

WARNING: You must attach the completed **Term Paper Disclaimer Form** (accessible on the *Term Paper Project Topics and Instructions* page, which is available as part of the syllabus packet) to the *front* of your paper, otherwise your paper will NOT be graded and instead you will be assigned ZERO points for this part of the course requirements. ← Read this sentence again.

WRITING RESEARCH/ TERM PAPERS

INTRODUCTION

Folks, as you go through this document just assume that you are being asked to write the *full* term paper. This document has been divided into four parts: (1) Methodology; (2) Special Instructions for Citations and References; (3) General Style/Format Instructions; and (4) Grading.

Going on the basis of years of experience in scholarly writing (both as a student and as an instructor), I have written this document in the hope that what I have learned will be of help to you in meeting one of the principal course requirements in the humanities and social sciences in colleges and universities: the research or term paper. For most people—including myself—writing is a painful process (because it requires, at the minimum, an extraordinary amount of cognitive discipline). Therefore, anything that can help in easing this task ought to be welcome. Right? (Smile, buddy! This is also an altruistic endeavor!)

Before we begin, however, let me say a word or two about the purpose of writing term papers: please be assured that the purpose is not to make your life difficult. The term paper is an effort at assisting you in acquiring one of the most fundamental and essential skills required of an educated person: the ability to write effectively. Even those of you who hate to write anything that is longer than a sentence will discover that writing does not end with graduation. You will never be able to escape writing. In fact, I can absolutely guarantee you this much: at the very minimum, beginning with your first job application letter, and then going on to writing reports for your bosses, and others, as you advance in your career, you will find that the writing skills acquired at this stage of your college life will turn out to be of “lifesaving” importance to you. In other words, if you intend to succeed to the fullest potential possible in your career after graduation you will soon realize that being able to write is just as important as being able to speak.

The significance of writing, however, does not stem from practical job considerations alone. From the perspective of education, there are two other very important reasons for learning how to write: writing enhances your capacity to think (which in turn raises your level of intelligence); and it permits you to communicate the product of your thinking to others. The corollary of this fact is that writing consists of a two stage process: the “*think-writing*” stage which involves putting down your thoughts on paper as you think, and the *dissemination stage* which involves reorganizing and ordering those thoughts for presentation or dissemination to those you are writing for. Depending upon the context, writing for dissemination will take different forms. In the academic context all writing for dissemination (with the exception of creative writing) takes the form of scholarly writing, of which the term paper is a common example.

The specific objectives of the term paper assignment, besides the opportunity to learn more about the issues covered in this course, are to enhance your ability to:

- (a) think and write intelligently *in consonance with the academic culture of a research university*. (←-- Read this line again.)
- (b) do effective library based research.
- (c) identify relevant material during the research process.
- (d) succinctly summarize scholarly work in your own words.

¹ You are welcome to share this document with others, if you think they will benefit from it.

- (e) follow written instructions.

This document is divided into three parts where the first part (methodology) provides you with information on how to go about researching and writing term papers, while part two comprises specific instructions on style and format of the paper that you will be submitting for this class, and the final part tells you how I will grade your paper. Enjoy! By the way, make sure you also study the footnotes in this document (I did not write them to amuse myself).

PART ONE: METHODOLOGY

TYPES OF PAPERS

There are roughly five principal types of term papers one can write, depending upon which one or more of the following tasks is to be the *main* objective: description, argumentation, explanation, analysis, or discussion. Note, however, that this categorization does not imply that a particular type won't incorporate some elements from one or more of the other types (this point will become clear as you read on).

1. The Descriptive Paper

This type of paper is concerned mainly with providing the reader with factual information about a person, place, thing, or an idea by means of description. Description is principally about providing answers to questions that begin with words like “What is...?” or “How does...?” (rather than words like “Why do...?”). Therefore, in a descriptive term paper you do not present to the reader a specific point of view or a position (termed a “thesis”—or more simply a “point,” as in “What is your point?”). An example of a descriptive term paper would be one that describes the life cycle of, say, the okapi. It should be noted, however, that depending upon the topic you are dealing with, the way in which you provide the information and the facts you select to describe can allow you to *implicitly* present a particular point of view. For example, a factual paper describing Johannesburg can be easily written to lead the reader to think that this particular city is either an awful place that tourists must stay away from at all cost, or that it is a wonderful and exciting place that all tourists should visit. (By the way, what is an okapi? And where is Johannesburg?)

2. The Position Paper

A term paper in which you are asked to explicitly adopt and present a particular position or point of view (usually referred to as a “position” term paper) involves mainly argumentation. The purpose here is to persuade or convince the reader to accept a particular point of view, or a particular idea, by means of logical reasoning. In such a paper the main issues revolve around the question of what *ought* to be (rather than what *is*). A term paper on the topic of “gun control” or “smoking in public places” or “anti-abortion” would be an example of an argumentative (or position) term paper. In other words, a position term paper always adopts a clearly stated position right from the very beginning on whatever subject or topic the paper is about, and then proceeds to develop arguments in support of the position. It is important to remember, however, that in carrying out this task the writer usually begins by presenting both sides (with rare exception) of an argument, before going on to marshal all the relevant information that will support the author's side of the argument, while attacking the other side. A position paper, in other words, is a research-based statement of opinion; not simply a statement of opinion.

3. The Explanatory Paper

The purpose of the explanatory term paper is to explain to the reader the “how” and/or “why” of something by describing it. And the subject is usually some form of a natural or human action or process. Term papers in science subjects, such as biology and physics, tend to be explanatory term papers. For instance, a term paper on the law of gravity would be an explanatory term paper. Note, however, that the explanatory term paper must also incorporate elements of the descriptive term paper; for, in order to explain how something works, you must begin by first describing it.

4. The Analytical Paper

An analytical term paper is one that incorporates elements from all the other three types of papers described above. That is, while it seeks to advance a particular position or point of view, it will do so in an indirect way: through the process of description and analysis. Analysis is a form of reasoning that involves separating a complex issue into its different logical parts in order to understand it; this is accomplished by seeking answers to a set of usually interrelated questions of the type that begin with the word “Why...?” Analysis is concerned at its heart with explanations on the basis of weaving together facts, ideas, concepts, theories, and so on. Methodologically—

and this point cannot be overemphasized—analysis is a product of what is commonly known as *critical thinking*.² In other words, the analytical term paper does not simply provide information; it provides the information in order to advance a point of view (a thesis). For example: a term paper that goes beyond simply describing the events of the U.S. Civil War, by addressing the question of *why* this war occurred, would be an analytical term paper.

An important point to note about analytical term papers is that they are usually constructed on the basis of logically related layers of questions. Taking the example just mentioned: in asking the question why the Civil War took place, the paper's objective would not be simply to provide an answer to this immediate question. Rather, in answering this question, the paper may be attempting to answer another underlying question: namely, was the Civil War fought in order to free African Americans from slavery? Yet the answer to even this question may not necessarily be the principal objective of the paper. Behind this question there may be another question, the real question: which is, Why did the abolition of slavery not lead to the ending of legalized racial discrimination against African Americans. Now, in providing the answers to these interrelated questions that build on each other, the paper would be advancing a thesis that could go like this: the Civil War was ultimately about conflict between the interests of the Northern industrial and Southern agrarian capitalists that arose within the context of the preservation of the Union at a time when the resolution of a major conflict often involved war, rather than the democratic process (such as a referendum). Consequently, the Civil War had little to do directly with freeing African Americans from slavery; therefore, not surprisingly, racial discrimination did not end with the ending of slavery.

Although the analytical term paper is similar to a position term paper in that the objective of both is the same—to persuade the reader to accept the authors' positions or theses—it differs from a position term paper in at least two ways. First, an analytical term paper, as just noted, raises a question (or a set of questions) regarding a particular topic, and proceeds to answer the question(s). It raises the question(s) in order to support a particular thesis, which itself will be concerned with explaining something or solving a "problem." Second, the reader does not have to be told explicitly at the beginning of the paper what the position of the writer is, regarding the subject or topic of the paper. Therefore, while an analytical term paper does take up a position (even if it may be written to appear as if it does not), usually it is not as explicit as in a typical "position" (argumentative) term paper.

The majority of term papers in colleges and universities, especially in the humanities and the social sciences, tend to be papers of the analytical type. In this course, unless I tell you otherwise in class, you are expected to write an analytical term paper—regardless of what topic you are assigned by me or asked to choose for yourself.³

5. The Discussion Paper

The discussion paper is similar to an analytical paper but it avoids (to the extent possible) taking a position or even advancing a thesis or point of view. To *discuss* a topic in a piece of *academic* work is to consider it *analytically* from a number of different viewpoints with the objective of shedding as much light on it as possible (but within the confines of space/time of course—you are writing a term paper with finite pages and there is a deadline; you are not writing a book!).

STAGES OF PRODUCING THE PAPER

As scholarly writing, the term paper comprises, on one hand, the final written product of the interaction between the two activities of researching and thinking, and on the other, the dissemination of this product in a special style (or format). (This style involves the use and presentation of such things as citations, bibliographies, footnotes, etc. according to specific rules that are universally understood and accepted [see below]). Therefore, regardless of whether the topic of your paper has been assigned by me or you have chosen it yourself, in producing the term paper you will have to go through four principal stages: (1) preliminary thinking, (2) researching, (3) "think-writing" and (4) dissemination.

² Students are always being told by teachers, especially in the humanities and the social sciences, that among the central objectives of their courses is to teach students how to think critically. But what is critical thinking? Critical thinking is, at once, an attitude of mind and a set of cognitive skills that is specific to truly democratic societies. If one were to describe the essential characteristics of critical thinking then would emerge with these:

- a fiery passion for truth;
- a profound belief in the value of honest research;
- patience and open-mindedness to take seriously the views of others;
- a deep sense of commitment to the acquisition of knowledge and information on a variety of issues, both, personal as well as public;
- uncompromising honesty in confronting personal biases, prejudices, stereotypes, etc.;
- the cultivation of the ability to conduct "thought-experiments";
- the recognition that education encompasses much more than training for specific career goals;
- possession of limitless curiosity regarding all kinds of subject matter; and
- a refusal to make judgments that are not based on reasoned reflection.

³ Even in the case of those term papers that require you to review a book, film (or some other work of art), or write a biography, you are expected to adhere to the methodology of the analytical term paper. For example, if you are asked to write a biography, you would ensure that all the information you present would be in support of some thesis. At the very minimum, the thesis in a biographical term paper would be the generic biographical thesis. This thesis is that the relevance of writing a biography of a given person is that he/she made some significant contribution (or conversely wrought significant destruction) to one's life, or one's community, or one's country, or even the world; and that this contribution (or destruction) was possible as a consequence of a dialectical interaction between specific elements in the personal history of that person and specific factors in the political, social, cultural, economic, etc., environment in which s(he) lived. Your biographical term paper must be written in such a way as to support this generic biographical thesis. The implication of this, then, is that even in the case of a biographical term paper, you must use such devices as references, quotations, footnotes, etc. that one would use in analytical term papers.

Stage One: Preliminary Thinking

Before you even begin your research determine exactly what your term paper is to be about, and what you are expected to do with the topic or subject; that is, what type of term paper you are being asked to write. Once you have determined the topic of your paper and the type of paper you have to produce, you must begin to generate ideas about your topic that can help you to begin your research. I call this process *preliminary thinking*. How does one generate ideas about a topic even *before* formal research has begun? The following strategies can help:

1. Write down your topic on a sheet of paper and carry it with you everywhere you go. Whenever you have free moments (such as when you are on a bus or a train or when waiting in a particularly long queue) take the paper out and think about the topic. The idea here is that when you are at this preliminary thinking stage, your entire mind, as much as is possible, must be consumed with thoughts concerning nothing else but only the topic of your term paper.

2. Talk about the topic to friends who take learning seriously.⁴ This technique is especially useful if there are several friends gathered together, say, at a table in the cafeteria.

3. Talk about the topic to other teachers. Most teachers, depending upon the subject they teach, will have some ideas, even if they may be only in the form of questions, about almost any topic you present to them.

4. Depending upon your topic, apply one word questions of the following type to your topic: “Why,” “Where,” “How,” “What,” “When,” and so on.

Stage Two: Research

The research stage permits you to collect the information you will need to carry out the task(s) of your term paper. The research stage is absolutely essential, because even if you feel you already have all the information you may need to do your term paper, you will still need evidence (in the form of references) to back up what you say in your paper. When you are at the research stage, the following tips may prove helpful:

1. Your research must begin by determining what the “key” or main words of your topic are. How does one arrive at these words? Through preliminary thinking and reading about the topic as you begin your research. After the research is well underway, you will be able to find additional key words. You acquire new key words through what I call the “snowball effect” as you do the literature search. (“Literature” here refers to the material that has been written by others on the topic you are researching.) In other words, as you find more material on your topic, you will be able to identify more key words (which in turn will permit you access to more material). The key words are absolutely essential to locate information through subject catalogs, indexes, etc. If you imagine the different subject catalogs, indexes and so on to be “knowledge buildings” that contain different “information rooms,” then the key words are the “keys” that will open for you those rooms that contain information potentially useful for your term paper.

2. When using the electronic catalog at the U.B. libraries website, make a habit of noting the subject headings and key words that appear with any *relevant* item you have found to help you locate more material in the catalogue.

3. If you have absolutely no idea where to begin to look for information on a topic, start by first reading everything about it that may be in your course materials (including the online class readings). Thereafter, look for information in the general encyclopedias, such as *Encyclopedia Britannica Online*, and if available, subject encyclopedias and dictionaries, such as an encyclopedia of social sciences, or a biographical dictionary, and so on.⁵ If you do find relevant information, check also to see if the encyclopedia provides you with a list of suggested readings or a bibliography to help you find additional information. After you have consulted the encyclopedias, compile a preliminary list of reading materials on your topic (that is, a bibliography) by consulting general databases that are not subject-specific, such as *Academic Search Premier*, *Cambridge Journals Online*, *Digital Dissertations*, *Jstor*, *Project Muse*, and *Taylor & Francis Online Journals*, followed by subject-specific periodical indexes, such as *ERIC*, *International Index to Black Periodicals*, and so on. If you are still unable to generate

⁴ You don't have such friends? Then you are moving in wrong circles, buddy!

⁵ Examples of such databases include: *Blackwell Encyclopedia of Sociology Online*, *Encyclopedia of Islam Online*, *Gale Virtual Reference Library*, *GenderWatch*, *International Encyclopedia of the Social & Behavioral Sciences*, *Oxford African American Studies Center*, and so on. Please do NOT use *Wikipedia* as a first step; it should be used as a last resort (that is, in those rare instances where there is simply no information available from U.B. libraries-based print and/or electronic sources). So, what is wrong with *Wikipedia*? As a user-maintained source, the reliability of the information that it provides is uneven because almost anyone can write for *Wikipedia*. On the plus side, however, *Wikipedia* can be useful for the *Preliminary Thinking* stage (and also for generating a preliminary list of key words—depending upon your topic). While we are on the subject of sources, learn also to use the U.B. libraries online research tools for accessing information produced by (or for) all branches of the U.S. government, such as *CQ Electronic Library*, *FedStats*, *GPO Access*, *Government Periodicals Universe*, *LexisNexis Congressional*, *Thomas*, and *U.S. Serial Set Digital Collection*.

enough bibliographic material from these sources then consider using the *Science Citation Index Expanded* (the title is misleading because this index also covers the arts, humanities, and the social sciences).⁶

4. Whenever you find a journal article or a book that is relevant to your topic, find additional material by following up on the bibliography (or reference citations) in it.

5. When looking up periodical articles, try to avoid sources that are not refereed.⁷

6. Take notes as you do your research. Make a habit of summarizing *in your own words* relevant information you locate in journal articles and books.

7. Always make sure that you write down the full bibliographic information of the source of a journal article or a book chapter. (See Part Two below for examples of how references should be formatted.)

8. Learn how to extract relevant information effectively from an article (or book) by quickly figuring out its style, structure, and organization through the process of skimming. Depending upon the article or book you are examining, skimming will permit you to rapidly answer questions of the following type:

- Is it possible to get an accurate summary of the material by simply reading the introduction and conclusion?
- In exactly which paragraph(s) does the author state what he/she is intending to show or prove?
- Are there any references? (If so are they extensive enough to be useful?)
- Is there a bibliography? (If so, does it have the potential to be useful?)
- Are there any subheadings? (If so are they useful?)
- Are there any explanatory footnotes or endnotes?
- Are there any appendices (and if so what do they contain?)
- Who is the publisher of the material? (For example: A commercial press? A university press? An organization? A government agency?)
- Who is the author? (For example: A university professor?—if so, at which university? A journalist? A government employee?)

9. Depending upon the type of term paper you have been assigned, guide your research by asking yourself questions such as the following when you have found a particular article or book that you feel is or may be relevant to your topic:

- What position is the author taking on the topic?
- Is the author's position explicitly stated, or does the reader have to figure it out on the basis of the information the author chooses to present and the style in which the information is presented?
- What implicit assumptions is the author making about her/his position?
- Do you agree with the author's position (and if yes, why? and if not, why not?)
- From what theoretical perspective is the author writing?
- Does knowing the name of the publisher (or sponsor) of the journal (or book) provide a clue as to why the author has adopted a particular thesis? (If so, how much credence should one place on the thesis?)
- Does knowing the key references the author uses provide a clue as to why the author has adopted a particular thesis? (If so, how much credence should one place on the thesis?)

10. Do not waste the time of librarians by asking them to find information on your topic for you—especially before you have made every effort to do your own preliminary research. Remember, although reference librarians are trained professionals, they are not your professors, and they cannot be expected to know everything. You should ask for help from librarians either when you are unable to locate specific material in that library, or when you already know what information you are looking for, but you have failed to determine if there are sources available that provide the specific information you need. Incidentally, you should beware that excessive reliance on librarians can sometimes be fatal to your research; you may run across one who stops you from pursuing your research further by telling you, falsely, that the information you seek is not available (either because of ignorance, or because he/she does not want to help you because of overwork or laziness or prejudice—or a combination of all three).⁸

⁶ Of course, in directing you to consult these various sources the assumption here is that you are familiar with the basic outlay of the U.B. libraries website.

⁷ A refereed or peer-reviewed journal is one where an article submitted to it for publication is first reviewed *before* it is published (to determine authenticity, validity, etc.) by the author's research peers selected by the journal but without the knowledge of the author as to who they are. (This process is sometimes referred to as "blind refereeing.") The journal will tell you if it is a peer-reviewed journal in the section that provides instructions for submitting articles to the journal. Examples of peer-reviewed journals include *Comparative Education Review*, *American Journal of Sociology*, *Harvard Law Review*, *African Studies Review*, and so on. Examples of sources that are not refereed are magazines that you buy on newsstands, such as *National Geographic*, *Newsweek*, *Time*, and so on. Such sources should be used only as a last resort and primarily for topics that are only currently in the news.

⁸ Librarians are like any group of human beings in any profession. There will be many among them who are dedicated and wonderfully helpful (especially in light of the fact that they are often grossly underpaid), and then there will be some among them who are plain "jerks" who should be banished from the profession.

11. If you are using a library that you are unfamiliar with, check to see if there is an information rack (usually found near the reference desk) containing library maps and other information guides.

12. If you are lucky enough to find an article or a book that covers your topic exactly, then note this: the research stage is probably still not over. You must continue to look for more material to allow you to provide additional information. In any case, you will need more than one reference in order to meet the minimum reference requirements (see below).

13. Get to know the difference between *primary sources* and *secondary sources*. Depending upon the term paper you are writing, you may be asked to include primary sources. A primary source is an information source with information that has not been “recycled,” meaning it is the original record of events or original description of events or other data. Examples of primary information sources include: newspapers; government records, government documents and reports; business reports and documents; statistical data; census data; marketing research data; historical documents (such as diaries, letters, etc.); legal records and documents; business records; laws; court proceedings and decisions; speeches by prominent persons; opinion polls; autobiographies; and so on. When a researcher writes a journal article or a book based on primary sources, the article or book then becomes a secondary source for anyone else who consults the article or book. Note that all articles, with rare exception, in traditional academic journals can be considered secondary sources.

14. Learn to use the interlibrary loan system. Almost all libraries have a system of obtaining materials for you, at little or even no cost, if they don't have them and are available at some other library—this may include libraries in other countries! Of course, considerable lead time is required to be able to use the interlibrary loan system; this in turn implies that the earlier you begin your research the better.

15. The more information you collect, the less difficult it will be to meet your minimum page requirements. Term papers will always appear to be too long to write when you have insufficient information because you did not bother to do adequate research.

16. Keep a detailed log of all your research activities, especially taking care to note even those information sources you looked at, but did not find useful. Such a log may prove helpful should it be necessary to convince me that although you pursued your research diligently, you were unable to find adequate information on your topic.

Stage Three: “Think-Writing”

The purpose of this stage is to write in order to think. Here you will be writing for yourself and not for anyone else. At this stage you will be writing down your thoughts about your topic on the basis of information you have collected. Through this process, you will determine what material is useful (and what needs to be discarded), generate ideas, and generally get a feel for what shape your term paper will take at the dissemination stage. When you are at this stage, the following tips may prove helpful:

1. Your thoughts do not need to be organized in any particular way; nor does the writing have to be grammatically correct. This is not the stage for producing the final draft of the term paper. This is the stage for digesting the information you have collected and for developing ideas on how to use this information.

2. If you took notes during the research stage, then these can form part of this “think-writing” process.

3. Use a lot of paper to do your writing so that if you need to add material to a particular point or idea you are developing, it will be easy to do so. Here is a suggestion: fold the sheets of paper longitudinally and use the left half as a margin for additional notes when necessary. (You can obtain paper for free by looking in recycling bins located next to printers in computer rooms.)

4. At this point, do not be too concerned with how you will logically bring together the different themes, points or ideas you have develop on paper. Your principal concern here is to work on developing the different but relevant themes, points, ideas, etc.—separately from each other if necessary. For example: suppose you have been asked to write a term paper on student violence in high schools, it is quite likely that your term paper will have the following parts to it: (i) description of the nature and extent of the problem of violence. (ii) The effect of this violence on the educational process in schools. (iii) Analysis of the school factors contributing to the violence. (iv) Analysis of the societal factors contributing to the violence. (v) Possible short-term strategies that can be adopted to solve the problem. (vi) Possible long-term strategies to solve the problem. Now, when you are at the think-writing stage, it is quite possible that the first thoughts that you write down may concern one of the factors (e.g. the media) in item “iv” and the last thoughts before you move on to Stage Four may be on item “ii.”

5. Do not be too concerned if you find that the quantity of written material you are producing appears to exceed the total number of pages required for the term paper. When you proceed to the next stage, you will find that some of the material you have written at this stage can be discarded.

6. Wherever possible create appropriate short headings for the different pieces of material you write.

7. As you digest information and write down your thoughts, aim to separate out on paper the following three basic types of information: factual information (tells us what is happening), explanatory information (tells us why it is happening), and prescriptive information (prescribes what ought to be happening).

8. Depending upon what kind of term paper you are writing, you may have to use some or all of the following “devices” in the course of writing your paper:

- Performing thought experiments. (Experimenting in the mind with material one is analyzing by creating different scenarios and seeking answers to questions of the type that begin with the words What if this...?)
- Using examples to illustrate the points one is making.
- Using analogies to illustrate the points one is making.⁹
- Presenting arguments in a *logical* step-by-step style.
- Using deductive reasoning.¹⁰
- Looking for and answering all the key counter-arguments that may be presented to your thesis. Ignoring potential counter-arguments does not strengthen your paper, it merely weakens it. (This, in a sense, involves playing the “devil’s advocate.”)
- Taking into consideration all the key counter-facts. (Counter-facts are facts that run counter to, that is, do not support, your thesis or argument.) If your thesis cannot accommodate the counter-facts, then it is necessary to modify or even abandon the thesis and replace it with another. You must never ignore counter-facts in the hope that no one reading your paper will be alert to them. To do so is to engage in intellectual dishonesty by negating the primary goal of all research: the search for truth. Moreover, you run the very high risk of getting a poor grade on your paper.

9. When composing your paragraphs, make sure the statements that make a point/thesis and statements that provide information supporting that point/thesis are logically ordered (sequenced).

10. When assembling the paragraphs in each section of your paper, make sure that the paragraphs that make a point or a thesis and paragraphs that provide information supporting that point or thesis are logically ordered (sequenced).

11. Be sure to note (and act accordingly) that term papers are not based on personal opinions, even if these opinions may be based on personal experience. *Personal experience is not a substitute for research.* In fact, in the academic arena (an educational environment such as the one in a college or university), there is no place for personal opinions that are unsupported by research. The academic arena is not a democracy in the sense that you are entitled to hold just any opinion you like. For example, no matter how much you may believe that the earth is flat or the moon is a big ball of cheese, you are not entitled to that opinion—at least you are not allowed to express it in a scholarly paper. (Of course, outside the academic arena, you can hold any opinion you like, no matter how outrageous or asinine.) All “opinions” must be based on evidence and logical reasoning; in which case they cease to be opinions and become ideas, arguments, and theses. Most importantly: since it can be logically assumed that a student is someone who is in the process of becoming an educated person, and has not yet become an educated person, no key idea or argument or thesis or fact presented by a student in his/her term paper is acceptable unless it is backed by references. At the same time, it should also be stressed that an unwillingness to accept an idea, argument, thesis or facts that the student comes across in class lectures or in text books is itself not permissible, unless he/she can present competent (scholarly) counter evidence. (Interestingly, in the absence of evidence, such unwillingness usually surfaces because the idea, or argument or thesis interferes with one’s prejudices or insecurities.) In other words, when a person is in the status of a

⁹ An “analogy” is similar to an “example,” but it is not the same as an example because it works a little differently: while it does not possess similarities in all respects (as in the case of a true example), an analogy shares a sufficiently large number of similarities to permit you to legitimately conclude that it must also be similar in respect to the point you wish to illustrate. Consider the following: Let us assume that I want to make the point that “there is a sucker born everyday.” To illustrate this point I can direct you to the following example: until recently, scam artists earned millions of dollars from people who fell for junk mail offers that informed you that you had won a vacation trip to Florida (even though you had not entered any contest with such a prize), and to get the tickets for the trip you were asked to send them \$19.95. (Today, this type of “something-for-nothing” scams have moved to the internet and are delivered through spam e-mail. Remember, spam only exists because of suckers.) Now, I can use this same example to make a completely different point, but this time I will use it as an analogy. Consider the following: Let us assume that I want to make the point that over the many years I have been teaching, I have increasingly come to witness the fact that larger and larger numbers of students are doing everything they can to dodge the required course work, but while still expecting to get an “A” at the end of the semester. And one possible reason, among others, for this behavior is that we are living in a culture where “get-rich-quick” schemes are extremely popular (which suggests that people want to become rich quickly without any work on their part). Consequently, students growing up in such a culture may think that they can do the same in their education: get “A’s without doing the necessary course work. Now, in making these two interrelated points, I can use the above “example” (of the vacation con game) and use it to serve as an example in the case of one point (about the popularity of get-rich-quick schemes), and as an analogy with respect to the other point, the main point (about student belief in gain without effort). In other words, the con game example becomes an analogy if I were to say the following: just as there are suckers who believe they can vacation in Florida for \$19.95, there are students who believe they can get an “A” in a course without doing the required course work. (Question: do you think this applies to you?)

¹⁰ This is a type of reasoning where the truth of a conclusion is established on the basis of the truth of its premises. Consider the following example of deductive reasoning: all trees require water to survive and grow. On the basis of this premise, we can conclude that trees cannot grow in deserts. In other words, one does not have to obtain any direct evidence—for example, by visiting all the deserts in the world—to arrive at this conclusion.

“student,” he/she is logically assumed to lack the “scholarly authority” to either present or negate ideas, arguments, theses or key facts without recourse, by means of references, etc., to supportive evidence provided by those who have this “authority.”¹¹

Stage Four: Dissemination

The dissemination stage is the stage where you use the extensive notes you have generated during the *think-writing* stage to produce your term paper for “public” release (even if the “public” in this instance may be only myself). In this final stage the objective is to organize and structure the written material you have already produced at the think-writing stage into a well-written, coherent term paper. Whereas in the preceding stage you were writing for yourself, now you are writing for others. The dissemination stage is just as important as the other preceding stages, even though in this stage you are less concerned with the content of your paper than with the *structure* and *format* of the paper. The following tips may prove helpful when you are at this final stage of the writing process:

1. A term paper always, I must emphasize *always*, has a three-part *structure*: introduction, body, and conclusion—with the body taking up the majority of the pages.¹² (For example, in a ten-page term paper, the introduction may take up half a page to one full page, while the conclusion may take up one to three pages. The remaining pages would be devoted to the body of the paper).
2. The introduction is where you introduce to the reader the objective or purpose of your term paper. It is in the introduction that the reader must be given the “map” of the “journey of knowledge” s(he) is about to undertake by reading your paper. In other words, by the time the reader has reached the point where the body of your paper begins, s(he) must be clearly aware of what your paper aims to do.
3. In general, a well-written introduction will begin with at least two critical paragraphs: the *opening paragraph* and the *synoptic paragraph*. The opening paragraph is the first paragraph, and its purpose is to introduce the topic (or subject or theme) of the paper. The synoptic paragraph follows the first paragraph, and it summarizes very briefly the principal points you intend to make in your paper. (Depending on the length of the paper and the complexity of the topic, the synoptic paragraph can be split into two or more paragraphs.)
4. The *body* does what the introduction said the paper will do. Specifically, it elaborates on the principal points outlined in the synoptic paragraphs of the introduction. That is, it is in the body of the paper that you provide the reader with the relevant information in support of your points—information ranging from facts and examples to citations and “thought-experiments.” The body is usually divided into sections, made up of one or more paragraphs, with each section corresponding to a single point or idea.
5. The conclusion does three things: briefly restates what you said your paper was going to do, summarizes what you have done in the body of the paper, and ends by making a general statement about the relevance, implications, etc. of what you have said in your paper. If the reader of your paper decides to read only your conclusion, then s(he) must come away with a fairly accurate idea of what your whole paper is about.
6. Determine the *organization* of the body of your paper by grouping together in a logical order the headings you generated in the preceding stage. (For example, depending upon your topic, the grouping can be on the basis of type of information: factual, explanatory, or prescriptive.)
7. When writing the term paper always imagine that the paper will be read by someone who is not familiar with the topic of your paper. Do not write it with the idea that the only person who will read it is myself (even if that may be true). You must always have an imaginary audience before you when you write, besides the teacher. One implication of this point is that you must back up the information you present with relevant reference citations. Write your paper with this general approach: assume that the person reading your paper is intelligent, but do not assume that the person is knowledgeable about the topic of your paper. In other words, do not expect the reader to “fill in the blanks,” so to speak.
8. Term papers are always—repeat *always*—written in a particular style or format (e.g. the APA style [the style developed by the American Psychological Association], the MLA style [the style developed by the Modern Languages Association], the Chicago style [the style developed by the University of Chicago Press], and so on). Much in the same way that the format of a letter you write to a friend or a relative is very different from the format of a letter you write to a prospective employer, the format of a term paper is very different from, say, a set of notes you prepare for yourself on a topic. The format determines how you structure the following basic elements of scholarly writing: reference citations, headings, footnotes, endnotes, references, bibliographies, quotations, tables and figures, and

¹¹ “Scholarly authority,” here, refers to the authority of the scholar who has traveled the road of scholarship and research far, far beyond that of the student; and equally importantly, has had this scholarship and research evaluated for authenticity and validity through formal and informal processes of peer review. Note: usually, the formal peer review process takes place *prior* to publication of one’s research/scholarship and the informal one occurs after publication via, both, published and unpublished reviews of the publication. (In one sense, the informal peer review process never ends as long as the publication is available to the public through one means or another: libraries, bookstores, etc.)

¹² In fact, I would go so far as to say that almost any type of writing will have this three-part structure either indicated explicitly (by means of subheadings for instance) or expressed implicitly. Consider, even a brief e-mail will, usually, have a three-part structure. (Incidentally, have you noticed that this document itself has a three-part structure.)

page numbering. It is not up to you (or even me) to decide how you format your paper; you have to follow established conventions that have been developed over the centuries by scholars, printers, and publishers. These conventions are referred to as “style.” For example: whether a quotation should be single spaced or double-spaced, whether it should be indented, and so on; these are all questions of format that are resolved by a given style. In the U.S., there are three popular styles that scholars in the arts and social sciences use: the MLA style; the APA style and the Chicago style. For all term papers you write for me you will be using the APA style, but with a slight modification. (See Part Two below for exact instructions concerning the style or conventions you will use to format your paper.)

9. When you have reached this stage, you will of course be using a computer to write the term paper. Now there is a danger here to which you must pay absolute attention: the possibility of losing your paper because of some computer glitch. How do you avoid this danger? Simple, make a back-up copy every few *minutes* on a removable device.
10. Your term paper must be completely free of language that is racist, sexist, and so on.
11. Learn to use transitional (connecting) devices to help you to link together statements, paragraphs and groups of paragraphs into a coherent whole. The best way to learn how to use transitional devices is by carefully studying them in actual use, by examining journal articles and books by scholarly writers. The following are some examples of these writing devices:
 - Transitions that restate: “that is,” “in other words,” “to restate,” “to recapitulate,” etc.
 - Transitions that establish cause: “for,” “since,” “as,” “because,” etc.
 - Transitions that establish a result or effect: “consequently,” “therefore,” “thus,” “so,” “then,” etc.
 - Transitions that illustrate: “for instance,” “for example,” “such as” etc.
 - Transitions that establish contrast: “even though,” “even so,” “on the other hand,” “nevertheless,” “but,” “yet,” “still,” “in contrast,” “however,” etc.
 - Transitions that add information: “finally,” “furthermore,” “also,” “again,” “moreover,” “in addition,” “above all,” “in the first place,” etc.
 - Transitions that establish time: “next,” “meanwhile,” “as soon as,” “during that time,” “before,” etc.
12. Learn to break up your term paper into paragraphs that are not too long and not too short. (In general, a paragraph made up of less than two or three sentences is too short, while a paragraph that exceeds two thirds of a page is too long.) Remember that the paragraph contains sentences that together concern no more than one main idea or point.
13. Break up your term paper into sections by using appropriate headings. (A section is made of a number of paragraphs concerned with a common theme.) Two headings, besides other headings, that should always be present in a term paper are “introduction” and “conclusion.”
14. Term papers are usually written in the third person (she, he, they, etc.) and NOT first person (I, myself, we, etc.).
15. Learn how to use punctuation appropriately by consulting a grammar book—such as Thurman (2003). You should be able to use, at the very minimum, the following punctuation devices with no difficulty: period, comma, semicolon, colon, apostrophe, question mark, dash, parentheses, ellipses, and quotation marks.
16. Learn how to use explanatory footnotes—though sparingly. Explanatory footnotes contain information that is relevant to the paper, but the information is usually considered not absolutely essential. (Footnotes are notes that appear at the bottom of a page; and they are usually referenced in the text by means of a number. This document has several footnotes; examine them to see what they do.)
17. Use direct quotations sparingly and only when it is absolutely—repeat, *absolutely*—essential. (Of course, all quotations must be appropriately referenced.)
18. Do not express general opinions without providing evidence (in the form of reference citations) to back up your opinions.
19. Do not under any circumstances plagiarize material. Plagiarism is an offense that is punishable by death (which in this instance will mean an F grade for the *entire* course).¹³ Plagiarism refers to the use of ideas and/or words of someone else without giving credit in order to pass them off as your own. In other words, for every main idea, fact, etc., and for every direct quotation there must be appropriate reference citations provided.
20. When you have finished writing the entire paper, do not assume that it is ready for dissemination. The paper is your first draft, and it will require further attention (in the form of revisions). Your paper will be ready for dissemination only after you have revised the

¹³ Ideally, if it were up to me, I would want a person guilty of plagiarism barred from any school in this country for a period of at least ten years, and to have their transcript marked permanently.

paper (by correcting spelling and grammatical errors, and where necessary, adding new ideas, deleting information, moving paragraphs around, changing headings, etc.). It is well to remember that no piece of writing can ever be perfect; all writing is “work in progress.” Therefore, do not hand in the first draft of your paper.

21. To assist you with improving the technical aspects of your term paper (spelling, grammar, style, etc.) learn to use effectively writing tools such as the following: the dictionary (e.g. *Webster's College Dictionary* by Random House), the synonym dictionary (e.g. *The Synonym Finder* by Rodale), the thesaurus (e.g. *Roget's International Thesaurus*), the word menu dictionary (e.g. *Random House Word Menu*), the English usage dictionary (e.g. *Fowler's Modern English Usage*), and the dictionary of sayings and phrases (e.g. *Brewer's Dictionary of Phrase and Fable*). If you do not know what these writing tools do, you will find it worthwhile to examine them—they are available in the reference section of the library.
22. ALWAYS leave time (at least three days) after you have finished the first draft of your term paper before making final revisions. Trying to produce a term paper at the last minute is not the best strategy for writing an “A” grade term paper.

CONCLUSION

I hope you will find the information I have provided in this first part of the document useful, even if you may not be able to use all of it at one time. If you would like more information on writing term papers you will find the following books helpful: Mulkerne and Mulkerne (1988); Howard and Barton (1986); and Strunk and White (1999). This last book should be used together with the book on grammar mentioned above. See also the “Short Guide to Writing” series published by Harper Collins (e.g. *A Short Guide to Writing about History*, by Richard Marius). If you are willing to devote time, perhaps during the summer break, to learning the skills necessary for effective writing, there is an excellent book I highly recommend to you: Cavina (1995). Another very useful book and one that goes beyond writing is Ellis (2012) which tackles almost everything about being a successful student. Do not forget the study/writing guides accessible through the link on the main class home page.

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PART TWO: IN-TEXT CITATIONS METHODOLOGY

Folks/Guys/People:

As per term paper instructions, you are required to use the APA style **in-text** citation method for *citations*—also known sometimes as the “author-date” system. The purpose of this document is to, first, provide you with actual published examples of how *citations*—also known as *references* or *works cited* when full bibliographic information is provided (usually at the end of a document, article, or book)—should appear in the body of your paper *and*, second, to show you the principal uses of citations. Needless to say, every citation must appear in the references sections at the end of your paper in its *full* bibliographic form. Question: What is the difference between a “citation”

and a “reference”? I have just given you the answer; reread the above. Note: Below, my own comments are in a different font/color. Do NOT skip the footnotes of the quoted material!

Example 1

In the items 1 through 4, below,

(a) a general statement is referenced by citations without the indication of page numbers. First, because there are no direct quotes involved, and, second, because the statements are, to some extent, “summaries” of the cited works. What this means for the reader is that the entire works or large sections of them (and not specific pages) must be referred to as sources for the statements.

(b) Notice also that in items 1 and 4 the citations appear as part of the sentences while in items 2 and 3 they appear separately from the paragraphs. Why the difference? One refers only to the sentences, while the other refers to the entire paragraphs.

Item 1

The private, four-year liberal arts college is a very uniquely U.S. institutional gloss on the imported traditions of Cambridge and Oxford—especially in terms of the mission of the university and the clientele **(Ben-David, 1992)**. ← This citation is part of the sentence but only in a structural sense (see item 4 below by comparison). Notice citation comprises, in this instance, in parenthesis, the source author’s last name, comma, year of publication of the source. In other words, pay super careful attention to punctuation! You will lose points for improper punctuation in citations and in the references or bibliography section of your paper. By the way, in the references (or bibliography) section at the end of your paper the full bibliographic information for this citation must appear, listed alphabetically, in this form: Ben-David, Joseph. 1992. *Centers of Learning: Britain, France, Germany, United States*. New Brunswick, NJ: Transaction.

Item 2

The apogee of this influence was undoubtedly reached during the presidency at Tuskegee of Robert Russa Moton (from 1915–1935), the successor to Booker T. Washington. Upon the latter’s death, Moton inherited Washington’s mantle and became the steward of Tuskegee and the country’s unofficial consultant on African American affairs. Subscribing to the same philosophy as that of Washington’s, he courted Euro-American liberals with as much fervor as his mentor. Moton, however, as just noted, was, like many other African American intellectuals and notables of his generation, also a firm believer in the concept of the white-man’s burden (or “African redemption.”) Further, believing that the surest path to taking up this burden lay in a combination of Christian evangelism and secular education as conceived at Hampton and Tuskegee, Moton (like such ambassadors of the Tuskegee gospel in Africa as Thomas Jesse Jones, J. E. Kwegyir Aggrey and Charles T. Loram), became an indefatigable champion of the model for all the “benighted” in Africa, and elsewhere. **(Marable, 1982)** ← Citation is NOT part of the sentence, because it refers to the entire paragraph. That is, if the reader wanted to know where the information in this entire paragraph came from then she/he would consult this source: Marable, 1982.

Item 3

The Eurocentric mythology regarding the rise of Western global hegemony rests on two pillars. First, as was indicated in Chapter 2, that whatever contributions arrived in Europe from elsewhere (be it in the form of scientific ideas, or technology or capital accumulation, etc.) were irrelevant to the rise of Europe because they were of inconsequential magnitude. Second, that the Europeans, being blessed by God (or nature), were always destined for great things because of their inherent intellectual and/or environmental superiority. In other words, the Eurocentric version of history posits the following scenario as valid: imagine that the planet had only comprised the European peninsula populated only by Europeans; the Europe of today (in terms of modernity) would still have emerged, because modernity is an entirely autarkic European invention. This version of history is only possible by means of a mythic construction of a highly distorted and abbreviated European history. Observe that it is a myth in both senses of the word: a patent untruth and as a widely accepted false belief by a culture regarding the history of its own genesis. **(Amin, 1989; Blaut, 1993)** ← Here the citation is made up of two different sources; therefore, they are separated by a semi-colon.

Item 4

Note that the concept of Eurocentrism, as **Amin (1989)** has pointed out, embodies two senses: one signifies values (in the form of racism, bigotry, prejudices, etc.), while the other refers to a presumed empirical reality (embodied in the notion of European exceptionalism or historical priority as constituting a historical actuality). While it is possible that not all Eurocentrists are guilty of subscribing to the concept in both senses in that theoretically one can believe in the empiricism of European exceptionalism without holding any racist prejudices, it is difficult to imagine that the two can be separated in practice because subscription to the first is bound to seduce one into subscription to the other. In other words, to believe in the myth of European exceptionalism and simultaneously believe in the equality and dignity of all human beings does not appear to be a viable project in practice; certainly those from outside the West who interact with Westerners generally, going by anecdotal evidence, see this to be the case. Additionally: it may also be pointed out that Eurocentrism does not refer to a love of things European, but of believing that things European are inherently superior to things elsewhere; for example, to be a lover of European cuisine does not in of itself make one a Eurocentric, but on the other hand the belief that European cuisine is superior to that of others, does. ← In this example the citation is grammatically part of the sentence and therefore only the year of publication appears in parenthesis.

Example 2

In item 5, below,

(a) the citation for the quote—from a source by an author called May—appears at the end of the quote, with the page number of course. Notice that the italicization of part of the quote (to indicate emphasis) was not in the original, so the author is telling the reader that he/she has added the emphasis by italicizing it.

(b) Item 1 has a footnote, but it is not a bibliographic footnote, it is an explanatory footnote. However, within this footnote the reader is directed to a number of reference sources (indicated in the same style as in the body of the text).

(c) In the quote from Fidel Castro there is no indication of page number because the source was a transcript of a radio broadcast without its own pagination.

(d) By the way, the reference to Seekings and Natrass, interestingly, also includes an evaluative comment by the author with the words “excellent study.”

Item 5

Heretical this may appear, especially to the denizens of the right wing think tanks funded by U.S. capital that abound in the United States,¹⁴ intensifying economic ties with the United States and other Western economies along conventional or traditional lines augur more of the same for the vast majority of the South African people: a regime of the rich few (which now include a small group of compradorial blacks—the bureaucratic bourgeoisie in the making) getting richer, and the poor getting even poorer. Consider the current circumstances of the mass of the South African people:

South Africa is an upper-middle-income country with a per capita income similar to that of Botswana, Brazil, Malaysia or Mauritius. Despite this relative wealth, the experience of the majority of South African households is either one of outright poverty, or of continued vulnerability to becoming poor. Furthermore, the distribution of income and wealth in South Africa may be *the most unequal in the world*. (May, 2000, p. 2) (Emphasis added.)

14. Here is a small sampling of the more well-known of these organizations: American Enterprise Institute, Bradley Foundation, Brookings Institution, Cato Institute, Claremont Institute, Center for Strategic and International Studies, Competitive Enterprise Institute, Ethics and Public Policy Center, Free Congress Foundation, Freedom Works, George C. Marshall Institute, Heartland Institute, Heritage Foundation, Hoover Institution, Hudson Institute, Institute for Contemporary Studies, Manhattan Institute, National Bureau of Economic Research, National Center for Policy Analysis, Rand Corporation, and Reason Foundation. For information on their nefarious antidemocratic politics and work (even when narrowly defined in terms of capitalist democracy) visit their websites by using a search engine. A progressive organization that helps to shed light on right wing bodies like these is the People for the American Way. A visit to their website (www.pfaw.org), dear reader, is greatly recommended. Lowndes (2008), Gitlin (2007), and a slightly dated but still relevant work by Diamond (1995), who all provide valuable insights into the corruption of U.S. democracy by the steadily cancer-like spread of right wing ideologies in the U.S. body politic, should also be consulted. ← This footnote at the bottom of this page is a continuation of the footnote for item no. 5 on the preceding page.

Interestingly, even Fidel Castro was moved to comment on this circumstance during a state-visit to South Africa in September 1998 in an address before the joint session of that country's parliament:

Today there are still two South Africas, which I should not refer to as white and black, those terms should be forever banished if a multiracial and united country is to be built. I rather put it another way: two South Africas, one rich and one poor, one and the other; one where an average family receives two times the income of the other; one in which 13 out of every 1,000 children die before reaching their first year of life; another in which the number of children who die is 57; one in which life expectancy is 73 years, another where it is only 56 years. (From a transcript of the speech prepared by *Radio Reloj*, Havana)

Similarly, in their excellent study **Seekings and Nattrass (2005)** draw attention to a very troubling development: that while economic inequality between the races appears to be slowly but steadily declining, economic inequality within each of the different racial groups is rapidly increasing; most especially among the majority of the population (Afro-South Africans).

Example 3

In item 6, below,

(a) the page number for the quote from Hearn (2000) appears separately from this citation because the citation (and the quote itself) is grammatically integrated into the sentence.

(b) Item 6 has three explanatory footnotes (nos. 2, 3, and 4) attached to it, and I want you to examine them carefully. Both footnote nos. 2 and 3 refer to reports but in no. 3 the full title of the report is provided together with the citation. Why the difference? In no. 3 the author wants you to know the title of the report right away (instead of turning to the bibliography at the end of the work) not only because it is summative but also because she/he feels the title lends force to the material. (Notice that the rest of the bibliographic information for the citation is indicated as appearing in the bibliography, hence the form "Human Rights Watch (1998).")

(c) In the same footnote, there is reference to a news story but there is no indication of a bibliographic citation for it. Why? Because the author gives you all the necessary bibliographic information within the footnote. In this work, the author did not provide bibliographic information on references to newspapers, in the bibliographic or "works cited" section of the book—choosing instead to, idiosyncratically, provide it within the text of the work. NOTE: For the term paper you will be writing for me, do not do copy this approach.

(d) Still on footnote no. 3, the author does not provide any citations for the part appearing in the third paragraph (dealing with the U.S. and the Bush (Jr.) Administration). Why? Because the author assumes that given the currency and media ubiquity of the news material that is being referenced he/she feels it would be redundant to provide specific citations to it. I suspect that there is also some degree of scholarly authority being invoked here to mitigate the absence of citations. (Note: you are NOT permitted to emulate this strategy; you must provide citations for all material where usually expected.)

Item 6

One of the most alarming symptoms of this increase in poverty is not only the extraordinarily high levels of crime, but the relentless economic impoverishment of women (against the backdrop of a horrendous escalation in sexual violence perpetrated on them).¹⁵ And at the same time, one must not overlook the growth of a virulent form of xenophobia (that involves beatings, stabbings, and even burning victims alive) targeted against Africans who have migrated, legally or illegally, into South Africa in the post-apartheid era from other African countries—including from neighboring countries where once, most ironically, South African exiles themselves had found refuge.¹⁶

15. As if this is not enough, the burdens faced by black women in South Africa is being compounded by HIV/AIDS and the unequal access to services to deal with this scourge. See, for example, **Bentley (2004)** and the extensive report by Amnesty International (2008) for more on this triple burden that black South African women face in PASA.

16. See the report by **Human Rights Watch (1998)** titled "Prohibited Persons" *Abuse of Undocumented Migrants, Asylum-Seekers, and Refugees in South Africa*. The problem, most sadly, has grown even worse since that report was published. For example, reporting in the *International Herald Tribune* dated May 19, 2008 (the news story is titled "Anti-Immigrant Violence Spreads in Johannesburg"), Barry Bearak writes:

Johannesburg: Violence against immigrants, like some windswept fire, spread across one neighborhood after another here in one of South Africa's main cities this weekend, and the police said the mayhem left at least 12 people dead—beaten by mobs, shot, stabbed or burned alive... The latest outbreak of xenophobia began a week ago in the historic township of Alexandra... Newspaper editorials have called

In an even more ominous finding, **Hearn (2000)** warns that the role of the myriad of NGOs domiciled in the West that descended on South Africa after 1994 to help build civil society (in the likeness, of course, of civil society in the West) has had a pernicious and dangerous consequence for democracy in that country: the emphasis on procedural democracy has “facilitated a newly legitimized South African state to preside over the same intensely exploitative economic system, but this time unchallenged” (p. 828). The foregoing should also make this point clear: true democracy rests comprises both procedural and corporeal (or substantive) democracy; that is, one without the other renders true democracy hollow.¹⁷

Example 4

In item 7, below,

(a) the author did not have access to the original speech; instead, the citation refers to another source in which the speech was reprinted. Again, notice how there is no indication of any further bibliographic information for the citation because of the way newspapers are idiosyncratically referenced in this particular work (within the text instead of in the references section at the end of the book).

(b) Notice also that the author cites someone who the author assumes most readers of this work know; hence the important but small bit of biographic information telling us that this someone passed away recently.

(c) A very important function of citations, in addition to the well-known function of providing references, is to provide a brief discussion of material in a sentence or two and then direct the reader to consult other sources if she/he wants to pursue the matter further. The third paragraph provides a good example of this where the reader is asked to consult a bunch of indicated sources if she/he wishes to know more about the topic being discussed.

Item 7

Yes, it is true that in Southern Africa at least (and this holds true elsewhere too), the “socialist experiment” never really got off the ground given the internal and external forces arraigned against it. As the late Joe Slovo reminded us:

The opponents of socialism are very vocal about what they call the failure of socialism in Africa. (They conveniently ignore the fact that most of the countries which tried to create conditions for the building of socialism faced unending civil war, aggression and externally-inspired banditry; a situation in which it is hardly possible to build any kind of stable social formation—capitalist or socialist.) But they say little, if anything, about Africa’s real failure; the failures of capitalism. Over 90% of our continent’s people live out their wretched and repressed lives in stagnating and declining capitalist-oriented economies. International capital, to whom most of these countries are mortgaged, virtually regards cheap bread, free education and full employment as economic crimes. . . . (From extracts reprinted in *Africa News* 33, no. 3 [February 26, 1990], p. 4, p. 11) ← Because this is a newspaper

the outbursts a matter of using immigrants as scapegoats for South Africa’s problems. The official unemployment rate is 23 percent. Food prices have risen sharply. The crime rate is among the highest in the world. . . . Mobs of South Africans shout: “Who are you? Where are you from?” as they maraud through the narrow streets they share with immigrants. They order people from their homes, steal their belongings and put padlocks on the houses. . . . Many victims are legal residents with all the proper immigration documents. Some are being assaulted by neighbors they have known for years.

And what has been the response of the ANC-GSA to this violent xenophobia? As of this writing, a lukewarm condemnation of it, but certainly not the kind of unequivocal and forthright effort to not only diffuse the xenophobia but also provide some type of meaningful redress to its victims. Of course, it goes without saying that this kind of scapegoating of foreigners (even if most of them, in this instance, are blacks) takes the pressure off the ANC petit bourgeois elite to do something concrete about the burgeoning chasm between the rich and the poor—though on the other hand large scale violence of any sort does not augur well for their much cherished “investor confidence.” One ought to also mention here that scapegoating of foreigners during difficult times is not a pastime of only post-apartheid South Africa: compare the racially-motivated political assault in the United States during the 2008 presidential election season on immigrants (legal or illegal) who are, in effect, being blamed (thanks to right wing demagogues) for almost all the ills that the country is facing—which in truth have been engendered by an administration obsessed with subverting the democratic social contract in favor of buttressing the fortunes of an obscenely avaricious transnational corporate capital gone rampant (vide, for instance, the greed that led to the collapse of companies such as Enron in 2001, the predatory subprime mortgage meltdown in 2007, and the mind-boggling inflated salaries of corporate CEOs, including even those accused of wrongdoing.) To give just one example: Bush (Jr.) vetoed a legislative effort in late 2007 to expand health insurance coverage for children (against the backdrop of the absence of health insurance for more than forty million adult U.S. Americans), even while in the same breath requesting Congress to provide additional funds for the administration’s ongoing Iraq war adventure—much of which will end up in the pockets of U.S.-based corporate transnationals and corporatized mercenaries.

17. For more on the nature of what constitutes true (versus pseudo) democracy—which is the subtext here—see also chapter 8 (pp. 173–94) of **Saul (2005)**, and **Green (1985)**. ← Notice that in the case of one citation specific pages are provided while that is not so for the other. The reason should be obvious.

source, the author provides additional bibliographic information (in brackets) to make it easier for the reader to locate this particular edition of the newspaper.

While capitalism has achieved the status of religion in the Occident, and there is no shortage of converts as millions clamor to join it in countries recently freed from the shackles of Stalinism (Poland, Bulgaria, Rumania, East Germany, and so on)—and even the rhetorically Communist China is firmly atop the bandwagon—we must be reminded that the development of capitalism at the global level has also meant unprecedented suffering for vast populations in the world via colonialism of yesteryear, and the neoimperialism of today.

Interestingly, given the dominance of U.S. capital in the global arena, some have even suggested that globalization should be seen as nothing more than a project of a post-cold war revived U.S. imperialism. This view has been articulated (though not in so many words), for instance, by no less a personage than that cold war hawk, Henry Kissinger. (See his speech titled “Globalization and World Order” that he delivered at Trinity College in Dublin on October 12, 1999, and reproduced in its entirety in the *Irish Independent* in the following day’s issue, in which in the course of criticizing the conventional wisdom on globalization he states: “The basic challenge is that what is called globalization is really another name for the dominant role of the United States.”) For more on globalization, see this basket of sources: Allen (2001), Amin (2004), Appelbaum and Robinson (2005), Balakrishnan (2003), Bello (2001), Berberoglu (2004), Edelman and Haugerud (2005), Harrison (2005), Harvey (2003), Hopkins (2002), Magdoff (2004), Stiglitz (2002), and Wall (2005). To bring a heavy dose of reality to what globalization can also mean in practice to people of the PQD ecumene see also Hiatt (2007). ← Why so many citations in this paragraph, you may wonder? As explained above, what author is doing here is to avoid a long digression into globalization because the chapter to which this paragraph belongs is not about globalization per se, yet at the same time acknowledging that the topic is of sufficient relevance to merit at least some guidance for the reader on accessing additional sources on the topic. Notice also that the last citation (Hiatt [2007]) is annotated, meaning it is accompanied by a comment (in this case it tells us what the citation is about).

So, folks, although the primary purpose of producing this document has been to provide you with examples of how sources should be cited in the text of your paper, I hope it will also introduce you to the different uses to which citations can be put.

PART THREE

SPECIAL INSTRUCTIONS FOR CITATIONS AND REFERENCES

Folks: Please read these instructions on how citations and references should be presented in your paper very carefully, *before* starting work on your paper:

1. The main heading for your references page at the end of your paper will be “References.” Please note that, as a general rule, the more references you have (as long as they are relevant and appropriate) in your paper, the better.
2. Reference **citations** should appear in the text itself in this form: open parentheses, author's last name, comma, year of publication, comma, page abbreviation page number, close parentheses. For example, if I had referred to the book by Strunk and White in the text then the citation would appear as follows: (Strunk and White, 1979, p. 16). Reference citations in footnotes should also be in the same form. **Note:** the sources that you indicate within the text of your paper are called *citations* while the full bibliographic information that you provide for these sources (grouped alphabetically at the end of the paper) are known as *references*.
3. The number of **references** must not be less than TEN. NOTE: References that are part of the required readings for this course do *not* count toward fulfilling this requirement.
4. **Type of Reference Sources:** Your reference sources must comprise at least ONE or more of each of the following types or categories of sources:

A refereed journal article (ask a librarian if you do not know what this means).

A scholarly book.

A Ph.D. dissertation (accessible online through the libraries database--ask a reference librarian for help if necessary)

A government produced source (NOTE: a government produced source is *any* information—research reports, documents, statistics, laws, rules and regulations, etc.—produced by *any* governmental entity; ranging from the presidential office or governor's office to the U.S. Congress or state legislature; from a governmental agency to a government research center; from the police to the courts and prisons; and so on.)

5. If you are unable to locate certain materials for your topic (e.g. a PhD dissertation) then document the steps you took to try and find the material (but came up empty handed).
6. If you obtain material from the worldwide web then it must have an author who is affiliated with a government agency, or a reputable organization or an educational institution. **NOTE:** Anonymously written material will not be acceptable.
7. All references must be numbered consecutively and grouped under the following headings, *alphabetically*, according to type of source:
 - *Refereed journal articles*
 - *Scholarly books*
 - *Ph.D. dissertations*
 - *Government produced sources*
8. **For each reference provide a photocopy of the title page (if the source is a print or web article), OR of the title page together with the contents pages (if the source is a book).** Failure to provide this material will automatically incur an F grade for the paper. On each photocopy of the title page write down the number that corresponds to the appropriate reference (see preceding item). For example: say you have referenced a book by Noam Chomsky and the number you have assigned to in your alphabetized list of references (located at the end of your paper) is 8, then write down 8 on the photocopy of the title page of this book.

PART FOUR

GENERAL FORMAT/STYLE INSTRUCTIONS

Guys: Please read these instructions on how your paper should be presented very carefully, *before* starting work on your paper:

1. You must attach the *term paper disclaimer form* to the *front* of your paper (available as part of this packet), otherwise I will not grade your paper and instead you will be assigned an F to this part of the course requirements.
2. I will assign you the topic for your term paper. (See the term paper project instructions in this packet.)
3. In addition to reading the preceding portion of this document (part one), please also familiarize yourself with the resources that appear via the link titled “Helpful aids for formatting references” on the main page of this packet.
4. Your term paper must be TYPED and should be submitted as a hard copy. *However, you must also have an electronic version of your paper saved somewhere in case I request an electronic submission as well.* Your paper must be in the following format/ style:
 - **Length:** As per announcement in class.
 - **Due date:** As specified on the topics page and/or class home page and/or in the syllabus packet. I will not accept a late paper without assigning penalty points unless you have a **documented** reason for not meeting the deadline. Note: In either circumstance, you must still obtain clearance from me before handing in your late paper.
 - **Paper Size:** 8.5 x 11 inches.

- **Paper color:** white or natural (if using recycled paper).
- **Binding:** The only acceptable binding for your paper is a staple in the top left hand corner. You may submit your paper in a folder with pockets. Reserve the left pocket for the actual paper itself, and the right pocket for all other materials (e.g. the photocopied first pages of references--see below--etc.)
- **Margins:** No more and no less than one inch all around. (This is the standard or default margins on almost all computer word-processing programs.)
- **Typeface/Font:** Garamond in **10pt** (the default in MS Word is Times Roman in 12pt, change it to Garamond in 10pt).
- **Spacing:** DOUBLE throughout the document including between paragraphs; and there should be NO extra space between paragraphs. (NOTE: for outlines, use single spacing)
- **Footnotes:** You must have a minimum of two **explanatory** footnotes in your paper.
- **Quotations:** Not required, but if you do have them then they should be indented seven spaces from the left margin, and they should be separated from the text by a line space. NOTE: Your paper should have no more than two direct quotations that are twenty words or more in length. Moreover, no direct quotation can exceed 100 words in length.
- **Citations and References:** See special instructions below.
- **Plagiarism (and other forms of academic dishonesty—see the appendix to the syllabus):** Note the following with all the seriousness it deserves:
 - This is an offense and it is punishable by death (which in this instance will mean an F grade for the entire course).
 - If I suspect any form of academic dishonesty is involved I may ask that you also provide me with an electronic version of your so I can run it through a plagiarism software (maintained by UB Learns). If you are unable/ unwilling to provide me with an electronic version of your paper, I will give your paper an automatic F.
 - I may also seek other punitive measures, including expulsion from this university with the appropriate comment marked permanently on your transcript.
 - Plagiarism refers to the use of *ideas* and/or *words* of someone else without giving credit in order to pass them off as your own. In other words, for every main idea, fact, etc., and for every direct quotation there must be appropriate references provided.
- **Page numbering:** Page numbering must be continuous and page numbers must appear centered at the bottom of the page.
- **Cover page:** The cover page I have provided as one of the items in this packet must be completed, signed, dated, and attached to the front of your paper.
- **Title page:** Your paper must have a title page with the following information on it: title of your paper, your name as it appears in the school records, course number and title, semester, year, and my name as it appears above. All information must be centered on the page and in the same typeface and font as the text of the paper.
- **Headings:** Appropriate headings must be provided in your paper including these two: 'introduction' and 'conclusion.'

PART FIVE: GRADING

1. One or more conditions under which your paper will receive an *automatic* F (meaning ZERO points):

- 1) Writing on a topic you were not assigned;
- 2) Not completing and attaching to the front the Term Paper Disclaimer Form;
- 3) All or part of your paper is plagiarized;
- 4) Missing citations;

- 5) Missing list of references;
 - 6) References do not include all the four different types (see instructions in the writing term papers document);
 - 7) References are not grouped together according to the four different types (see instructions in the writing term papers document);
 - 8) Missing first pages of all reference sources (see term paper instructions).
2. When I grade written submissions I follow this three-step procedure:
 - I skim through all submissions to get a sense of the quality of what you guys have given me.
 - I carefully go through them again to identify one paper that I consider as the best *when compared to those of others* (this does *not* necessarily mean that this paper will be the most ideal, that is an “A-grade” paper).
 - I grade all the papers using the best one as the benchmark.
 3. Please note that a grade above a B on a term paper is *rare* in my classes. Your paper has to be *exceptionally* well crafted—in terms of both content and style/format—to merit a grade above a B.
 4. Your paper will be graded on the basis of the following points distribution:
 - 100 points for correct spelling and grammar.
 - 200 points for organization (this refers to matters such as use of headings, types of paragraphs, sequencing of paragraphs, etc.).
 - 300 points for content quality (this refers to the quality of the actual information you present in your paper, including how well you have covered your topic).
 - 200 points for *references* (references are not the same thing as citations).
 - 200 points for *citations* (citations are not the same thing as references).
 - 200 points for overall quality of the paper (this refers to how well the paper is presented as a scholarly work in general from the perspective of both format and content).
 - **Total number of points = 1200**
 5. Because of the grading criteria I have just specified above, I do not feel it is necessary to write comments in your paper. However, if you want a detailed analysis the come and see me during my office hours and we will go through your paper.

END OF DOCUMENT