not altered the basic task of the student writer: doing well-designed research and presenting it clearly and accurately, while following accepted academic standards for citation, style, and format.

Turabian's 1937 booklet reflected guidelines found in *A Manual of Style,* 10th edition—an already classic resource for writers and editors published by the University of Chicago Press. The Press began distributing Turabian's booklet in 1947 and first published the work in book form in 1955, under the title *A Manual for Writers of Term Papers, Theses, and Dissertations*. Turabian revised the work twice more, updating it to meet students' needs and to reflect the latest recommendations of the *Manual of Style*. In time, Turabian's book has become a standard reference for students of all levels at universities and colleges across the country. Turabian died in 1987 at age ninety-four, a few months after publication of the fifth edition. For that edition, as well as the sixth (1996), the Press invited editorial staff to carry out the revisions.

For this seventh edition, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams have expanded the focus of the book. The new part 1, "Research and Writing: From Planning to Production," is adapted from their *Craft of Research* (Chicago: University of Chicago Press, 2003). This part offers a step-by-step guide to the process of research and its reporting, a topic not previously covered in this manual but inseparable from source citation, writing style, and the mechanics of paper preparation. Among the topics covered are the nature of research, finding and engaging sources, taking notes, developing an argument, drafting and revising, and presenting evidence in tables and figures. Also included is a discussion of presenting research in alternative forums. In this part, the authors write in a familiar, collegial voice to engage readers in a complex topic. Students

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undertaking research projects at all levels will benefit from reading this part, though advanced researchers may wish to skim chapters 1–4.

The rest of the book covers the same topics as past editions, but has been extensively revised to follow the recommendations in *The Chicago Manual of Style,* 15th edition (2003), to incorporate current technology as it affects all aspects of student writing, to provide updated examples, and to be easier to read and use.

Reflecting the close connection between the research process and the need for careful and appropriate citation form, "Source Citation" now appears as part 2 of the manual. In this part, chapter 15 offers an overview of scholarly citation, including its relationship not just to good research practices but to the ethics of research. Students using notes-bibliography style for citations (common in the humanities and some social sciences) should then read chapter 16 for a discussion of the basic form for citations and consult chapter 17 as needed for a wide range of source examples. Students using parenthetical citations–reference list style (common in most social sciences and in the natural and physical sciences) will find the same types of information in chapters 18 and 19. Both sets of chapters include updated examples and new coverage of how to cite online and other electronic sources.

Part 3, "Style," addresses issues that occupied the first half of previous editions of the manual. Coverage of spelling and punctuation has been divided into separate chapters, as has treatment of numbers and abbreviations. The chapter on names, special terms, and titles of works has been expanded. The final two chapters in this section treat the mechanics of using quotations and graphics (tables and figures), topics that are discussed from a rhetorical perspective in part 1. Student writers may wish to read these chapters in their entirety or consult them for guidance on particular points.

The recommendations in parts 2 and 3 diverge in a few instances from those in *The Chicago Manual of Style,* but the differences are matters of degree, not substance. In certain cases, this manual recommends just one editorial style where *CMOS* recommends two or more. Sometimes the choice is a matter of simplicity (as in the rules for headline-style capitalization presented in chapter 22); other times it reflects what is appropriate for student papers, as opposed to published works (as in the requirement of access dates with *all* citations from online sources). The chapters on citation include new types of sources, such as Weblogs, that have emerged since 2003 and thus are not treated in the current edition of *CMOS*. These recommendations logically extend principles set forth in *CMOS*.

The appendix gathers in one place the material on paper format and submission that formed the core of Kate Turabian's original booklet. In

the years since, this material has become the primary authority for dissertation offices throughout the nation. In revising this material, the Press sought the advice of dissertation officials at a variety of public and private universities, including those named in the acknowledgments section. While continuing to emphasize the importance of consistency, the guidelines now allow more flexibility in matters such as the placement of page numbers and the typography of titles, reflecting the capabilities of current word-processing software. The sample pages presented are new and are adapted from exemplary dissertations submitted to the University of Chicago since 2000. This appendix is intended primarily for students writing PhD dissertations and master's and undergraduate theses, but the sections on format requirements and electronic file preparation also apply to those writing class papers.

The guidelines in this manual offer practical solutions to a wide range of issues encountered by student writers, but they may be supplemented—or even overruled—by the conventions of specific disciplines or the preferences of particular institutions or departments. All of the chapters on style and format remind students to review the requirements of their university, department, or instructor, which take precedence over the guidelines presented here. The expanded bibliography, organized by subject area, lists sources for research and style issues specific to particular disciplines.

Acknowledgments

Revising a book that has been used by millions of students over seventy years is no small task. The challenge of bringing Kate Turabian's creation into the twenty-first century was taken up first by Linda J. Halvorson, then editorial director for reference books at the University of Chicago Press, who recognized how the needs of the student writer had changed since the publication of the sixth edition in 1996 and developed a revision plan to address those changing needs.

The key to this plan was assembling a revision team that understood how the Turabian tradition could be reshaped for students researching and writing papers in an electronic age. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams contributed their expertise both as teachers and as authors of numerous books on the subject of research and writing, including *The Craft of Research*. The Press's editorial staff was represented on the revision team first by Margaret Perkins, now director of manuscript editing at the *New England Journal of Medicine,* and later by Mary E. Laur, senior project editor for reference books. Both had played critical roles in the preparation of *The Chicago Manual of Style,* 15th edition, from which parts 2 and 3 of this book are adapted.

Throughout the revision process, the manuscript (partial and complete) benefited from the advice of reviewers with expertise in various aspects of student research and writing, including Susan Allan (*American Journal of Sociology*), Christopher S. Allen (international affairs, University of Georgia), Anna Nibley Baker (HealthInsight), Howard Becker (San Francisco), Paul S. Boyer (history, University of Wisconsin–Madison), Christopher Buck (writing, rhetoric, and American cultures, Michigan State University), David Campbell (political science, University of Notre Dame), Erik Carlson (University of Chicago Press), Michael D. Coogan (religious studies, Stonehill College), Daniel Greene (U.S. Holocaust Memorial Museum), Anne Kelly Knowles (geography, Middlebury College), Lewis Lancaster (East Asian languages and cultures, University of California–Berkeley), Luke Eric Lassiter (humanities, Marshall University Graduate College), James Leloudis (history, University of North Carolina–Chapel Hill), Kurt Mosser (philosophy, University of Dayton), Gerald Mulderig (English, DePaul University), Emily S. Rosenberg (history, University of California–Irvine), Anita Samen (University of Chicago Press), Paul

Stoller (anthropology and sociology, West Chester University), Anne B. Thistle (biological science, Florida State University), and Richard Valelly (political science, Swarthmore College).

The successors of Kate Turabian at a variety of public and private universities offered valuable insights on dissertation preparation and submission. Reviewers of the appendix included Philippa K. Carter from the University of Pittsburgh; Matthew Hill from the University of Maryland, College Park; Elena Hsiao-ching Hsu from the University of Wisconsin–Madison; Johanna E. D. Parker from the University of Illinois at Urbana-Champaign; and Christine Quigley from Georgetown University. The current occupant of Turabian's own position at the University of Chicago, Colleen Mullarkey, reviewed the manuscript in its entirety and also helped identify the exemplary dissertations from which the sample pages in the appendix are drawn. The authors of these dissertations, who granted permission for their text to be used, are identified in the captions of the relevant figures.

Turning the manuscript into a book required the efforts of another team at the Press. Carol Fisher Saller edited the manuscript, Randolph Petilos proofread the pages, and Victoria Baker prepared the index. Michael Brehm provided the design, while Sylvia Mendoza Hecimovich supervised the production. Christopher Rhodes offered editorial assistance throughout the project. Carol Kasper, Ellen Gibson, and Laura Anderson brought the finished product to market.

The loss of Wayne Booth when the manuscript was nearly complete touched everyone involved with the project, which will stand as his last new work.

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PART I

Research and Writing

From Planning to Production

Wayne C. Booth, Gregory G. Colomb, and
Joseph M. Williams

Overview of Part I

We know how challenged you can feel when you start a substantial research project, whether it's a PhD dissertation, a BA or master's thesis, or just a long class paper. But you can handle any project if you break it into its parts, then work on them one step at a time. This part shows you how to do that.

We first discuss the aims of research and what readers will expect of any research report. Then we focus on how to find a research question whose answer is worth your time and your readers' attention; how to find and use information from sources to back up your answer; then how to plan, draft, and revise your report so your readers will think your answer is based on sound reasoning and reliable evidence.

Several themes run through this part.

- You can't plunge into a project blindly; you must plan it, then keep the whole process in mind as you take each step. So think big, but break the process down into small goals that you can meet one at a time.
- Your best research will begin with a question that *you* want to answer. But you must then imagine readers asking a question of their own: *So what if you don't answer it? Why should I care?*
- From the outset, you should try to write every day, not just to take notes on your sources but to clarify what you think of them. You should also write down your own developing ideas to get them out of the cozy warmth of your head into the cold light of day, where you can see if they still make sense. You probably won't use much of this writing in your final draft, but it is essential preparation for it.
- No matter how carefully you do your research, readers will judge it by how well you report it, so you must know what they will look for in a clearly written report that earns their respect.

If you're an advanced researcher, skim chapters 1–4. You will see there much that's familiar, but if you're also teaching, it may help you explain what you know to your students more effectively. (Many experienced researchers report that chapters 5–12 have helped them not only explain to others how to do research and report it, but also to draft and revise their own reports more quickly and effectively.)

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