

The University of Texas at Dallas
School of Economic, Political and Policy Sciences
ISSS 3349.001 World Resources and Development
Fall 2012
Time: Monday/Wednesday 2:30-3:45pm
Classroom: GR 2.302

Professor: Rubia Valente

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Office: GR.3.314

Office Hours: Monday/Wednesday 4:00pm - 5:00pm and by appointment

General Course Information

What is development? What are some of the issues and challenges of development in developing countries? Why are some countries progressing and others not or much less so?

Focusing on these basic questions, this course provides an introduction to issues in developing countries from an interdisciplinary point of view using the Millennium Development Goals (MDGs), which form the major current international development agenda, as a stepping-stone. Contemporary issues such as disease, hunger, education, and environmental sustainability will be discussed from a development perspective. Concepts such as poverty, famine, trade justice, debt, and gender are introduced and used as critical tools to assess major challenges to development in general, and the MDG agenda in particular. In weekly seminars, students explore the discussed issues through their own research and will use news clippings to explore current affairs in international development and to critically examine how our society thinks about development. Students are required to complete a major research project on a developmental issue in a developing country. Along the way, students will explore the problems of underdevelopment and will learn from one another about the challenges faced in particular regions of the developing world.

Required Textbooks

Annual Editions: Developing World 12/13 by Robert J. Griffiths

The Bottom Billion by Paul Collier

Additional Text Material

Primary course reading will be assigned from required textbooks. All other additional text material will be posted on eLearning or are available online.

Course Objective

This course is designed to help students become familiar with the key dimensions of the development process and be able to critically evaluate current issues and problems experienced by the developing nations in their efforts to achieve economic and human development.

Complementary course goals are to practice and refine discussion, research, writing, and oral presentation skills. This class will be conducted as a seminar, which means that everyone will be expected to actively participate in discussions. Students must stay current on readings and be ready to contribute to class discussion.

Course Requirements

Class Participation and Attendance:

Class attendance is required. Students who failed to attend at least two-thirds of the classes without due cause will receive a 0 for this course. Participation will be evaluated and factored into the final grade. It is every student's obligation to consult the course eLearning several times a week for course updates and other announcements. Each student is expected to complete the required readings **before class** and to participate actively in class discussion. Class participation is measured by the quality of your thoughtful contributions to the class discussion.

The first 10 minutes of class will be designated for current events – every week students should find a news article related to a development issue and be ready to discuss it in class, preferably on the same topic that we'll be discussing in class (e.g. The New York Times, BBC, The Financial Time, The Economist, etc...). This will count towards your participation grade.

Weekly Summary: Each week you should write a **1-2 pages** critical summary about the week's readings (font 12, single space), you can choose to write either on Monday or on Wednesday. This should include a brief summary of the main arguments of the readings, your critical reactions, and at least two questions for class discussion at the end. Keep in mind that these should be critical in nature, and not merely summaries of the key points in the week's readings. You are allowed "two free weeks" when you don't have to turn in a summary, you can choose when to take these, according to your schedule. There won't be a summary due on Week 1, Week 6, Week 8, Week 15 and Week 16. So, at the end of the semester you should have a total of 8 summaries. No late summaries will be accepted. Summaries submitted without attending class will not be graded. Summaries are due at the beginning of class.

Exams: Students will have an essay-type midterm and a take home final exam.

Written Assignment: There will be a total of **4 written assignments** including two movie reviews, a book review and a short assignment on your Research Project. More detail will be given in class.

Research Project: There will be 1 research paper of 10-15 pages in length. The paper will be on a topic of your choice that involves a current developmental issue within one or more of the countries of the developing world. The paper can be analytic or critical and should include a policy recommendation for the issue in question. The topic will need to be approved by the instructor. The paper should state, defend or criticize an argument about the politics of some ongoing issue, struggle or development. Examples of possible topics include: the debt crisis in the developing world, political reform in Iran, the AIDS crisis in Africa, democratization in the Middle East, rebuilding Haiti, the Asian financial crisis and its consequences, terrorism in southeast Asia, the status of women in India, the environmental crisis in China, etc. The paper should use at least 8 sources scholarly sources. These are academic books or articles written by PhDs. Among the library's databases, Project Muse and JSTOR contain primarily scholarly articles. There will be three stages to the research project:

Short assignment:

Provide me with a short summary of your progress to this point due on October 3rd. You will write a 2-3 pages (maximum) statement on the research idea of your choice related to the course themes in a particular developing country or region. It should include the following pieces: What is your specific question (thesis)? Key to this description is to identify a developmental problem. Additionally, please include the following: statement of data progress & challenges (what data sources have you found? what difficulties are you encountering?) and a short statement of why your case is important (in other words, frame the relevance of your case to a broader audience).

Classroom Presentation: Each student or group of students will prepare a short class presentation (15 minutes) that highlights the major developmental challenges/issues of the country or region that you have researched for your paper and the policy recommendation based on your research.

Research Paper: The research project will culminate in a research paper of 10-15 pages that flows out of the presentation. See the guidelines for this at the end of syllabus.

Extra-Credit: Students may write a review of five pages on an approved book. This paper is due on 11/14 at 2:30pm in class. No late papers will be accepted. This is **worth up to 2.5%** of your final grade.

Graded Activities:

Weekly Summaries/ Participation	15%
Written Assignments	20%
Midterm	25%
Research Paper/ Presentation	20%
Take Home Final Exam	20%

Grading Scale:

Min	Max	Grade	Min	Max	Grade	Min	Max	Grade
93.0	100.0	A	80.0	82.9	B-	67.0	69.9	D+
90.0	92.9	A-	77.0	79.9	C+	63.0	66.0	D
87.0	89.9	B+	73.0	76.9	C	60.0	62.9	D-
83.0	86.9	B	70.0	72.9	C-	0.00	59.9	F

Course Outline (Subject to revisions and changes at the discretion of the Professor.)

Class Schedule

Week 1 Aug. 27 **Introduction to the course**
 Aug 29 Topic: **What is development?**

Readings:

*Annual Editions: *Article 1- The New Face of Development* and *Article 2 – How Development Leads to Democracy: What we know about Modernization.*

**Theories and Practices of Development*, by Katie Willis Chapter 1 available as an ebook by the UTD library.

Week 2 Sep.3 **No Class – Labor Day**
 Sep.5 Topic: **The Millennium Development Goals**

Required Readings:

*Annual Editions: *Article 8 - The Poor Man's Burden*

*Sachs, J. (2005) *Investing in development: a practical plan to achieve the Millennium Development Goals*. New York: UN Millennium Project. **Read Part 1** on the MDGs; available online at: <http://www.unmillenniumproject.org/documents/MainReportComplete-lowres.pdf>

*Saith, A. (2006) "From universal values to Millennium Development Goals: lost in translation", *Development and change*, 37(6), pp. 1167–1199

Short Film: The Story so Far - youtube Journeyman

Week 3 Sep. 10 Topic: **Population Growth and Development**

Readings:

*Annual Editions: *Article 3 The New Population Bomb: the Four Megatrends That Will Change the World* and *Article 29 Global Aging and the Crisis of the 2020's*

 Sep. 12 Topic: **Environmental Sustainability**

Readings:

*Annual Editions: *Article 45 Is a Green World a Safer World?: Not necessarily* and *Article 46 The Last Straw* and *Article 54 Women in the Shadow of Climate Change*

*Dalal-Clayton, B. "The MDGs and sustainable development: the need for a strategic approach." Online: <http://pubs.iied.org/pubs/pdfs/G00449.pdf>

Short Film: Strides in Development- Kenyan Environmentalist Wangari Maathai PBS

Week 4 Sep. 17 Topic: **Aid, Development and NGO's**

Film: Good Fortune (90 minutes)

Readings:

*Sachs, J. (2005) *Investing in development: a practical plan to achieve the Millennium Development Goals*. New York: UN Millennium Project. **Read sections 8 & 13**; online at: <http://www.unmillenniumproject.org/documents/MainReportComplete-lowres.pdf>

*Vandemoortele, J. 2011. "The MDG story: Intention Denied." *Development and change*. 42(1): pp.1-21

Sep 19 Topic: **Aid, Development and NGO's**

Film: cont. Good Fortune

Readings:

*Garces-Ozanne, A. 2011. "The Millennium Development Goals: Does Aid Help?" *The journal of developing areas*. 44(2): pp. 27-39

*Richey, L.A.& Ponte, S. 2008. "Better (Red)TM than Dead? Celebrities, consumption and international aid." *Third world quarterly*. vol 29 (4), pp. 711-729.

*Velloso de Santistemba, A. (2005) "The Poor Will Always Be With Us- And So Will NGOs", *Development Practice*, 5(2): 200-209.

Week 5 Sep. 24 Topic: **Gender Equality**

Readings:

*Article 51 Women in Developing Countries 300 Times More Likely to Die in Childbirth and Article 53 *Remember the Women?*

*Gender Bias and Mortality. Online: http://ucatlas.ucsc.edu/gender/gender_mortality.php

Short Film: Gender Equality: The Smart Thing to Do by Harvard

Sep. 26 Topic: **Gender Equality**

Readings:

*Annual Editions: Article 52 *Girls in War: Sex Slave, Mother, Domestic Aide, Combatant, And* Article 55 *The Global Glass Ceiling: Why Empowering Women Is Good for Business*.

Watch before class:

Sex Slaves (Frontline)-- <http://topdocumentaryfilms.com/sex-slaves/>

Movie Review on Good Fortune Due Today

Week 6 Oct. 1 Topic: **Education for all?**

Readings:

*Annual Editions: Article 50 *The Women's Crusade*

*Global Monitoring Report (2002) Education for all: literacy for life Paris: UNESCO (Chapter one)

*Maureen Lewis and Marlene Lockheed, "Inexcusable Absence: Why 60 Million Girls Still Aren't in School and What to do About It (Brief)," 2007. Online:

<http://www.cgdev.org/content/publications/detail/13498/>

Short Film: Viola Vaughn - 10,000 Girls Project Senegal youtube

Watch after class: Half the Sky on PBS today at 9 pm.

Oct. 3 Topic: **Hunger and Malnutrition**

Readings:

*Annual Editions: Article 49 The New Geopolitics of Food.

*World Bank, *Poverty and Hunger*, chapter 6, online:

http://www.worldbank.org/depweb/english/beyond/beyondco/beg_06.pdf

*World Hunger and Poverty Facts and Statistics, online:

<http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm>

***Watch before class:**

http://fora.tv/2009/02/01/Running_Out_The_Global_Food_Crisis#fullprogram

Short Film: Hungry Children in Yemen

Short Assignment Due Today

Week 7 Oct. 8 Topic: **Poverty and Violence in Urban Areas**

Readings:

*Slums of the World: The face of urban poverty in the new millennium, pp. 6-55.

*The Challenge of Slums Ch 1 "Development Context and the Millennium Agenda" (5-16), Ch 2 "Urbanization Trends and Forces Shaping Slums" (17-31)

* Loayza N. "Preventing Violence" ReVista: Harvard Review of Latin America online:

<http://www.drclas.harvard.edu/revista/articles/view/1032>

Oct. 10 Topic: **Governance/Corruption**

Readings:

*Annual Editions Article 20 *Corruption Reduction: A Foreign Policy Goal and Instrument*

*World Bank Anti-Corruption Initiative online:

<http://www.worldbank.org/html/extdr/comments/governancefeedback/gacpaper.pdf>

*Dennis de Tray, "Governance and Corruption: An Impolitic View", CGD Brief, online:
<http://www.cgdev.org/content/opinion/detail/11670/>

*Maureen Lewis, "Governance and Corruption in Public Health Care Systems
-Working Paper 78," online: <http://www.cgdev.org/content/publications/detail/5967/>

Short Film: The Debt Police - Uganda

Week 8 Oct. 15 Discuss Bottom Billion and Review for Midterm

Bottom Billion - Book Review Due Today

Oct. 17 **Midterm in class**

Week 9 Oct. 22 Topic: **Debt as an Issue for Development**

Film: Money Lenders (85 minutes)

Readings:

*Easterly, W. (2002) "How Did Heavily Indebted Poor Countries Become Heavily Indebted?
Reviewing Two Decades of Debt Relief", *World development.*, 30(10) 1677-96. Also online:
<http://www.international.ucla.edu/media/files/Easterly.pdf>

*Todd Moss, "Will Debt Relief Make a Difference? Impact and Expectations of the Multilateral
Debt Relief Initiative," CGD Working Paper 88 online:
<http://www.cgdev.org/content/publications/detail/7912>

Oct. 24 Topic: **Debt as an Issue for Development**

Film: cont. Money Lenders

Readings:

*Charles Gore, "The Rise and Fall of the Washington Consensus as a Paradigm for Developing
Countries," *World Development*, vol. 28, no.5, 2000, pp.789-804.

*Robert Wade, "Making the World Development Report 2000: Attacking Poverty," *World
Development*, vol. 29, no. 8, 2001, pp. 1435-1441.

*Paul Cammack, "Attacking the Poor," *New Left Review*, no. 13, 2002, pp. 125-134.

Week 10 Oct. 29 Topic: **International Trade**

Reading:

*Annual Editions: Article 11 *The African Miracle* and Article 12 *The New Mercantilism:
China's Emerging Role in the Americas*.

*Deardoff, A & Stern, R, 2002, 'What you should know about Globalization and the World
Trade Organization', *Review of international economics.*, 10 (3), pp. 404-23

Oct. 31 Topic: **Microcredit/Cash Transfer**

Movie Review on Money Lenders Due Today

Readings:

*Annual Editions: Article 18 *The Micromagic of Microcredit* and 19 *Many Borrowers of Microloans Now Find the Price is too High*.

*Simeen Mahmud, "Actually How Empowering is Microcredit?," *Development and Change*, vol. 34, no.4, 2003, pp. 577-605.

*Alexander Cockburn, "The Myth of Microloans" online:

<http://www.counterpunch.org/2006/10/20/the-myth-of-microloans/>

*Economist: *How to Get Children out of Jobs and Into School*

online: <http://www.economist.com/node/16690887>

*Miguel Zarazua, *Mexico's Progresa-Oportunidades and the emergence of social Assistance in Latin America*.

online: <http://www.bwpi.manchester.ac.uk/resources/Working-Papers/bwpi-wp-14211.pdf>

Week 11 Nov. 5 Topic: **Health/HIV**

Readings:

* Annual Editions: Article 16 *A Few Dollars at a Time*

*Kim, J. et al. 2011. "The 'Aids and MDGs' approach: What is it, why does it matter, and how do we take it forward?" *Third world quarterly*. 32(1): pp. 141-163.

*Allen, T. & Parker, M. 2011. "The 'Other Diseases' of the Millennium Development Goals: rhetoric and reality of free drug distribution to cure the poor's parasites." *Third world quarterly*. . 32(2): pp. 91-117

*Whiteside, A. (2004) 'The HIV/AIDS pandemic in Southern Africa: Implications for development', *Global Dialogue*, Vol. 6, No. 3-4 online:

<http://www.worlddialogue.org/content.php?id=31>

Short Film: Living with HIV

Nov. 7 Topic: **Health/HIV**

Readings:

*Annual Editions Article 13 *Cotton: The Huge Moral Issue*

*Skeldon, R. (2005). 'Cracking Down on the HIV/AIDS Crisis: Can Global Targets Work?' ID21 Research Highlights, *Global issues* 3 May. Online:

<http://www.eldis.org/id21ext/s5ars2g1.html>

*UNAIDS (2008) Report on the global AIDS epidemic, UNAIDS

http://www.unaids.org/globalreport/Global_report.htm

Short Film: HIV Winning Against AIDS Brazil

Week 12 Nov. 12 Topic: **Conflict Instability**

Readings:

*Annual Editions: Article 22 *Afghanistan's Rocky Path to Peace*, Article 23 *A Nation on the Brink*, Article 24 *The Forever War: Inside India's Maoist Conflict*, Article 26 *Africa's Forever Wars* and Article 28 *Central America's Security Predicament*.

***Watch Before Class:**

A World of Conflict—on youtube Chapters 1, 3-5, 10, 12, and 13

Chapter 1-- http://www.youtube.com/watch?v=VRTKSM23qbc&has_verified=1

Chapter 3-- <http://www.youtube.com/watch?v=9zS7hYKXoMM&feature=channel>

Chapter 4-- <http://www.youtube.com/watch?v=i3QrTAU6OTI&feature=channel>

Chapter 5-- <http://www.youtube.com/watch?v=2yTt3EWxf9c&feature=channel>

Chapter 10-- <http://www.youtube.com/watch?v=YWdqadH68Aw&feature=channel>

Chapter 12-- <http://www.youtube.com/watch?v=0jczDN-f-F4&feature=channel>

Chapter 13-- <http://www.youtube.com/watch?v=91ZaW-cqyPQ&feature=channel>

Nov. 14 Topic: **MDG's and Human Rights**

Readings:

*Annual Editions: Article 5 *And Justice for All: Enforcing Human Rights for the World Poor and Article 43 Human Rights Last*

***Watch Before Class:**

Born into Brothels-- <http://topdocumentaryfilms.com/born-into-brothels/>

Week 13 **No Classes: Nov 19 and 21**
Happy Thanksgiving!

Week 14 Nov. 26 Topic: **Culture Matters**

Readings:

*Amartya, Sen. *Culture and Development*,

online: http://info.worldbank.org/etools/docs/voddocs/354/688/sen_tokyo.pdf

*The Underlying Tragedy. David Brooks, New York Times. Online:

http://www.nytimes.com/2010/01/15/opinion/15brooks.html?_r=1

Short Film: PBS The Right to Learn/ The Biggest Challenge for Muslim Women

Nov. 28 Topic: **MDG's Critical Reflections/Development Future**

Readings:

*Poku, N.K. & Whitman, J. 2011. "The Millennium Development Goals and Development after 2015." *Third world quarterly*. 32(1): pp.181-198.

*Vandermoortele, J. 2011. "If not the Millennium Development Goals, then what?" *Third world quarterly*. 32(1): pp. 9-25.

*Giffen, J. & Pratt, B. 2011. "After the MDGs – what then?" INTRAC Policy Briefing Paper 28. INTRAC. Available online at: <http://www.intrac.org/resources.php?action=resource&id=713>

Week 15 Dec. 3 **Student's Presentations**

 Dec. 5 **Student's Presentations**

Week 16 Dec. 10 **Student's Presentations**

 Dec. 12 **Student's Presentations**

Research Papers Due at the beginning of class

Take Home Final Exam will be hand out at the end of class

Dec. 14 **Submit Final Exam until Midnight on e-Learning through Turnitin and email me a copy.**

Have a Great Winter Break!

Turnitin: All written assignment must be turn in on eLearning at the **Turnitin link**, please provide me with a **printed copy** for grading purposes or email it to me by the due date and time. **Both copies must be received by the deadline.**

e-Learning: E-learning is used in this class. This is how I will communicate with you. You are responsible for announcements made through e-Learning. Please select a forwarding address in your mail preferences if you do not regularly check your utdallas email.

Late policy: Written work and oral presentations are due on specified dates. Special arrangements for late midterm will be allowed only for reasons of personal health or family emergencies, however, since the final exam will be a taken home exam and you will have two days to finish it no excuses will be accepted for it being late. Papers submitted late will be penalized one full grade per day after the deadline. No late extra-credit papers will be accepted.

Technology policy: Technology both within and outside the classroom should enable your learning experience, not hinder it. Cell phones are to be turned off during our class. You will not need a computer for this class, but I do understand that some students prefer to take notes on theirs. If this is your case, you must sit in the front row.

Classroom Citizenship: I expect students to be attentive during class and to actively participate in group activities and class discussion. You are expected to listen respectfully to me and to other students when speaking. Racism, sexism, homophobia, classism, ageism and other forms of bigotry are inappropriate to express in this class. We may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

University Policies

Information on university policies related to this and other classes may be found at <http://go.utdallas.edu/syllabus-policies>

Outside of Classroom:

Students are also urged to gain broad exposure to the politics and economics of the developing world. Here are some places to look:

Selected Recent Books on International Development:

Dambisa Moyo, *Dead Aid: why aid is not working and how there is another way for Africa*, New York: Farrar, Strauss and Giroux, 2009

Robert Calderisi, *The Trouble with Africa: Why foreign aid isn't working*, New Haven: Yale UP, 2006.

William Easterly, *White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*, Oxford: Oxford UP, 2006.

Roger Riddell, *Does Foreign Aid Really Work?* Oxford: Oxford UP, 2007.

Jeffrey Sachs, *The End of Poverty*, New York: Penguin Books, 2006.

News, Magazines, Information

New York Times <http://www.nytimes.com/>

Washington Post <http://www.washingtonpost.com/>

The Financial Times <http://www.ft.com/home/uk>

CNN www.cnn.com

BBC World Service www.bbc.co.uk/worldservice

Christian Science Monitor www.csmonitor.com

Jakarta Post www.thejakartapost.com

Asia Times www.atimes.com

Al Jazeera English Service english.aljazeera.net

Voice of America – Africa News <http://www.voanews.com/english/africa/>

The Economist <http://www.economist.com/>

UNDP www.undp.org

UNAIDS www.unaids.org

UNDP HDR Statistics <http://hdr.undp.org/statistics/data/>

Guidelines for Writing Papers in this Class

Please read these Guidelines before writing your paper

You will write one analytical, critical or positional research paper in this class (10-15 pages). These types of essays involve several arguments in support of a thesis. Your first, most important task is to pick a clear and specific thesis. Your purpose is to devote your essay to the development and support of this thesis. Hence, write out your thesis concisely. Doing so will clarify your thinking and help you sharpen the focus of the paper.

Your paper should begin with a statement of your thesis. Once you have formulated this thesis, you must justify your position. In the remainder of the essay, you will put together arguments, which do just that. Ask yourself such questions as: which issues are directly relevant to my thesis? Which parts of the readings (or lectures) might be relevant to this topic? How can I prove the validity of my statements?

A key to a good preparation is to look at the various sides of the issue (or issues). Thus, you will need to spend a lot of time researching and reading more about the issue in question. Make sure that you think about the most relevant facts involved, contemplate the most possible positions, understand the underlying beliefs that would affect this topic, and explain why your position is valid when making the policy recommendation.

Your supporting arguments should be arranged in such ways that they guide the readers to your conclusions. Once you have decided which evidence and which arguments you will use, be sure to order them so that the conclusions you draw are convincing.

Preparing your Argument – Initial Research

One of the best ways to decide on how to order your paper is to write down the arguments you will use to support your thesis **prior to** writing the paper. After you have done this, arrange your arguments so that they provide the most logically persuasive position. Then decide which passages from the readings can be used to support these claims. Note where this material will be incorporated into your paper.

Once you have collected your material and decided on both **the thesis** you wish to present and **your arguments (as well as arguments of others)**-if you are writing a critical paper) make an **outline**. The outline will be a picture of the logical order of your essay. You will work out the final product from this summary outline.

Once you have a draft of the research paper ask yourself the following questions:

1. Is my thesis clearly stated? Is it valid within the context of the text?
2. Have I presented my arguments logically so that the reader can follow and understand them?

If you believe you have done so, you are ready to polish your writing style. But, please, don't forget the following:

Format:

1. Use footnotes. (See *The Chicago Manual of Style* for details). A summary can be found at <http://www.libs.uga.edu/ref/chicago.html> Use the documentary note style -not the author note system!!! This is not the MLA form of citation. MLA citation is an author-date system. If using Microsoft word, under the insert menu, choose reference and then footnote to automatically number the reference and place it at the bottom of the page. The style is as follows:

Examples of footnotes:

- 1 David Stafford, *Britain and European Resistance* (Toronto: University of Toronto Press, 1980), 90.
- 2 James F. Powers, "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain," *American Historical Review* 84 (June 1979): 655.

Bibliography:

Stafford, David. *Britain and European Resistance*. Toronto: University of Toronto Press, 1980.

Powers, James F. "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain." *American Historical Review* 84 (June 1979): 649-67.

According to *The Chicago Manual of Style*, "the full reference of a note, as in a bibliographic entry, must include enough information to enable the interested reader to find it in a library, though the form of the note need not correspond precisely to that of the library catalog."¹

2. Use a 12 point font.
3. The text should be typed, double spaced, and have one-inch margins.
4. Do not add extra spaces between paragraphs.
5. Number the pages.
6. Include a title page with your name, course title, and date.
7. Include a bibliography.

Style:

1. Include an introduction and conclusion with appropriate outlines and summation of the main points of your paper.
2. Use topic sentences in your paragraphs. (Please – no two sentence paragraphs or two page paragraphs!)
3. Do not use a casual tone. (For example, do not use contractions such as “can’t,” “wouldn’t”, etc.)
4. Avoid speaking in the first person. (For example, “In this paper I will ...”)
5. Spell check!

¹ Chicago Manual of Style, 13th ed. (Chicago: University of Chicago Press, 1982), 487.

Sources:

1. Use multiple sources. Do not quote lecture notes.
2. You should have a combination of academic, peer reviewed books and journals as sources.
3. As a supplement **only**, you may use the Internet or conventional news sources (for example The Economist or the New York Times). They should not constitute the core of your research.
4. Cite often. An overabundance of citations is always preferable to too few. Cite as if you want the reader to be able to easily refer to your sources when you refer to facts, quotations, and interpretations.
5. If someone else says it, you must give credit to him or her. If you repeat the author verbatim, you must quote and cite the author. If you paraphrase his or her words, you must cite the author. Failure to do this is plagiarism.

Once you think are done:

1. Proofread your paper carefully for typing errors.
2. Revise each paragraph or essay at least twice. Never turn in your first draft.

Then, correct all grammatical errors, improve your sentence structure and prepare the final draft of your paper.

You may ask me any question regarding this paper and come see me at any time, in my office hours or by appointment.

General Warning:

Scholastic dishonesty will be severely punished. The student will be subject to university disciplinary proceedings. The *UTD Undergraduate Catalog* defines scholastic dishonesty as the following: "Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records."