

Referencing without headaches

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What are references for?

1. To acknowledge the authors whose ideas and words you are using

Lodged right in the middle of this term that we extend to honor the people who have influenced and cared for us, is the word 'knowledge.' An acknowledgment is an admission. It makes explicit what is tacit, or sometimes denied, in every scholarly monologue: none of us knows alone. (Grumet, 1988, p. ix)

2. To assist the reader in finding the sources

Common referencing formats

- APA (i.e., according to the *Publication Manual of the American Psychological Association*, fifth edition, 2001)
- MLA (i.e., according to the Modern Language Association's *MLA Handbook for Writers of Research Papers*, sixth edition, 2003)
- Chicago (i.e., according to the University of Chicago Press's *Chicago Manual of Style*, fifteenth edition, 2005)

Short quotation from a book (primary source)

“In many black settings, I have witnessed the dismissal of intellectuals, the putting down of theory, and remained silent” (hooks, 1994, p. 66).

bell hooks (1994) writes that she has “witnessed the dismissal of intellectuals, the putting down of theory, and remained silent” (p. 66).

In the reference list:

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Long quotation from a journal article

Elizabeth Ellsworth (1989) provides a critique of critical pedagogy. She writes,

As educators who claim to be dedicated to ending oppression, critical pedagogues have acknowledged the socially constructed and legitimated authority that teachers/professors have over students. Yet theorists of critical pedagogy have failed to launch any meaningful analysis of or program for reformulating the institutionalized power imbalances between themselves and their students, or of the essentially paternalistic project of education itself.
(p. 306)

In the reference list:

Ellsworth, E. (1989). Why doesn't this feel empowering?
Working through the repressive myths of critical pedagogy.
Harvard Educational Review, 59(3), 297-324.

Short quotation from an article in an edited volume

“Derrida does not offer another ethical calculus to the educator in need of moral guidance” (Edgoose, 2001, p. 120).

In the reference list:

Edgoose, J. (2001). Just decide! Derrida and the ethical aporias of education. In G. J. J. Biesta & D. Egéa-Kuehne (Eds.), *Derrida & education* (pp. 119-133). New York: Routledge.

Short quotation from a translated book

Foucault (1975/1977) argues that “the power in the hierarchized surveillance of the disciplines is not possessed as a thing, or transferred as a property; it functions like a piece of machinery” (p. 177).

In the reference list:

Foucault, M. (1977). *Discipline & punish: The birth of the prison* (A. Sheridan, Trans.). New York: Random House. (Original work published 1975)

Short quotation from a secondary source

John Rawls (1999) notes that “well-ordered people have a *duty* to assist burdened societies” (p. 106, as cited in Benhabib, 2004, p. 97).

In the reference list:

Benhabib, S. (2004). *The rights of others: Aliens, residents, and citizens*. New York: Cambridge University Press.

Referencing newspapers, films, and songs

Todd, D. (2001, January 26). Bad girls=big bucks.
The Vancouver Sun, p. A17.

Black, S. (Director/Producer). (2001). *Life and debt*
[Motion picture]. Jamaica: Tuff Gong Pictures.
(Available from MongrelMedia, 109 Melville Ave,
Toronto, Ontario, M6G 1Y3 Canada)

Ian, J. (1999). Play like a girl. *On God & the FBI* [CD].
United States: Windham Hill.

Referencing web-based text

Statistics Canada (2004). *Visible minority population, census metropolitan areas (1996 Census)*, Vancouver. Retrieved on October 27, 2004, from <http://www.statcan.ca/english/Pgdb/demo55e.htm>

hooks, b. (1990). Postmodern blackness. *Postmodern Culture*, 1(1). Retrieved on December 2, 2004, from http://muse.jhu.edu/journals/postmodern_culture/v001/1.1hooks.html

Common mistakes to avoid:

1. Attributing words to the wrong author

Correct: John Rawls (1999) notes that “well-ordered people have a *duty* to assist burdened societies” (p. 106, as cited in Benhabib, 2004, p. 97).

Incorrect: Benhabib (2004) also refers to the ideas of Rawls. She writes that “well-ordered people have a *duty* to assist burdened societies” (p. 97).

Common mistakes to avoid:

2. Changing the meaning or intention of an author's words

Correct: bell hooks (1994) notes that “the unwillingness to approach teaching from a standpoint that includes awareness of race, sex, and class is often rooted in the fear that classrooms will be uncontrollable, that emotions and passions will not be contained” (p. 39).

Incorrect: bell hooks (1994) warns that including race, class, and sex in one's teaching will lead to uncontrollable classrooms and to uncontained emotions and passions (p. 39).

Common mistakes to avoid:

3. Producing a grammatically incorrect sentence

Correct: Elizabeth Ellsworth (1989) accuses theorists of critical pedagogy of having failed “to launch any meaningful analysis of or program for reformulating the institutionalized power imbalances between themselves and their students, or of the essentially paternalistic project of education itself” (p. 306).

Incorrect: Elizabeth Ellsworth (1989) accuses “theorists of critical pedagogy have failed to launch any meaningful analysis of ... reformulating the institutionalized power imbalances between themselves and their students, or of the essentially paternalistic project of education itself” (p. 306).