

RESEARCH PAPER GUIDELINES
FOR
TRINITY BAPTIST COLLEGE
JACKSONVILLE, FL

Developed by the English Department

2009

Ninth Edition

INTRODUCTION

The standard for writing research papers at Trinity Baptist College is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th edition, by Kate L. Turabian. These Research Paper Guidelines are intended to be a useful summary of the above *Manual*. These guidelines also provide supplementary guidance for the faculty and students in the few places where the *Manual* is not followed or where it gives the writer choices on how to cite information. Turabian's book is derived from the *Chicago Manual of Style*, and is most commonly used for theological research.

Students should note that projects other than research/term papers may follow a different format as outlined by the instructor of each individual course.

It is the hope of the English Department that these guidelines will enable the students to construct clear and concise papers that will be of a uniform nature as required in every class of this institution.

The English Department recognizes that information sources are in a constant state of change, especially in the areas which deal with "electronic print." New types and forms of sources regularly appear, making the job of authorities who assign standard forms for bibliographic and footnote entries difficult. However some sample bibliography and footnote entries are included and will serve as framework for undergraduate students at this institution. It is the policy of this institution that no information on the Internet should be considered as valid source material unless it is verified to be the work of a reputable individual or organization.

**SPECIFIC GUIDANCE ON *A MANUAL FOR WRITERS OF RESEARCH PAPERS, THESIS AND DISSERTATIONS, 7TH ED.*,
BY KATE TURABIAN**

1. Bibliographic Style: Of the two bibliographic style options mentioned in paragraph 15.3 (page 135), *notes-bibliography style* (“bibliography style”) and *parenthetical citations-reference list style* (“reference list style”), **bibliography style** is required (paragraph 15.3.1).
2. Use Footnotes. Of the two note options mentioned in paragraph 15.3.1, *footnote* and *endnote*, **footnote** is required. In-text citation is not permitted.
3. Listing the Bible in the bibliography. The requirement in para 17.5.2 to omit the Bible from bibliographies will not be followed. Please include it in your bibliographies, specifying which version(s) you used.
4. Include page numbers for magazine articles. The option in Para 17.3 to omit the page numbers of magazine articles in bibliography entries will not be followed. Such articles listed in the bibliography should include the page numbers.
5. Include all sources in bibliographies. Chapter 17 of Turabian allows various types of sources cited in notes to be excluded from bibliographies. Some examples are: newspaper articles (para 17.4), dictionary and encyclopedia entries (para 17.5.3), unpublished and personal interviews (para 17.6.3) and Web log entries (para 17.7.2). The bibliography should include all sources footnoted in the paper.
6. Citing articles retrieved from databases. Concerning the documentation of articles retrieved from online databases in para 17.2.7 (page 185), the requirement to list the “stable URL” which can be hundreds of characters, is not necessary. List instead the database package and the name of the specific database searched which contained the article. If “PowerSearch” or a similar option which cross-searches multiple databases is used, list only the database package being searched, for example, InfoTrac or ProQuest. See sample entries under “Citing Internet and Other Electronic Sources” later in this document.

[4 inches]

Title

[Capitalize only the main words]

[Quadruple space]

Name

[Quadruple space]

Teacher

[Double space]

Class number

[Double space]

Class

[Quadruple space]

Date

OUTLINE

Thesis Statement: It is a summarized conclusion about the subject or suggests a point of view toward it; it should be restricted, unified, and precise.

- I. Must be a complete sentence.
- II. Must be a complete sentence.
 - A. Must be a complete sentence.
 - B. Must be a complete sentence.
 - C. Must be a complete sentence.
 - 1. Must be a complete sentence.
 - 2. Must be a complete sentence.
- III. Must be a complete sentence.
 - A. Must be a complete sentence.
 - 1. Must be a complete sentence.
 - 2. Must be a complete sentence.
 - B. Must be a complete sentence.
 - C. Must be a complete sentence.
 - 1. Must be a complete sentence.
 - a. Must be a complete sentence.
 - (1) Must be a complete sentence.
 - (2) Must be a complete sentence.
 - b. Must be a complete sentence.
 - (1) Must be a complete sentence.
 - (a) Must be a complete sentence.

- (b) Must be a complete sentence.
- (2) Must be a complete sentence.
- 2. Must be a complete sentence.

GUIDELINES FOR WRITING THE OUTLINE

1. The outline should be double spaced.
2. The outline must be parallel and logical.
3. The outline is the structure for the entire paper.
4. Major points are not required to have sub-points.
5. If a point is divided, that point must contain at least two major sub-points.
6. The outline page is not numbered unless the outline continues on to a second or third page. If that occurs, the first page is numbered (i), the second page, (ii), and the third page, (iii). The numbers would be placed at the bottom of each page and centered.

Title of Research Paper

INTRODUCTION: The introduction may include statistics, historical backgrounds, definitions, and anecdotes. It must include the thesis statement. The word ‘INTRODUCTION’ does not need to be included depending upon the preference of the instructor.

BODY: The body must be developed logically according to the author. It must include summaries, paraphrases, and direct quotations. (Consult the policy pertaining to plagiarism). The paraphrases and direct quotations must be indicated by superscripts (a number raised one-half space which immediately **follows** the paraphrase or direct quotation). Each superscript must be footnoted at the bottom of the page where it appears. Each superscript must be numbered consecutively throughout the paper.

After a first reference footnote has been written at the bottom of the determined page, the author may choose to quote from the same source again (consecutive reference). If the same source is cited in the next footnote, the entry may be shortened by using *Ibid.* (use a page number if different from the previous entry). If the author chooses to quote from a different source before returning to the first reference, then a separate entry must be entered for the new source of information. If during the course of the paper at any location, the author wishes to return to quote from the first reference source (subsequent reference), then a shortened form of the first reference may be used which indicates only the author’s last name and the page number.

(two inch solid line which separates the footnotes from the body).

¹Author’s first name and last name, *Book Title* (City: Publisher, Date), page number. **Note:** include state if city is not commonly known. Include only the page number, not p.

²*Ibid.* (consecutive reference)

³ Author’s first name and last name, *Book Title* (City: Publisher, Date), page number.

⁴Author’s last name, page number. (subsequent reference to the first footnote).

GUIDELINES FOR WRITING THE BODY OF THE RESEARCH PAPER

1. The body should be double spaced.
2. The first page of the body should be numbered, and the number should be placed at the bottom of the page and should be centered.
3. Each succeeding page of the body should be numbered consecutively beginning with the number "2." The number should be placed at the upper right top of the page just inside the margin (1/2 inch from the top and 1 inch from the right).
4. The margins for the paper should be as follows:
 - A. Left side: one and one-half inches
 - B. Right side: one inch
 - C. Top: one inch
 - D. Bottom: one inch
5. Font type and size: directions on this will be provided by each instructor.
6. Each direct quotation which is four or fewer lines in length should be run directly into the sentence structure of the text and should be enclosed with quotation marks.
7. Each direct quotation which is more than four lines in length should be set off from the rest of the text by indenting the left side one-half inch from the left margin and by single spacing the entire quotation. If the first line of the direct quotation begins a new paragraph and is indented in the original source, it should be indented an additional one-half inch.
8. Ellipsis points (three spaced dots) are used to indicate the omission of any words of a quoted excerpt. [Example: "This section describes footnoting . . . and other citation forms."] If the omission occurs at the end of a sentence, the omission is indicated by four dots. The first, placed immediately after the last word, is the period. [Example: "The period of the Cold War lasted from 1945 to 1990. . . . It featured massive military build-ups by both sides."]
9. The conclusion should be the final paragraph of the body of the research paper and should answer the thesis or should restate the thesis; it should make the paper sound finished. The word "conclusion" should never be found in the final paragraph.

GUIDELINES FOR WRITING THE BIBLIOGRAPHY PAGE

1. The types of sources to be consulted may be specified by the individual instructor of each course.
2. Bibliographies normally list only the works cited in footnotes in the paper. The instructor at his/her own discretion may broaden the scope of bibliography entries to include all sources consulted – a “works consulted” bibliography.
3. The entries must be alphabetical.
4. When there are two or more sources by the same author in the bibliography, in the second and subsequent entries, the name of the author is replaced by 8 underscores.
5. The second and third lines of the entries are indented one-half inch. The first lines of the entries are not indented.
6. The second and third lines of the individual entries are single spaced; however the spacing between the individual entries is double.
7. An annotated bibliography contains the entry and is followed by a short descriptive or evaluative statement which assesses the nature or value of the material.
8. Page numbers for the bibliography will be in the upper right hand corner and follow consecutively after the number of the last page of the body of the paper.

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

BOOKS

Footnote	Bibliography
Single Author:	Single Author:
¹ Philip C. Kolin, <i>Successful Writing</i> (Lexington, MA: Heath, 1986), 70.	Kolin, Philip C. <i>Successful Writing</i> . Lexington, MA: Heath, 1986.
2 Authors:	2 Authors:
² James I. Brown and Thomas E. Pearsall, <i>Better Spelling</i> (Lexington, MA: Heath, 1992), 37.	Brown, James I., and Thomas E. Pearsall. <i>Better Spelling</i> . Lexington, MA: Heath, 1992.
Editor as Author:	Editor as Author:
³ Jan Anderson, ed., <i>Of People</i> (Pensacola, FL: A Beka Book Publications, 1978), 46.	Anderson, Jan, ed. <i>Of People</i> . Pensacola, FL: A Beka Book Publications, 1978.
2 Editors as Author:	2 Editors as Author:
⁴ Zane C. Hodges and Arthur L. Farstad, eds., <i>The Greek New Testament According to the Majority Text</i> (Nashville, TN: Thomas Nelson, 1982), 51.	Hodges, Zane C., and Arthur L. Farstad, eds. <i>The Greek New Testament According to the Majority Text</i> . Nashville, TN: Thomas Nelson, 1982.
Author with Editor or Reviser:	Author with Editor or Reviser:
⁵ Henry Clarence Thiessen, <i>Lectures in Systematic Theology</i> , rev. Vernon D. Doerksen (Grand Rapids, MI: William B. Eerdmans, 1979), 2.	Thiessen, Henry Clarence. <i>Lectures in Systematic Theology</i> . Revised by Vernon D. Doerksen. Grand Rapids, MI: William B. Eerdmans, 1979.
Author with Translator:	Author with Translator:
⁶ Jakob Van Bruggen, <i>The Ancient Text of the New Testament</i> , trans. C. Kleijn. (Winnipeg, Manitoba, Canada: Premier Printing, 1976), 12.	Van Bruggen, Jakob. <i>The Ancient Text of the New Testament</i> . Translated by C. Kleijn. Winnipeg, Manitoba, Canada: Premier Printing, 1976.

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

Footnote	Bibliography
2nd or Higher Edition:	2nd or Higher Edition:
⁷ John C. Whitcomb, <i>The World That Perished</i> , 2nd ed. (Grand Rapids, MI: Baker Book House, 1988), 44.	Whitcomb, John C. <i>The World That Perished</i> . 2nd ed. Grand Rapids, MI: Baker Book House, 1988.
Revised and/or Expanded Edition:	Revised and/or Expanded Edition:
⁸ Gleason L. Archer, <i>A Survey of Old Testament Introduction</i> , rev. ed. (Chicago, IL: Moody Press, 1994), 21.	Archer, Gleason L. <i>A Survey of Old Testament Introduction</i> . Rev. ed. Chicago, IL: Moody Press, 1994.
Note: in cases where the title page states “updated and revised edition,” or “revised and expanded edition,” this is shown by using the abbreviation rev.	Note: in cases where the title page states “updated and revised edition,” or “revised and expanded edition,” this is shown by using the abbreviation rev.
Reprint Edition	Reprint Edition
⁹ George Ricker Berry, <i>The Interlinear Greek-English New Testament</i> (1897; repr., Grand Rapids, MI: Zondervan, 1987), 3.	Berry, George Ricker. <i>The Interlinear Greek-English New Testament</i> . 1897. Reprint, Grand Rapids, MI: Zondervan, 1987.
Multi-Volume Work – Volume Not Individually Titled	Multi-Volume Work – Volume Not Individually Titled
¹⁰ Charles Hodge, <i>Systematic Theology</i> (repr., Grand Rapids, MI: Wm. B. Erdmans, 1989), 1:100.	Hodge, Charles. <i>Systematic Theology</i> . Vol. 1. Reprint. Grand Rapids, MI: 1989.
Multi-Volume Work – Individual Volumes with a Title Different Than the Work As a Whole	Multi-Volume Work – With Individual Volumes with a Title Different Than the Work As a Whole
¹¹ Jaroslav Pelikan, <i>Christian Doctrine and Modern Culture (Since 1700)</i> , vol. 5 of <i>The Christian Tradition: A History of the Development of Doctrine</i> (Chicago: University of Chicago Press, 1989), 98.	Pelikan, Jaroslav. <i>Christian Doctrine and Modern Culture (since 1700)</i> . Vol. 5 of <i>The Christian Tradition: A History of the Development of Doctrine</i> . Chicago: University of Chicago Press, 1989.

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

Footnote	Bibliography
Multi-Volume Work – More Than One Volume Cited in Paper Footnote entry same as above	Multi-Volume Work – More Than One Volume Cited in Paper Pelikan, Jaroslav. <i>The Christian Tradition: A History of the Development of Doctrine</i> . 5 vols. Chicago: University of Chicago Press, 1989. <i>In this situation, the bibliography will show only the title of the complete work followed by the number of volumes <u>in the set</u>. Do not list individual volume titles.</i>

PERIODICALS

Footnote	Bibliography
Journal Article: ¹² Gabriel Barkay, "Mounds of Mystery," <i>Biblical Archaeology Review</i> 29, no. 3 (May/June 2003): 33.	Journal Article: Barkay, Gabriel. "Mounds of Mystery." <i>Biblical Archaeology Review</i> 29, no. 3 (May/June 2003): 32-39.
Magazine Article: ¹³ Nancy Gibbs, "A Soldier's Life," <i>Time</i> , July 21, 2003, 31.	Magazine Article: Gibbs, Nancy. "A Soldier's Life." <i>Time</i> , July 21, 2003, 29-33.
Newspaper Article (no author given): ¹⁴ "Noted Conservative Spokesman Eyes Joining Senate Race," Jacksonville (FL) <i>Times-Union</i> . July 21, 2003.	Newspaper Article (no author given): "Noted Conservative Spokesman Eyes Joining Senate Race." Jacksonville (FL) <i>Times-Union</i> , July 21, 2003.

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

OTHER FORMS

Footnote	Bibliography
<p>General Dictionary or General Encyclopedia Entry: ¹⁵<i>Encyclopaedia Britannica</i>, 30th ed., s.v. "Hoover, Herbert."</p>	<p>General Dictionary or General Encyclopedia Entry: <i>Encyclopaedia Britannica</i>, 30th ed., s.v. "Hoover, Herbert."</p>
<p>Theological Dictionary or Specialized Reference Work: ¹⁶R.V. Pierard, "Theological Liberalism," in <i>Evangelical Dictionary of Theology</i>, ed. by Walter Elwell (Grand Rapids, MI: Baker Book House, 1984), 632.</p>	<p>Theological Dictionary or Specialized Reference Work: Pierard, R.V. "Theological Liberalism." In <i>Evangelical Dictionary of Theology</i>, edited by Walter Elwell, 631-634. Grand Rapids, MI: Baker Book House, 1984.</p>
<p>Scripture Reference: ¹⁷1 Samuel 14:6-9.</p>	<p>Bible: Holy Bible. Authorized [King James] Version.</p>
<p>Sound Recording: ¹⁸Ed Watke, Jr., <i>Sermons of Hope for the Home</i>, Revival in the Home Ministries, CD, 1994.</p>	<p>Sound Recording: Watke, Ed Jr. <i>Sermons of Hope for the Home</i>. Revival in the Home Ministries. CD. 1994.</p>
<p>Letter ¹⁹Joe McCormick, letter to author, June 15, 1994.</p>	<p>Letter: McCormick, Joe. Letter to author. June 15, 1994.</p>
<p>Phone Interview: ²⁰Ed Gibson, telephone interview by author, May 17, 2001.</p>	<p>Phone Interview: Gibson, Ed. Telephone interview by author. May 17, 2001.</p>
<p>Interview: ²¹Tom Messer, interview by author, June 30, 2002.</p>	<p>Interview: Messer, Tom. Interview by author. June 30, 2002.</p>
<p>E-mail: ²²John Yoo, e-mail message to author, May 5, 2004.</p>	<p>E-mail: Yoo, John. E-mail message to author. May 5, 2004.</p>

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

Footnote	Bibliography
Compact Disc:	Compact Disc:
²³ Felix Mendelssohn, <i>Italian Symphony; Reformation Symphony</i> (London Symphony Orchestra, Point Classics, CD, 1994).	Mendelssohn, Felix. <i>Italian Symphony; Reformation Symphony</i> . London Symphony Orchestra, Point Classics, CD, 1994.
Video Recordings [Videocassettes, DVDs]:	Video Recordings [Videocassettes, DVDs]:
²⁴ <i>Title</i> , type of media, producer and/or director (City, Distributor, Year).	<i>Title</i> . Type of Media. Producer and/or director. City, Distributor, Year.
²⁵ <i>Warship</i> , VHS, produced and directed by Tony Bulley and Sol Papadopoulos (Arlington, VA: PBS Home Video, 2001).	<i>Warship</i> , VHS. Produced and directed by Tony Bulley and Sol Papadopoulos. Arlington, VA: PBS Home Video, 2001.
²⁶ <i>Mr. Smith Goes to Washington</i> , DVD, directed by Frank Capra (1939, Culver City, CA: Columbia TriStar Home Video, 1999).	<i>Mr. Smith Goes to Washington</i> . DVD. Directed by Frank Capra. 1939. Culver City, CA: Columbia TriStar Home Video, 1999.

CITING INTERNET AND OTHER ELECTRONIC SOURCES

The Internet is a powerful information tool. However, a great deal of information on the Internet is biased, unreliable, or insufficiently supported to be used in an academic setting. Just because it is available on the Internet is no guarantee that it is accurate! Trinity Baptist College pays for subscriptions to several database packages available through the Library Information and Resource Network (LIRN). These databases provide access to over 6,000 magazines and academic journals, as well as numerous reference works. The library also subscribes to Encyclopedia Britannica Online and maintains a collection of electronic books in the Libronix Digital Library accessible on each PC in the main computer lab in Room L-2 of the library. The faculty encourages using these electronic resources as opposed to randomly retrieving something on the Internet. This doesn't mean the college agrees with all positions advocated by the magazines in these databases, but they do meet minimum standards for academic research.

Internet sources must include the same basic information on the source as a normal bibliography or footnote entry. In some cases, the page numbers of journal articles, magazine articles, newspaper articles, and on-line articles written specifically for the internet may not be available. If this is the case, use "n.p." in place of the page number in the citation.

Sources accessed through the college's LIRN databases (such as Infotrac, ProQuest, or ELibrary), must specify: 1) that LIRN was the means to access the database, 2) the database group used - Infotrac, ProQuest, or ELibrary, and 3) in the case of Infotrac or ProQuest, the specific database used. Note: when cross-searching tools are used within a database group, no specific database is searched, therefore no database name should be shown.

Sources accessed through databases available at public libraries or other institutions must specify: 1) the institution where the database was accessed; and 2) the specific database used.

Sources accessed directly online from websites which provide databases, such as the Jacksonville Public Library [<http://jpl.coj.net/>], must specify 1) the name of the host website, and 2) the specific database used.

Sources accessed directly online and not through a database must provide sufficient information for the faculty to check the citation at the particular screen/webpage from which the cited material is taken. In these cases, the entire URL must be placed in the footnote or bibliography, *unless your professor waives this requirement*. If your professor attempts to check the material and cannot find it, your citation may be considered worthless, and your grade reduced accordingly.

All Internet sources cited must include the wording "accessed [date of access]."

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

ELECTRONIC RESOURCES

INFORMATION RETRIEVED FROM ONLINE DATABASES

Footnotes	Bibliography
<p style="text-align: center;">Sources from TBC’s LIRN Online Databases:</p> <p>¹Author [if given], “Title of article” or <i>title of reference work</i>, other bibliographic information, LIRN, <i>Name of database group – name of specific database</i> (accessed month, day, year).</p> <p>See examples below. The name of the specific database may be omitted if a search option which cross-searches multiple databases is used. Include the name of the database group (for example, Infotrac or ProQuest). Examples of this is Infotrac’s “PowerSearch” option or ProQuest’s “multiple databases” or “search all databases” functions.</p>	<p style="text-align: center;">Sources from TBC’s LIRN Online Database:</p> <p>Author [if given]. “Title of article” or <i>title of reference work</i>. Other bibliographic information, LIRN, <i>Name of database group – name of specific database</i> (accessed month, day, year).</p> <p>See examples below. The name of the specific database may be omitted if a search option which cross-searches multiple databases is used. Include the name of the database group (for example, Infotrac or ProQuest). Examples of this is Infotrac’s “PowerSearch” option or ProQuest’s “multiple databases” or “search all databases” functions.</p>
<p style="text-align: center;">Journal Article:</p> <p>²Rebecca Hayden, “Teaching Works We Love: Hazards of the English Classroom,” <i>English Journal</i> 94, no. 4 (March 2005): 43. LIRN, <i>ProQuest – ProQuest Research Library</i> (accessed May 13, 2005).</p> <p>Academic Journals, as opposed to magazines, should show volume and number if used, as well as the month and year.</p>	<p style="text-align: center;">Journal Article:</p> <p>Rebecca Hayden, “Teaching Works We Love: Hazards of the English Classroom,” <i>English Journal</i> 94, no.4 (March 2005): 41-44. LIRN. <i>ProQuest – ProQuest Research Library</i> (accessed May 13, 2005).</p> <p>Academic Journals, as opposed to magazines, should show volume and number if used, as well as the month and year.</p>
<p style="text-align: center;">Magazine Article:</p> <p>³Robert S. Mueller III, “The FBI and America’s Libraries,” <i>American Libraries</i>, January 2004, 48. LIRN, <i>Infotrac - Student Resource Center Gold</i> (accessed May 27, 2004).</p>	<p style="text-align: center;">Magazine Article:</p> <p>Mueller, Robert S., III. “The FBI and America’s Libraries.” <i>American Libraries</i>, January 2004, 48-49. LIRN. <i>Infotrac - Student Resource Center Gold</i> (accessed May 27, 2004).</p>

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

Footnotes	Bibliography
<p style="text-align: center;">Newspaper Article:</p> <p>⁴Sam Dillon, "Report Defends Vouchers But Fails to Quell Debate," <i>New York Times</i>, June 13, 2003, LIRN, <i>Infotrac - Student Resource Center Gold</i> (accessed July 24, 2003).</p>	<p style="text-align: center;">Newspaper Article:</p> <p>Dillon, Sam. "Report Defends Vouchers But Fails to Quell Debate." <i>New York Times</i>, June 13, 2003. LIRN. <i>Infotrac - Student Resource Center Gold</i> (accessed July 24, 2003).</p>
<p style="text-align: center;">Reference Work:</p> <p>⁵"Morrill Land Grant Act Passed." <i>Discovering U.S. History</i>, Online ed. (Detroit: Gale Group, 2003), LIRN, <i>Infotrac - Gale Virtual Reference Library</i> (accessed May 19, 2004).</p> <p>Note that with this reference work, publication data is given, indicating it is the digital version of a printed reference work.</p>	<p style="text-align: center;">Reference Work:</p> <p>"Morrill Land Grant Act Passed." <i>Discovering U.S. History</i>, Online ed. Detroit: Gale Group, 2003. LIRN. <i>Infotrac - Gale Virtual Reference Library</i> (accessed May 19, 2004).</p> <p>Note that with this reference work, publication data is given, indicating it is the digital version of a printed reference work.</p>
<p style="text-align: center;">Article Accessed via Databases at Jacksonville Public Library:</p> <p>⁶Jeanie Burnett, "Quest for Quality." <i>Childhood Education</i>, Vol. 83, No. 3 (March 2007): p. 162. Jacksonville Public Library, <i>Expanded Academic ASAP</i> (accessed July 16, 2007).</p> <p>This citation is for a journal article accessed from the Jacksonville Public Library (JPL) website. While Expanded Academic ASAP is part of the Infotrac databases at Trinity, it is not shown that way at JPL – it is just listed with a series of other available databases.</p>	<p style="text-align: center;">Article Accessed via Databases at Jacksonville Public Library:</p> <p>Burnett, Jeanie. "Quest for Quality." <i>Childhood Education</i>, Vol. 83, No. 3 (March 2007): p. 162. Jacksonville Public Library. <i>Expanded Academic ASAP</i> (accessed July 16, 2007).</p> <p>This citation is for a journal article accessed from the Jacksonville Public Library (JPL). While Expanded Academic ASAP is part of the Infotrac databases at Trinity, it is not shown as such at JPL – it is just listed with a series of other available databases.</p>
<p style="text-align: center;">Online Books:</p> <p>¹Thomas Bulfinch, <i>The Age of Chivalry</i> (N.p.: n.p., n.d.), n.p.. <i>Project Gutenberg</i>, http://www.gutenberg.org/catalog/world/readfile?fk_files=13148 (accessed May 11, 2005).</p> <p>Note: in the case of digital books accessed from a website, the URL of the website is shown. In this example the place, publisher and year of the book are not available, and are shown as N.p., n.p., and n.d. respectively. The page number of the material cited is also not available. The lack of publication information weakens the authority of this source.</p>	<p style="text-align: center;">Online Books:</p> <p>Bulfinch, Thomas. <i>The Age of Chivalry</i>. N.p.: n.p., n.d.. <i>Project Gutenberg</i>, http://www.gutenberg.org/catalog/world/readfile?fk_files=13148 (accessed May 11, 2005).</p> <p>Note: in the case of digital books accessed from a website, the URL of the website is shown. In this example the place, publisher and year of the book are not available, and are shown as N.p., n.p., and n.d. respectively. The lack of publication information weakens the authority of this source.</p>

SAMPLE FOOTNOTE AND BIBLIOGRAPHY ENTRIES

OTHER ELECTRONIC FORMS

Footnotes	Bibliography
<p style="text-align: center;">Online Article Directly from a Website:</p> <p>⁷Author [if given], "Title," <i>Name of Website</i>, URL, accessed date [month, day, year].</p> <p>⁸Jonah Goldberg, "Reconsidering Yalta," <i>National Review Online</i>, http://www.nationalreview.com/goldberg/goldberg200505111147.asp (accessed May 11, 2005).</p> <p>Note: in this case, the complete URL is used.</p> <p style="text-align: center;">Encyclopaedia Britannica Online:</p> <p>⁹<i>Encyclopaedia Britannica Online</i>, s.v. "Hoover, Herbert" (accessed July 1, 2007).</p>	<p style="text-align: center;">Online Article Directly from a Website:</p> <p>Author [if given]. "Title." <i>Name of Website</i>, URL. Accessed date [month, day, year].</p> <p>Goldberg, Jonah. "Reconsidering Yalta." <i>National Review Online</i>. http://www.nationalreview.com/goldberg/goldberg200505111147.asp (accessed May 11, 2005).</p> <p>Note: in this case, the complete URL is used.</p> <p style="text-align: center;">Encyclopaedia Britannica Online:</p> <p><i>Encyclopaedia Britannica Online</i>, s.v. "Hoover, Herbert" (accessed July 1, 2007).</p>
<p style="text-align: center;">Book from Libronix Digital Library System (Available on computers in Library Room L-2. Bibliographic information available on these books will vary):</p> <p>¹⁰Warren W. Wiersbe, <i>Be Obedient</i>, <i>Libronix Digital Library System</i> ver. 2.1b, Trinity Baptist Coll. Lib., Jacksonville, FL (accessed May 19, 2007).</p> <p>In this example, minimal bibliographic information is provided: the place of publication, publisher and year are not supplied.</p>	<p style="text-align: center;">Book from Libronix Digital Library (Available on computers in Library Room L-2. Bibliographic information available on these books will vary):</p> <p>Wiersbe, Warren W. <i>Be Obedient</i>. <i>Libronix Digital Library System</i> ver. 2.1b. Trinity Baptist Coll. Lib., Jacksonville, FL (accessed May 19, 2007).</p> <p>In this example, minimal bibliographic information is provided: the place of publication, publisher and year are not supplied.</p>

FOOTNOTES OF INDIRECT OR SECONDARY CITATIONS

An indirect or secondary citation is used when an author you are using as a source 1) quotes another work, or 2) cites in a footnote, but does not quote, another work. In other words, your source is telling you his/her idea is not original. If you decide to use this material in your research paper, your footnote must reflect the original source of the information as well as the book in which it was quoted or cited.

Footnote Example of One Author Quoting Another:

¹Edward F. Hills, *The King James Version Defended*, 3rd ed. (Des Moines, IA: The Christian Research Press, 1979), 205, quoted in Michael Maynard, *A History of the Debate Over 1 John 5:7-8* (Tempe, AZ: Comma Publications, 1995), 10.

Footnote Example of One Author Citing Another:

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Footnote Example of One Author Citing Another, but Not Providing a Page Reference:

¹Edward F. Hills, *The King James Version Defended*, 3rd ed. (Des Moines, IA: The Christian Research Press, 1979), n.p., cited in Michael Maynard, *A History of the Debate Over 1 John 5:7-8* (Tempe, AZ: Comma Publications, 1995), 10.

Example of a subsequent reference:

²Hills, 205, cited [or quoted] in Maynard, 10.

Example of One Author Quoting Another, but Not Providing a Source

¹Edward F. Hills, quoted in Maynard, 10.

It is not necessary to include the secondary source in your bibliography. For example, if Michael Maynard is the author of a book and in the book he quotes or references another author, Edward F. Hills, your works cited bibliography will include Maynard's book, but not Edward F. Hills'.

STEPS FOR WRITING RESEARCH PAPERS

1. Choose a topic.
 - A. The topic should be interesting.
 - B. The topic should be important.
 - C. The sources for the topic should be readily available.
 - D. The scope of the topic should be such as is suitable for the size limitations of the paper.
2. Write an hypothesis. (The hypothesis is a possible thesis). It should be developed on one of the two types of reasoning.
 - A. Deductive Reasoning: makes a statement which will be supported by the points of the paper.
 - B. Inductive Reasoning: makes a statement which asks a question which must be answered in the paper.
3. Select a working bibliography. (This consists of the sources which will provide the information from which the paper is developed). The number of sources varies according to the requirements of the instructor.
4. Develop a possible outline. (This is known as a "rough outline" and is developed according to the reasoning from which the hypothesis is formed).
5. Write the note cards. (The information which is found in the sources which is consistent with the hypothesis, should be placed on note cards). Each note card should contain the following information:
 - A. Each card should contain the type of material.
 - (1) The card may contain a direct quotation.
 - (2) The card may contain a paraphrase.
 - (3) The card may contain a summary.
 - B. Each card should contain the source of the information. (Information should come from only one source per card).
 - C. Each card should contain a title. (The title should correspond to some specific section of the paper).

STEPS FOR WRITING RESEARCH PAPERS

6. Develop the final thesis. (The previous hypothesis may need to be adjusted to be in agreement with the information written on the note cards). The thesis should consist of a single sentence which is restricted, unified, and precise.
7. Develop a final outline. (The final outline should follow the final thesis. Each point of the outline should be complete sentence).
8. Write the rough draft. (This is the entire paper written out and containing all of the elements of the research paper).
 - A. The rough draft should contain the title page.
 - B. The rough draft should contain the outline.
 - C. The rough draft should contain the body.
 - (1) The body should contain the introduction. (The introduction should contain the thesis).
 - (2) The body should contain appropriate footnotes in the proper place and format.
 - (3) The body should contain the conclusion. (The conclusion should finish the paper by summarizing the deductive reasoning or by answering the inductive reasoning).
 - D. The rough draft should contain the bibliography. (The instructor may stipulate which sources should be included. Some request only the sources cited to be included; others permit all sources consulted to be included).
9. Write the final draft.
10. Proofread the paper before presenting it to the instructor.

The Effect of the Spanish Inquisition on the Downfall of Spain

by Susan Student

Dr. Charles Shafer

ENG 102

English Composition

April 15, 2005

OUTLINE

Thesis: The Spanish Inquisition led to the downfall of the Spanish empire in the areas of economy and education.

- I. Spain's economy was weakened by the Inquisition.
 - A. The expulsion of Jewish workers weakened Spain's economy.
 - B. The absence of a middle class weakened Spain's economy.
- II. Spain's educational achievements waned during the Inquisition.
 - A. The Index of Prohibited Books stifled academic achievement.
 - B. The persecution of scholars stifled academic achievement.

The Effect of the Spanish Inquisition on the Downfall of Spain

“The fall of Spain was even more catastrophic than its rise was sudden.”¹ During the sixteenth century, Spain had more potential than any other European empire for world domination. With the discovery of America in 1492, Spain gained a steady stream of income. Their land army was one of the best in the world. Their monarchs were powerful, and their heirs had rule over Spain and the Holy Roman Empire. With all these things in their favor, it is almost unthinkable that Spain failed to become a leading force in post-Renaissance Europe. However, the demise of the Spanish empire could be culminated in the word “Inquisition.” Author Will Durant affirmed, ““We must rank the Inquisition . . . as among the darkest blots on the record of mankind.”² The unrestrained persecution of Jews, Muslims, and academics spelled out the fall of an otherwise blossoming world power. The Spanish Inquisition led to the fall of Spain in the areas of the economy and education.

Spain’s economy was weakened by the Inquisition. An empire could only succeed if its central economy were strong and growing.³ However, people investigated by the Inquisition lost their possessions and jobs; and therefore, their ability to contribute to Spain’s economy was also lost. The Catholic monarchs Ferdinand and Isabella knowingly relinquished income that the country needed because of their ardent Catholicism.⁴ These monarchs were determined to leave a purely Spanish and Catholic

¹ Cecil Roth, *The Spanish Inquisition* (n.p.: W.W. Norton, 1937), n.p., quoted in Brenda Stalcup, ed., *The Inquisition* (San Diego: Greenhaven Press, 2001), 154.

² Will Durant, *The Story of Civilization* (n.p.: Simon and Schuster, 1950), 4:784, quoted in Dave Hunt, *A Woman Rides the Beast* (Eugene, OR: Harvest House Publishers, 1994), 244.

³ George W. Bock, ed., *Western Civilization* (Boston: Houghton Mifflin, 2000), 385.

⁴ Arthur Griffiths, *In Spanish Prisons* (New York: Dorset Press, 1991), 41.

empire to their heirs, and the Inquisition was the tool that they selected. King Ferdinand “maintained that spiritual ideals were more important than material considerations about the economy.”⁵ These rulers set into motion events that would lead to the economic downfall of their empire. The expulsion of Jewish workers from Spain in 1492 had a crippling effect on Spain’s economy.

The Jewish community in Spain before the expulsion was a thriving economic force. For hundreds of years, Jews “had contributed substantially to Spanish ... economic life.”⁶ The Sephardic Jews had been settled in Spain for centuries. They were a part of the country. They were a “prosperous and integral part of society.”⁷ The Jews were part of Spain’s economic foundation. They were a stable and necessary group with a history of prosperity. They had managed to prosper under many different rulers and despite persecution over the centuries.⁸ Then the Spanish Inquisition demanded what no Muslim or barbarian ruler had ever asked: total expulsion of those unwilling to convert. This drastic step left shockwaves that were felt for hundreds of years afterwards.

The expulsion of Jewish workers weakened Spain’s economy. When the Jews left Spain, they took with them their talents and ability to generate income.⁹ The loss of this significant part of the country’s economic base did not seem hazardous at the time because of the constant income from America. Some of the expelled Jews were “the

⁵ Henry Kamen, *Inquisition and Society in Spain* (Bloomington: Indiana University Press, 1985), 4.

⁶ Bock, 382.

⁷ Kamen, 13.

⁸ *Ibid.*, 6.

⁹ John Lynch, *Empire and Absolutism, 1516-1598*, vol. 1 of *Spain Under the Habsburgs*, (New York: New York University Press, 1964), n.p., cited by Stalcup, 149.

most skilful artisans, and the most industrious and most thrifty portion of the population.”¹⁰ Over the decades, the impact became continually stronger. The silver that came from America could not buttress Spain’s failing economy. “The loss entailed in actual value was incalculable and a vast amount of potential earnings was sacrificed by the disappearance of so large a part of the most industrious members of the population.”¹¹ The exact number of those expelled was uncertain, though the effect it had was not. Spain felt the economic consequences of the expulsion for a century and never again rose to financial greatness. Spain’s economy was flawed in another more inherent problem that resulted from unsound cultural perceptions.

The absence of a middle class weakened Spain’s economy. The Jews were the community that had most resembled a bourgeois. When they left, the beginning of the Spanish middle class left with them, leaving a void in Spain’s economic fabric. The alliance of the Roman Catholic Church and the monarchical state in Spain fostered the aristocracy and kept the poor as they were.¹² Historians acknowledge that Spain had

...no incentive for the development of domestic industry, entrepreneurship, or international commerce. Moreover, constant war engendered and perpetuated a social order geared to the aggrandizement of a military class rather than to the development of a commercial class.¹³

The remaining unexpelled population had a self paradigm that did not lend itself to the work involved in supporting the needed economy of a growing empire. Spain regarded business with contempt and thus failed to form a strong middle class as the basis of its

¹⁰ Griffiths, 62.

¹¹ Ibid., 41.

¹² Bock, 385.

¹³ Ibid., 383.

economy.¹⁴ The poor were helpless, and the aristocracy wanted to keep its power. This feudalistic mentality persisted in Spain, while other countries were industrializing and progressing into the modern era.

Part of the reason Spain failed to move forward was because another indispensable minority came under the persecution of the Inquisition. The union of the Roman Catholic Church and the nobility controlled society and popular thought through decrees and the diocese.¹⁵ It is logical that the population of Spain had little motivation to progress. Church and aristocracy “despised manual labor and profit taking through trade, but also showed little interest in science and technology.”¹⁶ This apathetic atmosphere rendered Spain economically and academically handicapped.

Consequently, Spain’s educational achievements waned during the Inquisition. “The Inquisition was Rome’s masterpiece for the control of people and nations.”¹⁷ Free thought and speech were stifled in order to keep all citizens in accordance with Catholic doctrine. Spain was systematically restricted from advancement.¹⁸ It was an organized and deliberate measure to prevent even the learned from exploring new ideas. “Where the Inquisition was strong, the new science would be viewed as subversive.”¹⁹ Those who pursued progressive thought were seen as traitors to the crown and heretics to the Roman Catholic Church. The two charges became almost synonymous because of the

¹⁴ Bock, 365.

¹⁵ Ibid., 385.

¹⁶ Ibid.

¹⁷ Loraine Boettner, *Roman Catholicism* (Phillipsburg, PA: Presbyterian and Reformed Publishing, 1962), 429.

¹⁸ Henry Charles Lea, *A History of the Inquisition in Spain* (n.p., n.p., 1908), vol. 4, n.p., cited by Stalcup, 153.

¹⁹ Bock, 418.

close ties between the two institutions. The Inquisition employed at least two means for keeping Spain out of mainstream European thought. One was the *Index of Prohibited Books*.

The *Index of Prohibited Books* stifled academic advancement. The *Index* banned progressive thought advocated by European scholars.²⁰ The lack of progression brought only stagnation to Spain's academic institutions. The *Index* was in circulation for four hundred years.²¹ Four centuries of censorship destabilized the worldwide empire. "All books named on it were put under the ban of the law."²² Although most of the population could not read, it became illegal and dangerous for the literate to keep or read the books named on the *Index*. The *Index* prevented people from thinking and dissent.²³ Free speech was unheard of in sixteenth century Spain. The poor were kept ignorant, but they were willing to follow the aristocracy and the Catholic Church. The clergy could read, but they did not advocate new thought. The scholars thus became an endangered minority. "Censorship worked to stifle public intellectual inquiry."²⁴ The lack of popular curiosity and dissent kept the union of the Catholic Church and state strong and unchecked in power. The only outcry came from the scholars. The struggle had been brewing for a long time. Without freedom to express new ideas, scholars lost their purpose. Censorship "had become one aspect of the battle for intellectual liberty and

²⁰Bock, 343.

²¹Hunt, 170.

²² Griffiths, 60.

²³ Boettner, 419.

²⁴ Bock, 418.

freedom of conscience in an age of fundamental ideological conflict.”²⁵ This conflict would lead to serious repercussions on the academic community.

The objective of the *Index of Prohibited Books* disagreed with the mindset of the intellectual elite of Spain. The censorship “cut short the open pursuit of science in many Catholic countries of the seventeenth century.”²⁶ Scientific research was deemed unnecessary or undoctinal. The sciences were an important part of industrial advancement, so censorship had economic effects as well. Church and state were united in their efforts of strictly enforcing the censorship of the *Index*.²⁷ The eyes of the Inquisition were everywhere. Mentioning controversial topics could lead to imprisonment. Disobeying the decrees that enforced the *Index* could result in death and loss of property.²⁸ Such strict censorship did not rest well with many of the academics of Spain. This control “was bound to attract opposition from intellectuals.”²⁹ The intellectual elitists were outraged yet unfortunately powerless. They had no ability to petition the government for mercy. They were outnumbered and lacking support from anyone in power. The censorship led to the next tragedy of the Inquisition: the persecution of scholars.

The persecution of scholars stifled academic advancement. Under the Inquisition, many scholars came under suspicion, were tried for heresy, or thrown into prison. The accusations and trials of the academics “constitute a dramatic aspect of intervention...in

²⁵ Eugene F. Rice Jr., *The Foundations of Early Modern Europe* (New York: W.W. Norton, 1970), 10.

²⁶ Bock, 418.

²⁷ Kamen, 81.

²⁸ *Ibid.*, 80.

²⁹ *Ibid.*, 89.

academic and religious life.”³⁰ The Catholic church not only wanted to control what men believed about God, but it also wanted control over what men believed about nature, science, and history. This “repression of the free exchange of ideas effectively cut Spain off from the intellectual and scientific progress taking place in much of Europe.”³¹ Spain became an island of intellectual nonexistence during a time of progression that flourished all over Europe. When one man from a university was persecuted, his “example was sufficient to silence many.”³² Men of genius remained silent about their personal views to be safe. Some men persevered despite the persecution.³³ This perseverance did not continue in the successive generation of scholars due to the academic “torpor created by obscurantist censorship.”³⁴ This stifling “of intellects...cannot [could not] but have had a deleterious effect on...cultural life.”³⁵ Nothing of significance came out of Spain during this time period. The succeeding generations were left academically destitute. The Inquisition slowly weakened “Spanish intellectual life, and the cumulative effect was felt at last. ...The example of Spain is enough to warn us that it matters not that a nation gain the whole world if it lose its soul.”³⁶ Spain lost a great amount of potential work and discovery from the persecutions of the learned. “The importance of the prosecutions

³⁰Kamen, 97.

³¹ Stalcup, 152.

³²Kamen, 94.

³³ Lea, n.p., cited by Stalcup, 153.

³⁴Lea, n.p., quoted by Stalcup, 153.

³⁵ Roth, n.p., cited by Stalcup, 152.

³⁶ Stalcup, 154.

lay...in the repercussions felt by others.”³⁷ These repercussions are immeasurable. Spain was academically devastated. This damage affected not only the scholar, but also the lower levels of economic strata that were robbed of the benefits that come with research and advancement.

After two hundred years of persecution, Spain was left dispirited, lacking academic vigor, and financially destitute.³⁸ The Inquisition claimed hundreds of thousands of victims as well as an entire international empire. The Inquisition robbed the world of contributions that could have been made under different circumstances. The final ruin of Spain as a result of the Inquisition embodies a Biblical principle. “And I will bless them that bless thee, and curse him that curseth thee.”³⁹ God promised Abraham protection from and vengeance upon his enemies. The Spaniards cursed and expelled Abraham’s seed, and their country was cursed as a result. “There is a way which seemeth right unto a man, but the end thereof are the ways of death.”⁴⁰ Spain died as an empire as a result of persecuting God’s people and following its own prideful way.

³⁷ Kamen, 94.

³⁸ Roth, n.p., cited by Stalcup, 154.

³⁹ Gen. 12:3.

⁴⁰ Prov. 14:12.

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- Kamen, Henry. *Inquisition and Society in Spain*. Bloomington: Indiana University Press, 1985.
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- Stalcup, Brenda, ed. *The Inquisition*. San Diego: Greenhaven, 2001.

INSTRUCTIONS FOR PAGINATING SECTIONS

General Information:

- For best results, format your sections after the document is complete (or nearly complete) and delete any existing page numbers before attempting to set up page numbers for each section.
- It is important to understand that Headers and Footers must be the same for all pages in each section of the document. The only variable is that you may choose to have a “different first page” (see step 3 below) for each section.

1. Insert a Next Page section break at the end of each section (e.g., after Title Page, after preliminary pages, at the end of each chapter)


- Insert menu, Break . . . , Section break types – Next page

2. Delete any manual page breaks at the end of sections to avoid blank pages in the document


3. Insert and format page numbers using the Header and Footer functions.


- View menu, Hheader and Footer



- Page Setup  (from Header/Footer toolbar)

- Select Different First Page (on Layout tab) as needed – allows for no header/footer on the first page or for different information in the header/footer on the first page.

- Insert Page Numbers  as needed in Headers and/or Footers – you will have two separate headers and footers for each section with “Different First Page” (one for the first page of the section, and one for the remaining pages of the section)




- **IMPORTANT!** Unclick the Same as Previous button  **BEFORE** inserting page numbers in a new section.

- Format Page Numbers  for each section as needed

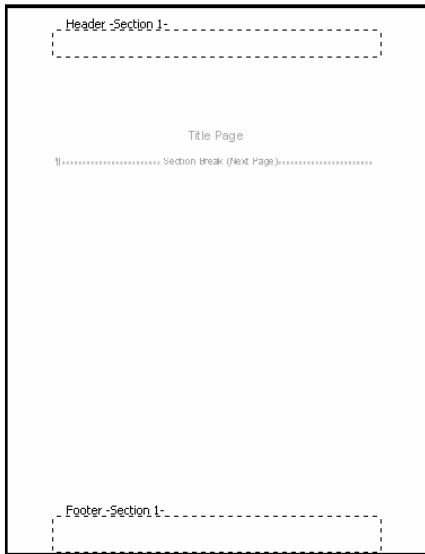
- Use Left (Ctrl+L), Right (Ctrl+R), or Center (Ctrl+E) alignment as needed
- Change Number Format (1,2,3 or i,ii,iii)
- Select correct Page Numbering – Continue from previous section or Start at:

Below are some instructions for navigating Headers and Footers:

Switching Between Header/Footer

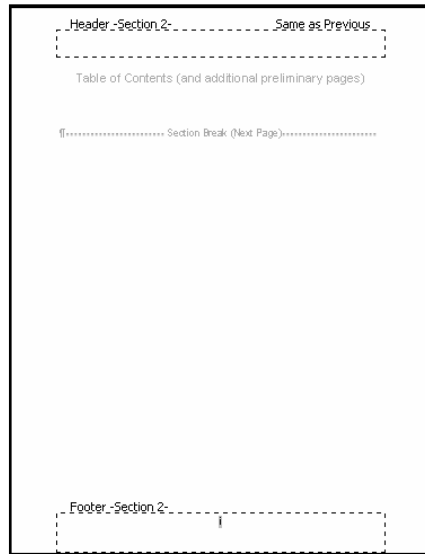
- Switch Between Header and Footer  (from Header/Footer toolbar)
- Show Previous  (from Header/Footer toolbar)
 - Moves to the previous header or footer
- Show Next  (from Header/Footer toolbar)
 - Moves to the next header or footer

Sample Formatting for a Turabian document:



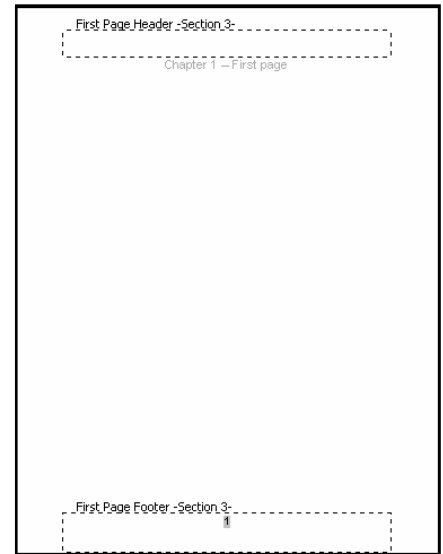
Section 1: Title Page

- Header and Footer are blank; no formatting needed.



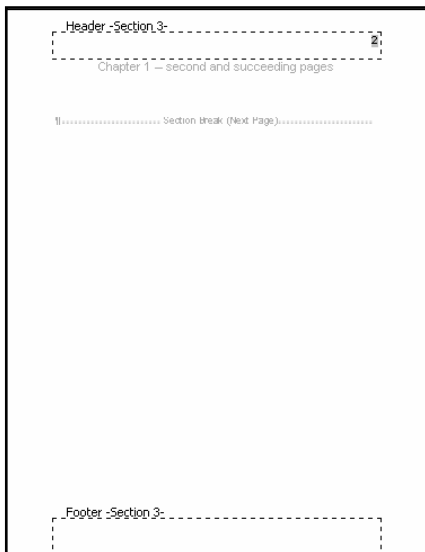
Section 2: Preliminary Pages

- Header is blank.
- Turn off Same as Previous in Footer
- Insert page number; center align
- Format page number – Number format – i,ii,iii ...; Page numbering – Start at: i



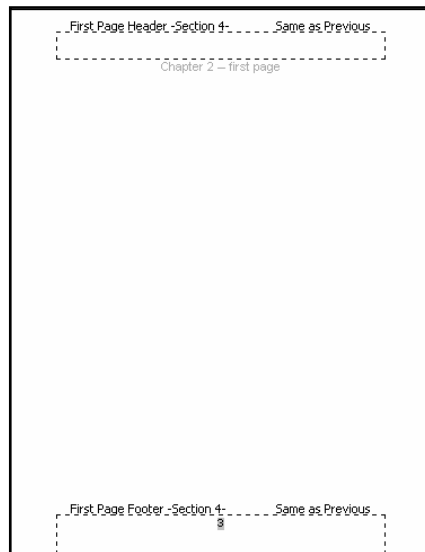
Section 3: Chapter – First Page

- Header is blank.
- Turn off Same as Previous in Footer
- Page Setup – Different first page
- Insert page number; center align
- Format page number – Number format – 1,2,3 ...; Page numbering – Start at: 1



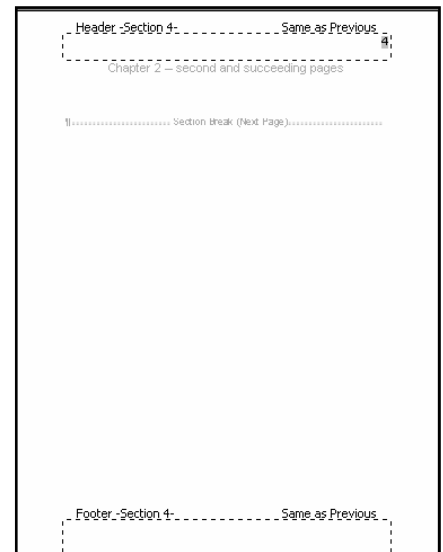
Section 3: Chapter – Second and Succeeding Pages

- Footer is blank.
- Turn off Same as Previous in Header
- Insert page number; right align



Section 4: Chapter – First Page

- Page Setup – Different first page
- If you leave Same as Previous turned on, the correct page number should appear in the center of the footer



Section 4: Chapter – Second and Succeeding Pages

- If you leave Same as Previous turned on, the correct page number should appear in the right corner of the header