

HUMAN RIGHTS AND INEQUALITY

CONF 399-004
(Special Topics in Conflict Analysis & Resolution)
(CRN # 14257)

CROSS-LISTED AS:

SOC 395-005
(Seminar in Social Issues)
(CRN # 17220)

Prerequisites: 90 hours, including 12 hours of SOCI or CONF; or permission of the instructor.

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Office Hours: Tues and Thurs Noon – 1:00 p.m.; Wed 3:00-4:00 pm
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Class Meetings: Innovation Hall, Rm. 131
Tues and Thurs 10:30-11:45 a.m.

COURSE DESCRIPTION

What are human rights? What are the rights that the international regime tries to protect and how does the regime conceptualize them – as laws, norms, goals, cultural values? Where do human rights come from? How do we study them?

Why does the language of “rights” dominate the texts of the declarations and treaties as well as, in many states, the new constitutions and even the slogans and polemics of political debate? Human rights are embedded in law, morality, and politics. The point of human rights has historically been to criticize legal authorities and laws that violate human rights.

But where do human rights come from? The idea of the “source” of human rights contains an important and confusing ambiguity: it can refer to the *social origins* or the *ethical justification* of human rights. This distinction suggests two different questions, respectively, *why do we have human rights* and *why should we have human rights*?

Is the history of the concept of human rights irrelevant to its validity? What problems arise when we attempt to universalize a historically Western concept like human rights? What is the historical relationship between human rights, natural rights and civil rights? Utilitarian and neo-Aristotelian philosophers argued successfully for a “de-naturalized” understanding of individual rights; but what were the implications of their doing so?

How do different cultures view human rights? To what extent do cultural differences in the conception of human rights affect the universality of those rights as philosophical values or legal obligations? How have groups (such as women, ethnic minorities, and indigenous peoples) tried to obtain access to human rights, and with what degrees of success? Who gains, and what are the motives, for framing particular issues as human rights issues? Does Globalization produce a new notion of human rights? At what point should our moral obligations affect economic policy, or should we view our moral and economic action as operating in separate spheres of decision-making? If there is an obligation to help those in need, how are the costs of such help to be distributed?

Are there other important values aside from human rights (for example, “national security,” “national sovereignty,” “good governance” or “economically sustainable growth”), and if so, how are human rights related to them? In other words, what are the *limits* and well as the *value* of human rights? Understanding human rights requires conceptual analysis, moral judgment, and social scientific knowledge. The concept of human rights is an *interdisciplinary* concept.

This course examines connections between inequality, conflict, social justice, governance, and human rights in an age of globalization. At the start of the twenty-first century, inequality is becoming an urgent issue of global politics. Drawing upon case studies from around the world, we examine institutional and structural violence and inequality as it relates to state, corporate, and military power; international law and order; welfare and social policy; global justice; regionalism, multilateralism, and transnationalism; environmental protection; gender inequality; ethnic conflict; resource wars; and national security policy (before and after World War II, the Cold War, and September 11, 2001).

In addition, some of the transnational phenomena and issues emerging in these areas that we discuss include: contemporary slavery; genocide; rape as a *jus cogens* human rights violation; the transnational politics of exclusion (e.g., indigenous conceptions of justice, as well as that of an entire Islamic civilization); the United States’ practices of extraordinary rendition and refoulement, and the creation of “human-rights-free zones;” transnational social movements; transnational networks of governance; transnational business partnerships between corporations of developed, democratic states with authoritarian military-state enterprises; extreme environmental degradation; the privatization of access to water and the transnational organization of its provision; transnational conflicts over freedom of expression; and the governance of global financial institutions and the United Nations Security Council; the politics of transnational citizenship; and the human rights cities movement.

Throughout the course, we will focus on the implications of these issues for the ongoing development of human rights. After explaining how the concept of human rights has a history marked by philosophical controversies, and how understanding those controversies within an interdisciplinary framework helps us to illuminate the state of human rights

today, we track the development of a liberal and secular perspective on human rights during the Enlightenment, a socialist perspective on human rights during the Industrial Age, and the institutionalization of human rights and the right of cultural self-determination following the two world wars. We also survey various approaches to understanding human rights and global justice (giving special attention to contemporary sociological approaches), and highlight their many unresolved tensions to explain why the practice, and not just the theory, of human rights matters. We then discuss the role of the social sciences in understanding human rights, and explain why we cannot reduce human rights to legal analysis. We also discuss the relationship between culture and human rights – including the problems of cultural imperialism and cultural relativism, and the relationship between human rights and minority rights, the rights of indigenous people, women’s rights and the right to self-determination. Another important area of focus in this course is the politics of human rights, and the influence of human rights on politics. We examine not only nation-state centered paradigms but also those that give greater attention to transnational networks of actors, including social movements, NGOs, corporations, and state actors themselves. We also examine the rise of corporate rights from legal personhood (starting in the second-half of the nineteenth century) to the contemporary human rights that courts have determined corporations possess. Ultimately, we attempt to assess how globalization and development is impacting human rights today, and the power (if any) that human rights have to shape the unfolding process of globalization and the institutions sustaining it.

A highly innovative feature of this course is that it attempts to create a transnational classroom for understanding human rights. We will be partnering with students at Moscow’s Higher School of Economics in real-time each week using video-conferencing technology. Students will have an opportunity to engage in direct cross-cultural discussion on the meaning of a wide variety human rights practices. We also have created a list of common readings on substantive human rights issues this semester with over a dozen other universities around the world with whom students will blog each week to discuss their reflections on these readings, and to develop their own personal academic and professional networks.

(3 Semester Credits).

REQUIRED TEXTS

Andrew Clapham, *Human Rights: A Very Short Introduction* (Oxford University Press, 2007). ISBN: 978-0-19-920552-3 pbk [\$8.38 Amazon]

Thomas G. Weiss, Ramesh Thakur, and John Gerrard Ruggie, *Global Governance and the UN: An Unfinished Journey* (Indiana UP, 2010). ISBN: 978-0253221674 pbk [\$20.54 Amazon]

Fuyuki Kurasawa, *The Work of Global Justice: Human Rights as Practices* (Cambridge University Press, 2007). ISBN: 978-0521673914 pbk [\$33.99 Amazon]

Note: Additional readings will be made available to students in electronic format which can be downloaded from the course website.

COURSE REQUIREMENTS

The course format mixes lectures, group discussion, film/video presentations, and real-time Videoconferencing, e-mailing, and blogging with students in other countries around the world. Students should take notes, both on lectures and on the reading, and films, with the intention of addressing the key themes of the course.

Class Participation (10% of your final grade)

Class attendance is required. It is your responsibility to sign the class roster which I will circulate at the beginning of each class. Unexcused absences will lower your participation grade. If you must miss class, be sure to let the instructor know (in advance, if possible), because you may be eligible for an excused absence. Regardless of whether or not your absence is excused, it is your responsibility to arrange to have a classmate brief you on the material in class that you missed. Please do not ask the instructor if you “missed anything important” in your absence.

NOTE: You should bring with you to **every** class meeting one news article or op-ed (published within the past week) that speaks to a human rights issue. You may be randomly called upon in class to briefly discuss this article. This will affect your participation grade. In addition to fostering a habit of critically applying the concepts from class to your analysis of current events, this exercise will also serve as part of a brainstorming exercise for generating a topic for your paper.

I will post a full schedule of assignments for the semester on the course website. The course requires a healthy dose of reading, and you should keep pace with the scheduled assignments. Class participation starts before you come to class, with having done the readings and thought about what seems useful and illuminating, what seems wrong or unclear. A good practice would be to take brief notes on your day’s reading – indicating what issues you found most interesting or most problematic – and therefore most worth attention during class meetings. Doing so will facilitate not only your comprehension of the lectures, but also regular class discussion, which is a central aspect of the course. Ten percent of your final grade will be based on class participation, measured not only in terms of how often, but how well, you contribute to class discussion and activities.

Active, effective contribution means being attentive to the flow of the class’ discussion, and being able to distinguish an apt intervention in an ongoing argument from an attempt to redirect the discussion to a new topic. Students are expected to actively engage with issues raised in classroom discussions and in homework assignments, and with students at our partnering institutions who are also participating in this course.

The readings are demanding and require intensive examination of a broad variety of issues and modes of thought. We will be discussing contentious cultural and political issues relating to human rights in this course. Students are encouraged to express diverse perspectives. You are likely to encounter strong opinions and it is inevitable that at least some of these opinions will make you or your colleagues uncomfortable. You will be expected to strike a healthy balance between arguing your own position on these issues, listening to others, and helping the class as a collectivity to explore how the authors that you read defend their approaches. Students and the instructors should interact with each

other in a mutually respectful manner. They should articulate their ideas, concerns, arguments, critical questions and responses without alienating, marginalizing, or humiliating anyone. (For example, please avoid disrespectful *ad hominem* arguments, slanderous statements, hurtful stereotyping, or intentionally offensive non-verbal gesturing.) I am not requiring you to be “PC” (politically correct), but rather “BC” (basically civil).

Blogging (50% of your final grade)

A **Globalization, Social Justice, and Human Rights** Blog is a way for you to keep an informal online journal recording your thoughts on the readings. This is a way for you to reflect on the readings. As such, it is expected that you will write your insights, thoughts, opinions, and questions regarding the readings. You can explain what you find the most important, significant or troubling about the particular readings. You can discuss how this relates to your particular community, social or cultural group, your Nation. or the global community. You can explore how alternative ways of approaching these issues, questions, problems, or solutions may be obtained. Finally, you may identify other material which helps further explain, interpret, or solve the particular set of readings.

What should I write?

Here are some suggestions for weblog posts (though you're not required to use any of them):

1. **Main or key sections.** Choose a section that you found to be most interesting, or most troubling, or most challenging for you. Write a brief discussion of why you found this to be a main or key section. Why did you identify it? Explain what about this section that caught your attention. Write a post which discusses your reaction, its meaning to you, how it resonated with you.
2. **Key phrases.** Choose any three phrases that you feel are especially important in the readings, and explain why they are significant. Alternatively, you can challenge or "tag" another class member to write on three words of your choosing.
3. **Thoughts about the readings.** Post your thoughts about some aspect of the assigned readings.
4. **Thoughts about your essay.** Try out some ideas for your final essay. What important theme, symbol, or feature of the text particularly interests you?
5. **Editorializing the readings.** Take a position regarding the selected readings that you feel to be especially significant and write an editorial either supporting or rejecting the value premises, intellectual orientation, or position taken by the selected readings.
6. **It's just wrong!** Do you feel that the perspective taken or the issue itself is just wrong? Do you feel particularly incensed, or is the problem just the opposite –you feel nothing after reading this section? Reflect on why you feel this way, explain why feel 'it's just wrong'? Or, explain why you feel that this is no big deal. Write an alternative perspective, which will either suggest alternative ways of approaching this issue, or alternative issues that might be more important.
7. **A letter to the President.** Write your blog post for the week as if you were are writing a letter to the President of the United States, Governor, Chief Executive Officer of a Corporation, or other decision maker. Comment on the social justice

- issues you've observed or been engaged in, using the material from the selected readings.
8. **Blog potpourri.** A blog "**potpourri**" is a collection of annotated links on a particular topic. Try to find blogs that address a topic relevant to the selected readings we're and host your own "potpourri" on your blog. Write brief explanations (300 -500 words) why these links are significant.
 9. **Critical assessment of readings.** Demonstrate your critical thinking and reflective abilities. Evaluate the selected readings. Explain any biases, lapses in logic, faulty assumptions, lack of data, or analytical problems that you may observe. Alternatively, explain how effectively the author (s) utilized, organized, and analyzed their subject matter. If you were to rewrite this selection, what types of analysis, data, information, etc. might you use to improve the work?
 10. **Better solutions.** Identify the solutions either implied or provided by the author(s). Write an alternate set of solutions for the particular social justice issues, and explain the reasons why your solutions are better than those provided by the author(s).
 11. **A current event.** If something we're reading is relevant to the cultural, social, or political scene today, write a post in which you connect the reading with the current phenomenon.

Requirements for the Blog

1. **Write 10 entries of at least 350 words each.** You will receive credit for no more than one blog per week. The idea is to promote consistent reading, reflection, and incorporation of discussion regarding globalization, human rights, and social justice throughout the semester, and to prevent students from cramming at the end of the semester. To allow for exams, holidays, and papers, some weeks have no weblog post due.

2. Post your entry to your weblog by the **Monday due date at 9 p.m.** I will explain in our first class how you are to do this. You do not need to wait for Monday. You can post at any time during the week, but 9 p.m. on Monday is the due date each week; after that, your post will count for the next week. You can miss a few posts and still receive credit, but your grade would be reduced.

3. An entry may be one based on a thread that you initiate, or it may constitute a response to a thread that someone else has generated on our Discussion Forum. But each response MUST incorporate or integrate some issue raised by, or insight derived from, the reading(s) assigned for the week. **You are highly encouraged to respond to blogs that students from our partner institutions have posted; and you are required to respond to at least two (2) blog postings from our partners in Moscow.** Posting all the entries or all the comments in the last week of class won't be acceptable.

Although your blog posts aren't due until Mondays at 9, don't wait until the last minute to post your messages. The sites sometimes go down or are offline for maintenance, and you may miss a deadline if you wait until the last minute.

The weblog will be graded primarily on your satisfactory completion of the above criteria (75%), although the quality of your posts and effort in reaching out to the comments of students at our partner institutions (25%) will also be a factor.

10 posts	A
9 posts	B
8 posts	C
7 posts	D
6 posts	F

Final Paper (40% of your final grade)

By the end of the semester (**Thursday, May 5th**), each student will produce a 12-15 page research paper that focuses on a contemporary human rights campaign. Before submitting your final draft, you will be completing a series of exercises during the semester that will help you to prepare this paper, and avoid having to do all of the research and analytic work at the end of the semester. These exercises will comprise half of the final paper grade. I will provide you in class with more details on these exercises and the requirements for the final paper, but following is a checklist of requirements with deadline dates:

- a. 1-2 page topic proposal [**Deadline: Tuesday, March 8th**]
- b. 2-3-page analysis of campaign actors' (and their targets') relations, organization, collective action, scale(s) of action, politics of representation and collective identities [**Deadline: Tuesday, March 29th**]
- c. 2-3 page analysis of HR (and intersecting and/or changing) framings, issues, discourses, and information politics, symbolic politics, leverage politics, and accountability politics relating to the campaign [**Deadline: Thursday, April 7th**]
- d. 2-3 page *critical analysis* of campaign promoters' strategies and practices, and opposition's counter-campaign strategies and practices, as well as any extra-campaign practices for promoting global justice relating to the campaign. Also assessment of the campaign's "success" and the impact of the campaign on human rights and social justice [**Deadline: Tuesday, April 19th**]
- e. 1-2 page statement of findings to be used as the basis of your 5-minute oral class presentation [**Deadline: Thursday, April 28th, Tuesday May 3rd, or Thursday, May 5th, depending the date your presentation is scheduled**]

During the final week of class, each student will prepare short, five-minute presentation of the human rights campaign that he or she has been researching, and a clear statement of the paper's findings regarding the impact of the campaign on human rights. Additionally, each student will prepare in advance a typed 1-2 page statement summarizing your point(s), and submit this to the professor at the conclusion of the presentation.

The other half of this grade will be determined on the basis of the final draft itself. I will be grading your final papers based on how well you integrate into your final paper a critical assessment of the campaign's impact on human rights. The final draft should be sent to our Blackboard dropbox **no later than Monday, May 9th at 10:30am.**

NOTE: There will be no exams in this course.

GRADING

Course Grades and Relative Weighting of Assignments

Your overall course grades will be determined according to the following point scheme:

Class Participation:	10%
Blogging:	50%
Final Paper:	40% [see breakdown of this grade below]
a.	1-2 page topic proposal 3%
b.	3-page analysis of campaign actors, targets, relations, organization, scale(s) of action, politics of representation and identity 4%
c.	3 page analysis of HR (and intersecting and/or changing) framings, issues, and discourses 4%
d.	3 page analysis of campaign practices, oppositional practices, and human rights or other practices for promoting global justice outside the campaign 4%
e.	1-2 page statement of findings and 5-minute presentation 5%
f.	Final draft 20%

Course Grade: The sum of the grades for class participation, the reflection papers, the defining features matrices, and the final paper (and grades associated with preparing and presenting it) will be translated into a letter grade according to the corresponding ranges below.

<u>Letter Grade</u>	<u>Range of Number Grades</u>
A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D	69-60
F	Below 60

Late Assignments

Late assignments will not be accepted for a grade unless authorized by the instructor prior to the due date.

Incomplete Grades

The instructor discourages incomplete grades and will give them only in unusual circumstances and, even then, only when formally arranged in advance between the student and the instructor.

PERCENTAGE RANGE LETTER GRADE COMMENTS

100 - 94 A

Given for work that meets all expectations, and also goes beyond an analysis of course material to develop new, creative, and unique ideas. An A is rarely given.

93 - 90 A-

Given for work that meets all expectations, and also contains some unique elements of insight and effort. You will have to work very hard to receive an A-.

89 - 87 B+

Given for very good to excellent work that analyzes material explored in class and is a reasonable attempt to synthesize material.

86 - 84 B

Given for work that meets most expectations, but contains some problems.

83 - 80 B-

Given for work that meets some expectations, but contains numerous problems.

79 - 77 C+

Given for adequate work that satisfies the assignment, but offers a more limited analysis of material explored in class.

76 - 74 C

Given for work that is of average quality.

73 - 70 C-

Given for work that does not meet basic expectations.

69 - 67 D+

Given for unsatisfactory work; but which nevertheless reflects a high degree of participation and effort.

66 - 60 D

Given for unsatisfactory work; and reflects a low degree of participation and effort

59 - 0 F

Given for unsatisfactory work; and reflects unsatisfactory participation and effort.

CONTESTING GRADES

I strongly encourage you to talk to me about any grade I give you in this course. The best time for this is during my office hours or by appointment. While there is no guarantee that I will change your grade, at the very least you will get a better sense of what my expectations are - and this may help you on future assignments.

GETTING ASSISTANCE DURING THE COURSE

I strongly encourage you to contact me if you want to discuss or clarify any course material. I check my email regularly, and am also willing to chat any time I am in my campus office. Please do not hesitate to let me know if there is anything I can do to make your experience in this course more positive for you.

ENROLLMENT STATEMENT

Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes.

Last Day to Add/Drop (without tuition penalty): February 8, 2011

Last Day to Drop: February 25, 2011

Selective Withdrawal Period: February 28 - April 1, 2011

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons.

MASON EMERGENCY INFORMATION!!!

To provide by e-mail and/or text message all members of the University community with emergency information relating to our safety and security, you are encouraged to sign up for the Mason Alert System, available at <https://alert.gmu.edu>.

Also, every classroom on campus has an emergency poster explaining what to do in the event of crises, and further information exists about emergency procedures at <http://www.gmu.edu/service/cert>.

The Mason Safety Bulletins page at <http://respond.gmu.edu/> provides ongoing information for students, faculty, and staff concerning the H1N1virus and provides links to other health related resources. We will continue to monitor any new developments and keep you informed.

ARRANGING SPECIAL ACCOMMODATIONS

I am very happy to work with students in need of special accommodations in order to ensure that everyone is able to learn and participate fully in the course. If you need disability-related accommodations in this class, or if you have emergency medical information, or if you need special arrangements in case the building must be evacuated, please see me privately after class or at my office. The Disability Resource Center is the campus office responsible for verifying that students have disability-related needs for academic accommodations, and for planning appropriate accommodations in cooperation with the students themselves and their instructors. The Disability Resource Center is

located in SUB I, Room 222, where you can make an appointment, or call 703-993-2474 or 703-993-2476 (TDD/TTY).

A web page describing the Center's resources and policies regarding accommodations is available at <http://www.gmu.edu/student/drc/>.

HONOR CODE POLICY ON ACADEMIC INTEGRITY

I expect you to understand and abide by the University's policy regarding the Honor Code, which may be found at <http://www.gmu.edu/catalog/apolicies/#Anchor12>. In short, the University's policy regarding the Honor Code prohibits any form of cheating on exams or written assignments. It also prohibits plagiarism, so be certain to properly cite all information that you use in your papers. Also, make extensive, very specific references to our course materials in your papers. Cheating and plagiarism are very serious infractions, and I deal with them severely in this course. If I receive a paper that has few specific references to our course materials, I will be inclined to assume that you have downloaded it off the Internet. If I determine that the paper has been plagiarized, then I will give you a failing grade. I will also likely report this alleged violation to the Honor Committee, who will consider further sanctions. If you have any questions about this policy I encourage you to come and talk with me about it. For more information or assistance, visit <http://academicintegrity.gmu.edu/>. You can find information and forms pertaining to the Honor Code and Committee at <http://honorcode.gmu.edu>. Also, you can always consult the Student Academic Affairs Ombudsman Dolores Gomez-Moran, who provides students with a neutral, independent, informal, and confidential resource for resolving academic concerns fairly. Her office is located at the Johnson Center, Room 245. Phone: 703-993-3306; E-mail: ombuds@gmu.edu; Web: www.gmu.edu/departments/ombudsman.

GUIDELINES FOR WRITTEN WORK

Always put your name on your paper. Give your paper a title and page numbers. Do not insert double-returns between paragraphs. Unless I request it, do not turn assignments in with report covers. Use 1 inch margins, a normal font size, and double-spacing on each page. Please do not use small fonts or single spacing, as this makes it hard to insert comments.

****KEEP MULTIPLE COPIES OF ALL YOUR WORK****

Always keep a duplicate copy of your paper or any other course work in a safe place, in case the original gets lost or you run into computer problems. Save a copy of your paper on a separate computer diskette, and update frequently as you are writing. Keep extra copies of all your assignments until after the semester ends and you have received your official grades from the Registrar's Office. This is a crucial point: *No credit can be given for papers that are lost (by you or me) or rendered un-retrievable because of computer problems.* There are no exceptions to this rule, so be extremely careful to keep a backup copy of all your work!

THE "THREE ERROR" RULE

I will allow up to three basic grammatical or formatting errors to slide without penalizing you. However, I will deduct one percentage point from your final paper grade for every subsequent basic error of grammar or formatting. In other words, if I was going to give you

a 90 percent on your paper, but I identified thirteen basic grammatical errors, you will receive an 80 percent. Basic grammatical errors include: incorrect spelling; incorrect punctuation; incorrect verb agreement; sloppy paragraph construction; run-on sentences; and other basic errors. If you are concerned about your ability to write error-free papers, you can do one or more of the following: 1) turn in an initial draft to me, and I can give it back with suggestions for revision, 2) work with a friend or someone at the writing center on an initial draft, or 3) read Strunk and White's *Elements of Style* -- an invaluable resource for improving your writing, and which is now online at <http://www.bartleby.com/141/>.

TEN POINTS TO KEEP IN MIND WHEN WRITING ESSAYS/PAPERS

- 1) Begin your paper with an engaging introductory paragraph. Make the reader really wants to read your paper.
- 2) In the first or second paragraph of your paper, insert one sentence that clearly states what your paper is about. (Your thesis, if this is an expository paper, would go here.)
- 3) In general, use normal terminology in your papers. Avoid the use of overly-complicated phrases or jargon.
- 4) Avoid relying on over-generalizations. Refer to specific cases and evidence to build your arguments.
- 5) In general, do not begin or end paragraphs with quotations from sources.
- 6) Do not turn in papers that are mostly quotations. Make sure most of the words in your paper are yours.
- 7) Make sure that every sentence in your paper is very straight-forward and clear.
- 8) Make sure that every sentence in your paper builds on the last. Organize your ideas carefully.
- 9) Carefully construct your paragraphs. Make certain all sentences in a paragraph are connected with one another.
- 10) End your paper with a strong conclusion. Leave the reader with something intriguing to think about.

GRADING CRITERIA FOR WRITTEN WORK

- 1) Logical coherence (33%)
 - Organize your thoughts and information in a clear order.
 - State your observations and conclusions clearly.
 - Use evidence to support your conclusions.
- 2) Engagement with course issues and concepts (33%)
 - In every paper, make use of concepts/methods of analysis discussed in class.
 - Unless I give you specific permission, you should be sure to incorporate at least **three** course readings/lectures into any research paper you write. Shorter critical essays must incorporate the key concepts from at least **one** course reading/lecture.
- 3) Quality of your particular analysis (33%)
 - Try to make your paper interesting and unique.
 - Try to go beyond simply re-stating someone else's argument.
 - Always make sure that your paper ends with a clear and interesting conclusion.

GUIDELINES FOR CITING YOUR SOURCES

In your papers, you must cite all sources of information used in the body of your paper and then include a complete list of references (“Works Cited”) at the end of your paper. For a list of citation examples, see <http://library.gmu.edu/resources/sources/citation.htm>. I prefer to use the Chicago Manual of Style (documentation style 2), but you can use whichever style you prefer. The only requirement is that you select one style and use it consistently. Remember, you must cite not only direct quotations (which should be identified with quotation marks and page numbers), but also summarized information you got from a text.

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