



Referencing using Footnotes (Documentary Note System)

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What is referencing?

When you write an assignment at university you are usually required to refer to the work of other authors. Each time you do so it is necessary to identify their work by making reference to it—both in the text of your assignment, and in a list at the end of your assignment (called a bibliography). This practice of acknowledging authors is known as ‘referencing’. You need to reference information from books, articles, videos, the Internet and other print and electronic sources.

A reference is always required if you:

- *paraphrase* (state their ideas or theories in your own words)
- *summarise* (use a brief account of their ideas)
- *quote* (use their exact words)
- *copy* (use their figures, data, tables or structure).

Why should you reference?

References enhance your writing and assist your reader by:

- showing the breadth of your research
- strengthening your academic argument
- showing the reader the source of your information
- allowing the reader to consult your sources independently
- allowing the reader to verify your data.

By using references appropriately, you will avoid *plagiarism*, which is wrongfully claiming someone else's words or ideas as your own. The Learning Connection Website on referencing can be accessed via the University homepage or at <http://www.unisanet.unisa.edu.au/learningconnection/students/lrnsvcs/ref.asp>

Which referencing system should you use?

There are a number of different referencing systems used in academic writing. The two most common types are:

- 1 *author-date* systems, such as the Harvard system:
<http://www.unisanet.unisa.edu.au/learningconnection/students/lrnsvcs/refncing.asp> or the APA (American Psychological Association):
<http://www.acu.edu.au/library/ACUlibrary/apa.htm>
- 2 *numerical* systems, such as the Footnote and Endnote systems (the latter not to be confused with EndNote Software).

It is important you use only one referencing system for an assignment. If your course requires the use of a particular system, you should follow it as specified in your course information booklet or by your course coordinator.

Features of the footnote system

There are two components to the footnote system:

- the note identifiers and accompanying footnotes in the text of your assignment
- the bibliography, at the end of the assignment.

In text referencing and accompanying footnotes

The footnote system enables you to reference by using consecutive numbers called *note identifiers* within your text, starting with the number 1. These numbers are used to identify information that has been referenced.

Each note identifier or number is also listed at the bottom (or foot) of each page with relevant bibliographic details. This is called a *footnote*. Footnotes are usually set in a smaller font than the font in the body of your assignment.

In your text the note identifiers are placed at the **end** of any quotes, paraphrases, summaries or copied tables, etc. They are written as **superscripted** Arabic numerals (ie numbers slightly raised above the level of the text). These should come before any following punctuation marks (eg commas, colons, etc), except for those at the end of a sentence where they follow the full stop. Note that the numbers are **not** superscripted in the footnotes

Referencing a source for the first time

When a source is referenced for the **first time** you must provide full bibliographic details in the footnote, as shown in the example below:

Example: first time text referencing and footnotes

? In the text of your assignment:

‘A common hazard in economic thinking is to assume that, simply because one event precedes another, the first is the cause of the second’¹ and that correlation and causation mean the same things.

? Corresponding footnote:

1 J Jackson, et al, *Economics*, 5th edn, McGraw-Hill, Sydney, 1998, p.10.

The numeral comes after the quotation mark, but before the comma

First initial is followed by the family name

Superscripted numerals are raised above the text

The page number is at the end of the citation. Direct quotes need page numbers.

If you wish to refer to more than one source to support a statement you have made, it is only necessary to use **one** note identifier. The bibliographic information about **each** source should then be given in the footnote.

Example: when several references are cited

? In the text of your assignment

In more recent studies¹, a number of eminent architects have specifically begun to consider bio-climatic issues.

? Corresponding Footnote:

1 AJ Moore, *Architecture, environment and structure*, Architectural Publishing, Toronto, 2001; B Buchanan & R Benevelo *Designing structures for a sustainable future*, Architectural Academies, London, 2000; D Powell, *Environmental and architectural traditions*, Sponzor Press, London, 1999.

Sources are separated by a semi colon

Examples of footnotes for various types of publications

The following list provides examples of various publications and shows how each type would appear in the first citation in a footnote. Note each footnote would also have a corresponding number in the body of the text.

Books

<i>Single author</i>	1	F Derham, <i>Art for the child under seven</i> , 7th edn, Australian Early Childhood Association, Watson, ACT, 2001.
	2	S Escritt, <i>Art Nouveau</i> , Phaidon, London, 2000.
<i>Multiple authors</i>	3	S Abiteboul, D, Buneman & D Suciu, <i>Data on the web: From relations to semistructured data and XML</i> , Morgan Kaufmann, San Francisco, 1999.
	4	PN Bierwirth & WD Walsh, <i>Delineation of recharge beds in the Great Artesian Basin using airborne gamma-radiometrics and satellite remote sensing</i> , Bureau of Rural Sciences, Kingston, ACT, 2000.
	5	S Guelich, S Gundavaram & G Birznieks, <i>CGI Programming with Perl</i> , 2nd edn, O'Reilly, Cambridge, 2000.
<i>No author, 2nd or later edition</i>	6	<i>Networking essentials plus</i> , 3 rd edn, Microsoft Press, Redmond, Washington, 2000.
<i>Edited work, editor's role not paramount</i>	7	<i>Population and environment in arid regions</i> , J Clarke & D Noin, (eds), Parthenon, Paris, 2001.
	8	<i>Singapore</i> , G Rodan (ed), Ashgate, Aldershot, 2001.
<i>Edited work, editor's role significant</i>	9	M Walpole & C Evans, (eds), <i>Tax administration in the 21st century</i> , Prospect Media, St Leonards, NSW, 2001.
	10	RE Weiss, BW Knowlton & BW Speck, (eds), <i>Principles of effective teaching in the online classroom</i> , Jossey-Bass, San Francisco, 2000.
<i>Chapter in an edited book</i>	11	S Brookfield, 'Through the lens of learning: how experiencing difficult learning challenges, changes assumptions about teaching' in L Richlin (ed), <i>To improve the academy</i> , vol. 15, New Forums Press, Stillwater, 1996, pp. 3-15.
	12	P Sugden, 'Trade marks and domain names' in J Forder, & P Quirk (eds), <i>Electronic commerce and the law</i> , Wiley, Milton, Qld., 2001, pp. 198-226.
<i>One volume of multi-volume work</i>	13	J Einax, (ed), 'Chemometrics' in environmental chemistry: Applications, vol. 2, <i>Handbook of environmental chemistry</i> , Springer, Berlin, 1995.
<i>Encyclopedia</i>	14	D Stafford-Clark, 'Mental disorders and their treatment', in <i>The New Encyclopaedia Britannica</i> , 15th edn, vol. 23, Encyclopaedia Britannica Inc., Chicago 1987, pp. 956-975.
	15	KE Limburg & D Swaney, 'River ecosystems' vol.5, <i>Encyclopaedia of biodiversity</i> , SA Levin (ed), Academic Press, San Diego, 2001.
<i>Work sponsored by institution, corporation or other organisation</i>	16	Deni Green Consulting Services, <i>Capital idea: Realising value from environmental and social performance</i> , Deni Greene Consulting Services, North Carlton, Victoria, 2001.
	17	Graduate Careers Council of Australia, <i>Graduate opportunities</i> , Trotman, Sydney, 2000.

Journal articles

<i>Single author</i>	<p>18 MJ O'Hara, 'Flood basalts, basalt floods or topless bushvelds? Lunar petrogenesis revisited', <i>Journal of petrology</i>, vol. 41, no. 11, 2000, pp. 1545-1651.</p> <p>19 R Wood, 'Novel paleoecology of a postextinction reef: Famennian (Late Devonian) of the Canning Basin Northwestern Australia', <i>Geology</i>, vol. 28, no. 11, 2000, pp. 987-990.</p>
<i>No author</i>	<p>20 'Building human resources instead of landfills', <i>Biocycle</i>, vol. 41, no. 12, 2000, pp. 28-29.</p>
<i>Multiple authors</i>	<p>21 GM Hilton, GD Ruxton, RW Furness & DC Houston, 'Optimal digestion strategies in seabirds: A modelling approach', <i>Evolutionary ecology research</i>, vol. 2, no. 2, 2000, pp. 207-230.</p> <p>22 F Mercier, F Cormier, JM Fichelle, F Duarte & JM Cormier, 'Iliac venous obstruction: Surgical reconstruction', <i>Phlebology</i>, vol. 15, no. 3-4, 2000, pp. 144-148.</p>
<i>No volume or number</i>	<p>23 AL German & AM Bartolo, 'Science and information literacy on the Internet: Using the standards created by the Association of College and Research Libraries and Project 2001 to create a science web page evaluation tool', <i>Crossing the divide</i>, November, 2001, pp. 33- 44.</p>

Specialised sources

<i>Conference paper</i>	<p>24 QG Hills, 'Relative timing of deformation, metamorphism and mineralisation within the Wilyama Complex, New South Wales' in <i>Proceedings of the 14th Victorian universities earth sciences conference</i>, Geological Society of Australia, Melbourne, 2000, pp. 38-42.</p>
<i>Government periodical</i>	<p>25 Australian Bureau of Statistics, <i>Catalogue of publications and products</i>, ABS, Canberra, 2001.</p>
<i>Government report</i>	<p>26 Human Rights and Equal Opportunity Commission, <i>Bringing them home: Report of the national inquiry into the separation of Aboriginal and Torres Strait Islander children from their families</i>, (R Wilson, Commissioner), Human Rights and Equal Opportunity Commission, Sydney, 1997.</p> <p>27 <i>East Timor in transition 1998-2000: An Australian policy challenge</i>, Department of Foreign Affairs and Trade, Canberra, 2001.</p>
<i>Standards</i>	<p>29 Australia New Zealand Food Authority, <i>Safe food Australia: A guide to the food safety standards</i>, 2nd edn, Australia New Zealand Food Authority, Canberra, 2001.</p> <p>30 Standards Association of Australia, <i>Colour Standards for general purposes – Chocolate</i> (AS 2700S-1996 (X64)), Standards Australia, North Sydney, 1996.</p>
<i>Patent</i>	<p>31 O Tadayuki, Y Kazuhisa & N Atsushi, <i>Hard butter composition and its production</i>, Japanese Patent 99-78710, 1999.</p> <p>32 M Yoshinori, I Takuya, W Shuji & K Yasuyoshi (Morinaga and Co., Japan), <i>Chocolate chips containing mixed triglycerides for bakery products</i>, Japanese Patent 2001-269121, 2001.</p>
<i>Newspaper article</i>	<p>33 'Federal election: New Chipp in politics', <i>The Advertiser</i>, 23 October, 2001, p. 10.</p> <p>34 P Chamberlain, 'The politics of law', <i>Herald Sun</i>, 23 October, 2001, p. 34.</p>
<i>Pamphlet</i>	<p>35 <i>Online resources, publications, training</i>, Australian Copyright Council, Redfern NSW, September, 2001.</p> <p>36 <i>Graduate Qualities</i>, Flexible Learning Centre, University of South Australia, Adelaide, 2001.</p>
<i>Video, television recording</i>	<p>37 <i>Drug wars</i>, video recording, Australian Broadcasting Corporation, Sydney, broadcast 27 January 2003.</p> <p>38 <i>Selling Australia</i>, video recording, Film Australia, Sydney, 2001.</p> <p>39 <i>They did it their way</i>, video recording, BBC for The Open University, 1998.</p>

<i>Microfiche</i>	40 K Ball, YH Lee, O Phan & YS Ra, <i>Adult retraining and reskilling in Australia and South Korea</i> , National Centre for Vocational Education Research, Leabrook (Australia) & Korea Research Institute for Vocational Education and Training (Seoul), ERIC microfiche ED 451368, 2001. 41 K Topping, <i>Peer and parent-assisted learning in Maths, Science and ICT</i> , Scottish Council for Research in Education, Edinburgh, ERIC microfiche, ED 452092, 2001.
<i>Audio cassette</i>	42 Mercury Theatre On The Air, <i>War of the worlds</i> , Audio CD, Radio Spirits; ASIN: B00002R145, nd.
<i>Personal communications</i>	43 J Lim, Interview with the author, 24 January 2003. Note: personal communications such as letters, conversations, emails etc. can be referred to in a footnote, with the details given as in the example above, but they are not generally listed in your bibliography

Unpublished material

<i>Thesis</i>	44 D Brand, 'Tourism planning for the Encounter Coast', B. Regional and Urban Planning, Hons thesis, University of South Australia, 2000. 45 JJ Pope, 'The nature and origin of magnetite-rich zones in the Mount Fort Constantine Volcanics, adjacent to the Ernest Henry Cu-Au-Co deposit', <i>NW Queensland</i> , MSc thesis, University of Leicester, 1996.
<i>Unpublished report</i>	46 JK Janz, 'Orroroo bedrock drilling', South Australian Department of Mines & Energy, RB 93/042, 1993. 47 JK Griffith, 'The Scleractinian Corals collected during October 1998 at the Dampier Archipelago', Museum of WA, 1999.
<i>Unpublished conference paper</i>	48 A Bundy, 'Better library services for Australians won't just happen', paper presented at Alia SEQ Public Librarians Advocacy Seminar, Brisbane, 24 October 2001. 49 L Wolff, 'Corporate compliance and human rights in Japan', paper presented at the Australasian Law Teachers' Association Conference, University of Canberra, 2-5 July 2000.

Electronic materials

<i>Journal article on electronic database</i>	50 VL Carpenter & EH Feroz, 'Institutional theory and accounting rule choice: an analysis of four US state governments' decisions to adopt generally accepted accounting principles', <i>Accounting, organizations and society</i> , vol. 26, no. 7-8, 1998, available from Science Direct, viewed 26 November 2001, pp. 565-596. 51 ME Oss & JJ Mackie, 'Technology for market survival', <i>Behavioural Health Management</i> , vol. 21, no. 1, 1999, pp. 20-5, available from Academic Search Elite: EBSCOhost. AN 4158374, viewed 26 November 2001. 52 U Sagheer, AA Kielmann, Z Mumtaz & S Shahab, 'Cost of establishing and maintaining a bed in a tertiary care hospital in Pakistan', <i>Leadership in health services</i> , vol. 13, no. 2, 2002, , available from Emerald Fulltext, viewed 26 October 2001, pp. i-vi.
<i>Journal article from an electronic journal</i>	53 S Sharma, MH Rafailovich, D Peiffer & J Sokolov, 'Control of dewetting dynamics by adding nanoparticle fillers', <i>Nano Letters</i> , vol 1, no. 10, 2001, pp. 511-514, American Chemical Society, http://pubs.acs.org/journals/nalefd/index.html , viewed 14 November 2001.
<i>Document on World Wide Web (Internet)</i>	54 M desJardins, 'How to succeed in postgraduate study', Applied Ecology Research Group, University of Canberra, 1998, http://aerg.canberra.edu.au/jardins/t.htm , viewed 26 April 2001. 55 S Thomas, 'Guide to personal efficiency', Adelaide University, 1997, http://library.adelaide.edu.au/~stomas/papers/perseff.html , viewed 14 November 2001.
<i>Electronic book (ebook)</i>	56 S Fisher, <i>Nursing wounds</i> , Rutgers University Press, New Brunswick, 1995, Available From NetLibrary, http://www.netlibrary.com/library_home_page.asp , viewed 9 November 2001.

	57 WM Trochim, <i>The research methods knowledge base</i> , 2nd edn, updated 2 August 2000, Available from Internet, http://trochim.human.cornell.edu/kb/index.htm , viewed 14 November 2001
<i>Discussion lists, newsgroups</i>	58 S Harnad, 'Post-Gutenberg galaxy: the fourth revolution in the means of production of knowledge', in <i>Directory of Electronic Journals, Newsletters and Academic Discussion Lists</i> , 2nd edn, online, Available email: LISTSERV@UOTTAWA, Message: Get EJOURNL1 DIRECTORY, viewed 27 December 1995. 59 <i>Alcohol and drug studies</i> , 1998, online, Available email: ALCO-L@LMUACAU.BITNET , viewed 15 September 1999.
<i>Journal article on CD-ROM</i>	60 TB Girotti, NB Tweed & NR Houser, 'Realtime var control by SCADA', <i>IEEE transactions on power systems</i> , CD-ROM, vol. 5, no. 1, pp. 61-64. Available: UMI File: IPO (IEEE/IEE Publications Ondisc), Item: 3631953, 2002.
<i>Computer program</i>	61 MathWorks, <i>MATLAB</i> , CD-ROM, ver. 6, rel 12, Computer program, Available Distributor: The MathWorks Inc., Natick, Mas., 01760-1500, USA, 2001.

Referencing a source for the second time

When you cite the same source more than once there are two possibilities. One way is to use a *short form* of the reference in your footnotes as shown below.

Example of footnotes with a reference repeated

1 P Grenville, <i>Architecture as narration</i> , Seabrook & Bridge, UK, 1997, p.52.
2 J Hodgins, <i>A passion for narrative</i> , McClelland & Stewart, Inc., Toronto, 1993, p.77.
3 Grenville, p.95.

Another way to cite the same source more than once is to use abbreviations of Latin words or phrases. These are always written in **lower case**

Example of Latin Words and Phrases used for repeated references

Term	Use	Example
ibid. Short for ibidem In English 'in the same place'	Refers to exactly the same source as in the footnote immediately above. It can refer to the same page of the source (just write ibid) or to a different one (write ibid and the page number)	1 W. Kymlicka, <i>Liberalism, community and culture</i> , Clarendon Press, Oxford, 1989, p.165. 2 ibid 3 ibid, p.169
id. Short for idem In English 'the same'	Refers to a source that is different from the one in the footnote immediately above but where the author is the same	1 W. Kymlicka, <i>Liberalism, community and culture</i> , Clarendon Press, Oxford, 1989, p.165. 2 Id. <i>Multicultural citizenship: a liberal theory of minority rights</i> , Clarendon Press, Oxford, 1995, p.121.

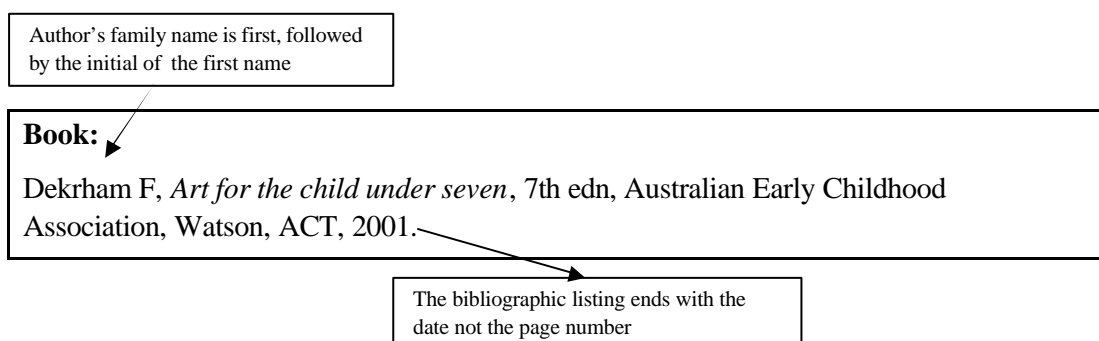
<p>loc. cit. Short for loco citato In English 'in the place already quoted'</p>	<p>Refers to a source that has been cited before and to the same page of that source but is not the footnote immediately above.</p>	<ol style="list-style-type: none"> 1 W. Kymlicka, <i>Liberalism, community and culture</i>, Clarendon Press, Oxford, 1989, p.165. 2 R. Hardin <i>One for all: the logic of group conflict</i>, Princeton UP, Princeton, New Jersey 1995, p.3 3 Kymlicka, loc.cit
<p>op. cit. Short for opere citato In English 'in the work cited'</p>	<p>Refers to a source that has been cited before and to a different page of that source but is not the footnote immediately above</p>	<ol style="list-style-type: none"> 4 W. Kymlicka, <i>Liberalism, community and culture</i>, Clarendon Press, Oxford, 1989, p.165. 5 R. Hardin <i>One for all: the logic of group conflict</i>, Princeton UP, Princeton, New Jersey 1995, p.3 6 Kymlicka, op.cit., p.171

The **sample essay extract** on **page 12** also demonstrates how these terms are used.

The bibliography

Your bibliography is a complete list of all sources you used, and is placed at the end of your assignment. It should include both the sources already cited in your footnotes, as well as any additional books or articles you have read as part of your research and which are relevant to your assignment.

One purpose of the bibliography is to enable your reader to consult your sources so you need to include all the information necessary for someone else to locate each source. Be consistent with the elements included, the order of the details and the punctuation. The order of elements for books, journal articles and electronic sources are shown below. These examples show appropriate punctuation.



Journal Article
 O'Hara, M J, 'Flood basalts, basalt floods or topless bushvelds? Lunar petrogenesis revisited', *Journal of Petrology*, vol. 41, no. 11, 2000.

The name of the article or book chapter appears first, in quotation marks.

The name of the journal appears second, in italics

Website
 DesJardins, M, *How to succeed in postgraduate study*, Applied Ecology Research Group, University of Canberra, 1998, <http://aerg.canberra.edu.au/jardins/t.htm>, viewed 26 April 2001.

The website URL is listed

The date of viewing is at the end of the citation

Summary of differences between bibliographic details in the footnotes and in the bibliography:

Bibliographic details in the footnotes	Bibliographic details in the bibliography
<ul style="list-style-type: none"> The authors' names are written with the given names or initials first 	<ul style="list-style-type: none"> The authors' names are written with the family name first
<ul style="list-style-type: none"> The items are listed in the order they appear in the text 	<ul style="list-style-type: none"> The items are listed in alphabetic order according to the authors' family name
<ul style="list-style-type: none"> The items are numbered 	<ul style="list-style-type: none"> The items are not numbered.

Keeping track of the referencing details

As you find information and consult references, write down all the appropriate details needed to locate that source. It is well worth getting into the habit of noting down these details as you go, as having to backtrack and check for bibliographic information at the end of your research is time consuming, especially when deadlines are looming.

You could create a form similar to the table below for recording the necessary details. It might be useful to photocopy this form or create an electronic template to record the details as you work.

Author's name and Initials (or name of editor or institution)		Year of publication	
Title			
Print or electronic			
Edition			
Chapter or article title			
Volume and Number (for journals)			
Publisher			
Place of Publication			
Page numbers			
Location of item (eg local or Uni library, Internet)			
Catalogue/call number/ online address			
Date viewed online			
Key words			
Summary of contents			
Comments			

Should you paraphrase or use quotations?

Paraphrasing, or putting someone else's ideas in your own words, is usually better than quoting, as too many quotations can lead to a poorly written assignment. This is especially so if you have taken a series of quotations from other contexts and simply linked them together for your assignment. Paraphrasing allows you to maintain your own 'voice' in your assignment, while referring to the ideas of others.

Direct quotes are justified if:

- changing the words of the cited author would result in misinterpretation
- it is important to comment on, refute or analyse the ideas expressed
- you need to make use of a particularly elegant or forceful phrase.

Select quotes carefully, use them in context, integrate them into your text, reproduce them exactly (including the words, spelling, punctuation, capitalisation and paragraphing), and reference them in your footnotes.

Short quotations (shorter than 30 words or two lines) should be incorporated into your sentence while still maintaining the sequence and flow of your paragraph. Use single quotation marks.

Long quotations (more than 30 words or two lines) should be introduced in your own words, started on a new line and be fully indented from the left margin. A smaller type size is also often used.

These examples demonstrate how you can adapt quotes for practical purposes and there are standard ways of adapting a quotation for your purposes:

You may **add** or **remove** words from a quotation, however you need to be careful not to change the intended meaning of the quote. You show that you have added words by enclosing the added word in square brackets. For example:

To make your point clearer:

As a 'result of economic hardship in the [Australian]community', the Government instituted a variety of measures.

b) To change a letter to upper case in order to begin a sentence:

'[A]n emerging interest in values' was demonstrated by the committee.

When you **omit words** from a quote, use ellipsis points, which are **three** full stops in the place of missing words. For example:

These attitudes may 'result from economic hardship in the community ... or individual differences.'

Where you wish to indicate that an **error (e.g. misspelling), or use of sexist language** in the quote is the mistake of the original author, you insert the word 'sic' (meaning 'so' or 'thus') in square brackets.

For example: 'This was a **comonly** [sic] held view'.

Using footnotes for non-citation purposes

In addition to citing your references, footnotes can also be used to add comments or explanations that are not central to your argument or to comment on a reference or its author. As with referencing, you add a superscripted number to the relevant statement in your text and the same number, with the required information, as a footnote at the bottom of the page. **Note**, the number appearing at the bottom of the page is not superscripted.

Examples:

Goldstein¹ argues that Dickens² writing reflected the bleakness of the social landscape of the Industrial Revolution. Squalid living conditions, exploitation of child labour and pitiful pay for factory workers consigned the working classes to (often) short and miserable lives.

1 Goldstein later revised his view to add that Dickens' work was not only reflective of the times, but became an agent of social and political change. (Note: this is an example of a comment on the author of a reference)

2 Dickens himself was went to work at the age of 12. (Note: this is an example of an additional comment)

More on footnoting

- Commonwealth of Australia, *Style manual*, revised by Snooks & Co., 6th edn, John Wiley & Sons, Australia Ltd, Canberra, 2002
- For more detailed information about referencing including the requirements of different styles, see the Referencing Resources website
<http://www.unisanet.unisa.edu.au/learningconnection/students/lrnsvcs/ref.asp>

A sample extract from an essay

This sample extract demonstrates how footnotes are used in the body as footnote citations and in the bibliography. The notes in the right-hand margin signpost in-text and referencing techniques described above.

The importance of identity lies in the fact that identification with a specific culture provides a familiar structure within which to operate. Culture forms for us a 'context of choice', a set of value systems and 'patterns of activities' by which we can live our lives¹, and shared values and goals are given 'sacred meaning' within the group.² People naturally search for 'a community within which one can not only find companionship but also a sense that life really does have a purpose'.³ A cultural structure is essential as a medium in which to found hopes and aspirations, and, as a result, 'people are bound, in an important way, to their own culture'.⁴ Throughout an individual's lifetime, culture remains 'a constitutive part of who that person is'.⁵ In light of considerations such as these, identity and culture can be seen to be fundamental to human satisfaction. Without them, individuals will not be satisfied, but rather will be without a value system or meaning in life.

Given the strong tie between a secure cultural identity and living a good and meaningful life, it should come as no surprise that, when threatened, national identity has the power to provoke individuals to act outside their own best interests for the good of the group. Sandole takes particular note of Koestler's point that association with a group causes individuals to experience 'vicarious, ... violent emotions on behalf of the entity',⁶ especially where the group is faced with a common threat or enemy. Such emotions inspire individuals to act on behalf of the community, and, as Ronald Fisher notes, 'human beings are willing to suffer immeasurably and to sacrifice – and in some case take – their own lives for the protection of their identity'.⁷ Thus, understanding and acknowledgement of the nature of identity is 'essential to the improvement of intergroup ... relations and the resolution of protracted social conflict'.⁸

In this context, Hardin introduces the notion of 'extraordinary action'.⁹ According to Hardin, identity can draw extraordinary action out of a person that ordinarily would not be typical of that individual. This usually occurs when the group or its identity is threatened. Hardin describes how an individual will act in the group's interest while caught in a 'moment of rapture'.¹⁰ At that moment the individual truly discovers who they are and with whom they identify. **(by Michael Brougham, adapted with permission)**

Both note identifiers 1 and 2 require full bibliographic details in the footnote when reference is made for the first time.

The ibid in footnote 3 refers to Clark's work referenced with full bibliographic details immediately above in footnote 2. as the page is different, it is added.

Footnote 4 refers to Kymlicka's work which is fully referenced in Footnote 1. Op cit is used because another reference (Clark's) is in the footnote immediately above and because the page of Kymlicka's work being referred to is different

Footnote 5 tells the reader that the work being referred to is Kymlicka's work in the footnote immediately before and on the same page.

Footnote 8 refers to Fisher's work referenced with full bibliographic details in the footnote immediately before, but on a different page .

Footnote 10 refers to Hardin's work referenced with full bibliographic in the footnote immediate before but on a different page.

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- 1 W. Kymlicka, *Liberalism, community and culture*, Clarendon Press, Oxford, 1989, p.165.
 - 2 M. Clark 'Meaningful social bonding as a universal need', in *Conflict and Human Needs Theory*, J. Burton (ed), Macmillan Press, London, 1990, p.40.
 - 3 *ibid*, p.45.
 - 4 Kymlicka, *op cit*, p.166.
 - 5 *ibid*.
 - 6 D Sandole, 'The biological basis of needs in world society: the ultimate micro-macro nexus' in J. Burton (ed), *Conflict and Human Needs Theory*, Macmillan Press, London, p.74.
 - 7 R. Fisher, 'Needs theory, social identity and an eclectic model of conflict', in J. Burton (ed), *Conflict and Human Needs Theory*, Macmillan Press, London, p.94.
 - 8 *ibid*, p.89.
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