

# Referencing basics

Quotations come from: Australian National University, "Code of Practice for Student Academic Integrity," 2009; John Clanchy and Brigid Ballard, *Essay Writing for Students: A Practical Guide*, 3rd ed. (Melbourne: Longman, 1997); and H. Ramsey Fowler and Jane E. Aaron, *The Little, Brown Handbook*, 8th ed. (New York: Longman, 2001).

## 1. Why reference?

Academic work involves the fundamental process of critically engaging with the work of others. For most assessment tasks, you will be required to work with different sources. Aside from searching for sources, the early part of the research process will involve evaluating sources, assessing their relevance, testing their reliability, looking for similarities or differences between sources, making connections, and so on. Following this stage, you will then move into the most important part of the research process – "forging relationships for your own purpose" (Fowler & Aaron 673), that is, developing some new and original understanding based on the connections that you make between diverse sources. Without references, it would be impossible to determine how original your work is.

In 2003, the Australian National University introduced its "Code of Practice for Student Academic Integrity" [updated 2009] policy to make explicit its commitment to the principles of good scholarship. Students will be expected in the course of their studies to demonstrate "the ability to critically engage their own thinking with that of others" (ANU 5).



## 2. When to reference

When writing an academic essay or a report, you will invariably draw upon the research of others, directly or indirectly, and incorporate it into your own work. For example, you may choose to quote an author, paraphrase a section of an author's work, or simply use an idea or information from a text. In producing an essay, report, or dissertation, whenever you

- QUOTE directly from another writer;
- PARAPHRASE or SUMMARISE a passage from another writer;
- USE material (eg, an idea, facts, statistics) directly based on another writer's work;

It is your responsibility to "identify and acknowledge your source in a systematic style of referencing" (Clanchy and Ballard 140). By doing this, you're acknowledging that you are part of the academic community. It is important to do

this so that your reader, the person assessing your work, can “trace the source of your material easily and accurately” (Clanchy and Ballard 140). The reader wants to know where your evidence or support for your argument(s) comes from.

Using the work of others, so long as it is acknowledged, is an accepted practice in academia. The failure to appropriately acknowledge source materials could result in an accusation of plagiarism, ie, “the appropriation, by copying, summarising or paraphrasing, of another’s ideas of argument, without acknowledgment” (Faculty of Arts). The charge of plagiarism could in turn lead to failure for the assignment, failure for the whole course, or, in dire cases, suspension or termination of your program or study.

### 3. Referencing systems

In general, there are two main styles for acknowledging source materials: notes (footnotes, endnotes) and internal citations (commonly known as the Harvard system). Usually, your faculty, discipline, or school will indicate which referencing system they prefer; often this is stated in the course handout or on the faculty website.

Sometimes you may be required to master both systems, particularly if you are enrolled in different faculties. “Different departments within the university may favour different styles, so it is essential that you check on the preferred format for each program in which you are studying” (Clanchy and Ballard 140). Students doing both Law and Psychology, for example, would have to use footnotes in Law and internal citations in Psychology. Students doing Political Science can choose to use either system, so long as they choose one and use it consistently and do not combine them. Students doing English and Law would use footnotes, but the footnote system used in English, based on the MLA Handbook for Writers of Research Papers, is not entirely similar to the system used in Law.

### 4. Footnotes and endnotes

Footnotes and endnotes are very similar in that you insert a number (either in brackets or slightly above the line) in your text at the end of a sentence or immediately following a direct quotation or a point taken from a source. For footnotes these numbers may either run consecutively through the whole essay or start afresh with (1) at the start of each new page; for endnotes the numbering is always consecutive. With footnotes the information about the source of each numbered reference is given at the bottom of each page of your text; with endnotes the same information is given in a consolidated list at the end of the essay.

Be aware, too, of disciplinary variations in style. How you reference a book in History may not necessarily be the same as how you would reference a book in Law or Psychology. Students using the MLA Handbook for Writers of Research Papers would provide the following information for a book: author, title, place of publication, publisher, year of publication, and page number. Students enrolled in Law and using the Australian Guide to Legal Citation would provide the following information for a book: author, title, edition number, year of publication, and page number.

#### Example

MLA: Dennis Lennon, *Global Rites and Practices* (Sydney: Ellameo, 2001) 80.

AGLC: Dennis Lennon, *Global Rites and Practices* (2001) 80.

#### Subsequent references: shortened abbreviations and the decline of Latin abbreviations

When writing an essay or report, you may find yourself referring to a source more than once. If you do, the first reference to the source will contain full bibliographic details, whereas the second and subsequent references will be much shorter and contain enough information that the reader can readily identify the source. In this instance, subsequent references usually contain the author’s family name and the page number. If, however, you use more than one source by the same author, then you would need to include the author’s family name, shortened title of the text, and the page number.

For example, a second footnote reference to

Judith Butler, *The Psychic Life of Power: Theories in Subjection* (Stanford, CA: Stanford University Press, 1997) 25.

would become

Butler, *Psychic Life of Power*, 25.

Though not as common as it once was, the practice of using Latin abbreviations to refer to previously cited work still occurs in some disciplines. Law, for example, uses the term 'ibid' (an abbreviation of *ibidem* – 'in the same place') to refer the reader back to the preceding footnote reference.

- Complex references. If you are citing a quotation or material which you have found already quoted by another writer, include in your citation both the full bibliographic details of the original quotation (which you will find in the reference) and the details of the book in which you found it, e.g. H. Cox (1968), *The Secular City*, Penguin, London, p. 93, quoted in M. Douglas (1973), *Natural Symbols*, Penguin, London, p. 37.

## 5. Internal citations (Harvard, In-text, Author: Date)

In this style of referencing, which is commonly used in science and the social sciences, all references are cited in the body of your text. The references are extremely brief (writer's family name, date of publication, page number) and the full bibliographic information is supplied separately in the bibliography. Some styles of included referencing use p. or pp. to indicate page numbers. Others use a colon between the year and the page number.

### Format:

1. If the writer's family name appears in the text of your essay, the remaining items of the citation will follow this in brackets, eg:

Beard (1970: pp. 91-92) argues that concept learning is important.

(Here the actual argument is found on pages 91 and 92.) Or:

Fox (1967) demonstrates the close relationship between kinship and marriage in certain societies.

(As this relationship is the theme of the whole book, no specific page references are given.)

2. If the writer's name does not appear in the text of your essay, the reference must include his or her family name within the brackets and should come at the end of a sentence or immediately following a direct quotation, eg:

It has been argued that concept learning is important (Beard, 1970, pp. 91-92).

## 6. Style Manuals

When referencing, it is important to refer to a style guide for information on how to format bibliographic details. Your faculty, discipline or school may provide you with a handout on referencing; the Political Science 'Essay Writing Guide', for example, contains a very detailed section on referencing principles, as does the History 'Guide to the Writing, Presentation, and Referencing of Essays'. They may also post information on their website.

### MLA

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

Modern Language Association Homepage. 9 Sept. 2003. 23 Jan. 2004 <<http://www.mla.org/publications/style>>.

Purdue University Online Writing Lab (OWL). 'Using Modern Language Association (MLA) Format'. Dec. 2003. 23 Jan. 2004 <[http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html)>.

### APA

American Psychological Association. *Publication Manual of the American Psychological Association*. 5th ed. Washington, DC: American Psychological Association, 2001.

American Psychological Association Online. 2003. 23 Jan. 2004 <<http://www.apastyle.org/pubmanual.html>>.

Purdue University Online Writing Lab (OWL). 'Using American Psychological Association (APA) Format (Updated to 5th Edition)'. Sept. 2002. 23 Jan. 2004 <<http://owl.english.purdue.edu/>>.

## 7. Comparison of referencing styles

Each style of referencing has characteristic advantages:

1. Footnotes make it easy for the reader to identify a source immediately merely by glancing to the bottom of the page. However, lengthy footnotes, including comments and additional information, can be distracting and clumsy.
2. Endnotes permit extended commentary and additional information, but require the reader to refer constantly between the actual text and the final pages of the essay.
3. Included references are extremely efficient but can only identify a source and allow no room for additional comments.

In order to demonstrate these styles of referencing more clearly, we have produced a passage and some mock references. The first example uses footnotes and the second example uses internal citations.

### Example 1: Footnotes, using MLA (MLA Handbook for Writers of Research Papers)

Explanations for the longstanding rivalry between Victorians and South Australians have traditionally focused on economic factors, but recent research suggests cultural or artistic factors have played a greater role. The work of Coupe,<sup>1</sup> Chugg,<sup>2</sup> and Smythe and Brown,<sup>3</sup> which compared and contrasted company profitability, employment rates, and rates of investment between the two states, concluded that "economic envy"<sup>4</sup> was the basis for the rivalry. This conclusion, however, has been challenged by two studies that focus on cultural differences. Gibbons, for example, argues that the desire to be seen as "the pre-eminent arts community of Australia"<sup>5</sup> is the cause for the rivalry, citing the rancorous debates over which state has the better Arts Festival, World Music festival, wines, art galleries and museums. The work of Belle,<sup>6</sup> too, notes the importance of this desire for cultural dominance between the two states. More suggestively, she proposes that this desire becomes more pronounced during the football season.

In an analysis of Question Time debates in the South Australian parliament from 1991-2002, Belle demonstrates that all politicians become increasingly parochial about the greatness of the arts in South Australia. Belle argues that:

It is no coincidence that when the Adelaide Crows won two premierships in the late 1990s, funding for the arts in general increased and new arts initiatives were announced. The National Wine Centre and the National Centre for Artistic Values were both launched during this time.<sup>7</sup>

<sup>1</sup> Teddy W. Coupe, "Company Profitability: a tale of two states." *The Economic Development of Australia* Coupe, ed. Robyn Wagon (Melbourne: Clark Press, 1951) 34-70.

<sup>2</sup> Selwyn Chugg, 'An Analysis of Employment Rates in Victoria and South Australia, 1901-1950.' *Journal of Australian Economic History and Theory* 34 (1968): 131-167.

<sup>3</sup> Mike Smythe and Jo Brown, "Winning Economic Glory: a Historical and Psychological Study of Interstate Rivalry," *Australian Historical-psychological Studies* 55 (1979): 1-29.

<sup>4</sup> Chugg 134.

<sup>5</sup> Paul Gibbons, *Adelaide: the Arts Capital of Australia, Maybe the World* (Sydney: Murdoch Press, 2002) 2.

<sup>6</sup> Tallulah Belle, *Victorian Bitter? You Bet* (Adelaide: Flinders University Press, 2004).

<sup>7</sup> Belle 244-245.

### Example 2: Harvard system, using APA (Publication Manual of the American Psychological Association)

Explanations for the longstanding rivalry between Victorians and South Australians have traditionally focused on

economic factors, but recent research suggests cultural or artistic factors have played a greater role. The work of Coupe (1951), Chugg (1968), and Smythe and Brown (1979), which compared and contrasted company profitability, employment rates, and rates of investment between the two states, concluded that "economic envy" (Chugg 1968: p.134) was the basis for the rivalry. This conclusion, however, has been challenged by two studies that focus on cultural differences. Gibbons (2002: p.2), for example, argues that the desire to be seen as "the pre-eminent arts community of Australia" is the cause for the rivalry, citing the rancorous debates over which state has the better Arts Festival, World Music festival, wines, art galleries and museums. The work of Belle (2004), too, notes the importance of this desire for cultural dominance between the two states. More suggestively, she proposes that this desire becomes more pronounced during the football season.

In an analysis of Question Time debates in the South Australian parliament from 1991–2002, Belle (2004) demonstrates that all politicians become increasingly parochial about the greatness of the arts in South Australia. Belle (2004) argues that:

It is no coincidence that when the Adelaide Crows won two premierships in the late 1990s, funding for the arts in general increased and new arts initiatives were announced. The National Wine Centre and the National Centre for Artistic Values were both launched during this time. (p.244–245)

## References

- Belle, T. (2004). *Victorian Bitter? You Bet*. Adelaide: Flinders University Press.
- Chugg, S. (1968). 'An analysis of employment rates in Victoria and South Australia, 1901–1950' *Journal of Australian Economic History and Theory*, 34, 131–167.
- Coupe, T. W. (1951). 'Company profitability: a tale of two states' In R. Wagon (ed.), *The Economic Development of Australia* (pp.34–70). Melbourne: Clark Press.
- Gibbons, P. (2002). *Adelaide: the Arts Capital of Australia, Maybe the World*. Sydney: Murdoch Press.
- Smythe, M. & Brown, J. (1979). 'Winning economic glory: a historical and psychological study of interstate rivalry' *Australian Historical-psychological Studies*, 55, 1–29.