

# Using Academic Sources

In the world of academia and scientific research, it is commonly assumed, that research contributes to the already existing stock of knowledge, and develops new insights and adds new knowledge. So first you need to find out what is already known about the topic, and you need to clearly distinguish what is really new or different in our contribution. But good research always builds on the work of others and tries to develop this knowledge further by adding new elements or to criticise earlier work and to develop new alternative views. In scientific texts you, therefore, devote considerable space to citations and references and in doing so we acknowledge the work of others, and distinguish it from your own thoughts, arguments and findings. Citing is as much a matter of using the authority of acknowledged sources to support your argument as it is a matter of avoiding theft of intellectual property or misrepresentation of what is your own and what is not.

By reviewing the earlier research to develop a line of argument, you demonstrate your understanding of and participation in a specific field of research and your involvement in the scientific debate on that issue. Academic writing acknowledges and draws on earlier work, and by citing previous sources, and by giving 'voice' to the earlier researchers, you do not only take part in an ongoing scientific debate but also establish your credibility as a scientist and researcher. By citing reliable sources, you indicate your awareness of the earlier contribution of others and you show that you know how the debate has historically developed and that you can write in the language of that field. By doing so you demonstrate that you have the necessary expertise that allows you to take an informed position in the field (Bergmann, 2010, pp. 47-52).

## Citations and references

### *What should be cited and how?*

As a basic principle in scientific research and in scientific publications, it is important, that our argumentation is well underpinned, with references to the sources used and with our own empirical findings. In a scientific debate it is crucial not just that the line of argumentation is understood, but also that the material used to underpin our argumentation is convincing and can be validated. Therefore it is important that the reader can trace back the sources, to check for themselves. If the sources we use to underpin our argument are indeed convincing, it might also be, that the readers of our publications, in their own work, would like to make use of the same sources. Also for that reason it is important that our sources are traceable. Our way of referencing, therefore, needs to indicate clearly identify the sources, so that they can easily be found.

**General rule:** No quotation or any other use of sources without a proper reference!

There are no general rules about how much and what has to be quoted in an academic publication. When you read other publications about the topic you are investigating, it might be that you find, formulations which are very close or even equal to what you are trying to say, and maybe it is also phrased brilliantly, then it is very tempting, to use exactly the same wording. Self-evidently you then need to put it in between quotation marks and add references. Especially, if you are writing in another language than your own mother tongue, or in a genre you are not used to, you will probably find many occasions, where other authors express 'your' ideas, better than you could yourself. The text you are writing, could then easily become cluttered with quotes. Although there are no general rules for how many quotes you should or could use, it is safe to say that too many word-for-word quotations will not improve the readability of a text.

If you are writing about what is already known about the topic you do research on, it might also be easy to make use of summaries others have written, e.g. in text-books or secondary, review literature. Then it is often not very helpful for the reader of your text, to find many references to these secondary sources. It would be much more helpful for the reader but it would also suits your own purpose better, if you refer to the main original sources. To find out about the most important original authors on your topic, it might be useful to inspect the bibliography of a number of publications related to your research topic, and then you will probably soon discover, which authors repeatedly pop up. This is a first indication of their importance to your specific field of research. You would certainly want to refer to their work in your publication.

Try to avoid references to text-books or other secondary sources.

There are four different ways, you can make use of sources in your writing (Bergmann, 2010, pp. 101-102):

1. **Quotations** are exact copies of the words used in your source. You always put these quotes in between quotation marks, and you add a reference which clearly points to the page(s) where you took your quote from
2. **Paraphrases** are re-formulations of the ideas of the author of the source you are using in your own words. In this case you follow the source closely, almost sentence by sentence. You do not put this text in between quotation marks. But even though, you rephrased the original text in your own words, you nevertheless, need to reference your source.
3. **Summaries** give a rough overall representation of the (main elements of the) argumentation of the author of your source. Such a summary does not necessarily follow the structure of the original text, even though if summarised its core ideas. Also in these cases you need to reference your source.
4. **Syntheses** often draw on more than one source in order to show the relationships (communalities and differences) between the lines of argumentation in the different sources. Of course, also here references to the sources cannot be omitted.

Summaries and syntheses are typically used in the literature review that open most academic papers and provide the context for your own argumentation and research. Citations and references are crucial whenever you make use of already existing sources.

## Citation systems

Based on the usual scientific practices in different fields of scientific research, over the years different conventional systems for referencing have emerged, and are also developed further, when new kinds of sources, such as web-sites or blogs or audio-visual material, become more prominent. These systems are often also widely used outside the field of research where they emerged from.

In our disciplinary field at the Radboud University we use the APA system

A few of the well-known citation systems are for example (<https://en.wikipedia.org/wiki/Citation>):

- APA (American Psychological Association)
- ASA (American Sociological Association)
- Chicago (CMOS)
  
- Harvard
- MLA (Modern Language Association)
- MHRA (Modern Humanities Research Association)
- Columbia
  
- Vancouver (Council of Science Editors)
- ACS (American Chemical Society)
- AIP (American Institute of Physics)
- AMS (American Mathematical Society)
- IEEE (Institute of Electrical and Electronics Engineers)
  
- OSCOLA (Oxford Standard for the Citation of Legal Authorities)
- The Bluebook
- Oxford
  
- etc.

In general it is recommended to not invent your own system, but to make use of one of these widely accepted conventional systems. It is, however, crucial that you apply the system of your choice consistently throughout the whole publication.

Apply the citation system of your choice **consistently** throughout the whole publication!

In the disciplinary field of (human) geography, spatial planning and environmental policies, the APA system is the usual standard, and this therefore will also be the standard we focus on in this on-line course module.

## Quotations

### Direct quotations

Direct quotations are exact copies of the words of the author of your source. They should always be enclosed in quotation marks and accompanied by a reference to the source. To keep your running text easy readable it is recommended to use the lighter single quotes (‘ ’) as is common in British English instead of heavier double quotes (“ ”) as is common in American English.

Sometimes one starts an academic paper with an important quote, almost as a kind of motto for the line of argumentation you would like to put forward (see Figure 1), but otherwise it is recommended that you do not start a sentence with a direct quote, but you first state the point or purpose of the quotation before you use it. For example:

*[...] Etienne Balibar, in his critique of Kagan's thesis notes how the European position is thus presented as, at the same time, **'powerless ... and illegitimate**, since it disguises a historical regression as moral progress, misrepresenting its real weakness as an imaginary strength'. But what is more, it is presented as **'self-destructive** since it undermines the defensive capacities of the Western democracies, everywhere under attack in the world' (Balibar, 2003, p. 4, emphasis in original). [...].*

What we also note in this example, is the a general convention, that when you use an author's name for the first time in your running text, you should use the full name (first name + last name), without honorifics (Mr., Miss., Professor, Dr. etc.). If you refer to the same author later in your text, you use the last name only (see for example the use of the name of Kant in Figure 1). Furthermore the spelling, capitalisation and emphases in the original are maintained, and if it is changed, it is explicitly mentioned. Similarly when you use translated quotes, you have to add **'my own translation'** or **'translation by X'** to the reference.

#### Using names for the first time:

When you use an author's name for the first time in the running text, you should use the full name (first name + last name). If you refer to the same author later in your text, you use the last name only

### The new geopolitics of division and the problem of a Kantian Europe

STUART ELDEN AND LUIZA BIALASIEWICZ

Americans and Europeans are today divided by a philosophical, even metaphysical disagreement over where exactly mankind stands on the continuum between the laws of the jungle and the laws of reason.

Robert Kagan, *Paradise and Power*<sup>1</sup>

What is at risk today is nothing less than the end of the Kantian ideal of the abolition of the 'natural state' between states.

Jürgen Habermas, *Der gespaltene Westen*<sup>2</sup>

#### A Kantian Europe, a Hobbesian world?

Immanuel Kant is today often invoked as an emblematic figure for Europe. In works by thinkers such as Zygmunt Bauman, Jacques Derrida, Michel Foucault and Jürgen Habermas, among others, Kant's work stands as a core reference for discussions of the European Modern and the legacy of the Enlightenment, even if this appropriation is not uncritical.<sup>3</sup> The spectre of Kant also haunts Europe in more pedestrian understandings of the ideal. Prominent politicians such as Gerhard Schroeder, Joschka Fischer, Dominique de Villepin and Romano Prodi have all paid tribute to his influence,<sup>4</sup> while in a variety of popular-academic texts Kant's 'cosmopolitical'

**Figure 1:** Direct quotes as motto for an academic publication. Source: *Review of International Studies* (2006), 32, 623–644.

Also other modifications of direct quotes like omissions, additions, comments, etc. need to be clearly indicated:

### Omitting a few words

When omitting one or several words, it is common practice to use three dots instead (...). See the example above.

## Omitting sentences, beginnings of sentences, paragraphs

Three dots in parentheses are used [sometimes also square brackets are used but never {curly ones}] when omitting more than one sentence or the beginning of a sentence: (...) or [...].

In case entire sentences or the end of a sentence is omitted, one has to add a period as well: (...).

In case whole paragraphs are omitted, this omission requires a separate line:

XXXXXXXXXX  
(...).  
XXXXXXXXXX

## Modifications

Modifications (such as additions) have to be put in squared brackets: [...], for example:

*Bookchin, in contrast, insists that ' "Gaia" and subjectivity are more than the effects of life; they are [expressions of] its integral attributes' (1982, p. 363).*

In case the one quoting assumes directly citing a misprint, you have to indicate this right next to the word in question: [sic!], [sic] for lat. 'sic erat scriptum' (= 'thus it had been written'); or simply [!]. For example:

*Supermaxes' pod structure is often claimed to provide a more humane treatment of inmates. Here is the depiction of the podular structure from an article on 'Jail Structure and Design Characteristics' which presents the more intimate pod design as a major improvement:*

*What differentiates third-generation jails (and prisons) from its [sic] predecessors is that the new designs were driven by the philosophical mandate that humane treatment of the accused and convicted offender must be at the very heart of the correctional enterprise. [...].\**

\* 'Jails: Jail Structure and Design Characteristics', (n.d.). <http://law.jrank.org/pages/1401/Jails-Jail-structure-design-characteristics.html> [Date accessed: 8 December 2015].

## Long quotations or Block quotations

The above example is also an example of a long quotation. A long quotation is a quotation of three or more lines or one or more complete sentences. You should use them sparingly and only when it is really important to quote the exact words (or style) of that particular passage. If this is not the case you would only give the impression that you do not understand the original quote well enough to be able to paraphrase or summarise it, instead of quoting it completely. Long quotations should always be set off and indented. Usually, when you set off and indent such a long quotation, it is *not* enclosed in quotation marks. Usually these long quotations are introduced by a *signal phrase*. A signal phrase introduces the passage and tells something about the source and/or author. Think of this signal as a way to lead into the quote by preparing readers for what they're about to read. In the example above the signal phrase is: "Here is the depiction of the podular structure from an article on 'Jail Structure and Design Characteristics' which presents the more intimate pod design as a major improvement:".

## Quotation within a quotation

If the material quoted already contains a quotation, one should change quotation marks used for the original quotation: 'xxxxx "(original quotation)" xxxxx', or if you use double quotes for regular quotations: "xxxxx '(original quotation)' xxxxx". For example:

*'Jacob Grimm (1847, p. 255) appeals to the law that "not rivers, not mountains, form a divide, but that people that have passed over these mountains and streams, only their words, can create it" ' (Habermas, 1998, p. 22).*

## Sentence-ending punctuation

The general rule is that if the sentence you are quoting ends with the last quotation mark, the period at the end of the sentence is put inside the quotation marks. A question mark or exclamation point always go inside quotation marks *if* it is part of the quote. However, in most cases immediately after the last quotation a parenthetical reference will follow. Then the period follows the final parenthesis. For example:

### Where to put the end of sentence punctuation?

When a direct quotation is immediately followed with a parenthetical reference there is no period at the end of the quotation. Instead the period follows the final parenthesis.

According to Hibel, Farkas, and Morgan (2010), 'Certain groups of students are routinely found to be overrepresented (compared to their share in the school-aged population) in special education classrooms' (p. 313).

or

'Certain groups of students are routinely found to be overrepresented (compared to their share in the school-aged population) in special education classrooms' (Hibel, Farkas, & Morgan, 2010, p. 313).

### Indirect quotation

An indirect quotation is when the meaning but not the exact words of something someone spoke about is referred to. Indirect quotations report on what a person said without using the exact words of the speaker. So in an indirect quotation you tell in your own words what the other person said. This is called 'paraphrasing'. These kind of indirect quotations are *not* put between quotation marks, but of course you need to refer to the source used.

### Paraphrasing

If you take certain ideas from a source and put these into 'your own words' and sentence structure, then this called *paraphrasing*. But what are your own words? How different must your paraphrase be from the original? Let us take an arbitrary passage from Tim Cresswell's book *Place, a short introduction* about regional geography:

Paraphrasing is not just changing a few words.

The agreement on the centrality of place to geography between Sauer, Hartshorne and Pred reflects the common-sense notion that geography is a reflection of people's curiosity about the differences between parts of the Earth's surface. It also reflects a history of geography which had seen its practitioners focussing largely on the description of 'regions.' Much of human geography before the 1960s was devoted to specifying and describing the differences between areas of the earth's surface. This 'regional geography' was *ideographic* which is to say that it revelled in the particular. Why was the South of the United States different from the North? How many regions could be identified in England? The central word was region rather than place. The characteristic mode of operation for regional geographers was to describe a place/region in great detail, starting with the bedrock, soil type and climate and ending with 'culture'. A great deal of time was spent differentiating one particular region from others around it – in other words, in drawing boundaries. (Cresswell, 2004, p. 16)

The following paraphrasing of this passage, clearly does not sufficiently uses 'own words' and would be qualified as *word-for-word plagiarism*:

Many geographers agreed on the centrality of place to geography which reflects the common-sense notion that geography is based on people's curiosity about the differences between parts of the Earth's surface. It also exemplifies the history of applied geography which focussed on the description of 'regions.' Until the 1960s human geography focussed on the differences between areas of the earth's surface and was denoted as 'regional geography' and characterised as ideographic which is to say that it celebrated the particular. Why was the South different from the North? How many regions could be identified in a country? The central concept was region and not place. Regional geographers usually described a place or region in great detail, reaching from the bedrock via soil type and climate to 'culture'. A lot of effort was spent differentiating one particular region from others – in other words, by drawing boundaries.

Here the writer has extensively used the ideas of Cresswell without even referencing the source. At the same time he/she also stayed very close to Cresswell's way of expressing himself and to the structure of the sentences. The parts in red are directly copied from the original text. Even if the writer had added the reference to the source, then it would still be considered plagiarised because quotation marks indicating the parts taken directly from the source are missing. If also these quotation marks would be added, then this would result in an unreadable passage because it would be cluttered with quotation marks.

Even if you would use more of your own words, and if you would change the structure of the paragraph, this could still be qualified as plagiarism, since the red marked phrases are not put in quotation marks and thus falsely presented as if it were your own. The following paraphrase could be described as a 'patch-work paraphrase', which still would be illegitimate.

Cresswell (2004) notes that the concept of place is central to geography because it focusses on the differences between parts of the Earth's surface called 'regions'. They usually describe a place or region in great detail, reaching from the physical aspects such as the soil and the climate to the aspects of 'culture' and distinguishing it from other regions – in other words, in drawing boundaries, celebrating the unique and particular. The central concept was region and not place.

A legitimate paraphrase would e.g. be:

In his monograph on Place (2004) Tim Cresswell describes how until the 1960s human geography was conceived as the science describing the differences between the regions of our world. Human geography thus was characterised as an *ideographic* discipline describing the unique attributes of these regions in great detail, reaching from the physical aspects to the cultural aspects, while distinguishing them from other regions. 'The central word was region rather than place' (p. 16). The subjective relationship between human beings and the space they occupied, was not detailed out yet.

In this case the author clearly refers to the source and there where the original phrasing is used it is put in quotation marks. Also the structure is changed and the author adds own ideas as well.

## Summarising

A summary is a shortened version of a source text. It contains the main points in the text and is written in your own words. It is a mixture of reducing a long text to a short text and selecting relevant information. Summarising is useful when you are using the work of others to support your own view, but summaries should represent what others are saying in an unbiased way and should be clearly distinguished from your own opinion.

Andy Gillet (2018)<sup>1</sup> suggests that you follow the following steps to create a summary:

1. Read and understand the source text carefully.
2. Think about the purpose of the text.
  - a. Ask what the *author's* purpose is in writing the text?
  - b. What is *your* purpose in writing your summary?
    - Are you summarising to support your points?
    - Or are you summarising so you can criticise the work before you introduce your main points?
3. Select the relevant information. This depends on your purpose.
4. Find the main ideas - what is important.
  - a. Distinguish between main and subsidiary information.
  - b. Delete most details and examples, unimportant information, anecdotes, examples, illustrations, data etc.
  - c. Find alternative words/synonyms for these words/phrases - do not change specialised vocabulary and common words.
5. Rewrite the main ideas in complete sentences. Combine your notes into a piece of continuous writing.
6. Check your work.
  - a. Make sure your purpose is clear.
  - b. Make sure the meaning is the same.
  - c. Make sure the style is your own.
  - d. Remember to acknowledge other people's work.

## Synthesising

A synthesis is a combination, usually a shortened version, of several texts made into one. It contains the important points in the text and is written in your own words, but it is clearly more than just a summary. It brings the different sources used in relation with each other and in relation to your own line of argumentation in your research or writing project. So a simple description or summary of what others have written is clearly not enough. This means that you need to make connections between theory and practice, create links between theories, and you need to evaluate theories and research. Andy Gillet (2018) suggests that you need to give 'your opinions (positive and negative) on the work of others and your own opinions based on what you have learned. Critical evaluation requires you to evaluate arguments, weigh evidence and develop a set of standards on which to base your evaluation.

**Synthesising** implies that you relate the sources to each other and to your research project. So you need to **position yourself** and your project with respect to the sources

When writing critically, you need to:

- Show an understanding of knowledge and theory
- Analyse and categorise theories and research
- Take different points of view into consideration
- Examine ideas in depth before accepting or rejecting them
- Identify causes and effects
- Evaluate theories and research
- Compare and contrast theories and research
- Select from theories and research
- Make logical connections between different theories and practice
- Give opinions (positive and negative)
- Provide evidence for these opinions
- Indicate gaps in theories and research
- Weigh evidence and come to conclusions'

We could add:

- Show what part of the source plays a role in your line of argumentation

<sup>1</sup> <http://www.uefap.net/>

- Make clear how it has affected your thinking
- Display how your (research) project is going to fill in the gaps or how it addresses the critiques

## References

A reference links a citation (a direct quotation or any other use of a source) in the running text to a title listed in the list of references at the end of the publication.

A reference specifies how a source can be found in your list of references. As mentioned above, there are different traditions and systems for correct referencing. Here we will follow the conventions of the APA system.

APA style requires two elements for citing sources: parenthetical (in-text) references, and a references list. Together, these elements allow your reader access to the sources you consulted.

For the system to function, all authors cited in the text must appear in the references list, and all authors listed must have been cited in the text.

Reference management software packages can assist you in referencing in a consistent and correct way. These programmes allow you to build up a database of references to sources, from which you text programme such as MS Word, can retrieve the bibliographical data for referencing in a specific style, e.g. APA. In addition some of the current referencing programmes can also search for the pdf versions of the sources in your database. If a journal demands the referencing to be done in another style, you can easily shift to the other style, without having to review all your references. Some journals also provide 'plug ins' for your referencing programme, which contain all the journal specific requirements for referencing. [https://en.wikipedia.org/wiki/Comparison\\_of\\_reference\\_management\\_software](https://en.wikipedia.org/wiki/Comparison_of_reference_management_software)

Well known reference management software packages are:

EndNote	<a href="http://endnote.com/">http://endnote.com/</a>
Mendeley	<a href="https://www.mendeley.com/">https://www.mendeley.com/</a>
Zotero	<a href="https://www.zotero.org/">https://www.zotero.org/</a>
Citavi	<a href="https://www.citavi.com/en">https://www.citavi.com/en</a>
RefWorks	<a href="http://www.proquest.com/products-services/refworks.html">http://www.proquest.com/products-services/refworks.html</a>

### Parenthetical (in-text) references

This section provides guidelines on how to use parenthetical references to cite sources in the text of your paper. These guidelines will help you learn the essential information needed in parenthetical references, and teach you how to format them correctly.

**Each quotation (either direct or indirect) requires a reference!**

Parenthetical references are citations of sources that appear in the running text of your paper and are, therefore, called 'in-text references'. This allows the reader to see immediately where your information comes from. Your references should make it possible that the reader can track down the sources.

In the running text we indicate 'Author's last name', 'year'.

(Golden & Brown, 2005).

Golden and Brown (2005) showed...

**Note:** You never use '&' in the normal running text, but use 'and' instead.

'&' is used for bracketed references And in the list of references , instead of 'and'

In case you use a direct quotation also 'page number(s)' are a must:

(Golden & Brown, 2005, p. 23).

Golden and Brown (2005, p. 23) point out '...'

All other bibliographic details of this source will then follow in the list of references at the end of your paper.

When dealing with references, you should note the following:

- In references authors are referred to by their last name only. However, if the last names of two different authors are equal, use initials even if the years of the publications you are citing are different.

D. Baldwin (2001) and M.L. Baldwin (1999)

- If there are several authors you should either use the character '&' or 'and' (two authors), or the expression 'et al.' (lat. 'et alii' (= 'and others'), if there are more than two authors)
- The number of pages have to be specified exactly (pp. 34-87, pp. 98f); they can be omitted if the work cited *exclusively* deals with a subject examined at that moment in the paper or if the source used (e.g. from the Internet) doesn't provide any page numbers at all. Specifying pages by means of 'pp. 32ff' (= 'several pages following') is rather inaccurate and therefore not accepted by many journals.
- If the reference relates to a whole sentence this reference has to be placed at its end.

In system theory, it is not actors who make up the social, but communication (Treibel, 1998, p. 109).

- If the reference relates to just a part of the sentence or a certain number this reference has to be placed right next to it.

In the hot summer of 2003, alpine glaciers lost 10% of their mass (Meier 2004, p.21), which initially gave hydropower plant operators huge profits (Müller 2005, p.2)

- If the reference relates to a whole paragraph this reference has to be placed at its end. You should avoid a sequence of longer quotations or summaries of research contributions since your own point of view in relation to the topic might get lost.

Sustainable development is not something that just happens. Rather, it must be negotiated and have to be mutually agreed upon whether and how it should take place. In our two case studies - the Unesco Biosphere Entlebuch and the World Heritage Site Jungfrau-Aletsch-Bietschhorn - voters have decided to participate (financially) in the establishment and management of protected areas and their sustainable development (Müller & Backhaus 2006, p. 2).

- In general, you should refrain from ending a paragraph without a full stop or period. References relating to the entire paragraph therefore have to be placed in front of the period. In doing so, it is not clear if this reference relates to the paragraph or just its last sentence; however, this inaccuracy is tolerated to meet aesthetic requirements.

### Where to place parenthetical reference

You have three options for placing citations in relation to your text:

1. **Idea-focused:** Place the author(s) and date(s) in parentheses at an appropriate place in or at the end of a sentence:

Researchers have pointed out that the lack of trained staff is a common barrier to providing adequate health education (Fisher, 1999) and services (Weist & Christodulu, 2000).

2. **Researcher-focused:** Place only the date in parentheses:

Fisher (1999) recommended that health education be required for high school graduation in California.

3. **Chronology-focused:** Integrate both the author and date into your sentence:

In 2001, Weist proposed using the Child and Adolescent Planning Schema to analyse and develop community mental health programs for young people.

#### Additional Guidelines

- Place citations in sentences and paragraphs so that it is clear which material has come from which sources.
- Use pronouns and transitions to help you indicate whether several sentences contain material from the same source or from different sources.

Symthe (1990) found that positioning influences ventilation. In his study of 20 ICU patients, he used two methods to... . However, his findings did not support the work of Karcher (1987) and Atley (1989) who used much larger samples to demonstrate that ...

### ***More than one publication of the same author(s) in the same year***

If you cite more than one publication of the same author(s) of the same year, you use the suffixes a, b, c etc. after the year of the publication, both in the running text as well as in the list of references:

(Watts & Freeman, 2014a, pp. 95-101)

(Watts & Freeman, 2014b, p. 178)

Which letters are used for these publications, is determined by the alphabetic order in the list of references, which since the first part is equal is determined by the title of these sources.

### ***More than one citation within the same parentheses***

When you reference to more than one publication of the same author(s) within the same parentheses, the order chronological (from old to new):

In further investigations (Jones & Watson, 2007, 2011) is was shown that...

When you cite more than one publication of different authors within the same parentheses, follow the order in which they appear in the reference list (alphabetically by first author):

... as is shown in several experiments (Adams & Vries, 2014; Schmidt & Kobler, 2008, 2009; Zen et al., 2012)

The different publications between the parentheses are separated by a semi-colon ';':

If you want to cite a number of sources as examples, of what you meant to say, use 'e.g.' at the beginning of your parenthetical reference:

The need for more effective prevention of mental illness in children has been the focus of many reports (e.g. National Institute of Mental Health, 1998; U.S. Public Health Service, 2000; Weist, 2001).

If you want to differentiate between a major work and other works, use 'see also':

(Roy, 1995; see also Embar-Seddon, 2000; Greenberg, 2001)

### ***Secondary sources***

Secondary sources are sources cited by other authors. Using secondary sources instead of the original source, gives the impression of a lazy author, who did not take the trouble to track down and check the original. In addition it is risky, because you cannot check, whether it was quoted correctly and in the correct context. Therefore, you should always try to avoid the use of secondary sources. Only in the very exceptional case that you cannot get access to the original source, you may use a secondary source. The name of the author of the original source needs to be mentioned but according to the APA conventions the bibliographic details of the original source do not have to be listed in the list of references. However the source, where you took the quote from, needs to fully listed in the list of references. Given the fact that these conventions for citing and referencing are meant to make it possible for the reader to easily track down the sources you used, I would personally suggest that in contrast to the APA conventions, you also list the original source in your list of references, since if the source you consulted referenced the sources used correctly, you can take the bibliographic data of the original source, from that same publication.

**always try to avoid the use of secondary sources**

Luhmann has a different opinion (1984, p. 45, cited in: Habermas, 2002, p. 9) ...

... this can also be called communication (Luhmann, 1984, p. 45, cited in Habermas, 2002, p. 9).

So according to APA, in this example, Habermas, J. (2002). ... should be listed in the list of references, but even better would be, if you list both Habermas, J. (2002). ... as well as Luhmann, N. (1984). ... .

### ***Cite source with one or two authors***

In the most simple case, you cite publications with only one author.

Jones (2012, p. 37) showed that

In research on life styles (Jones, 2012, p. 37)...

To cite a source with two authors, you always mention both authors. In the running text you use 'and' to separate the two authors. If you cite the source between parentheses, you use ampersand ('&') to separate them.

Hagenaar and van Dort (2007) published an advice...

In a recently published advice (Hagenaar & van Dort, 2007)...

### ***Subsequent citations in one paragraph***

If you cite the same publication several times within one paragraph, you can omit the year in the subsequent citations in the running text unless this leads to confusion with other publications.

Candor and Huges (2008) point out... This implies according to Candor and Huges that honesty must be seen as an important condition.

In a new paragraph, however, you should repeat the year again.

Fisher (1999) administered a questionnaire ... Fisher's results indicated ...

[new paragraph]

The questionnaire administered by Fisher (1999) was used by ...

If the subsequent citation in the same paragraph is not an running text citation but rather an parenthetical reference, you should nonetheless always repeat the year again.

Candor and Huges (2008) state.... This implies that honesty must be seen as an important condition (Candor & Huges, 2008)

### ***Cite source with three or more authors but with less than six authors***

The first time you mention the source you mention all names, in subsequent citations cite only the name of the first author followed by 'et al.' ('et' without period and 'al.' with period)

First occurrence:

(Baldwin, Bevan, & Beshalke, 2000, p. 123)

Subsequent occurrence:

(Baldwin et al., 2000, p. 127)

Note, that in the list of references, you always list the names of all authors, except if there are more than six.

### ***Cite source with six or more authors***

With six or more authors you would always use 'et al.'

(Utley et al., 2001)

### Cite source with an institutional author

Sometimes a publication has no personal author but an organisation as author. This occurs often for example in case of policy documents. Then you mention the organisation as the author.

In the final report (Netherlands Institute for Social Research, 2010, p. 37)

You may use familiar abbreviations or organisation names. But the first time an abbreviation is used, you give the full name with the abbreviation between brackets. In the list of references always the complete name is used.

**The first time you use an abbreviation, always also provide the full name**

First time:

The Wetenschappelijke Raad voor het Regeringsbeleid [WRR] (2010) published a study...

Subsequent citations:

...as can be read in the report (WRR, 2010)

### Cite source with no author

If there is no author or institution, you use the first few words of the title for a reference in the running text. If your source is a journal article you put these words between quotation marks, in case of a book title, you use italics.

('Use of information', 1987, p. 40)

(*Webster's New Collegiate Dictionary*, 1980, p. 345)

### Citing large passages

In case a whole section or chapter of your writing is based on a single source, or is paraphrasing that single source it is necessary to add a footnote right next to the heading or at the end of the section saying: 'This section/chapter is to a large degree based on 'Name' (e.g. 'year', 'pages').' However, this should only be an exception when writing a paper.

### Citing oral sources

Probably you often talk with others about your research, and you hear what others are saying about it. Although this is only information obtained verbally it could nonetheless be important for your work. Moreover, especially with qualitative research using interviews data are produced and statements are documented that are directly cited in texts. You should distinguish between an *informant* like your research colleague and an *interviewee*.

#### Oral sources from informants

Informants and their statements are dealt with as a source, if possible. You should *only* use oral sources in case there aren't any written ones, and if you really cannot do without them since they cannot be verified. Oral statements usually aren't listed in the list of references but are only mentioned in the running text or in a footnote.

The unusual architecture of the Balinese Manuaba temple east of Ubud is the result of a compromise between rivalling priests in the 17th century (Ida Bagus Sudewa, personal communication 02/22/1996).

#### Oral sources from interviews

If you have the approval of the persons you have interviewed to state their name, you can cite them with first and surname and the date of the interview.

'The Swiss system of nature protection is too complex!' (Maria Bernasconi, 28.02.2015).

In some cases, however, interviewees want to remain anonymous. This means that no conclusion to this person's identity should be possible. If you still want to cite them, you can use a *pseudonym* (which you have to declare) or *initials* (better use non-conclusive ones; in the example above do not use M.B. for instance), or just with their administrative nickname, like 'Interviewee 1'.

These persons are not mentioned in the reference list. Sometimes in an appendix to your publication you can list all people interviewed.

### ***Audio-visual sources***

Audio-visual material tends to get more and more accessible and can therefore also be used as a source. The general format to cite audio-visual sources is: (Name/Title, year).

If you want to cite a specific scene or audio fragment, you can add the range, with time stamps: (Name/Title, year, time stamp-time stamp).

The same applies to TV or radio programs; you only have to add a corresponding broadcast date.

Beck provided several examples of how evidence-based treatments should form the foundation of cognitive behavioral therapy (Beck Institute for Cognitive Behavior Therapy, 2012, 1:30:40–1:33:35).

In the list of references you would then add:

Beck Institute for Cognitive Behavior Therapy. (2012, March 30). Aaron T. Beck, M.D. inter-viewed by Judith S. Beck, Ph.D. [Video file]. Retrieved from <http://www.youtube.com/watch?v=7BZp7ZiAE3c>

### ***Citing electronic sources***

In general, you should cite an electronic source within your paper in the same way as you would a print source, by placing the author's last name (or short title of the source, if there is no author) and year of publication in parentheses. In addition you should add details necessary to locate the electronic source. The DOI and URL are examples of such additional details.

The following table gives some examples of how to cite electronic sources in more unusual cases.

A DOI, or digital object identifier, is like a social security number for a document online. It's a unique and permanent identifier that will take you straight to a document no matter where it's located on the Internet. Therefore, if your electronic source has a DOI, include that DOI in your list of references.

If you have found a DOI and you want to consult the source related to that DOI, you can append the DOI string to <http://dx.doi.org/> (as in <http://dx.doi.org/10.1068/a3653>) and copy that straight into your browser's address bar.

More and more scholarly publications appear both in electronic and in print format. Most publications, which have a DOI number will list this DOI number somewhere on the first page. Older publications might not list such a DOI number, but nevertheless, such a DOI number might still be available. You can search for DOIs, with the help of the CrossRef website: <https://www.crossref.org/>. There, you can enter information such as article title, authors, and publisher information and then retrieve the 'metadata' including the DOI, if available. You can also cut and paste your entire reference list into the Simple Text Query form and then CrossRef will return all available DOIs.

If you do not find DOIs for the printed materials that you read, then you do not have to include anything further. You're done! (Note that many books that exist only in print form are not likely to have DOIs at this time.) When you've read something in print form and no DOI exists, simply follow the reference format for print materials.

If you do not have a DOI of your electronic source, use the URL (Uniform Resource Locator) of the journal or of the publisher of a book or report, or of the electronic data-base when referencing to the electronic version. Put the words 'Retrieved from' before the URL but NOT before a DOI. Because online sources can change URLs, APA recommends using the DOI, when it is available, as opposed to the URL.

### ***Additional information***

Check the APA website (<http://www.apastyle.org>) for further details.

### ***Article from an Online Periodical***

Online articles follow the same guidelines for printed articles. Include all information the online host makes available, including an issue number in parentheses.

Koopmans, R., & Muis, J. (2009). The rise of right-wing populist Pim Fortuyn in the Netherlands: A discursive opportunity approach. *European Journal of Political Research*, 48, 642-664. <http://dx.doi.org/10.1111/j.1475-6765.2009.00846.x>

Middelkamp, J., Wolfhagen, P., & Steenbergen, B. (2015). The transtheoretical model and strategies of European fitness professionals to support clients in changing health related behaviour: A survey study. *Journal of Fitness Research*, 4(3), 3-12. Retrieved from <http://fitnessresearch.edu.au/journal>

### **Online Newspaper Article**

Parker-Pope, T. (2008, May 6). Psychiatry handbook linked to drug industry. The New York Times. Retrieved from [http://well.blogs.nytimes.com/2008/05/06/psychiatry-handbook-linked-to-drug-industry/?\\_r=0](http://well.blogs.nytimes.com/2008/05/06/psychiatry-handbook-linked-to-drug-industry/?_r=0)

### **eBooks**

If the eBook is not directly available online or must be purchased, use 'Available from', rather than 'Retrieved from', and point readers to where they can find it. For books available in print form and electronic form, include the publish date in parentheses after the author's name. For references to eBook editions, be sure to include the type and version of eBook you are referencing (e.g., '[Kindle DX version]'). If DOIs are available, provide them at the end of the reference.

De Huff, E. W. (n.d.). Taytay's tales: Traditional Pueblo Indian tales. Retrieved from <http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html>

Davis, J. (n.d.). Familiar birdsongs of the Northwest. Available from <http://www.powells.com/cgi-bin/biblio?inkey=1-9780931686108-0>

Stoker, B. (1897). Dracula [Kindle DX version]. Retrieved from [Amazon.com](http://www.amazon.com)

### **Online Encyclopedias and Dictionaries**

Often encyclopaedias and dictionaries do not provide authors' names. When no authors' names are present, use the entry name in stead. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *encyclopaedia Britannica online*. Retrieved from <http://www.britannica.com/EB-checked/topic/724633/feminism>

### **Web Document or Report**

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderland, L., & Brizee, A. (2010, May 5). General format. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/01/>

NOTE: When an Internet document is more than one web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

To cite a YouTube video, the APA recommends following the above format.

### **Blog (Weblog) and Video Blog Post**

Include the title of the message and the URL. Please note that titles for items in online communities (e.g. blogs, news-groups, forums) are not italicised. If the author's name is not available, provide the screen name.

J Dean. (2008, May 7). When the self emerges: Is that me in the mirror? [web log comment]. Retrieved from <http://www.spring.org.uk/the1sttransport>

Psychology Video Blog #3 [Video file]. Retrieved from <http://www.youtube.com/watch?v=lqM90eQI5-M>

## Wikis

Please note that the APA Style Guide to Electronic References warns writers that wikis (like Wikipedia, for example) are collaborative projects that cannot guarantee the verifiability or expertise of their entries.

OLPC Peru/Arahuay. (n.d.). Retrieved April 29, 2011 from the OLPC Wiki: [http://wiki.laptop.org/go/OLPC\\_Peru/Arahuay](http://wiki.laptop.org/go/OLPC_Peru/Arahuay)

## Audio Podcast

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Bell, T., & Phillips, T. (2008, May 6). A solar flare. Science @ NASA Podcast. Podcast retrieved from <http://science.nasa.gov/podcast.htm>

## Video Podcasts

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible addition identifiers may include Producer, Director, etc.

Scott, D. (Producer). (2007, January 5). The community college classroom [Episode 7]. Adventures in Education. Podcast retrieved from <http://www.adveeducation.com>

## List of references

### Reference list entry: Book

Type of source	Sample entry in reference list
Book (1): Basic form, single author	Baxter, C. (1997). <i>Race equality in health care and education</i> . Philadelphia: Ballière Tindall.
Book (2): Editors in place of authors	Stock, G., & Campbell, J. (Eds.).(2000). <i>Engineering the human genome: An exploration of the science and ethics of altering the genes we pass to our children</i> . New York: Oxford University Press.
Book manuscript: Submitted but not yet accepted; 3-6 authors	Walrath, C., Bruns, E., Anderson, K., Glass-Siegel, M. & Wiest, M. D. (2000). <i>The nature of expanded school mental health services in Baltimore City</i> . Manuscript submitted for publication.
Chapter in edited work: Second or later edition	Roy, A. (1995). Psychiatric emergencies. In H. I. Kaplan & B. J. Sadock (Eds.), <i>Comprehensive textbook of psychiatry</i> . (6th ed., pp. 1739-1752). Baltimore: Williams & Wilkins.

### Reference list entry: Dissertation

Type of source	Sample entry in reference list
Dissertation (1): Abstracted in Dissertation Abstracts International (DAI); obtained from university	Fisher, C. J. (1999). The status of health education in California's public school districts: A comparison to state and national recommendations and status reports (Doctoral dissertation, University of Southern California, 1999). <i>Dissertation Abstracts International</i> , 61 (02), 1926.
Dissertation (2): Abstracted in DAI; obtained from UMI	Embar-Seddon, A. R. (2000). Perceptions of violence in the emergency department. <i>Dissertation Abstracts International</i> , 61(02), 776A. (UMI No. 9963641)
Dissertation (3): Retrieved from online database	Embar-Seddon, A. R. (2000). Perceptions of violence in the emergency department. [Abstract]. <i>Dissertation Abstracts International</i> , 61(02), 776A. Retrieved August 23, 2001, from <a href="http://www.lib.umi.com/dissertations/fullcit9963641">http://www.lib.umi.com/dissertations/fullcit9963641</a>

**Reference list entry: Government report**

Type of source	Sample entry in reference list
Government report (1): From Government Printing Office (GPO); organization as author (group author)	National Institute of Mental Health. (1998). <i>Priorities for prevention research</i> (NIH Publication No. 98-4321). Washington, DC: U.S. Government Printing Office. [Note: Any document available from GPO should show GPO as publisher.]
Government report (2): Obtained online; organization as author (group author)	U.S. Public Health Service. (2000). <i>Report of the surgeon general's conference on children's mental health: A national section agenda</i> . Washington, DC: U.S. Department of Health and Human Services. Retrieved on August 25, 2001, from <a href="http://www.surgeongeneral.gov/chilreport.htm">http://www.surgeongeneral.gov/chilreport.htm</a>

**Reference list entry: Journal article**

Type of source	Sample entry in reference list
Journal article (1): Basic form, single author	Roy, A. (1982). Suicide in chronic schizophrenia. <i>British Journal of Psychiatry</i> , 141, 171-177.
Journal article (2): Journal paginated by issue, 3-6 authors	Baldwin, C. M., Bevan, C., & Beshalske, A. (2000). At-risk minority populations in a church-based clinic: Communicating basic needs. <i>Journal of Multicultural Nursing &amp; Health</i> , 6(2), 26-28.
Journal article (3): 7 or more authors	Yawn, B. P., Algatt-Bergstrom, P. J., Yawn, R. A., Wollan, P., Greco, M., Gleason, M., et al. (2000). An in-school CD-ROM asthma education program. <i>Journal of School Health</i> , 70, 153-159.
Journal article (4): In press	Smith, R. W., Huber, R. A., & Shotsberger, P. G. (in press). The impact of standards-guided equity and problem-solving institutes on participating science teachers and their students. <i>North Carolina Journal of Teacher Education</i> .
Journal article (5): In Internet-only journal; secondary reference	Greenberg, M. T., Domitrovich, C., & Bumbarger, B. (2000, March 30). Prevention of mental disorders in school-aged children: Current state of the field. <i>Prevention and Treatment</i> , 4, Article 1. Retrieved August 24, 2001, from <a href="http://journals.apa.org/prevention/pre40001a.htm">http://journals.apa.org/prevention/pre40001a.htm</a>
Journal article (6): Electronic version of print journal that differs from print version (e.g. no page numbers in text; tables reduced)	Wiest, M. D. (2001). Toward a public mental health promotion and intervention system for youth. <i>Journal of School Health</i> , 71, 101-104. Retrieved August 25, 2001, from ProQuest database.
Journal article (7): Special issue of Internet journal based on print source	Hackett, E. J. (Ed.). (1994). Perspectives on scientific misconduct [Special issue, electronic version]. <i>Journal of Higher Education</i> , 65 (3) [Note: Brackets are used to enclose information about the form of a document, 2 items in this case.]

**Reference list entry: Magazine or newspaper article**

Type of source	Sample entry in reference list
Magazine article: Basic form	Greenberg, G. (2001, August 13). As good as dead: Is there really such a thing as brain death? <i>New Yorker</i> , 36-41. [Note: Use vol. no. if available.]
Newspaper Article: No author; electronic version found on searchable, aggregated database	Mad-cow may tighten blood-donor curbs. (2001, April 19). <i>The Gazette</i> [Montreal], p. A13. Retrieved August 25, 2001, from Lexis-Nexis database.

**Reference list entry: Publication from a private organisation**

Type of source	Sample entry in reference list
Publication, private organization: Basic form	Swift, A. C. (1985). <i>Determining our children's future</i> (Report no. 12). Milwaukee: Child Care of Wisconsin.

**Reference list entry: Conference paper or poster session**

Type of source	Sample entry in reference list
Conference paper: Basic form	Crespo, C. J. (1998 March). <i>Update on national data on asthma</i> . Paper presented at the meeting of the National Asthma Education and Prevention Program, Leesburg, VA.
Poster session: Form for non-online version would be the same except for retrieval statement	Binh, N. X., McCue, C., & O'Brien, K. (1999 October). <i>English language and development work at Vinh University, Nghe An Province</i> . Poster session presented at the Fourth International Conference on Language and Development, Hanoi, Vietnam. Retrieved August 23, 2001, from <a href="http://www.languages.ait.ac.th/hanoi/binh.htm">http://www.languages.ait.ac.th/hanoi/binh.htm</a>

**Reference list entry: Electronic source**

IMPORTANT: for electronic source entries in your reference list, it's crucial to differentiate between electronic versions of print sources and electronic materials that are NOT duplicates of print sources.

	Electronic versions of print sources
Description	<b>Electronic versions of print sources</b> reproduce the exact same content, format, and page numbers as the print versions. For these kinds of electronic sources, you need to indicate that you read the source in the electronic version (by placing [Electronic version] after the title of the article), but you do NOT need to provide a retrieval date or a URL.
Example	Knowles, E.S. (1999). Distance matters more than you think! An artifact clouds interpretation of Latane, Liu, Nowak, Bonevento, and Zheng's results [Electronic version]. <i>Personality and Social Psychology Bulletin</i> , 25, 1045-1048.

	Electronic materials that are NOT duplicates of print sources
Description	For <b>electronic materials that are NOT duplicates of print sources</b> (e.g., an organization's web site, an electronic-only journal, etc.), you must provide a retrieval date (because such an electronic source may not be stable; i.e., it may change) and a URL.
Examples	Nelson, G., Westhues, A., & MacLeod, J. (2003, December 18). A meta-analysis of longitudinal research on preschool prevention programs for children. <i>Prevention &amp; Treatment</i> 6, Article 31. Retrieved December 2, 2004, from <a href="http://journals.apa.org/prevention/volume6/pre0060031a.html">http://journals.apa.org/prevention/volume6/pre0060031a.html</a>  Dunbar, C. (2004, November 29). Aging in place gracefully. <i>Nursing Spectrum</i> . Retrieved December 2, 2004, from <a href="http://community.nursingspectrum.com/MagazineArticles/article.cfm?AID=13219">http://community.nursingspectrum.com/MagazineArticles/article.cfm?AID=13219</a>

*Format the references list*

Title: Type the word "References" at the top of a new page, centred.

Spacing: All entries should be double-spaced, unless your assignment instructs you otherwise.

Indentation: Although the current Publication Manual advises standard (five spaces, first line) indentation for the references list, this is primarily designed to make typesetting easier; the typeset version will have hanging indents (first line flush left, following lines five spaces indent). If your final version will be turned in for a grade rather than publication, we recommend that you use hanging indents for enhanced readability. We have formatted our sample references list with hanging indents.

Capitalisation: Capitalise only the first word of titles of books and articles and the first word after a colon.

Punctuation: Use a comma to separate:

- surnames from initials
- a newspaper title from p. or pp.
- a journal title from volume number
- a volume number from page numbers
- when given, an issue number from page numbers
- (Ed.) from book title
- city of publication from state

# References

Bergmann, L.S. (2010). *Academic Research and Writing*. Pearson, ...