How to Write Philosophy Essays

Offical Guide of the Philosophy Department

Minnesota State University Moorhead

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Most important in writing philosophy essays is to formulate your own argument for the view that you wish to defend or criticize. Merely summarizing others' views is not just good enough; it does not make a philosophy paper. Choose one point or two that you wish to argue, and discuss them in depth. Narrow down the scope of your discussion as much as you can. Digging down one point deeper is harder, but always better, than jumbling up many miscellaneous points.

This guide is designed to help you write good philosophy essays. It is organized into the following topics:

1. Preparations

2. Draft Writing

3. Rewrites

4. Types of Philosophy Papers
      Thesis Papers
      Compare and Contrast Papers
      Research Papers
      Case Studies in Ethics

5. Gender-Neutral Language

6. Plagiarism: what it is and how to avoid it

Appendices: How to Document Sources
      Appendix 1: Parenthetical Citation Format
      Appendix 2: Footnote and Endnote Format
      Appendix 3: Sample Paper: Endnote Format
      Appendix 4: Sample Paper: Parenthetical Format

1. Preparations

Discuss your idea with others
When you have an idea for your essay, discuss it with others, preferably with those who are not in the class. Describe and explain to them your idea and see their responses: in other words, pretend to teach them your idea and learn from their reactions. This will help you understand, develop, and organize your idea better. You will also realize what more needs to be done for your essay.

Outline
One of the best ways to give a good structure to your essay is to make its outline before you begin to write. You can organize your points better this way because the outline gives you a sense for how your points will fit together and jointly support your idea. The outline lets you identify and structure your main argument.

Writing from the middle
Perhaps you have tried outlining a paper and you found that it did not work well for you. Here is another way to get started. Begin by simply writing down whatever ideas occur to you about the topic. It does not have to be long (about 300 words is a good start, which is a little more than one typed page); neither does it have to be well-formulated or your most polished work. Once you have these ideas down, take a break (go for a walk, have some coffee, etc.). And then come back to what you have written, and try to revise/restate it in a way that is clearer and more organized. Repeat this process two or three more times, until you get something that satisfactorily expresses what you are trying to say. Then and only then, start writing an introduction and conclusion to your paper.

It takes time to write philosophy essays
Writing philosophical essays requires careful and extended reflections on philosophical problems. One should give herself enough time to contemplate on the topic and prepare a detailed outline. When you have completed a draft, set it aside for a day or two. **Read and revise it a number of times.** Show it to others and rewrite it with their reactions – others' comments can help make your points clear and accurate. All of this takes time. So, start work early.

2. Draft writing

Make your essay "sell" with simple prose
Imagine you are a writer who wants to have her essay read by a good number of people. If you want to "sell" your essay, make your prose simple and straightforward. People would not like essays if they are too complicated. Keep your sentences and paragraphs short. Do not assume that the reader of your essay is your professor who knows all about its topic; instead, try to write an essay as if you taught other students who are not familiar with the topic.

Make your point clear and concise
Do not jumble up unrelated issues. Do not try to prove that you are an intelligent person who has done a lot of reading. Address the given topic directly and deal with the particular problem with no digression.

Explain your terms
Be sure that you define any technical terms you use in your paper. Do not assume that your reader will automatically understand technical language.

Be nice and kind to your readers
Pretend that your reader is not familiar with the topic of your essay. Do not assume that she has read the materials you are discussing. You need to explain your point to your reader nicely, and kindly, as if you were teaching her. Give uncontroversial examples and analogies. In short, make your essay as nice and kind as you are!

3. Rewrites

You have now completed a draft of your paper. Do not submit it today. Set it aside overnight, or better, for a couple of days. Then come back to the draft and read it again. You may remember what you wanted to say, but that might not be what you have actually written. You will want to make changes. Show your draft to others and see their reactions: Do they understand your point clearly? Discuss your draft with them and get their comments. If no one is available for discussion, read your paper out loud by yourself and try to "feel" if your point makes sense. This will help you notice possible problems in your prose and arguments.

Keep rewriting – expect to write many drafts of your paper.

4. Types of Philosophy Papers

Thesis Papers
A thesis paper is the basic form of most papers in philosophy. In such a paper you will present a view and defend it by giving arguments and responding to objections. It is important to note that arguments are the currency of philosophy: you should give reasons that provide clear support for your view. Your preferences, unsupported opinions, and feelings have no place in a thesis paper. Rather, you are expected to provide your reader with rational support for the view you are defending.

The following gives a broad outline of what your paper should include.

(1) You should begin with a paragraph that contains a clear and concise statement of the view you will defend in your paper. This will be your thesis statement. Below are several examples of such statements from different courses.

History of Ethics:
"Hume underestimates the role that reason plays in moral decision making."

Business Ethics:
"Vander Ark ought not be allowed to publish a physical copy of the Harry Potter Lexicon."

Medical Ethics:
"Voluntary euthanasia is morally permissible."
"Life-saving emergency medical treatment is a human right and should be provided at no cost."

Theory of Knowledge:
"Gettier problems demonstrate that justified true belief is not knowledge."

The following are examples of statements that are NOT acceptable theses:
"I will discuss Hume and Kant."
"Plato's views are very thought-provoking."
"Abortion has always been a major problem."
Any sentence beginning with "Since the beginning of time..."
"Belief in God is subjective and cannot be argued."

(2) Describe the view you have expressed in the thesis.

(3) Provide supporting argument(s) for this view. You cannot just say that you like a specific view. You need to show <u>why</u> you think the view is a good one.

(4) Consider objections to the view and its supporting arguments. Philosophical thinking progresses through discussion and debate, and you can always solve philosophical problems better by dealing with objections to positions you are considering.

(5) Give rebuttals to these objections and save the view and its supporting arguments. The view you are defending is now more solidly established because it has survived attempts of refutation.

(6) Finally, you should end with a conclusion that briefly summarizes your paper.

Compare and Contrast Papers

A compare and contrast paper has a thesis, but supports it through a compare and contrast process. Compare and contrast papers can be directed towards many different parts of philosophy. For example, you may be asked to compare and contrast the ideas of specific philosophers, ideas in philosophical movements, or ideas in specific books or articles.

A comparison-contrast paper always includes a comparison, which is an explanation of how the two thinkers or ideas differ. Therefore, your thesis must go beyond the observation that the two differ. Likewise, it must go beyond the observation that they are similar in some way.

Your thesis should highlight the importance of the difference or similarity.

Examples of acceptable theses include:

  Theory of Knowledge:
      "Epistemological internalism has serious problems avoided by externalism."

  History of Ethics:
      "Mill's criticisms of Kant fail to undermine Kant's basic orientation."
      "Mill's concept of freedom has several advantages over Kant's."
      "Aristotle better captures our intuitions of friendship than Kant."

  History of Philosophy:
      "Aristotle's concept of Form avoids the most obvious problems facing Plato's
          theory of Forms."
      "Plato's concept of the Good plays the same epistemological role as Descartes'
          God."

  Philosophy and the Arts:
      "R.G. Collingwood's analysis of expression is both more complex and more
          useful than Tolstoy's."

There are at least two different ways to approach writing a compare and contrast paper. If you are being asked to compare the ideas of two different philosophers, for example, you could start your paper by carefully explaining the ideas of one of the philosophers, providing evidence from the text to support your claims. Then, you would explain the ideas of the other philosopher, again providing evidence from the text to support your

claims. Next, you would explain how they are similar, and then you would explain how they are different.

Another way to approach the same assignment is by focusing on the similarities and differences themselves. Using this approach, you would first explain how the philosophers are similar, using examples and textual evidence to support your claims. Then, you would explain how they are different, again using examples and textual evidence to support your claims.

Research Papers

Research papers in philosophy require you to use sources in your paper that go beyond the sources you have read in class. You will have to search for additional sources, most often in the library or in one of the library's electronic databases. Different professors may have different requirements for the number and type of outside sources you are required to use, so you should read your assignment carefully.

Research papers are not different from the other kinds of papers except in the expectation that you will find your own additional sources. In other words, they are normally thesis papers or comparison-contrast papers, and the guidelines above still apply.

Because research papers require you to do the additional step of finding multiple sources outside of your class readings that are relevant to your project, it is very important that you start on your research paper well in advance of the deadline. Plan time to go to the library and conduct a search for articles and books relevant to your topic. Not all of the books and articles you find during your initial search will be relevant to your paper, so you should leave yourself time to look through what you've found and to search for additional articles and books. As you read, you will want to keep notes about ideas you find interesting or which you don't fully understand. Some of these ideas will be useful to you as you write your paper. Be sure to make good notes about the authors and titles of the articles you are reading so that you can include helpful books and articles in your Bibliography.

As with writing any philosophy paper, you should have a plan and a thesis statement in mind when you start writing your research paper. Your project should not simply be to reiterate what others have said, though you will most likely do some of this in your paper. Your thesis should clearly state your original contribution to the subject or your position on the matter at hand. Part of your job in the body of your paper is to make your argument for your position clear. While making your argument, you will most likely be responding to the readings you've done in class and the readings you've done as part of your outside research. You should make sure that you are carefully citing the sources of your ideas and claims in your paper. Be sure to make clear which of the ideas you present came from others and which are your own. See the end of this document for more information on citing sources.

Case Studies in Ethics
A case study requires you to address a specific case related to moral issues discussed in class. You will be presented with a particular situation and asked to make a decision with regard to the situation, or evaluate a decision already. Your paper should have a thesis (see the example of a Business Ethics thesis above) and follow the general guidelines of a thesis paper. Certain elements particular to a case study should also be included.

(1) Summarize the relevant facts of the case. This should be a short summary, no more than a paragraph.

(2) Identify the ethical issues involved in the case.

(3) Identify the stakeholders and their stake in the decision.

(4) Identify various alternative solutions to the problem presented in the case. You should explain the alternatives you identify as well as strengths and weaknesses of each alternative.

(5) You should indicate your preferred solution (and this should already be obvious from your thesis) and present arguments in favor of this solution.

(6) Finally, you should consider possible objections to your solution and respond to these objections. One likely approach to this is to imagine why someone might prefer one of the other alternatives you identified (4 above). Considering why someone might support a different solution should suggest reasons that they might object to yours.

5. Gender-Neutral Language

The accepted writing practice recommended by the American Philosophical Association is gender-neutral writing. Instead of exclusive, male language, use inclusive terms such as "anyone," "someone," "a person," "us," and "we." Of course, the fact that the APA recommends gender-neutrality is not itself a reason for you to use it. So let us offer you a compelling reason to adopt this practice. It is that the words "man" and "mankind" do not refer to humanity. Phrases such as "everyone has a right to his own property" contain a faulty pronoun reference (substitute "abortion" for "property" to see why). Similarly, the sentence "When a man is faced with a moral dilemma, he should follow Kant's advice" should be written in one of the following ways:

- "When people face a moral dilemma, they should follow Kant's advice."
- "When one faces a moral dilemma, one should follow Kant's advice."
- "When we face a moral dilemma, we should follow Kant's advice."

When <u>quoting</u> writers who utilize non-inclusive language, leave their words in the original. Similarly, it is fine to use male language when you are explicitly talking about a male (e.g., "When Mill got older, his views diverged from Bentham's"). In all other cases, though, you should use inclusive language when you mean to include men and women.

Students are strongly encouraged to read "Guidelines for Non-Sexist Use of Language" by Virginia L. Warren, originally published in the Proceedings and Addresses of the American Philosophical Association in February 1986 (Vol. 59, No. 3, pp. 471-482). This can be found online at http://www.jstor.org/stable/3131589.

6. Plagiarism: what it is and how to avoid it

(Adapted by Mark Chekola, Philosophy Department, Minnesota State University Moorhead, with permission, from an article by SuEllen Shaw in Writer's Corner, Winter 1995-96)

Definition
Taken from the Latin words plagiaries, meaning plunderer, and plagium, meaning kidnapping, plagiarism means "to steal and use (the ideas or writings of another) as one's own," according to The American Heritage Dictionary, second edition. Going further, Stephen Glazier in Random House's Word Menu defines plagiarism as "appropriation and publication of another's writing without consent" (409). He also defines it as "literary theft; stealing another's work without giving credit, passing it off as one's own (543). To summarize, plagiarism means taking someone else's words, ideas, or specialized information and passing them off as one's own; it is intellectual theft.

Avoiding Plagiarism: four pointers
In addition to definitions, applied examples are needed—how to and how not to use material.

Years ago, Mary Pryor, of Moorhead State's English Department, gave four pointers for students on avoiding plagiarism. Here are revised versions of her four pointers::

Pointer #1. Whenever you use more than three words in a row that occurred exactly in the same order in your source material, put the words into quotation marks and use a parenthetical note or footnote or endnote to give credit to your source.

> Example #1 of correct use of ideas:
> Source (a book on Robert Frost):
> By the last stanza, however, we realize that the poet is talking about something more than the choice of paths in a wood, for such a choice would be relatively unimportant.
>
> Your essay:
> The poem "The Road Not Taken" is structured by a symbol, for the roads referred to are more important than just "the choice of paths in a wood" (38).

Pointer #2. If the words are your own, but the idea comes from your source, you do not need quotation marks, but you do need to give credit to your source parenthetically or in an endnote or footnote, and you need to supply a lead-in which tells whose idea it is.

> Example of correct use:
> Source: Same as example #1.
>
> Your essay:
> Symbolism is important in the poem "The Road Not Taken" because, as Laurence

Perrine indicated, by the end of the poem the reader realizes that Frost is concerned with something more important than deciding which path to choose in the wood where he was walking (Perrine 38).

Pointer #3. You must not just put a parenthetical note at the end of a paragraph to indicate that all the ideas in that paragraph come from a source. The reader has no way of knowing whether just the last sentence or the last several words or the whole paragraph is someone else's idea. Your lead shows where your summary/paraphrase starts.

Pointer #4. Any information you use in your paper that is not general knowledge requires that you give credit to a source.

Example: It is generally known that the composer Handel wrote a famous work called the Messiah, and that its most famous part is the Hallelujah chorus. You can mention that fact in a paper without citing a source. It is NOT generally known that several melodies found in Handel's Messiah were taken intact from Italian love duets by a composer other than Handel. If you want to mention this fact, you should cite the source where you learned it.

When in doubt, cite your source.

Summary and Paraphrase

Using another author's words and ideas improperly is often the result of careless or inept summarizing and paraphrasing. Diana Hacker in A Writer's Reference (216-217) writes:

"When you summarize or paraphrase, [naming] the source is not enough; you must restate the source's meaning using only your own words. You are guilty of plagiarism . . . if you half-copy the author's well-chosen words without using quotation marks or by plugging your own synonyms into the author's sentence structure."

The following paraphrases are plagiarized—even though the source is cited—because their language is too close to that of the original source.

Original version
If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. (Davis, Eloquent Animals, p. 26)

Example of unacceptable borrowing of words:
If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26).

Unacceptable borrowing of structure:
If the presence of a sign-language using chimp was disturbing for scientists studying

language, it was also surprising to scientists studying animal behavior (Davis 26).

Acceptable paraphrases of the same example:
When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis 26).

According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (26).

APPENDICES: How to Document Sources

Textual Citations with Parenthetical Citation, Footnotes or Endnotes

(Based on the MLA Style Manual and Guide to Scholarly Publishing. [Ref/PN/147/.G444/1998])

There are two basic ways to introduce citations into papers. One way is to use notes. A second way is to use paranthetical citations in the text, with a bibliography at the end of the paper. Both of these methods are explained below.

Appendix 1: Parenthetical Citation Format

One citation method is parenthetical documentation style. All references or citations identifying ideas or direct quotations belonging to another author are indicated by information included in parentheses in the body of the text. This information refers the reader to the appropriate items in the list of Works Cited at the end of the paper. References in text must clearly identify specific sources in the works cited list. Parenthetical citations should be as brief as possible while providing an accurate and clear reference to a source. An author's name may either be included in a sentence with the page number(s) in parentheses or the name and page number(s) or other identifying information may be in parentheses.

The Works Cited List appears at the end of your text. Items in the Works Cited List are double spaced and arranged alphabetically by the author's last name (for works without author's name, arranged by the first word of the entry, excluding initial articles). Second and following lines of each citation are usually indented five spaces (hanging indent).

Example of hanging indent:
Carol Gilligan, Nona P. Lyons, and Trudy J. Hanmer. Making Connections: the
        Relational Worlds of Adolescent Girls. Cambridge: Harvard UP, 1990.

Examples of Citation in the Text

One Author
a. Author's name in text: page number in parentheses. When the author's name actually appears in the sentence, you insert the page cited in parentheses, but you do not have to repeat the name in the parentheses. Here is an example:
        Rorty argues this point (72).

b. Paraphrased or attributable idea without author's name in text: Author's last name and page in parentheses. When you need to cite a source but the author's name does not appear in the sentence, use the author's name with the page number in parentheses. Here is an example:

This point has been argued by others (Rorty 72).

c. A direct quote: Author's name and page number(s) in parentheses.
"... expect immediate results" (Rorty 72).

Two Authors
Cite both names, otherwise you do the same as with one author. For example:
a. Brown and Kegel hold a contrasting view (215-17).
b. Others hold a contrasting view (Brown and Kegel 215-17).
c. "... entering a new stage of literary criticism" (Brown and Kegel 215-17).

Author with Two or More Works Cited
What do you do if you have more than one work by an author in your work cited list?
Use the author's name, the title (a shortened form if in the parenthetical reference) and
the page(s).
a. In Their Eyes Were Watching God, Hurston demonstrates ... (47).
b. ... energies shift to production of services (Toffler, Future 196).
c. Hurston's words sound like a warning:
... A familiar strangeness. You keep seeing your sister in the 'gator and the 'gator
in your sister, and you'd rather not. (Their Eyes 76)

No Author
On rare occasion, a work has no identifiable author. In such a case, cite the title (or a
shortened version) and the page number. Omit the page reference for a one-page article.
a. According to the Handbook of China, much Chinese pottery is associated with
Buddhism (243-44).
b. Much Chinese pottery is associated with Buddhism (Handbook 243-44).
c. "... confronted by tragedy, they take on depth" ("Joy Ride").

Placement and Punctuation
Ordinarily the parenthetical reference should be at the end of the sentence before the final
period. Note that there is no punctuation between the author's name and the page number
inside the parentheses. If it is necessary to place the reference within a sentence, place it
at the end of a clause but before the necessary punctuation. If the reference cites a long
quotation set off from the text, the parenthesis is placed at the end of the passage after the
final period.

Format for Bibliographical Entries

Books
An entry for a book usually has three parts: author, title, and publication information. If more information is required, the parts are arranged as follows:
1. Author's name -- Cite author's name: Last name, First name. Use initials only if title page does. End with a period for a Works Cited list. Follow with a comma for a footnote or endnote. Also, for a footnote or endnote, the author's name should appear as First Last, rather than the reverse order in a Works Cited list.

2. Title of part of a book -- title of part cited in quotation marks. End with a period for a Works Cited list. Follow with a comma for a footnote or endnote.

3. Title of the book -- full title, including subtitle. Use a colon and one space directly after the title if there is a subtitle. Underline or italicize entire title. Capitalize all principal words, but not articles, prepositions, or conjunctions.

4. Name of editor, translator or compiler.

5. Edition or series (if on title page).

6. Number(s) of volume(s) used.

7. Publication information -- city of publication, shortened form of publishers name, and year of publication. For footnote or endnote citation, this information is placed in parentheses.

Where appropriate (essays or articles within periodicals and edited works, and in all footnotes or endnotes) also add:
8. Page numbers. (In a multi-volume work, the vol. no. and a colon precede the page numbers).

Book by a Single Author
In a Works Cited list: Malraux, Andre. The Conquerors. Boston: Beacon, 1929.
In a footnote or endnote: Malraux, Andre, The Conquerors (Boston: Beacon, 1929)…

Book by Two or More Authors
Gilligan, Carol, Nona P. Lyons, and Trudy J. Hanmer. Making Connections: the
        Relational Worlds of Adolescent Girls. Cambridge: Harvard UP, 1990.

Works in an Anthology
Wilson, Ethel. "Mrs. Golightly and the First Convention." Canadian Short Stories. Ed.
        Robert Weaver. Toronto: Oxford UP, 1960. 63-81.

Reference Book

Lawrence, Leota S. "Rosa Guy." African-American Fiction Writers After 1955.
　　　Dictionary of Literary Biography. 33. Detroit: Gale Research, 1984.

Periodicals
An entry for a periodical also has three parts: author, title of article, and publication
information. Publication information usually includes journal title, volume number, year
of publication, and inclusive page numbers.

Information in a citation for an article in a periodical is arranged in the following order:
1. Author's name — taken from first or last page of article. Again, the last name should
　　come first. End with period for a Works Cited list. Follow with a comma for a
　　footnote or endnote.

2. Title of article — full title of article enclosed in quotation marks. Capitalize as in book
　　citation. End with period for a Works Cited list. Follow with a comma for a footnote or
　　endnote.

3. Name of periodical — give name as it appears on title page. Underline or italicize.

4. Volume number — use for periodicals with consecutive page numbering. Do not
　　precede volume number with the abbreviation "vol."

5. Date of publication. Enclose year in parentheses if volume number is given. End with
　　colon.

6. Page numbers of the article — end with period.

Scholarly Journal with Continuous Pagination
In a Works Cited list:
Snyder, John. "Film and Classical Genre: Rules for Interpreting Rules of the Game."
　　Literature/Film Quarterly 10 (1982): 162-179.

In a footnote or endnote:
Snyder, John, "Film and Classical Genre: Rules for Interpreting Rules of the Game,"
　　Literature/Film Quarterly 10 (1982): 162-179.

Monthly Periodical
Volume number is not used, but the date is given: month, year with no punctuation
except colon after the year:
Atlas, James. "Unsentimental Education." Atlantic June 1983: 78-84+.

Scholarly Journal that Pages Issues Separately
Watling, Chris. "The Arts, Emotion, and Current Research in Neuroscience." Mosaic
　　31.1 (1998): 107-125.

Weekly or Biweekly Periodical

Volume number is not used, but the date is given: day, month, year with no punctuation except colon after the year:

Downey, Deane L. "What's Wrong with Reading Modern Literature." Christianity Today
        8 April 1983: 61-2.

Weekly with no Author
"Buying a Used Car." U.S. News and World Report 14 June 1992: 23.

Internet Resources

These are a few of the most common types of Internet materials and how to cite them.
1. Professional/Academic Site:
Basic Form:
Author name (Skip if no author present). Site title. Institution/School. Date of publication or last update. <URL>

Example:
Portuguese Language Page. U of Chicago. 1 May 1997
<http://humanities.uchicago.edu/romance/port/>.

2. Personal Webpage/Homepage:
Basic Form:
Author name. Home page. Date of publication or latest update. <URL>.

Example:
Davis, Stephanie. Home page. 8 May 1998 <http://www.lis.uiuc.edu/~srdavis/>.

3. On-line Journal -- Author given:
Basic Form:
Author name. "Article Title." Journal Title Vol.Issue (year): Number of pages or paragraphs. Access date. <URL>.

Example:
Jones, Quentin. "Virtual-Communities, Virtual Settlements & Cyber-Archaeology: A Theoretical Outline." Journal of Computer Mediated Communication 3.3 (1998): 56 pars. 22 June 1998. <http://www.ascusc.org/jcmc/vol3/issue3/jones.html>.

4. On-line Journal -- No author given:
Basic Form:
"Article Title." Journal name Vol.Issue (year): Number of paragraphs. Access date <URL>.

Example:
"Electrostatically Steerable Antennas." M2RC Newsletter 4.1 (1993): 3 pars. 22 June 1998 <http://www.mmrc.ncsu.edu/Newsletters/v4n1/ antennas.html>.

5. E-Mail
Basic Form:
Author name. <author's email address>. "Subject line." Date of post. Personal email. (Date read).

Example:
Johanson, Arnold. johanson@bluegrass.com. "Clawhammer banjo." 12 June, 2000. Personal email. (13 June 2000).

Internet citation formats were taken from:
MLA Style. 22 June 1998 <http://www.mla.org/set_stl.htm>.

APPENDICE 2: FOOTNOTE AND ENDNOTE FORMAT

Footnotes are located at the bottom of the page on which the reference is cited.

Endnotes are placed together at the end of the paper.

Notes appear in the body of the text as superscript numbers, raised above the line of type at the end of the passage requiring citation. The first reference to a specific source is very similar to the bibliographic entry that is used for a list of works cited in the parenthetical citation format. The main difference is that a page reference is always given at the end of the footnote or endnote, and the author's name is given as First Last, rather than Last, First.

First reference to a source: The initial note referring to each book or article takes a standard form that fully identifies the source. (Here are examples for a book and for a periodical:

Andre Malraux, The Conquerors (Boston: Beacon, 1929), 29.

Deane Downey, "What's Wrong with Reading Modern Literature." Christianity Today 8 April 1983: 61.

Second and subsequent references: After the first reference, notes directing readers to the same source are much simpler. Last name of the author or authors, followed by the page number for the new reference. Here is an example:

Malraux, 43.

APPENDICE 3: SAMPLE PAPER: ENDNOTE FORMAT

Erin Brink
Philosophy 101
Professor Hong

                          Extremes

     Philosophers such as Plato and Socrates believed that
"all inquiry and all learning is only the spontaneous
recovery of knowledge (recollection); therefore, any
learning or inquiry is impossible," while John Locke and
other empiricists believed instead that all knowledge was
derived through experience via the senses.[1] Each side has
been able to make their own compelling arguments in support
of their claims; however, neither could be proven
completely true. Instead, by combining certain aspects of
each claim, a more accurate view can be created.
     Plato believed that at birth our souls contain all of
the knowledge that we will use during our lifetime, and
that this knowledge can be recalled to the mind under
certain circumstances.[2] Quite the opposite was the idea of
John Locke that when we are born our minds are empty, and
that all of our knowledge is formed through our
experiences.[3] The problem with each of these views is that
they are too extreme to make any sort of common sense.
     However, Locke does not deny the existence of natural
faculties such as perception, understanding, and memory. He
also accepts the mental powers of abstraction, comparison,
and discernment as being inborn. To be specific, Locke
meant that the understanding is originally empty of objects
of thoughts, such as ideas; but we all have the power to
acquire them through experience, and to acquire knowledge
by comparing and contrasting them. This is not innate
knowledge, it is only an innate capacity to receive and
process knowledge; it does not have content.[4]

[TEXT EDITED HERE]

     There is a third way of looking at the mind that is
more reasonable than either the empiricist or innatist
views. Classical Rationalists believe that knowledge can be
obtained through both experience and pure intellect. So,
while the existence of inborn ideas and knowledge seems too
extreme, the suggestion that fairly specific natural
capacities exist seems more believable. The biggest

advantage to a more moderate theory is that the idea of learning is preserved so that our capacities will develop, while concept and knowledge may be acquired.[11]

_____

1. Peter Carruthers, *Human Knowledge and Human Nature: A New Introduction to an Ancient Debate*. (Oxford and New York: Oxford University Press, 1992) 27.

2. John Cottingham, editor's introduction, *Western Philosophy: An Anthology* (Oxford: Blackwell Publishers Ltd., 1997) 3.

3. Cottingham 27.

4. Stephen Stich, *Innate Ideas* (Berkeley: University of California Press, 1975) 44.

5. Stich 40.

6. Stich 84.

7. Quoted in I. C. Tipton, *Locke on Human Understanding* (Oxford; New York: Oxford University Press, 1977) 30.

8. Tipton 37.

9. Tipton 34.

10. Stich 78.

11. Tipton 36.

APPENDICE 4: SAMPLE PAPER: PARENTHETICAL CITATION FORMAT

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Extremes

Philosophers such as Plato and Socrates believed that "all inquiry and all learning is only the spontaneous recovery of knowledge (recollection); therefore, any learning or inquiry is impossible," while John Locke and other empiricists believed instead that all knowledge was derived through experience via the senses (Carruthers 27). Each side has been able to make their own compelling arguments in support of their claims; however, neither could be proven completely true. Instead, by combining certain aspects of each claim, a more accurate view can be created.

Plato believed that at birth our souls contain all of the knowledge that we will use during our lifetime, and that this knowledge can be recalled to the mind under certain circumstances (Cottingham 3). Quite the opposite was the idea of John Locke that when we are born our minds are empty, and that all of our knowledge is formed through our experiences (Cottingham 27). The problem with each of these views is that they are too extreme to make any sort of common sense.

However, Locke does not deny the existence of natural faculties such as perception, understanding, and memory. He also accepts the mental powers of abstraction, comparison, and discernment as being inborn. To be specific, Locke meant that the understanding is originally empty of objects of thoughts, such as ideas; but we all have the power to acquire them through experience, and to acquire knowledge by comparing and contrasting them. This is not innate knowledge, it is only an innate capacity to receive and process knowledge; it does not have content (Stich 44).

The idea that all-necessary truths, and many ideas such as God (creator), identity (I am me), possibility, and geometrical figures (triangles) are innate knowledge seems a self-contradiction when they need to be brought to light in order for the mind to perceive them (Stich 40). If we all have the potential to make our innate knowledge a reality, why do only some people have certain ideas and know certain things while others do not? When saying that our innate knowledge needs to be brought to light, is Plato

saying that we need the help of some aspect of our mental processes or senses in order to bring to life the knowledge that we already know? How can this be possible if the mind does not realize that the idea or information is there?

[TEXT EDITED HERE]

There is a third way of looking at the mind that is more reasonable than either the empiricist or innatist views. Classical Rationalists believe that knowledge can be obtained through both experience and pure intellect. So, while the existence of inborn ideas and knowledge seems too extreme, the suggestion that fairly specific natural capacities exist seems more believable. The biggest advantage to a more moderate theory is that the idea of learning is preserved so that our capacities will develop, while concept and knowledge may be acquired (Tipton 36).

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