

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 provide evidence for claims you make about what has already been studied and written.
3. To assist the reader in finding the sources

Common referencing formats

- APA (i.e., according to the *Publication Manual of the American Psychological Association*, sixth edition, 2010)
- 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

“What resources must we have in order to bring into the human community those humans who have not been considered part of the recognizably human?” (Butler, 2004, p. 225).

“What resources must we have,” asks Judith Butler (2004), “in order to bring into the human community those humans who have not been considered part of the recognizably human?” (p. 225).

In the reference list:

Butler, J. (2004). *Undoing gender*. New York, NY: Routledge.

Butler, J. (2004). *Undoing gender*. Retrieved from <http://www.mylibrary.com/?id=5979>

Long quotation from a journal article (print)

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 a journal article (electronic)

“Those who have the privilege of having a normal family are able to demand the same of everyone without having to raise the question of the conditions . . . of universal access to what they demand universally” (Bourdieu, 1996, p. 23).

Bourdieu (1996) points out that “those who have the privilege of having a normal family are able to demand the same of everyone without having to raise the question of the conditions . . . of universal access to what they demand universally” (p. 23).

In the reference list:

Bourdieu, P. (1996). On the family as a realized category. *Theory, Culture & Society*, 13(3), 19-26. doi: 10.1177/026327696013003002

Short quotation from a chapter 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, NY: 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 and punish: The birth of the prison* (A. Sheridan, Trans.). New York, NY: 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, NY: Cambridge University Press.

Referencing dissertations and theses

Nielsen, A. W. (2014). *This is a job! Second career teachers' cultural and professional capital and the changing landscape of teaching* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 3619894)

Bain, M. (2014). *Community-university engagement: Case study of a partnership on Coast Salish territory in British Columbia* (Master's thesis). Retrieved from <https://circle.ubc.ca/handle/2429/45948>

Referencing unpublished conference papers

Noguera, P. A. (2008, March). *The schools we need: The role of education in developing and empowering marginalized communities*. The John Dewey Society Annual Lecture, presented at the annual meeting of the American Educational Research Association, New York, NY.

Ruitenbergh, C. W. (2008, August). *The epistemological turn: The tropological uses of “ways of knowing.”* Paper presented at the biennial meeting of the International Network of Philosophers of Education, Kyoto, Japan.

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]. Kingston, Jamaica: Tuff Gong
Pictures.

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

Referencing other on-line sources

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

Smith, M. K. (2004). Nel Noddings, the ethics of care and education. *The Encyclopaedia of Informal Education*. Retrieved from <http://www.infed.org/thinkers/noddings.htm>

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).

And remember...

Cite sources for others' ideas, not only for their words.

→ Provide author, year and, if necessary, page numbers even if you are not quoting directly.

Paraphrase the ideas, not the words.

→ Paraphrasing means that you understand the ideas, not that you can use a thesaurus.

Use quotations to support or illustrate your argument; don't let them make the argument for you.

→ Do not assume that quotations, especially lengthy quotations, speak for themselves.