Political Science 295 – Politics of Mass Atrocities
Beth K. Dougherty
Spring 2014
MI 112B, x2084
TTH, 2:00 – 3:50pm

Course Content and Objectives
This seminar will examine the causes and consequences of extraordinary political evil at the level of the individual, focusing on genocide, crimes against humanity, war crimes, torture, and disappearing. We will consider a number of questions, including: Why do people commit evil acts, such as genocide or torture? What are the effects of committing such crimes on the people who perpetrate them and on the society they serve? How do individuals endure suffering caused by political evil? What responsibilities do bystanders have? What methods might be available to help individuals and societies recover from mass atrocities? We will use novels, documentaries, and eyewitness accounts to explore these issues in the context of specific cases, such as Bosnia, Sierra Leone / Liberia, Rwanda, Cambodia, and Argentina. The course is writing intensive.

Course Reading
There are eight texts for this course, all available at the bookstore and on reserve at the library. All other readings will be emailed to you as PDFs.


If you are unwilling to do ALL the reading, please drop the course. This is a seminar, and if you are unprepared for discussions you will negatively affect the quality of other students’ experiences.

Course Requirements
* Four papers, worth 72.5% of your grade.
  You will pick a case study, and write four papers on it. You need to identify your case by Jan 30. Paper 1 (10%): The case, due no later than 4:00pm, Feb 7 (Fri). Paper 2 (22.5%): The perpetrators, due no later than 4:00pm, Mar 4 (Tues). Paper 3 (20%): The international reaction, due no later than 4:00pm, Apr 11 (Fri). Paper 4 (20%): The reckoning, due no later than May 8, 4:00pm (Thurs). Details are provided at the end of the syllabus. Late papers will be subject to a substantial grade penalty for each day late (5 points). A second late paper will lose 7 points a day. There are always dire circumstances which may necessitate an individual extension, such as a family emergency or serious illness, and I am willing to entertain such requests if made in advance. Please be aware that students caught plagiarizing will fail the course.
  * Research presentation, worth 12.5% of your grade.
  You will give a formal presentation of no more than 12 minutes covering some aspect of your case study. We will schedule one a day: possible dates are Feb 11, 20, & 25; Mar 4, 18, & 20; Apr 8, 10, 15, 22, & 24. Once you have picked a date, you may change only if someone else has agreed to switch days with you and I have approved the switch.
  * Class participation, worth 15% of your grade.
  You are expected to make informed contributions to class discussions of the readings and the films. Please remember that class attendance is vital - failure to attend will lower your participation grade, and in the event of repeated absences I reserve the right to fail you for the course.
If you have a disability and need accommodations, contact the Learning Enrichment and Disability Services Office located on 2nd floor Pearsons (north side) or call x: 2572 or email learning@beloit.edu. For accommodations in my class, you must bring me an Accommodation Verification Letter from the Director of that office and then we will discuss how to meet your needs. Contact that office promptly; accommodations are not retroactive. Free peer tutoring is available for most classes. For a tutor, apply at the Learning Enrichment and Disability Services Office located on 2nd floor Pearsons (north side) during their office hours (8 am - 4:30 p.m., Monday - Friday).

Course Outline

Jan 21  Definitions: genocide, crimes against humanity, war crimes, torture, disappearing
Reading: The Rome Statute, Parts II (jurisdiction) and III (general principles of criminal law). You may want to print out articles 5-9 as we will refer to them repeatedly over the semester. Go to [www.icc-cpi.int](http://www.icc-cpi.int). The statute is available under “legal texts and tools.”

Jan 23  The Holocaust / View: Memory of the Camps
Reading: Reading: Waller, Preface, Introduction, Chapters 1-2.

Jan 28  The Holocaust – who and why they killed
Reading: Waller, Chapters 3-4.

Jan 30  Becoming Evil – human nature / perpetrators
Reading: Waller, Chapters 5-6.

JAN 30 – Identify case study

Feb 4  Becoming Evil –social death of the victims / culture of cruelty
Reading: Waller, Chapter 7-8.

CAMBODIA
Reading: Him, When Broken Glass Floats; Hinton, Why Did They Kill?

Feb 6  Cambodia: what happened? : view Year Zero
Reading: Reading: Waller, Chapters 9. Start reading Him/Hinton after class.

FEB 7 – Paper 1 – due Friday at 4pm

Feb 11  Cambodia: life under the Khmer Rouge – discuss Him and Year Zero
Reading: Finish Him though p. 270. Start reading Hinton after class.

Feb 13  Cambodia: Tuol Sleng – view S-21 (101 min.)
Feb 18  Cambodia: View Enemies of the People (94 min.)
Reading: read Hinton, everyone reads Intro and Conclusion, either pp. 45-169 or pp. 173-275.

RWANDA
Reading: Straus, The Order of Genocide

Feb 25  Rwanda: what happened?
Reading: Read Straus, pp. 17-94. For those who are interested, the PBS documentary Ghosts of Rwanda (120 min.) is an excellent overview of what happened. It is available on reserve in the library.

Feb 27  Rwanda: proving intent
Reading: Straus, pp. 95-174. Please view Shake Hands with the Devil (91 min., on reserve).

Mar 4  Rwanda: Why did they kill? Discuss Straus
Reading: Straus, pp. 175- 223.

MAR 4 – Paper 2 – due Friday at 4pm
Mar 6 (away)  **Rwanda: View As We Forgive**  

**BREAK**

Mar 18  **Rwanda: The reckoning**  

**ARGENTINA: Torture and disappearing**  
Reading: Timerman, *Prisoner Without a Name, Cell Without a Number*; Verbitsky, *Confessions of an Argentine Dirty Warrior.*

Mar 20  **Argentina: What happened**

Mar 25 (ISA)  **View: The Official Story**

Mar 27 (ISA)  **View: Our Disappeared**

Apr 1  **Argentina: discuss books and videos**  
Reading: You must have finished Timerman and Verbitsky for class.

Apr 3  **Shiva / Argentina: The reckoning**

**CHILD SOLDIERS: Sierra Leone & Liberia**  
Reading: Drumbl, *Reimagining Child Soldiers.*

Apr 8  **The child soldier phenomenon**  

Apr 10  **Sierra Leone: View Return to Freetown**

**APR 11 – Paper 3 – due Friday at 4pm**

Apr 15  **Child soldiers: prosecution, rehabilitation, reintegration**  
Reading: Drumbl, pp. 102-215.

Apr 17  **Symposium – no class**

**BOSNIA: Sexual violence**  
Reading: Drakulic, *S: Novel of the Balkans.*

Apr 22  **Bosnia: What happened?**

Apr 24  **Bosnia: Evolution of sexual violence as a crime**

Apr 29  **Bosnia: View Calling the Ghosts / Discuss Drakulic & Calling the Ghosts**  
Reading: You must have finished Drakulic.

May 1  **Bosnia: the reckoning**  

May 6  **wrap-up & evaluations**

**MAY 8 – Paper 4 – due Thursday at 4pm**
IMPORTANT INFORMATION ABOUT PAPERS

You may choose any 20th or 21st century case of mass atrocities – genocide, crimes against humanity, war crimes, torture, and disappearing. This includes cases involving large-scale deaths due to man-made or manipulated famine situations (collectivization of agriculture in Stalin’s USSR, Mao’s Great Leap Forward) or cases where the violation involves the denial of the means needed to sustain life (Iraq under comprehensive sanctions in the 1990s). There’s a list of possible topics later in the syllabus. In choosing a case, take into account how much material is available for each of the four broad topics outlined below – don’t pick something where information is scarce or where only two of the topics could be covered. If you aren’t sure how you could do a particular paper on the case you are interested in, please ask me about it, and we may be able to come up with a suitable idea. Multiple people may do the same case.

If you want to do one of the cases we are doing in class (Cambodia, Rwanda, Bosnia, Sierra Leone, Argentina), you need to take a specific focus that does not duplicate what we cover as a group. That still leaves a lot of ground: Srebrenica, sexual violence in Sierra Leone or Rwanda, the targeting of Buddhists or Vietnamese in Cambodia, the dirty war in Chile or elsewhere in Latin America. If you want to do the Holocaust, you must choose a narrower focus. You could narrow by geography, type of crime, victim group, perpetrator group, etc.: the efforts to kill Hungarian Jews at the end of the war, medical experimentation, the participation of a local population (Poles, Vichy France) in killing Jews, the targeting of gypsies, the Einsatzgruppen, the Warsaw ghetto, etc.

Deadlines and description

Identify the case: no later than January 30: Be prepared to identify your case and the kind(s) of violations that took place. Everyone will share their topic with the class. Please email me in advance if you want to make sure that your choice is OK.

Paper 1 (due Feb 7, by 4:00pm / 10%): The case. 1000 - 1100 words (roughly 3.5 pages double spaced, 12 point) This paper should be a brief, straightforward, and factual narrative describing your case. What happened? Who perpetrated the violence? What issues triggered/drove the violations? Over what period did the violations occur? Where did they occur (was there regional variation within a country, was one particular area targeted, etc)? What kinds of violations occurred? You should both describe them and identify how such violations are classified (genocide? War crimes?) How many people were affected? This could also include any debates or difficulties in establishing such numbers. What brought the violations to an end? You must also include a bibliography – this should be a mix of books, book chapters, journal articles, primary sources, and research / think tank reports. I want to see evidence that there are a variety of quality sources available for your next three papers. The bibliography does not count toward the word limit.

Paper 2 (due Mar 4, by 4:00pm / 22.5%): The perpetrators. 10 pages. This paper should identify who the perpetrators were and explore in detail their motivations for participating, the ideology/rhetoric which they used to justify their actions, and how they carried out their actions. In some cases there will be information available about individual perpetrators, but in other cases you may only be able to discuss the architects. This can incorporate some of paper 1 and flesh out key points of that narrative.

Paper 3 (due Apr 11, by 4:00pm / 20%): The international reaction. 8 pages. This paper should examine some aspect of how the international community (or a relevant subsection of it) reacted to your case. Some examples of a relevant subsection would include the United Nations or a regional organization (AU, ECOWAS, NATO), a particular group of states (neighbors, superpowers), or the media. Was there intervention? Collaboration? Bystanding? Opposition? Neglect? Grass roots organizing (such as Save Darfur or the Enough campaign)?
Paper 4 (due May 8, by 4:00pm / 20%): The reckoning. 8 pages. This paper should focus on efforts to come to terms (or not come to terms) with the aftermath of the violations you covered in paper 1. Trials, truth commissions, memorials, or the use of forensic anthropology to identify remains would be examples of coming to terms, while forgetting, denial, or nothing (or all three) would be examples of failing to confront the past. Some cases involved multiple methods – you can go broad, or you can focus on one in particular. In some cases, you could also discuss why a particular method was not chosen (there’s often a debate about trials v. truth commissions).

For all the papers, it is up to you to tell me how you are focusing the paper. So even if ECOWAS intervened in Liberia, it would still be OK to only cover how the media covered the war (or vice versa) for paper 3. Or if you do Srebrenica, paper 3 could be about the Dutch role as opposed to the larger UN peacekeeping effort. If you are doing the Anfal campaign in Iraq, you could focus the perpetrator paper solely on Saddam Husayn or Ali Hasan al-Majid. And if you decide to only focus on al-Majid, your mechanism paper does not have to discuss his trial, but could instead discuss why Iraq did not pursue a TRC.

Possible cases (by no means exhaustive and in no particular order): the Holocaust; Darfur; Iraq – the Anfal campaign, Saddam’s regime, the sanctions regime; Biafra’s efforts to secede from Nigeria; Sri Lanka; apartheid; Fujimori’s regime in Peru; the dirty wars in Argentina and Chile; Guatemala; indigenous peoples in North America or Australia; Israel – the 1948 war or the Gaza war; Lebanon – Sabra and Shatila massacre; Liberia under Charles Taylor; Chad under Hissene Habre; Ethiopia under Mengistu Haile Mariam; former Yugoslavia – Srebrenica, Kosovo, Croatian Ustashi, siege of Sarajevo; Indonesia – East Timor or 1960s; Armenian genocide; 1971 creation of Bangladesh; Burundi; Imperial Japan – comfort women, rape of Nanking, medical/biological experimentation; firebombing of Dresden or Tokyo; Uganda – under Idi Amin, Lord’s Resistance Army; Vietnam war – U.S. bombing in Cambodia, My Lai; China – Great Leap Forward, Tibet, Cultural Revolution; USSR – forced collectivization, gulags, the Holomodor in Ukraine; the war on terror - Guantanamo Bay, renditions, Abu Ghraib; Franco’s Spain; communism in eastern Europe (Ceausescu in Romania, Berlin Wall in East Germany); Germany – the Herero people of Southwest Africa.

If you have an idea that you’re not sure about, please ask me about it. For example, I would entertain a proposal to use aerial bombardment as a case, with references to the fire bombings in World War II and US bombing in Vietnam and Operation Desert Storm, or a proposal on the treatment of gypsies in Europe.

Sources:
Books on reserve: I placed a number of books on reserve that will likely be useful to many of you as a starting point for your research (mainly edited volumes with chapters on many different cases). Power, Problem From Hell [ARM, CAM, BOS, RWA]; Minow, Between Vengeance and Forgiveness; Bass, Stay the Hand of Vengeance [trials]; Roht-Arriaza, Transitional Justice in the 21st Century [SL, PERU, ET, RWA, IQ, CHAD, ARG]; Brito, The Politics of Memory [SPA, LAM, CenAM, SAFR, EE]; Rotberg, Truth v. Justice: Morality of Truth Commissions; Gibney, The Age of Apology [CAN, NZ, RWA, NAM, SAFR, IQ]; Amstutz, The Healing of Nations [ARG, NoIRE, CHIL, SAFR]; Jones, Genocide [ARM, Stalin, CAM, BOS, RWA]; and Mann, The Dark Side of Democracy: Explaining Ethnic Cleansing [ARM, Stalin, CHIN, CAM, YUGO, RWA, INDO]; Hayner, Unspeakable Truths [truth commission].

Useful sources / sites:
* Books and journal articles will likely account for the bulk of your sources. Use the library’s e-databases: Academic Search Premier is useful for the past ten years, JSTOR is better for more historical things, and Lexus-Nexis has a legal data base (search law reviews) that will be most useful for paper 4. If your case is from the 1990s forward, then many of the items below will be of use to you in gathering information. For earlier cases, books and journal articles will form the bulk of your sources.
* Start researching early – that way you can use inter-library loan which will vastly expand the material you can use.

* There’s no minimum number of sources for a paper. However, I do expect your bibliography and citations to indicate that you researched widely.

* Important human rights NGOs - the International Crisis Group (www.crisisgroup.org); Human Rights Watch (www.hrw.org); Amnesty International (www.amnestyusa.org); International Center for Transitional Justice (www.ictj.org); Physicians for Human Rights; Human Rights First; and the War Crimes Study Center (www.socrates.berkeley.edu/~warcrimes).

* Think-tanks and other organizations - Council on Foreign Relations (www.cfr.org), U.S Institute of Peace (www.usip.org), the Brookings Institution, the Carnegie Endowment, Center for Strategic and International Studies (CSIS), the Institute for the Study of War, and RAND.

* The United Nations, especially reports of the secretary-general, usually issued on a quarterly basis to monitor peace-keeping operations or specific operations such as the oil-for-food program in Iraq. Use the Security Council’s page for the easiest access.


* Newspapers with strong reputations for coverage of international affairs, notably the New York Times, the Washington Post, the Los Angeles Times, and British papers such as the Guardian.

* Popular magazines and journals, such as Foreign Affairs, Foreign Policy, Current History, the New Yorker, The Atlantic, and Vanity Fair.

* Search engines such as Google can kick up a lot of interesting material, not all of which is suitable for an academic paper. For example, if you google “Stanford Prison experiment,” the first three entries are for the official site of the researchers, Wikipedia, and about.com for psychology. The first one is a quality source, the other two are OK for your own use but are not academic sources and should not be cited or relied upon for information. If they have sources, go check the original article instead.

**Rules for papers:**

1. You must always submit a hard copy. You can leave it in my box or slide it under my door. You may submit an electronic copy only as a way to time/date stamp your paper if it’s late or for some reason you cannot immediately give me a hard copy.

2. Papers MUST include citations (footnotes or endnotes – do NOT use in-text citations) and a bibliography. If you fail to include both, I will return your paper without a grade and late penalties will attach.

3. Please follow the Chicago Manual of Style for citations and the bibliography. Make sure the notes are numbered (and not in roman numerals or letters). Failure to include both citations and a bibliography will result in me returning your paper without a grade for a redraft with penalty. See below for sample CMS cites.

4. Papers are due at 4pm in my office unless otherwise noted.

5. Late papers will lose 5 points per day. A second late paper will lose 7 points a day. After one week, I will no longer accept the paper for a grade (only for credit as a “pass.”) Late work will not receive written comments, only a letter grade. Exceptions to these rules will be granted in advance on a case-by-case basis for serious situations (death in the family, serious health issue); procrastinating, having other papers due at the same time, and the common cold are NOT valid reasons for seeking an extension. But I would much rather you ask for an extension than do something stupid, such as plagiarize.

6. If you plagiarize, I will fail you for the course and report you to the Dean of Students office. From the Beloit College Academic Honesty Policy: “**Plagiarism** is the representation of someone else’s words, ideas, or data as one’s own work. When a student submits work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and
specific references, and, if verbatim statements are included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.” If you are still unsure what constitutes plagiarism, please come see me or consult the writing center.

7. Papers are to be paginated, in a standard font (11 or 12 point Times New Roman for example), with one-inch margins, and double-spaced. You do not need to include a cover sheet; your name and the class number in the upper right-hand corner are sufficient. You may print on both sides of the paper. Please staple your paper together.

8. If your paper is not finished, do not compound your problems by skipping class.

9. Please learn and follow the rules in the style guide.

**STYLE RULES**
Please observe the following rules; failure to do so will result in a reduction in your paper grade.

**General rules**
1. It’s = it is. Its = possessive pronoun. Avoid the use of contractions in a formal paper and you will not have this problem.
2. States / most organization are singular nouns, and take singular pronouns. Iraq / United Nations = it, its. Iraqis = they, their. States also do not have genders, so France is an “it” not a “she.”
3. Plural forms take an *’s* and possessive forms take an *'s* – Africans, Africa’s war.
4. When you use “like” (as in “like the UN, U.S., and EU.”) you almost always should be using “such as” or “including.”
5. It is June 2009, not June of 2009; it is the 1990s, not the 1990’s or the nineties.
6. Do not start a sentence with a numeral – spell it out. “Thirty years ago…”
7. Use a person’s full name (and if appropriate their title) the first time you mention them. Thereafter you may use the last name only – President Paul Kagame, then Kagame.
8. Capitalize a title when it precedes a proper name: Prime Minister David Cameron is the prime minister who….
9. The first time you mention an organization, give its full name and put its acronym in parentheses, and thereafter you may use the acronym only – Organization of Petroleum Exporting Countries (OPEC).
10. You do not need to include a comma before a quote, unless you would have used a comma there regardless – Sources report that “over 1,000 troops were involved.” OR According to sources, “over 1,000 troops were involved.”
11. Avoid excessive capitalization – proper nouns should be capitalized (Congress), but not abstract concepts (freedom), regular nouns (rebels, non-governmental organizations), or seasons of the year (spring). So it is “Bush administration.”
12. When you start a direct quote, you do NOT need to use three periods (an ellipsis) even if you are not starting at the beginning of the sentence you are quoting.
13. If you are using a quote of four or more lines, the quote should be single-spaced and indented, with a double space preceding and following it. The quote itself does not need quotation marks.
14. No one-page or one-sentence paragraphs.
15. The rule for numbers is to write out from one to nine and to use digits as of 10. Exceptions are to write out in full when a number starts the sentence and in pat phrases such as Ten Commandments and to use digits before percent and in enumerations. You can also use digits below 10 in ( ).

**Rules about citations / bibliography**
16. Wikipedia and encyclopedia.com are NOT academic sources.
17. Citations (with a few exceptions, such as a string of statistics) belong at the end of the sentence.
   If using two sources, separate them with a semi-colon in the citation.
18. The correct format for a sentence with a citation is period, quotation mark (if needed),
   superscript, as in .”
19. Citations should end in a period.
20. Use “Ibid” for successive references to the same quote. If it’s the same source and a different
   page number, use “Ibid., 18.”
21. Names of books, journals, magazines, and newspapers are in italics – in the body of the paper, in
   citations, and in the bibliography. New York Times
22. The bibliography is arranged alphabetically by author’s last name.

Common spelling / phrase mistakes
23. “Led” is the past tense of “lead.” – He leads the team. He led the team last year.
24. “Rein” means to curb or halt, as in “She tried to rein in the department’s excesses.” “Reign”
   generally refers to the rule of a monarch (Queen Elizabeth has reigned for many years) or is used
   to indicate supremacy (The Blackhawks are the reigning Stanley Cup champions.)
25. The correct phrase is “deep-seated,” not “deep-seeded.”
26. The correct phrase is “for all intents and purposes,” not “for all intensive purposes.”
27. “Economical” means thrifty or frugal. So it is social, cultural, political, economic rights.
28. “Comprise” means to “to consist of” so it is comprises, comprising, comprised…not comprised
   of. So either “it is composed of” or “it comprises.”
29. Followers of liberalism are “liberals” NOT “liberalists.”
30. “Populace” refers to the people (it is a noun); “populous” means full of people (it is an
    adjective). The populace mainly lives in the city; the city is populous.
31. While exacerbate and exasperate can both mean “worsen,” exacerbate is more useful for
   situations (to make more violent or severe, as in “Easy access to weapons exacerbated the
   conflict.”) while exasperate is more useful when describing a person’s reaction/mood (to really
   irritate, as in “You are so exasperating!”)
32. Check the spellings of people, places, and organizations – use the handouts I give you, look it up
   in the reading, check a dictionary, use spellcheck. Don’t guess.
33. Be consistent in your spellings. If you use “Qadafi” the first time, do not switch to “Gaddafi”
    (unless the different spelling is in a direct quote).

Things that make a narrative stronger
34. Avoid generic opening sentences and/or sweeping generalizations such as “Throughout history.”
   Introduce the topic immediately – you do not need a clever hook to open the paper.
35. Introduce the scope of the topic / your research question /statement in the first paragraph (or at
   least on the first page). Don’t take up a lot of space mechanically stating what you will cover.
   Weak: In this paper I will examine the background surrounding the African Union’s decision to
   intervene with a peacekeeping force in Darfur. I will then explain the background of AMIS and
   its proposed mandate and mission and how it evolves over time. Finally I will examine the
   successes and positive influences of AMIS and what I believe to be the biggest challenges and
   weaknesses of the mission.
   Strong: The mission was intended to be an African solution to an African problem but was faced
   with many challenges that led to the need for UN assistance. The mission suffered from a weak
   mandate, lack of funds, personnel, and equipment, and was constantly hindered by the
   Government of Sudan.
36. Avoid stilted constructions such as “In order to understand X, it is important to understand…”
37. Be detailed and specific where possible. Statements such as “China is a great big country that needs a whole lot of stuff” are not helpful. (This is an actual quote from the morning anchor of a major national news show).

38. Use evidence to support your arguments. Herman Cain may be able to get away with saying “I don’t have the facts to back this up, but I happen to believe…” but you can’t!

39. Always write multiple drafts. Revision is the key to a quality paper. In addition to editing for style and clarity, consider your organizational structure – are there sentences, paragraphs, or topics that belong elsewhere? Is the material in a logical order? Do you have an introduction and conclusion that frame the body of the paper?

40. Edit your paper – eliminate repetition, combine overly short sentences where possible, and break up excessively long sentences. It helps to read your paper aloud, exactly following the punctuation. If you are out of breathe before you’ve finished a sentence, it’s probably too long. This will also help identify places where you have left out a word.

41. Proofread your paper before you print out a final copy. Fix spelling errors and grammatical mistakes. Check it again after you print it out to make sure that your citations are there – there are printers on campus that do not print citations even though they are in the paper.

**STYLESHEET**

Please use the Chicago Manual of Style for cites and bibliography; for a quick guide to CMS citations see: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html). This site should be able to answer most of your questions about cites and bibliographic entries.

The following is the stylesheet for the journal *International Security*, one of the flagship journals in political science, with a few minor changes.

**General Information on Notes**

**Periodicals and Dailies**

- Include full author name and title.
- Give volume number, issue number and date, per publication’s numbering and dating system.
- Note omission of usual comma after article title ending in question mark or exclamation point.
- For popular periodicals and dailies carrying no volume or issue numbers, note that parentheses are not needed around the date.
- Authors and page numbers should be included where available.
- Do NOT include the database where you found the article or other information such [newspaper] or [on-line source].


Books, Manuscripts:

Books:

- Use the author’s full name.
- Provide full page number, that is, 163-167, not “163-7”:


Article or chapter in edited volume; note use of book’s full title and subtitle:


Volume in a series; use chapter where appropriate:


Annual; note the introduction and use of acronym:


NGO Report; provide page number when appropriate.


Paper in a series: Note the use of IISS acronym which has been introduced in an earlier note; “Summer 1983” per publisher’s dating system:


Government report; subsequent citations may use U.S. GPO abbreviation:


Congressional reports; for testimony, list individual first:

United Nations reports; Authors can generate working URLs by adding the document symbol to http://undocs.org, e.g., http://undocs.org/A/RES/67/97.


For citations after the first full citation, use the author’s last name and the page reference. When two or more works are by the same author, include the title of the work (which may be shortened).

1. Albertini, 180, 183.


3. Ibid., 72 [only where the immediately preceding note contains only the relevant reference].

General Information on the Bibliography

A bibliographic entry contains basically the same information as the citation, with a few small changes.

- Items are arranged alphabetically by author’s last name.
- Elements are separated by periods, not commas.
- Parentheses do NOT enclose the publication information.
- When more than one work by the same author is included, use --- in place of the name in the second and subsequent entries. Arrange alphabetically.
- For journal and magazine articles, provide the full page range.


Electronic Sources

Please note that I do not want you to include URLs or the dates accessed in your cites or bibliography for newspaper articles, journal articles, or reports (such as those from Human Rights Watch) that you accessed on-line, but be aware that inclusion of URLs or dates accessed vary from publication to publication. If you are using a website, blog, or a journal that is exclusively on-line, then the date accessed (or if available the date last modified) and/or the URL are appropriate. The following examples are from the CMS quick citation guide listed above.
Citations


3. “Google Privacy Policy.”


Bibliography


Blog entry

Citations


Bibliography


Article in an online journal

Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date only if one is required by your publisher or discipline.

Citations


Bibliography
