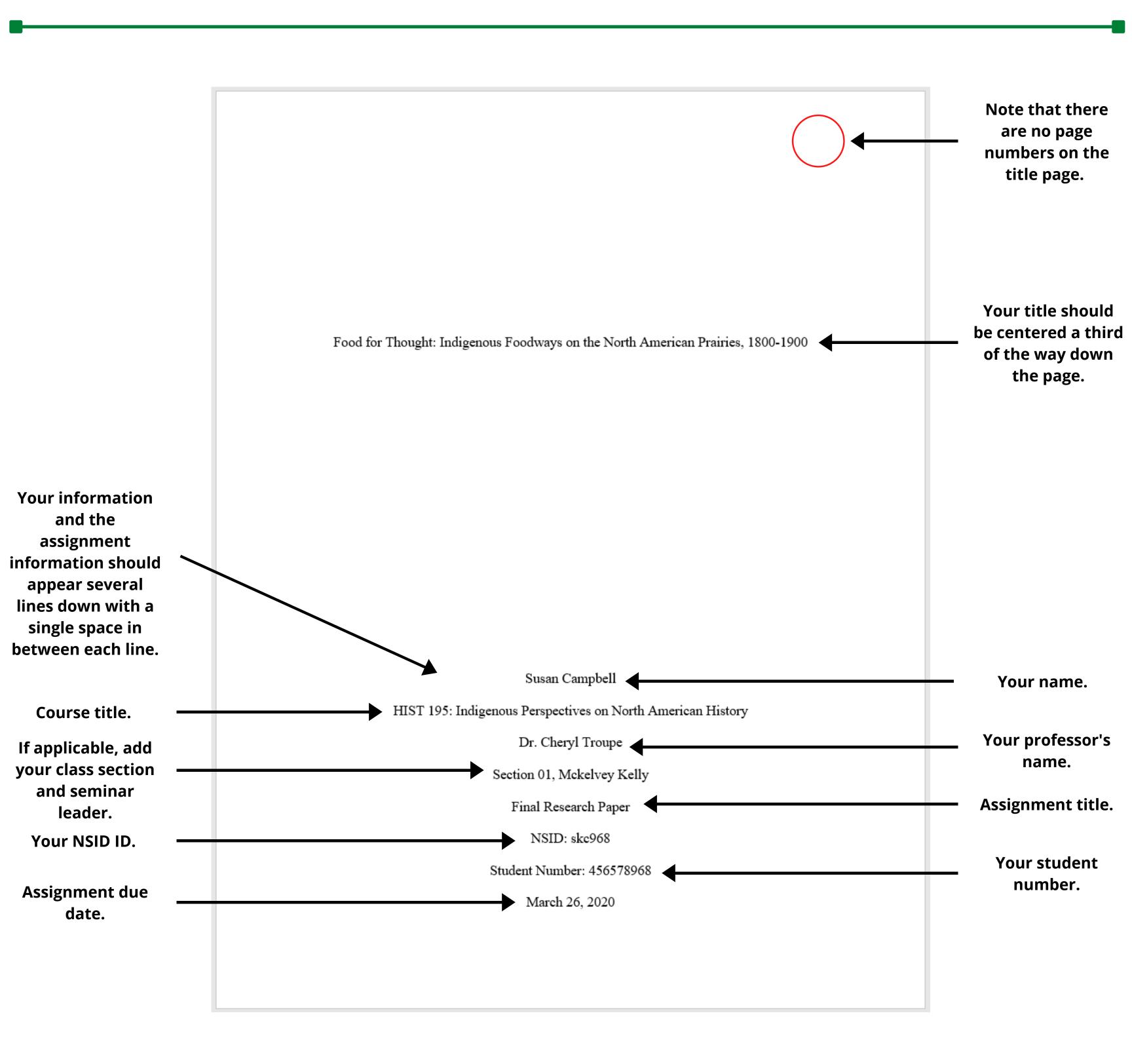# SAMPLE TITLE PAGE
CHICAGO FOOTNOTES AND BIBLIOGRAPHY

- In Chicago Style, class papers/essays will **either include a title page or include a title on the first page of the text.** Check your assignment instructions to see which format your professor requires.
- **Use 12 pt. Times New Roman Font with center alignment throughout your title page.** Do not add other fonts, photographs, etc.

Note that there are no page numbers on the title page.

Food for Thought: Indigenous Foodways on the North American Prairies, 1800-1900

Your title should be centered a third of the way down the page.

Your information and the assignment information should appear several lines down with a single space in between each line.

Susan Campbell

Your name.

Course title.

HIST 195: Indigenous Perspectives on North American History

Dr. Cheryl Troupe

Your professor's name.

If applicable, add your class section and seminar leader.

Section 01, Mckelvey Kelly

Final Research Paper

Assignment title.

Your NSID ID.

NSID: skc968

Student Number: 456578968

Your student number.
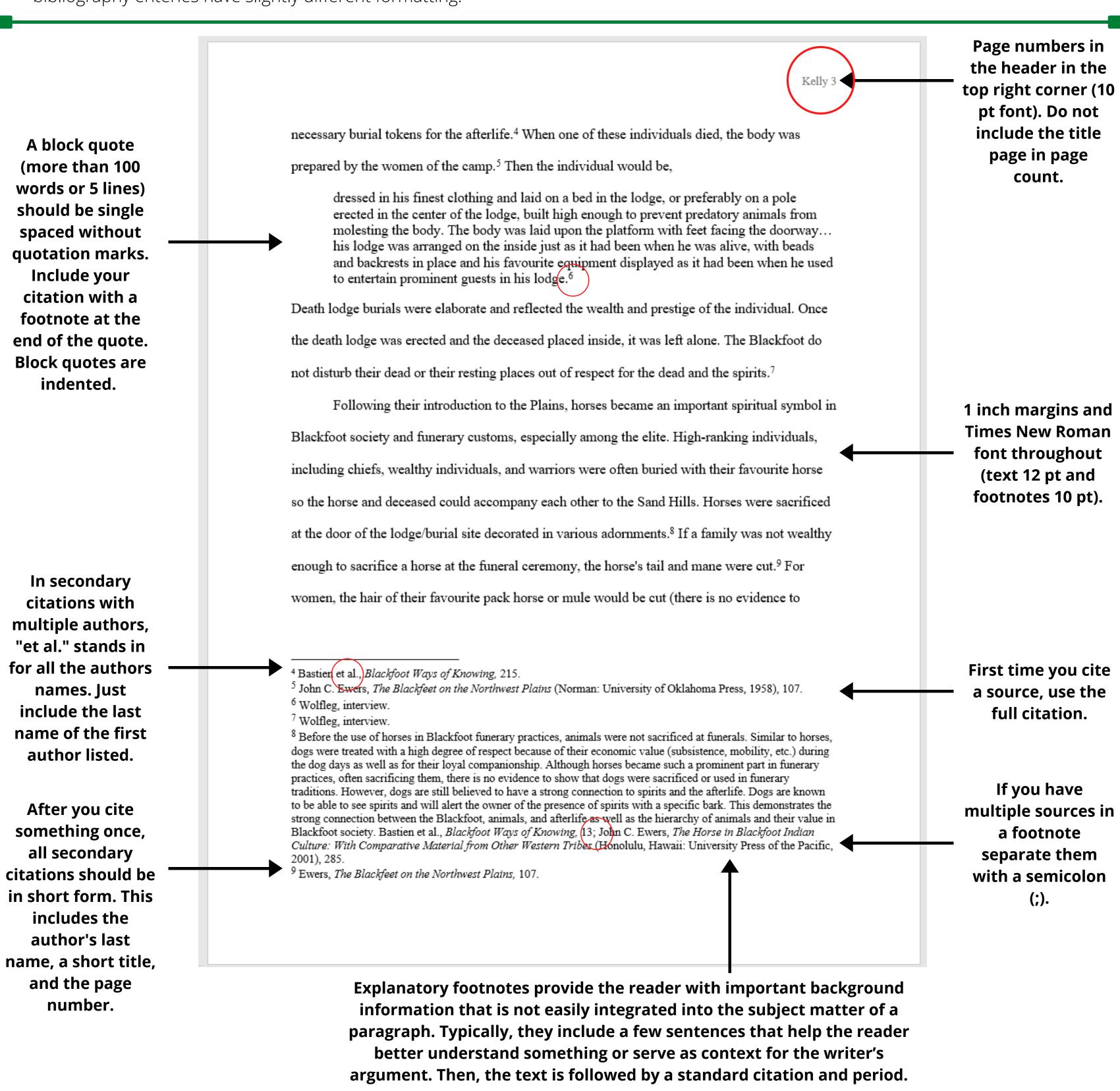
Assignment due date.

March 26, 2020

- Note*, **always double check your assignment instructions** for specific details from your professor as they might require certain information on your title page.

SAMPLE PAGE
CHICAGO FOOTNOTES AND BIBLIOGRAPHY

- **Whenever you use a quotation from an author, or summarize or paraphrase a person's ideas or research, you must identify (reference/cite) the source. Failure to do so is plagiarism.** This identification of information takes place in two parts: a note within your paper (a footnote at the bottom of your page), as well as a bibliography at the end of your paper. Note that footnotes and bibliography enteries have slightly different formatting.
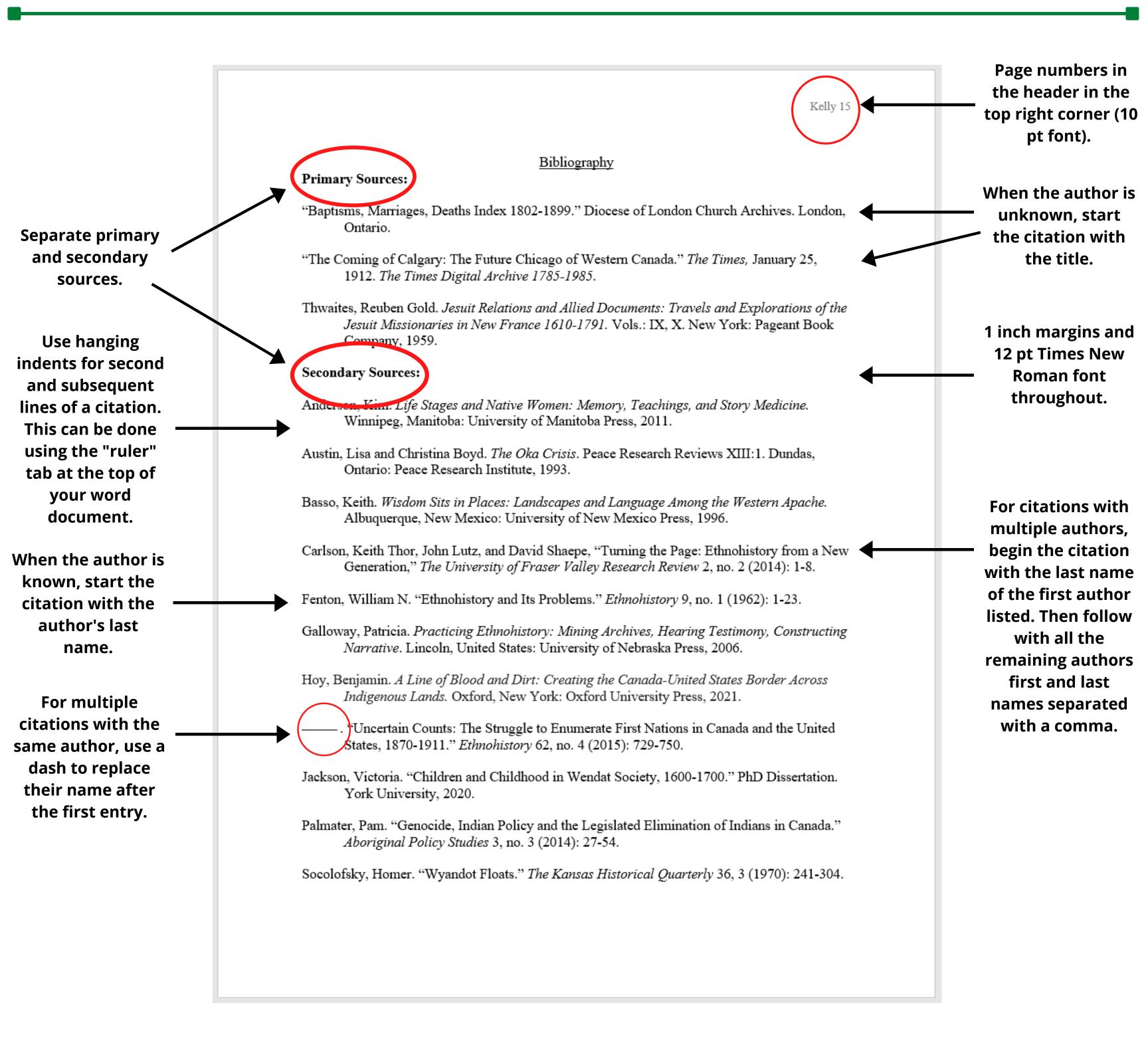
Page numbers in the header in the top right corner (10 pt font). Do not include the title page in page count.

A block quote (more than 100 words or 5 lines) should be single spaced without quotation marks. Include your citation with a footnote at the end of the quote. Block quotes are indented.

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necessary burial tokens for the afterlife.[4] When one of these individuals died, the body was prepared by the women of the camp.[5] Then the individual would be,

> dressed in his finest clothing and laid on a bed in the lodge, or preferably on a pole erected in the center of the lodge, built high enough to prevent predatory animals from molesting the body. The body was laid upon the platform with feet facing the doorway… his lodge was arranged on the inside just as it had been when he was alive, with beads and backrests in place and his favourite equipment displayed as it had been when he used to entertain prominent guests in his lodge.[6]

Death lodge burials were elaborate and reflected the wealth and prestige of the individual. Once the death lodge was erected and the deceased placed inside, it was left alone. The Blackfoot do not disturb their dead or their resting places out of respect for the dead and the spirits.[7]

Following their introduction to the Plains, horses became an important spiritual symbol in Blackfoot society and funerary customs, especially among the elite. High-ranking individuals, including chiefs, wealthy individuals, and warriors were often buried with their favourite horse so the horse and deceased could accompany each other to the Sand Hills. Horses were sacrificed at the door of the lodge/burial site decorated in various adornments.[8] If a family was not wealthy enough to sacrifice a horse at the funeral ceremony, the horse's tail and mane were cut.[9] For women, the hair of their favourite pack horse or mule would be cut (there is no evidence to

1 inch margins and Times New Roman font throughout (text 12 pt and footnotes 10 pt).

In secondary citations with multiple authors, "et al." stands in for all the authors names. Just include the last name of the first author listed.

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[4] Bastien et al. *Blackfoot Ways of Knowing*, 215.
[5] John C. Ewers, *The Blackfeet on the Northwest Plains* (Norman: University of Oklahoma Press, 1958), 107.
[6] Wolfleg, interview.
[7] Wolfleg, interview.
[8] Before the use of horses in Blackfoot funerary practices, animals were not sacrificed at funerals. Similar to horses, dogs were treated with a high degree of respect because of their economic value (subsistence, mobility, etc.) during the dog days as well as for their loyal companionship. Although horses became such a prominent part in funerary practices, often sacrificing them, there is no evidence to show that dogs were sacrificed or used in funerary traditions. However, dogs are still believed to have a strong connection to spirits and the afterlife. Dogs are known to be able to see spirits and will alert the owner of the presence of spirits with a specific bark. This demonstrates the strong connection between the Blackfoot, animals, and afterlife as well as the hierarchy of animals and their value in Blackfoot society. Bastien et al., *Blackfoot Ways of Knowing*, 13; John C. Ewers, *The Horse in Blackfoot Indian Culture: With Comparative Material from Other Western Tribes* (Honolulu, Hawaii: University Press of the Pacific, 2001), 285.
[9] Ewers, *The Blackfeet on the Northwest Plains*, 107.

First time you cite a source, use the full citation.

If you have multiple sources in a footnote separate them with a semicolon (;).

After you cite something once, all secondary citations should be in short form. This includes the author's last name, a short title, and the page number.

Explanatory footnotes provide the reader with important background information that is not easily integrated into the subject matter of a paragraph. Typically, they include a few sentences that help the reader better understand something or serve as context for the writer's argument. Then, the text is followed by a standard citation and period.

- **Avoid overusing quotations.** In history, all essays should include direct quotes and evidence but the work you submit is yours. Be sure to frame your evidence and citations with your own voice and arguments without citations. Evaluate and interpret quotations as evidence rather than unassailable fact. In other words, **introduce your evidence and add your own analysis.**
- **Use long quotations (block quotes) sparingly.** Whenever possible, do not include long quotations and rather paraphrase or summarize the information in your own words with a citation.
- **Avoid over-reliance on a single source.** No historical argument or paper is ever based off one perspective or one source. You should normally use multiple sources to analyze a historical topic/event/place/person/etc.

SAMPLE BIBLIOGRAPHY
CHICAGO FOOTNOTES AND BIBLIOGRAPHY

- In Chicago Style, **your reference list is always called a bibliography** and never works cited.
- A bibliography lists **all the sources you consulted**, including those you read but did not cite. Note, sources that are not cited in the text of your paper will likely not count towards source requirements for your assignment.
- **Begin your bibliography on a separate page at the end of your paper.**
- **Arrange your sources alphabetically.** Normally, the author last name is the first element listed in each entry.
- **Citations should be single-spaced with a single space in between entries.**

Page numbers in the header in the top right corner (10 pt font).

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Bibliography

Separate primary and secondary sources.

Primary Sources:

"Baptisms, Marriages, Deaths Index 1802-1899." Diocese of London Church Archives. London, Ontario.

When the author is unknown, start the citation with the title.

"The Coming of Calgary: The Future Chicago of Western Canada." *The Times,* January 25, 1912. *The Times Digital Archive 1785-1985.*

Thwaites, Reuben Gold. *Jesuit Relations and Allied Documents: Travels and Explorations of the Jesuit Missionaries in New France 1610-1791.* Vols.: IX, X. New York: Pageant Book Company, 1959.

Use hanging indents for second and subsequent lines of a citation. This can be done using the "ruler" tab at the top of your word document.

Secondary Sources:

1 inch margins and 12 pt Times New Roman font throughout.

Anderson, Kim. *Life Stages and Native Women: Memory, Teachings, and Story Medicine.* Winnipeg, Manitoba: University of Manitoba Press, 2011.

Austin, Lisa and Christina Boyd. *The Oka Crisis*. Peace Research Reviews XIII:1. Dundas, Ontario: Peace Research Institute, 1993.

Basso, Keith. *Wisdom Sits in Places: Landscapes and Language Among the Western Apache.* Albuquerque, New Mexico: University of New Mexico Press, 1996.

Carlson, Keith Thor, John Lutz, and David Shaepe, "Turning the Page: Ethnohistory from a New Generation," *The University of Fraser Valley Research Review* 2, no. 2 (2014): 1-8.

For citations with multiple authors, begin the citation with the last name of the first author listed. Then follow with all the remaining authors first and last names separated with a comma.

When the author is known, start the citation with the author's last name.

Fenton, William N. "Ethnohistory and Its Problems." *Ethnohistory* 9, no. 1 (1962): 1-23.

Galloway, Patricia. *Practicing Ethnohistory: Mining Archives, Hearing Testimony, Constructing Narrative.* Lincoln, United States: University of Nebraska Press, 2006.

Hoy, Benjamin. *A Line of Blood and Dirt: Creating the Canada-United States Border Across Indigenous Lands.* Oxford, New York: Oxford University Press, 2021.

For multiple citations with the same author, use a dash to replace their name after the first entry.

———. "Uncertain Counts: The Struggle to Enumerate First Nations in Canada and the United States, 1870-1911." *Ethnohistory* 62, no. 4 (2015): 729-750.

Jackson, Victoria. "Children and Childhood in Wendat Society, 1600-1700." PhD Dissertation. York University, 2020.

Palmater, Pam. "Genocide, Indian Policy and the Legislated Elimination of Indians in Canada." *Aboriginal Policy Studies* 3, no. 3 (2014): 27-54.

Socolofsky, Homer. "Wyandot Floats." *The Kansas Historical Quarterly* 36, 3 (1970): 241-304.

- Note*, if you use a citation generator, **double check your citations and bibliography** to make sure your spelling, punctuation, and spacing is correct. Sometimes generators will have incorrect formatting or will be missing information.