

MONASH University



School of Political and Social Inquiry  
Faculty of Arts

# Style Guide for the Writing of an Honours Dissertation

## **PREFACE**

This style guide has been prepared in response to many student requests for a ready reference for preparing their Honours Theses. Staff too welcome the guide as it provides a more efficient way to provide this sort of information to students.

The guide is not intended to be coercive but to point the way to at least one consistent way of formatting a thesis. There is no one way of doing this. This guide tries to indicate what information is required and suggests a format for presenting it. Once you know what information is required the key issue in thesis formatting is consistency.

For those wanting additional information there are other style guides available. These are listed at the end of this guide.

We would appreciate any comments you may have regarding the usefulness or otherwise of this guide.

Originally compiled by Brett Hough, Julie Marriott & Prof. Gary Bouma, 1995.  
Revised by Brett Hough, 2000, 2002. Updated in 2008.

## WRITING

Writing like all creative activities takes time, preparation, inspiration and usually a special place. Give yourself time. I like to write at the outset of each day. Then I feel like I have accomplished something and am less anxious when other activities crowd in. Theses are not best written at one sitting, but over a protracted time of writing, revising and polishing.

Preparation may involve reading, assembling data, getting feedback or re-reading what you have written. It is not necessary to have completed your preparation before starting to write. Writing is a creative process and it is in the writing that the creation is created. You will discover places you did not intend to go as you begin to compose. Some of these will be leads into new insights, some will be side-tracks but you do not know until you have pursued the idea. Too many students wait to begin writing. Theses are in some ways not like essays (which should not have been written at the last moment either). Writing a thesis involves going back and forth between a variety of sources of information, writing down reactions, ideas and ways of synthesising material, discussing this with your supervisor regularly and moving toward a final draft. In responding to various bits of information you encounter, writing down the reactions is an excellent way of clarifying, shaping and integrating your reaction and response. Trying to keep such responses in your mind is a good way to lose these insights and reactions either in confusion or forgetfulness.

If you have an idea, write it down, chase it, play with it. Inspiration is valuable and ephemeral. If you have an inspiration, it is time to write even if only a few notes in order to be able to remember. Write it down or you will lose it. Thesis writing is sometimes dashing off blinding inspiration, racing to get the words down. At other times it is pushing material around, trying to integrate bits written at different times, or threading a story line through the lot. If you have kept your inspirations the other activities are much easier. It is easier to tone-down a too-lively discussion than it is to try to breath life into a manuscript that never excited you.

Make a writing place for yourself to set up your work. Taking your work down and re-setting it eats up valuable time. Have a project room, place, desk, table whatever. Try to do your writing in such a place. The associations will help track your mind into writing mode. Just sitting at a computer keyboard gets my fingers going and my writing juices flowing. I play music, some need silence, others, I am told, can even write in the presence of TV. Discover what you need and insist on it. I do not usually bring writing home, because I prefer to live at home.

When it comes down to it, writers write. You are becoming a writer, an author. Try to enjoy the process as it occurs in you; learn about your own creative urges, abilities and creative moments. Value the products of your writing. Have the confidence to seek feedback and to value constructive criticism. You already know that you can write, if you could not you would not have gotten this far. Now it is time to hone the skills, enjoy the creative process and write.

The rest of this guide is about useful nuts and bolts. Have fun.

Professor Gary Bouma  
30.12.95

# LAYOUT

## 1. TITLE PAGE

<p>School of Political and Social Inquiry Monash University</p> <p><b>TITLE OF DISSERTATION</b></p> <p><b>Name</b> <b>Student No.</b></p> <p><small>Submitted in partial fulfilment of the requirements for the degree of Bachelor of Arts with Honours in [name of program], Monash University.</small></p> <p><small>Month, Year</small></p>
--

The title page can be set out anyway you wish as long as the following information is included:

- **Title of Dissertation**
- **Name of the person submitting the dissertation**
- **Submission Statement**

Submitted in partial fulfilment of the requirement for the degree of Bachelor of Arts with Honours in [name of program] (or 'for the award of Masters Qualifying in [name of program]'), Monash University.

- **Month and Year of submission**

## 2. DECLARATION

The declaration appears on the page following the title page. It certifies that the thesis is an original work, has not been submitted for any other award, and due reference has been given to all sources used in the thesis.

<p><b>DECLARATION</b></p> <p><small>This thesis contains no material that has been accepted for the award of any other degree in any University. To the best of my knowledge and belief, this thesis contains no material previously published or written by any other person, except where due reference is given in the text.</small></p> <p>Signed:</p> <p>Date:</p>
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### 3. TABLE OF CONTENTS

<b>Declaration</b>	page number in <b>roman</b> numerals - begins with ii
<b>Table of Content</b>	page number in <b>roman</b> numerals
<b>List of Tables</b>	page number in <b>roman</b> numerals
<b>List of Figures</b>	page number in <b>roman</b> numerals
<b>List of Acronyms/ Glossary</b>	page number in <b>roman</b> numerals
<b>Abstract</b>	page number in <b>roman</b> numerals
<b>Acknowledgment</b>	page number in <b>roman</b> numerals
<b>Body of Dissertation</b>	page numbers in <b>arabic</b> numerals
<b>Appendices</b>	page numbers in <b>arabic</b> numerals
<b>List of References</b>	page numbers in <b>arabic</b> numerals

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**Note:** Not all of these headings may be applicable for your dissertation.

The **Title Page** is the first page of your dissertation but it does not have a number appear on it. The numbering begins on the declaration page using small roman numerals (ii, iii, and so on) and continues until the acknowledgments.

Dissertation **chapter titles and section and subsection headings** are then listed in the table of contents, along with corresponding page numbers. Since the pages in this part of the thesis are numbered with arabic numerals, at this point it is necessary to convert your page numbering format to this numbering style.

Titles and page numbers (in arabic numerals) for any **appendices** are then provided. Individual appendices are listed separately.

Lastly, the **References** section is listed and the number of its starting page is indicated, again in arabic numerals.

- **List of Tables and Figures.** The page following the Table of Contents contains lists of the tables and figures appearing in your thesis. These lists include the identifying numbers and titles of the tables/figures and the numbers of the pages on which they are located. Both lists can appear on the same page if space allows.
- **List of Acronyms.** This list appears on a separate page and is arranged alphabetically.

- **Abstract.** Again on a separate page, you need to supply an abstract. An abstract gives a **brief** (150–200 words) overview of the whole dissertation. It may include background information which places the dissertation in perspective; a clear statement of your aims and objectives, an outline of major points or findings, and conclusions or recommendations. As it is a reflection of your whole dissertation it is best to leave abstract writing until the last.
- **Acknowledgments.** Your acknowledgments are a personal undertaking that should, in essence, thank those people who have been instrumental in the formulation of your dissertation (i.e. your supervisor/s) and others who you may wish to thank for their support, time reading drafts, etc. Your acknowledgments appear on their own page.
- **Body of Thesis.** Your chapters follow from here and should each start on a separate page. Up to this point all page numbers should have been in roman numerals. Now you change to normal numerical (arabic) page numbering, starting with the first page of the first chapter, which is given the number '1'.
- **Appendices.** Any appendices are placed after your final chapter and their numbering follows in sequence from that of the preceding chapters.
- **References.** Your References and On-line References lists are the last parts of the dissertation. Their page numbers continue the earlier numbering sequence.
- **Honours Thesis release statement.** A page authorising release of the thesis should be appended to your thesis (last page). It should state: 'I authorise the release of a copy of this thesis to the Monash [nominate relevant discipline] Honours Thesis Collection upon the completion of examination.' Sign your name below this statement on each of the copies you make. The purpose of the release statement is to allow staff and students to borrow theses. Only those theses awarded 70% or above can be borrowed. No mark or examiner's report is included on any thesis in the Honours Thesis Collection. All reports and grades are strictly confidential.

**Source:** 'A Student Guide to Preparing and Presenting Anthropology, Archaeology and Sociology Assignments and Theses' School of Social Science, The University of Queensland.

### **General layout of dissertation**

- typed
- on one side of the paper only
- double spaced
- generous margins
- pages must be numbered

### **Submission of dissertation**

- in a binder with a hard cover or spiral bound
- two copies (a third copy may be presented to your supervisor)
- one copy will be retained by the Department.

## **Computers**

If you are writing your thesis on a computer, please make sure that you have adequate access to one and are familiar with the word-processing software before you start on your thesis. Do not leave it to the last minute to do so as you will find that formatting the thesis will take more time than you expect. Keep in mind that the University supports IBM compatible PC and Microsoft Word for Windows software. Other formats (eg. Apple Mac) and packages may be only minimally supported or not at all. If you do not have your own computer or ready access to one you should check the availability of resources at Monash as soon as you can.

\* The School does not provide Honours students with access to printers so you should ensure that you are able to print out your material to give to your supervisor.

\* Always remember to back-up your work as well as keep a hard copy of your thesis to safeguard against any mishaps.

## **Style sheet**

Word processing software allows for the setting up of a style sheet to ensure consistency of formatting throughout the dissertation. A style sheet can be created by clicking on the 'Format' button on a Word document and scroll down to 'Style'. A pop-up menu will appear which will enable you to select existing styles, modify existing ones as well as create your own. A basic style sheet for an Honours dissertation could contain the following styles.

Heading 1

Heading 2

Heading 3

Body text

Body text indent

Page number

Biblio

## **Chapter Divisions and Subdivisions**

In the interest of readability and ease of reference, chapters of dissertations are usually divided into sections and subsections.

The method of indicating chapter divisions and subdivisions depends on the number of such divisions to be made. The kinds of headings employed include centred headings, side headings and paragraph headings. In addition, each chapter has a chapter number and chapter heading. Conventionally, centred headings are used for major divisions and side and paragraph headings for further subdivisions.

## **Level of Headings**

Many combinations of headings may be used. The use of upper case, title case (key words capitalised) and sentence case (first word capitalised), plus the use of bold face and italics, indicate the hierarchy of headings. The use of underlining is not recommended, nor is it necessary to change fonts.

For most purposes with an Honours dissertation, no more than three to four levels are needed, and this includes the chapter heading. Once a method of headings and subheadings has been adopted, this method should be consistent from chapter to chapter.



## WRITING: GENERAL CONSIDERATIONS

The following information on some of the practicalities of good academic writing is provided as a quick source of reference. You are encouraged to consult the books included in the list of references for more detailed information. Proper and consistent use of the following will ensure that you and your supervisor do not have to waste time correcting sloppy referencing, bad punctuation and inaccurate quoting. It is in your interest to have the maximum amount of time for you and your supervisor to think about the content of your thesis.

### LANGUAGE

Write in clear, concise English prose. Avoid unnecessary detail and irrelevancies. Avoid repetition of arguments and evidence. Avoid the use of technical jargon for its own sake (this is different from the careful use of specific terms and concepts necessary in a theoretical argument or explanation). Avoid sweeping statements that you cannot support. Always write in a tone that is objective and persuasive.

Colloquialisms and slang should also be avoided. There is a difference between written and spoken English and you should observe the distinction between language suitable in conversation and language suitable in a written document.

The following points should also be noted:

### Spelling

- Adopt Australian forms of spelling (e.g. 'colour' not 'color', 'centre' not 'center'), unless quoting directly from a publication in which the American form is used.
- *-ise/-ize*  
Generally use of the suffix *-ise* is preferable in Australian usage for words which have an alternate *-ize* spelling. If you choose one or the other be consistent in your use of them for the same word as well as for any other forms of the words. (e.g. institutionalise - institutionalising – institutionalisation; realise - realising – realisation)
- Either the *Macquarie Dictionary* or the *Oxford English Dictionary* are suitable references.
- Avoid excessive capitalisation of words and phrases.
- Avoid abbreviations and contractions  
eg. *don't* = do not, *can't* = cannot, *it's* = it is,.
- There is a difference between *it's* and *its*. The former is a contraction of *it is* or *it has*; while the latter is an absolute possessive (like *hers*, *his*, *theirs*, *ours*), which does not require an apostrophe.
- Spell out figures up to ten—use numbers for larger figures. Always spell out a number that begins a sentence.
- Be consistent and unambiguous when referring to dates (10 June 1981 rather than 10.6.81; the American practice reverses this, so that 10.6.81 would be October 6 not 10 June).
- Do not use acronyms (words made from initial letters) without spelling them out first, unless they are conventionally very familiar (MLC could mean Member of the Legislative Council or an insurance company; Anzac, Qantas, UNESCO are acceptable).

In other cases, when in doubt, consult your supervisor. Aim for a simple, clear style, but always spell out what you mean rather than leave things ambiguous in the mind of the reader.

## ABBREVIATIONS

“p.”	indicates “page”
“pp.”	indicates “pages”
“ff.”	indicates that the following pages are also relevant

\* References can be given using a colon or the above, ie. (Derrida, 1974:67) or (Derrida, 1974, p.67). Use either styles but do not combine them (“ff.” can be used in conjunction with both).

“ibid.”	an abbreviation of the Latin word <i>ibidem</i> (“in the same place”)
“op. cit.”	an abbreviation of the Latin phrase, <i>opere citato</i> (“in the work cited”)
“loc. cit.”	an abbreviation of the Latin phrase, <i>loco citato</i> (“in the place cited”) it is a synonym of “op. cit.”

\* If using footnotes/endnotes for referencing the first reference to a given work should include full bibliographic details. On subsequent occasions the terms “ibid.” or “op. cit.” are used. “Ibid.” is used by itself if a reference is exactly the same as the one that precedes it. A page number is included if it refers to the same source but a different page. “Op. cit.” is used after the author’s name on all other accessions when the work has already been cited in full. If you are using more than one source by the same author, subsequent references should also include the date of the particular source you are referring to as well as the surname and phrase “op. cit.”

“et al.”	an abbreviation of the Latin expression, <i>et alii</i> (“and others”)
“ed.”	abbreviation for “editor” (requires a full stop)
“eds”	abbreviation for “editors” (no full stop)
“2nd ed.”	second edition
“rev. ed.”	revised edition

\* Words taken from a foreign language are usually italicised or underlined. This convention indicates that it is a foreign word and saves the reader from searching for it in an English dictionary. There is some variation in whether or not the word is italicised for subsequent uses after the initial appearance in the text. Either is acceptable - italicise once and thereafter not or else italicise throughout the text.

Italicising or underlining the Latin expressions above is now optional as they are widely used and understood. The only rule is **consistency** in italicising or not doing so.

“cf.”	an abbreviation of the Latin <i>confer</i> (“compare”)
“see”	

**Source:** Betts, K., and A. Seitz (1994) *Writing Essays in the Social Sciences*, (2nd Edition).

## QUOTATION MARKS - single v. double

The normal rule is to use one style for “first level” and the other for “second level” (i.e. quotes within quotes). The Americans (followed by most Australian newspapers and magazines) tend to use double quotes for first level and singles for second level, and the British (followed by most Australian book publishers) use single, then double.

For the sake of this guide we have chosen to use **double** quotation marks, with **single** for quotations within quotations.

There is no right or wrong way, but do be consistent with whichever style you choose.

If a complete sentence is within the quotation marks the full stop is placed inside the closing quotation marks; if only partial, the punctuation is placed after the quotation mark.

### Other uses of quotation marks

(1) to introduce a new coinage:

*He called the creatures ‘animalcules’.*

(2) to indicate that a common language word is being used in a new jargon sense:

*The boiler is refilled under pressure by an ‘injector’.*

(3) to indicate that a new jargon word is being introduced:

*The rate at which a device can transfer information is given by its ‘boud rate’.*

(4) to indicate sarcasm:

*I had a ‘holiday’ in the City yesterday.*

**Source:** Hudson, N. (1993) *Modern Australian Usage*. Melbourne: Oxford University Press.

## ELLIPSIS

In **writing**, an ellipsis is the name for the three dots (...) used to mark

(a) a section omitted from a quotation:

*The Constitution says “The President shall ... be elected by the members”.*

(b) an invitation to the reader to construct outcomes, particularly in comic or melodramatic situations:

*All eyes were on the judge. Slowly, he placed on his head a black cap...*

(c) an interrupted line of dialogue:

*“But I think...,” said Philomena.*

If the ellipsis represents an omission from a quotation as in example (a), the dots represent the words removed, so that a space should appear before and after the dots. In other cases the dots should follow straight on from the last word of the text.

For punctuation purposes, the ellipsis is treated exactly as if it were a word, so that any inverted commas, question and exclamation marks and full stops should appear unspaced immediately after the ellipsis. However, in example (b) the intention is *not* to close off the thought, so the ellipsis can itself be regarded as the terminal punctuation.

**Source:** Hudson, N. (1993) *Modern Australian Usage*. Melbourne: Oxford University Press.

## **HYPHEN (-)**

Use hyphens (-) to join complex and compound words (e.g. day-to-day, post-structuralist, pre-existing, non-government). There is no space before or after the hyphen.

## **EN-DASH (–)**

Use en-dashes (which can be found in the Special Character Set of Microsoft Word) to indicate parenthetical elements – like this – separated by spaces on both sides.

## **SPACES**

- Only one space should be left between words. After a full stop either one space or two can be used but be **consistent** in what you do.
- No spaces should be left between the end of a sentence and exclamation or question marks!
- No spaces should be left on the inside of parentheses.  
(no space) **not** ( no space )

## QUOTES

### INDIRECT QUOTES (paraphrasing)

Paraphrasing of a writer's ideas or argument should be clearly indicated by use of words such as "**suggests**" and "**argues**". Reference to actual findings should be indicated by use of the word "**shows**" or "**finds**" (**found**). (See section on Referencing below for examples.)

### DIRECT QUOTES

#### *Indented quotes*

Quotes longer than three lines should be **indented**.

Indented quotes do not require ""marks,

Indented quotes that begin in the middle of a sentence should be indicated by use of an **ellipsis** (...).

The reference should appear outside of the punctuation of the sentence, as the quote stands alone.

If using double spacing the quote should appear in single spacing and/or a smaller font.

#### **Example**

In the preamble Barth states that he sets out to do two things:

... to give a synthetic account of society and culture in North Bali, embracing social organization, salient cultural ideas and knowledge, circumstances and concerns in terms of which people respond to events, and insights and experiences they judge central to their lives ... [and to] explicate concepts, perspectives, and discovery procedures that could put the anthropological analysis of complex civilizations on a better footing. (1993:3)

#### *Embedded quotes*

Embedded quotes should always fit into the flow of the sentence.

If any part of the original is deleted at the beginning of the quote an ellipsis is not needed.

If any part is deleted in the middle of the quote an ellipsis is required.

If any part is altered (eg. tense) so that the quotes fits in with the entire sentence the alteration should be placed in [ ] **not** ( ). The former clearly indicates it is your alteration or addition, the latter that it is in the original.

If the original contains a spelling mistake, word misuse, grammatical error or some other inaccuracy the word "sic", which means "thus" should be placed in square brackets after it in the text:

eg. It was as if it had a mind of it's [sic] own

If the quote is a complete sentence the initial capitalisation can either be retained or altered.

If retained it should appear after a colon:

eg. ...: The

If altered it should be indicated by use of square brackets:

eg. ... [t]he ...

The main criterion is that the quote fits into the sentence and does not disrupt the reader more than necessary.

References should appear inside of the punctuation of the sentence. If placed outside it is ambiguous whether the reference refers to the previous sentence or the following one.

Barth's argument for seeing variation as the most salient feature can be divided into two parts. In the first part he establishes the case for diversity and disorder. He starts from the position that there is not "a culture out there, composed of parts" to be described, but rather "the confluence of a vast range of cultural materials" to be observed (1993:350, original emphasis). The task of the anthropologist is to construct a generative model of the way people interact, to see how, over time, their actions point towards linkage and coherence, which will correspond to major traditions of knowledge, and can then be used to identify the processes that establish order (1993:340).

\* If there is any part of the original which has been given *emphasis* by the writer you should indicate it by including the words "original emphasis" in your reference (as in the example above). If you add any emphasis to the original in order to highlight a key word or phrase then you also need to indicate the alteration by including the words "emphasis added" in your reference.

## REFERENCING & LIST OF REFERENCES (Harvard/APA style)

### Referencing

The Harvard system (author-date) is an easy and clear style that is widespread in the social sciences. The APA system used by the American Psychological Association is a variation of this author-date format.

According to Anderson and Poole (2001:134) the differences between the Harvard and APA systems are as follows:

HARVARD SYSTEM	APA SYSTEM
Anderson, J and Poole, M (2001) <i>Assignment and Thesis Writing</i> , 4 <sup>th</sup> ed, John Wiley and sons, Brisbane.	Anderson, J., & Poole, M. (2001). <i>Assignment and thesis writing</i> , (4 <sup>th</sup> ed.). Brisbane: John Wiley & Sons.
no punctuation after initials or date	full stops after initials and date; for multiple authors, a comma separates authors
names joined by <i>and</i>	names joined by &
books and journal names in title case*	book names in sentence case# journal names in title case
commas separate publishing elements	full stop after title or edition; colon after place of publication
edition without brackets or punctuation	edition with brackets and full stop
publisher followed by place of publication	place of publication followed by publisher

\* Title case uses capitals for the first letters of key words

# Sentence case uses capitals for the first letter of the first word and for proper nouns

- You will find that writers often adopt a mixture of the two systems, as is the case with the examples in this guide. As the conventions and rules vary not only from publisher to publisher but also from discipline to discipline you need to follow a system in common use in your discipline. If you are unsure either consult your supervisor for advice or consult one of the major journals for your area of study and follow its style. In other words, find a style you are comfortable with and which is widely used within the discipline, and use it **consistently**.

Whatever system of referencing you adopt the reasons for referencing remain the same from system to system. It is important not only to adopt and follow a consistent style but to also ensure you accurately indicate how you are using the reference.

- To acknowledge an “idea” obtained from a specific source the word “**suggests**” should be used.

Brown (1971) suggests that it is important to recognise the influence of social class upon attitudes to appropriate behaviours for boys and girls.

- b) To acknowledge “evidence” obtained from a specific source the word “**shows**” or “**found**” (**finds**) should be used. It is important that you note whether an author suggests that something *might* be the case, as compared to when the author actually provides some research *evidence* to support the suggestion that there is a relationship between social class and attitudes to sex roles.

Brown (1971) shows that middle class parents have different attitudes to sex-appropriate behaviours than working class parents.

- c) To indicate that an indirect quote is not quite a direct paraphrase or summary you should use the word **see** in your reference.

Whether particular aspects of the crisis were impending, or to a degree already present at the time, is not an issue I intend to pursue here (see Giddens 1987: 255).

- d) To direct the reader to another discussion of a particular point the abbreviation “**cf.**” (meaning “compare”) indicates the particular reference.

The final contradiction identified is one which might be regarded as central to if not constitutive of the discipline (cf. Berger and Luckmann 1975; Dawe 1979; Giddens 1979).

- e) To acknowledge several authors at the same time.

Several studies have found that middle class parents have different sex role expectations than working class parents (Brown, 1971; Jones, 1975; Oliver, 1979).

OR

Middle class parents tend to have different sex role expectations than working class parents (Brown, 1971; Jones, 1975; Oliver, 1979).

- f) To reference several studies which cover different issues.

There are several factors which seem to affect parents’ attitudes to sex-appropriate behaviour: the social class of the parents (Brown, 1971), the age of the child (Lyn, 1976), the birth order of the child (Rosensmith, 1980), and the mother's workforce participation (Jones, 1982).

- g) When there are more two or more authors you should cite all their names the first time they are referred to.

Barbash, Newton, Asch and Stoler (1990) observed that ...

And then thereafter you can refer to them by using the first author + *et al.*

Barbash *et al.*(1990) observed that ...

- h) When you do not consult the original source you may use this type of referencing. It is of course best to trace the original source, but if you have not done so, make this clear.

According to Brown (1971: 33), Connell found in his study of working class parents that ...

OR

Connell found that working class parents tend to have lower aspirations for their children than middle class parents (cited in Brown, 1971: 33).

- i) When you refer to a particular research finding you must give the page number so that the reader can check the accuracy of your statement.

Brown (1971: 93) found that two-thirds of middle class parents expect their daughters to acquire tertiary qualifications.

OR

Two-thirds of middle class parents expect their daughters to acquire tertiary qualifications (Brown, 1971: 93).

- j) Verbatim quotes (see section on direct quotes above).
- k) This is an example of referencing to official statistics. ABS stands for the Australian Bureau of Statistics.

Surveys indicate that about 90 per cent of married women holding part-time jobs do not want to work more hours (ABS, *The Labour Force*, August 1982), and among married women not in the workforce but wanting a job, over 80 per cent would prefer part-time work (ABS, *Persons Not in the Labour Force*, September 1982).

### List of References

The reference list at the end of your thesis, titled **References**, records in *full detail* all of the condensed in-text citations in alphabetical order of author. Note that the year of publication immediately follows the author's name, thus reflecting the content of the in-text citation.

- Only titles of books or journals should be *italicised*. The title of an article or a chapter in a book should be placed within "quotation marks". Choose either single " or double "" but don't mix and match.
- Arrange entries by the surname of the first author, alphabetise letter by letter, and alphabetise the prefixes M, Mc and Mac literally
- Single author entries precede multiple author entries precede multiple-author entries beginning with the same surname.
- References with the same authors in the same order are arranged by year of publication, the earliest first.
- References by different authors with the same family name are arranged alphabetically by first initial.

### Books

- i. Author (family name first, followed by given name - as it appears in the book)
- ii. Year of publication
- iii. Title of book: including subtitle if there is one
- iv. Facts of publication (city of publication: publisher)

#### Example (one author)

Chatterjee, P. (1986) *Nationalist Thought and the Colonial World: A Derivative Discourse?*. London: Zed Books.

#### Example (multiple authors)

Connor, L., P. Asch, and T. Asch (1996) *Jero Tapakan: Balinese Healer. An Ethnographic Film Monograph* (rev. edn).

### **Edited books**

The name of the editor(s) takes the place of the author

#### **Example** (one editor)

Evans, G., (ed.) (1993) *Asia's Cultural Mosaic: An Anthropological Introduction*. Singapore: Prentice Hall.

#### **Example** (multiple editors)

Crawford, P., and D. Turton, (eds) (1992) *Film as Ethnography*. Manchester: Manchester University Press.

### **Chapter/article in a book**

This is a collection of articles or chapter by different authors in the one book

- i. Author
- ii. Year of publication
- iii. Title of article (in quotation marks)
- iv. In
- v. Book title (in italics)
- vi. edited by
- vii. page numbers
- viii. Facts of publication

#### **Example**

Warren, C. (1991) "Adat and Dinas: Village and State in Contemporary Bali". In *State and Society in Bali*, edited by H. Geertz, pp.213-249. Leiden: KITLV Press.

### **Chapter/article in a book edited by the author**

#### **Example**

Evans, G. (1993) "Introduction: Asia and the Anthropological Imagination". In *Asia's Cultural Mosaic: An Anthropological Introduction*, edited by G. Evans, pp.1-29. Singapore: Prentice Hall.

### **Journal articles**

- i. Author
- ii. Year
- iii. Title of article (in quotation marks)
- iv. Title of journal (in italics)
- v. Volume and issue number (or part/season, if there is one)
- vi. page number of the full article

#### **Example** (one author)

Stoller, P. (1992) "Artaud, Rouch & the cinema of cruelty". *Visual Anthropology Review* 8 (2):50-57.

#### **Example** (multiple authors)

Barbash, I. and L. Taylor (1996) "Reframing ethnographic film: a 'conversation' with David MacDougall and Judith MacDougall". *American Anthropologist* 98 (2):370-387.

\* When you use a journal article it is important to state the volume number, the issue number and page numbers. In the example of Stoller above, 8 refers to the volume number and 2 means that the article was published in the second issue published that year. A bound volume of a journal may have a thousand pages so it is important to give clear directions on how to find the relevant article.

### **Magazine articles**

- i. Author
- ii. Year
- iii. Title of article (in quotation marks)
- iv. Title of magazine (in italics)
- v. Issue number (week/month etc.)

#### **Example**

Dini Djalal (2000) "The New Face of Indonesian Justice". *Far Eastern Economic Review* 13 July.

#### **Example (no author)**

*Far Eastern Economic Review* (1998) "Indonesian Chinese: Fight or Flee?". 30 July.

### **Newspaper articles**

If there is an obvious author for a newspaper article then it should be included under their name following the procedure for journal articles with the volume, series and page number being replaced by the day and the month.

#### **Example**

Heryanto, Ariel (1998) "Flaws of riot media coverage", *The Jakarta Post*, 15 July.

If there is no obvious author then full details should be provided in both the in-text citation and the list of references.

#### **Example (no author)**

*Straits Times* (1998) "Chinese-linked Muslims attacked" 21 July.

### **Films/DVD recordings**

#### **In-text citation**

- i. Name of film/DVD recording (In brief)
- ii. Year

#### **Example**

In part 3 of the series *Riding the Tiger* (1991), the focus is on the New Order of President Suharto.

#### **Reference list**

- i. name of film/DVD recording (include part of series)
- ii. Year
- iii. Type of film/DVD recording and duration (eg. 16 mm., 55min.)
- iv. Producer (or Production house)
- v. Place of production

#### **Example (videorecording)**

*Riding the Tiger: 'New Order' Part 3* (1991) (VHS) 52.28 min. Olsen Levy production for the Australian Broadcasting Corp., Sydney.

#### **Example (TV program)**

*Asia Focus 'Educating Abdul'*. (1994). Australian Broadcasting Corp., Sydney. 9 July

### **Audio cassette recordings**

#### **Example**

*Radio-Eye* 'When the Mind Boils Over'. ABC Radio Tapes, 23 April 1995.

### **Personal communication**

This may be letters, memos, telephone conversations, informal interviews, and other forms of communication that are not retrievable data. They are cited in the text.

#### **Example**

(Pers. comm.: J. Lindsay, 28 October, 1992)

### **Recorded Interview**

If you are citing from your own recorded interviews the details should be included in the text.

#### **Example**

(Interview: I Made Bandem, 24 January, 1995)

\* If you are using a number of such sources (personal communication, interviews) then you may want to include them in a separate section after your list of references.

### **Dubious or no publication date**

If the publication date is dubious, a question mark is used. If no date appears, the words 'no date' are used.

#### **Example**

(Burch, ?1842)  
(Telford, no date)

### **Anonymous works**

If there is no obvious author the reference should appear under the title followed by the publication date. The details can either be listed first in your reference list or else alphabetically according to the first letter of the title.

#### **Example**

*Koloniaal Verslag* (1892) *Koloniaal Verslag*. Den Haag: Algemeene Landsdrukkerij.

### **Unpublished papers, theses or dissertation**

Papers presented at conferences, seminars and meetings are forms of unpublished material. Theses or dissertations likewise are generally unpublished, which needs to be indicated in your reference. The in-text citation remains the same as for published materials.

#### **Example (paper)**

Geertz, H. (1995) "Sorcery and Social Change in Bali: The *Sakti* Conjecture". Paper presented at the conference Bali in the Late Twentieth Century, Sydney, July.

#### **Example (Thesis)**

Lovic, B. (1987) *Rhetoric and Reality: The Hidden Nightmare*. Unpublished PhD Thesis, University of Sydney.

### **Government publications**

When citing government publications, follow the same procedure for books.

#### **Example** (obvious author)

Stewart, J. (1991) *Report to the Minister for Aboriginal Affairs under Section 10(4) of the Aboriginal and Torres Strait Islander Heritage Protection Act 1984 on the Kakadu Conservation Zone*. Canberra: Australian Government Publishing Service.

#### **Example** (sponsoring organisation)

Law Reform Commission (1986) *The Recognition of Aboriginal Customary Laws*, Report No. 31 (Summary). Canberra: Australian Government Publishing Service.

#### **Example** (committee)

Commission of Inquiry into Poverty (1975) *Law and Poverty in Australia*, Second Main Report (Prof. R. Sackville, Commissioner). Canberra: Australian Government Publishing Service.

### **Authors with identical surnames**

In cases where you are referring to authors with the same surname, include the initials in the in-text reference even if the date of publication is different.

#### **Example**

(C. Geertz, 1979)

(H. Geertz, 1996)

### **More than one entry by the same author with the same year of publication**

The in-text references and the entries in the list of references need to be differentiated by the use of lower case letters.

#### **Example** (in-text citation)

(Warren, 1993a: 223)

(Warren, 1993b: 40)

#### **Example** (references)

Warren, C. (1993a) *Adat and Dinas: Balinese Communities in the Indonesian State*. Kuala Lumpur: Oxford University Press.

Warren, C. (1993b) "Disrupted death ceremonies: popular culture and the ethnography of Bali". *Oceania* 64:36-56.

\* When you provide the name of an author be consistent in your use of either full-names or initials. The initials of the first names are provided in the examples above, however it is also acceptable to provide the full name of the author. Use either one but do not combine them.

**Sources:** *Guide to Essay Writing*.

*Contemporary Asia: A Research Guide*

*Student Q Manual*

## **Internet Resources**

Any material that you make use of from Internet sources should be referenced as you would sources from books and journals.

The following information has been accessed from a website at Griffith University:

**<http://www.gu.edu.au:80/ins/info/lils/infosheet85.html>**

via the site of the Library of the University of California, Riverside:

**<http://infomine.ucr.edu/search/enablesearch.phtml>**

## **World Wide Web resources**

Resources on the World Wide Web include books, journal articles, government documents, statistics, personal and professional web sites and so on. The following examples cite a specific document on a web site and on entire web site.

- i. Author's surname, Initials.
- ii. Document date,
- iii. 'Title of document',
- iv. Title of complete work,
- v. Volume and Issue number if a journal,
- vi. (Medium).
- vii. Available: URL
- viii. (Date accessed).

### **Example** (specific document on a web site)

Smith, R.G. 1999, September, 'Identity-related economic crime: risks and countermeasures', *Trends and Issues in Crime and Criminal Justice*, vol. 129, (Online) Available: <http://www.aic.gov.au/publications/trandi/tandi129.html> (8 November, 1999).

### **Example** (entire web site)

Australian Democrats home page, (1999), (Online), Available: <http://www.democrats.org.au> (8 November, 1999).

## **Journal Articles in Electronic Databases**

- i. Author's surname, Initials.
- ii. Year of publication,
- iii. 'Title of article',
- iv. Title of journal,
- v. (Medium - use Electronic if you are unsure if the database is online or a networked cd-rom),
- vi. volume number,
- vii. Issue number,
- viii. page range or number of pages,
- ix. Available: Service/Database name/any
- x. particular information or number needed to retrieve a particular item
- xi. (Date accessed).

### **Example**

Devinney, T. & Kabanoff, B. 1999, 'Doing what they say or saying what they do? Australian organisation' signals of performance and attitudes', *Australian Journal of Management*, (Electronic), vol. 24, no. 1, 17pp., Available: ProQuest/ABI Inform Global (8 November, 1999).

## E-Mail

Personal e-mail is normally treated like an unpublished communication such as a letter. Such material is not shown in the reference list but the full details are shown in the text itself. Therefore, the personal e-mail examples which follow are all in-text examples. Personal e-mail addresses should also be omitted. However, message posted to discussion lists and newsgroups may be cited in the reference list.

- i. Sender's surname, Initials
- ii. (message date),
- iii. 'Subject of message',
- iv. Name of the list (Online).
- v. Available: address of the list
- vi. (Date accessed).

### **Example** (listserv)

Vine, R. (1999, November 6). 'Ways to botch a training class', BI-L Digest (Online). Available: E-mail: bi-l@listserv.byu.edu.au (8 November, 1999).

### **Example** (personal)

Chafez, L.A. "meeting minutes" E-mail to Mary Jones, 8 Nov. 1999.

**Sources:** "How To Cite Internet Resources" at  
<http://www.gu.edu.au:80/ins/info/lils/infosheet85.html>

## FOOTNOTES/ENDNOTES

Using footnotes/endnotes is relatively unobtrusive in the text as the reader is not constantly interrupted by references. Use of this style enables the writer to add further notes that expand on the meaning of the text or provide technical information that would interrupt the flow of the discussion if included within the text itself. Footnotes/endnotes, however, should be used sparingly in an Honours thesis. Only use them for additional information that is essential to your discussion.

Footnotes and endnotes can be used solely for references or references and additional information. In-text references and footnotes/endnotes can be used in conjunction with each other that is references are provided in the text while additional information is provided in the notes. The main criteria are consistency of use in whichever style is chosen and no mixing of the two systems (in-text and footnotes/endnotes) for references alone.

Footnotes are perhaps best used for brief elaborations of points while endnotes for more detailed additions.

Notes are usually identified by superior figures (small figures placed above the line of type). The numbering may begin afresh on each page, or in each chapter, or it may run consecutively through the whole thesis. Numbers indicating endnotes must appear consecutively through each chapter or through the whole thesis, depending on where the endnotes are placed.

Note identifiers should be placed at the end of a sentence or clause, rather than immediately after the words or phrases to which they relate, and follow any punctuation marks (but precede a dash). In the case of a lengthy quotation set off from the main body of the text, the identifier should be placed at the end of the quotation - not at the point of introduction.

Footnotes are always set smaller than the text. They are usually set in 8 pt, but this can vary to stay in proportion to the text size.

Endnotes may be placed at the end of the chapter or at the end of the thesis. Endnotes should be set in the same style as footnotes (see above). They are normally set smaller than the text, but not as small as footnotes.

When endnotes appear at the end of chapters or parts, they should run on and not begin a fresh page. However, if they appear at the end of the thesis, they should begin a fresh page and be clearly grouped under headings corresponding to the chapter titles of the thesis. In such cases, if the thesis carries running headlines it is helpful to indicate in the headline the chapter to which the page of notes refers, for example "Notes to chapter 4".

**Sources:** Betts, K., and A. Seitz (1994) *Writing Essays in the Social Sciences*, (2nd Edition) & AGPS (1994) *Style Manual for Authors, Editors and Printers*, (5th Edition)

## USE OF TABLES AND GRAPHS

### Tables

It is sometimes a good idea to insert tables in your thesis to show that there is empirical evidence to support your arguments. However, do not merely put in the tables. Also discuss in the text what the tables show and mention some of the figures. It is not the reader's task to interpret the tables; the writer should tell the reader what to "see" in the table. For instance, you might write:

As the figures in Table 1 show, women constituted a larger section of the workforce in 1982 than in 1966, 37 per cent compared to 30 per cent.

Tables should be set out as clearly and simply as possible. Although some may be complicated, it is usually evident - after careful consideration of the data - which information is best arranged in columns and which in rows. Column headings should be appropriate and figures should tally. Tables should always be numbered, for this is by far the best method of keying them to their textual references. A fine horizontal rule is often necessary to separate the column headings from the body of the table, and a heavier rule at the top and bottom of the table will help to make it self-contained. A table may have horizontal rules through the body, but an excess of these is distracting and does not help the reader. A better effect is often obtained by substituting white space (see table 1).

<i>Amount</i> \$	<i>Interest</i> \$	<i>Amount</i> \$	<i>Interest</i> \$	<i>Amount</i> \$	<i>Interest</i> \$
20.79	0.06	273.59	0.85	523.19	1.63
23.99	0.07	276.79	0.86	526.39	1.64
27.19	0.08	279.99	0.87	529.59	1.65
30.39	0.09	283.19	0.88	532.79	1.66
33.59	0.10	286.39	0.89	535.99	1.67
36.79	0.11	289.50	0.90	539.19	1.68
39.99	0.12	282.79	0.91	542.39	1.69
43.19	0.13	295.99	0.92	545.59	1.70
46.39	0.14	299.19	0.93	548.79	1.71
49.59	0.15	302.39	0.94	551.99	1.72
52.79	0.16	305.59	0.95	555.19	1.73
55.99	0.17	308.79	0.96	558.39	1.74
4 231.00	13.22	4 484.69	14.01	4 734.39	14.79
4 235.19	13.23	4 487.99	14.02	4 737.59	14.80

**Table 1.**

As much space as possible should be allowed for columns containing descriptive matter in order to avoid the excessive and uneven word spacing and bad wordbreaks inevitable in narrow-column setting (see table 2).

<i>Name</i>	<i>State</i>	<i>Geological age of chief aquifers</i>	<i>Approximate Area</i> <i>km<sup>2</sup></i>	<i>Depth to pressure water</i> <i>m</i>
Great Artesian	Queensland, New South Wales, South Australia and Northern Territory	Mesozoic	1 751 470	up to 2 130
Georgina (including Barkly and Daly)	Northern Territory, Queensland	Cretaceous, Ordovician, Cambrian and Upper Proterozoic	279 720	45 to 305

**Table 2.**

\* The typographical treatment of tables should be consistent throughout. Tables are usually set two sizes smaller than the text they accompany. However this should never be less than 6 or 7 pt. Table headings must be set in the same style and size throughout, generally a size larger than the body of the table. Column headings should be set in the same size type as the body of the table.

Instead of duplicating a table you could make a photocopy of it and that would take up less space in your thesis. Underneath the table you must tell where you obtained it, for instance:

Source: Eccles, 1984: 23.

### ***Graphs***

A graph is a systematical device for presenting statistical or other information in pictorial form. Since its primary purpose is not to illustrate but to illuminate, it should be clear, simple, uncluttered and efficiently proportioned with all superfluous space omitted.

All graphs should be identifiable by title and, if more than a few, by number. So that the whole graph is fully comprehensible, both axes should be adequately captioned and (if necessary) further explanation may be included in a legend.

## References

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University of Chicago Press.

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