Writing Guidelines

1. Do not use the following phrases, words or constructions:
   “moving ahead...”; “flash forward to...”; “as time moves on...”
Simply indicate what time period you’re talking about, how much time has elapsed, why
you’re looking at a different time period: find a way to indicate that you’re talking about a
different time period.

Another phrase to avoid: This [style/artist/painting, etc.] is “radically” different.
What does “radical” mean in art? What is the difference between a “radical” change and any
other change? Is it possible to describe one change as more “radical” than another change?
In many cases, it is enough to say that something is different. If the change or difference has
serious implications or repercussions for other artists or for history, then say something
about the impact of the change.

Learn the difference between “its” and “it’s”! [clue: an apostrophe means a letter has been
omitted – it’s = it is; its, however, sounds like “his” – both are possessive pronouns]

3. Dictionary definitions are useful for only one thing: to make sure you have used a word
correctly – for example, should you say “something affected something else” or “something
effected something else”? [answer: affected] Dictionaries are concerned with usage; they
are not concerned with specific historical functions of language or uses that are relevant to
particular fields of knowledge. Further, for every worthwhile explanation of a theoretical
term, there will be at least one other explanation that directly refutes or contradicts it. The
dictionary doesn’t tell you this; research does. As a result, there should not be any citations
in your essay to Webster’s, to Dictionary.com, to the Oxford English Dictionary, etc.
[Another useful source for questions of usage is Jack Lynch, The English Language: A User’s
Guide.]

4. When writing about a work of art, you should have some sources that relate to the
specific art work in question, some that relate to the larger context of that art work, with
context referring to the time period, the culture, the artist’s career, or the movement. The
relevant context will be determined by your research question. With this in mind, your
preliminary bibliography should indicate which sources relate to the art work and which
sources relate to the particular context of relevance to your paper. Group your sources to
reflect their role in your paper. When you get to the final bibliography, the sources should
be listed in alphabetic order.

5. You must use Chicago style for your notes and bibliography. The library has information
sheets telling you how to do this.

The following examples are taken from a bibliography I prepared using Refworks with the
“Chicago style: notes and bibliography” chosen as my default setting. The first point to keep
in mind with Chicago style is that the format for an entry in the bibliography is different from
the format for a footnote or endnote. In these examples, the abbreviation for page
numbers, pp, has been omitted. It is correct either way.

Bibliography format:
example of an authored chapter in an edited book:
Aiken, Henry David. "The Aesthetic Relevance of the Artists' Intentions." Chap. 5, In Art and
Philosophy: Readings in Aesthetics, edited by W. E. Kennick, 403-412. NY: St. Martin's Press,
1964.

Collingwood, R. G. "The Work of Art as an Imaginary Object." Chap. 2, In Art and Philosophy:

Chapter in a book where the author is the same person:
Panofsky, Erwin. "The History of Art as a Humanistic Discipline." In Meaning in the Visual Arts,

Whole book:

Example of a journal article (these were accessed through Jstor but the Jstor link is not
essential (it's only useful when the essay you're writing is going to be read online):


Chapter in an ebook (here the link is essential and must be included):
Cashell, Kieran. "Fearless Speech: Tracey Emin's Ethics of the Self." Chap. 4, In Aftershock :
The Ethics of Contemporary Transgressive Art, 123-157: I.B. Tauris, 2009,

Note styles
Endnotes and footnotes are the same thing – footnotes are placed at the bottom of the
page while endnotes are placed at the end of the essay. In neither case are they referred to
as “in-line” citations (these appear at the end of a sentence and are characteristic of the APA
style). The biggest difference between Chicago notes and other notes (such as MLA style) is
numbering. In the Chicago system, every footnote (or endnote) has a unique number. The
number is keyed to something in the body of your essay; it is not keyed to an entry in your
bibliography. As a result, the very first footnote or endnote is numbered 1. The second note
is numbered 2, even if it refers to the same book as in note 1. No number is ever repeated!

When comparing the note style to the bibliography style, there are two differences:
first, since notes are not given in alphabetical order, the author’s first name precedes the
last name. Second, parentheses are used to separate the place and publisher from the rest
of the note. The following examples are for three different types of footnotes. The notes are footnotes and come at the bottom of the page.

1. Example of a note which refers to an entire chapter (let’s say I was writing about Soviet advertising and I used the chapter by Cox for several ideas and facts, so I need to give her credit – I don’t need a footnote at the end of every sentence but I do need a footnote which indicates that Cox was my source for several ideas, as opposed to a single quotation).\(^1\)

2. Example of a note which refers to a single page (in this case, I quoted directly from Starks’ book and my footnote must tell the reader what page that quotation came from).\(^2\)

3. In this note I tell the reader that I used more than one source for a discussion.\(^3\)

In all of the notes, the superscript numbers and the indentation style of formatting was done automatically by my word processing program. If you use Word, you must tell it to use Arabic numerals (I think it usually defaults to lower case Roman numerals but you can change that).

RESOURCES
Use Worldcat to do your book search and request books through Interlibrary Loan (ILL). Use Jstor to search for articles. You can download the article onto your computer and read it when you’re ready.
DO NOT USE THE TEXTBOOK AS A BIBLIOGRAPHIC RESOURCE. The textbook can give you ideas about artworks and names but the information is general, we cover it in class, and the goal of your project is to go beyond the textbook.

