The Writing Centre

APA Style Guide

INTERNATIONAL DEVELOPMENT STUDIES

October 2021

Preface:

This handbook is an abridged style guide that is designed to serve as a general reference only. Some professors may have specific requirements that differ from what's outlined here, so make sure to follow the information provided in your assignment outlines and to check with your professors for clarification.

Guidelines given here are in accord with disciplinary standards in International Development and draw on the Publication Manual of the American Psychological Association, 7th ed. (2019). This handbook, available at the Writing Centre, provides a more nuanced account of the APA approach to writing-style than is given here.

We also encourage students to have a look at SMU's "Inclusive Language Statement," available online — https://www.smu.ca/about/inclusive-language.html — a guide to using language respectfully and sensitively.

Other helpful on-line resources:
• *The Diversity Style Guide:* https://www.diversitystyleguide.com/
• *Conscious Style Guide: Include | Empower | Respect:* https://consciousstyleguide.com/

And available on-line via the Patrick Power library and at the Writing Centre:
• *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples,* by Gregory Younging

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HOW TO FORMAT AN ESSAY OR TERM PAPER

1. Title Page

The title page of every essay or term paper should contain the following information:

- The full title of the paper (bolded)
- Your name
- Your 'A' number
- The name of the instructor to whom the paper is submitted
- The name and number of the course
- The date the paper is submitted

Keep the title page simple. In general, there is no need to include borders or designs.

2. Spacing and Margins

Papers should be typed or word-processed.

Your paper should be double-spaced, with one inch margins at the top and bottom and one inch margins on the sides of the page. On occasion, certain professors may require that you use different margins, so please be sure to verify each instructor's preference.

3. Page Numbers

Number every page of your paper (not including the title page). The number should appear at least 1 inch from the top right-hand corner of the page (in the space between the top edge of the paper and the first line of the text).
In order to protect your work, you may also include your name in the top right-hand corner, but this is not a requirement.

4. Printing

According to the APA manual, the paper should be printed on one side of standard 8 ½" x 11" white paper.
Ask your professor if double-sided printing is acceptable.

5. Paragraphs and Indentation

Depending on your professor's preference, you should do one of the following:

- Indent the first line of each paragraph using the tab key set at five to seven spaces (1/2 inch). All paragraphs should be indented except for the abstract, block quotations, titles and headings, table titles and notes, as well as figure captions. Do not include an extra line between paragraphs when using this formatting style;

OR

- Include an extra line between paragraphs and do not indent your paragraphs. However, long quotations always require an indentation of ten spaces.

6. Subheadings

Subheadings are not usually required in shorter papers, but they are often used in longer essays. The recommended heading style consists of five possible formatting arrangements according to the number of levels of subordination, though in most cases, three heading levels are sufficient.

One level: For short papers, use only one heading level. These headings should be centered, written in bold, and have all major words capitalized.

Two levels: For lengthier research papers, use two levels of headings. The second-level headings should be flushed left to the margin, written in bold, and have all major words capitalized.

Three levels: In some cases, you may need to use three levels of headings. Third-level headings should be flushed left to the margin, written in bold, italicized, and have all major words capitalized.

Here is an example of three levels of headings	
Level 1	**Methodology** (Centered, Boldface, Uppercase and Lowercase Heading)
Level 2	**Theoretical Basis and Justification** (Flushed left, Boldface, Uppercase and Lowercase Heading)
Level 3	***Theory One: Modernization and Industrialization*** (Indented, Boldface, Italics, Uppercase and Lowercase Headings)

7. Quotations

When using evidence to support your ideas, you will sometimes have to use quotations. When you do need to include them, you should do so effectively; therefore, all quotations should correspond with the original wording, spelling, capitalization, and interior punctuation of the source. You must quote the work *exactly* as it appears in your source (including mistakes).

Note: In general, quotations should be used sparingly. Only use direct quotations when something has been worded in such a way that you cannot rewrite it or you feel it is necessary to use it in its original form. If the writing is not unique in some way, then it is best to paraphrase the ideas that you are borrowing from others.

Short Quotations

If you are using a direct quotation, then in addition to the author's last name and year of publication, you would also need to include the page number from where the in[...]

Note that if authors are cited in the introductory part of the sentence, the word '**and**' is used between the authors' names.

Crenshaw and Ameen (1994) contend that "the essential logic of modernization theory leads to the view that the concentration of wealth among those with entrepreneurial skills is the most efficient method of utilizing scarce capital during nascent industrialization" (p. 2).

Although the authors' names and publication year can be cited in the beginning of the sentence, the page number always comes **after** the quotation. Note also that the punctuation mark **follows** the parentheses

It has been widely recognized that "the essential logic of modernization theory leads to the view that the concentration of wealth among those with entrepreneurial skills is the most efficient method of utilizing scarce capital during nascent industrialization" (Crenshaw & Ameen, 1994, p. 2).

If the complete citation is put at the end of the sentence (as opposed to the beginning), then an **ampersand** (&) is used instead of 'and' between the authors' names.

Long Quotations

If the quotation comprises 40 or more words, display it in a freestanding block of text that is indented on the left by five spaces. These long quotations should be introduced by an informative sentence, usually followed by a colon, and they should also be double-spaced. Quotation marks are omitted for these quotations because the indented format tells the reader that the words are taken directly from a source.

Some analysts found the following:

> Increasing investment rates are contingent on the growth of modern economic sectors, while overhead capital is typically syphoned off from the agricultural and extractive sectors. This dynamic is illustrated by the example of India, where in the mid-1970s less than a fifth of investment capital went to agriculture, a sector that employed 70% of the labour force and produced 45% of total output. (Crenshaw & Ameen, 1994, p. 2)

Note that after a block quotation, the punctuation mark comes **before** the parenthetical citation.

Additions to Quotations

If you need to add letters or words within a quotation that are not part of the original text, you need to enclose them in square brackets. You should also use square brackets to indicate changes in punctuation that you have made.

Note that the word 'moral' was included in square brackets to aid comprehension. With the inclusion of the new word, the article 'a' also had to be modified (from 'an') so that it was grammatically correct.

Author A (2000) believes that "rich developed countries are under [a moral] obligation to assist the poorer developing countries of the world" (p. 36).

Note that the punctuation mark **follows** the parentheses.

Omissions from Quotations – Using Ellipsis Points

When quoting directly from a source, use **three spaced ellipsis points** (...) within a sentence to indicate that you have omitted material from the original text. Use **four points** to indicate any omission between two sentences, and **do not use any ellipsis points** at the beginning or end of a quotation. While the omission of words is allowed when quoting, you

must do so properly. It is important to remember that the finished quotation must still represent the author's original idea; your source must be represented fairly. Also keep in mind that the quotation must be grammatically correct.

> As noted by Michael Watts (1994), these developments have profound implications for economic opportunity and welfare, as well as for the structure of rural society itself in that:
>
> > the dispersion of contracting marks something of a watershed in the transformation of rural life and agrarian systems in the Third World…[and] signifies both the advance of the industrial appropriation of rural production processes…and of the social integration of agriculture associated with transnationalization.

The ellipsis points indicate that words have been omitted from the original text.

Indirect Quotations (Citing a source Within a Source)

On occasion, you may come across a citation within a text that you would like to incorporate into your work. If this is the case, **you should always attempt to find the original source** and quote it directly. However, sometimes you will need to quote a source that quotes another source because the original document will not be readily available or accessible.

If this is the case, after you quote or paraphrase the text in question, use "**as cited in**" followed by the source that you used. **Do not** include the original source in your references list; simply include the source in which you found the information.

Much of Kautsky's work is devoted to discussing "how particular factors at work in capitalist economies hinder realizations of tendencies," such as the factors which prevent large farms from replacing less 'efficient' small farms (Hussain and Tribe as cited in White, 1989, p. 18).

Hussain and Tribe are credited with the analysis of Kautsky's work which appeared in the text by White. The Reference List would not include the Hussain and Tribe source.

8. Paraphrasing

As mentioned above, there will be times when quotations are necessary; however, much of your paper will probably consist of paraphrased material. When paraphrasing, remember that the ideas you borrow from others must be restated in your own words and should never be identical or even too close to the original writing. If this happens, your paraphrase will be ineffective and you will be guilty of plagiarism (discussed in a subsequent section) because you will have copied the language and expression of the original author.

Always keep in mind that when you are putting someone else's ideas into your own words, you must still effectively capture the meaning of the original text. You must reproduce those ideas in a skillful manner so as to accurately represent the thoughts of the author you are paraphrasing. It is also important to remember that even though you are restating information in your own words, you are still, in fact, borrowing an author's ideas. Therefore, your source must still be cited.

Original Text:
"Canadian society, to a certain extent, exhibits some characteristics of a cultural pluralistic society. This type of system shows mutual toleration or peaceful coexistence of groups with different cultures" (Anderson & Frideres, 1981, p. 297).

Incorrect **Paraphrase:**
Canadian society somewhat exhibits some aspects of a culturally pluralistic society. This kind of system shows mutual tolerance or coexistence of groups with different backgrounds.

Note that this rephrase is too close in wording and sentence structure to the original passage to be considered effective as a paraphrase. Furthermore, the source is not cited.

Correct **Paraphrase:**
Since, for the most part, cultures within Canada are accepting of one another and abide together fairly peacefully, Canadian society can be said to be culturally pluralistic (Anderson & Frideres, 1981, p. 297).

Paraphrasing and In-text Citations:

When citing information that you have paraphrased, the author's last name and the year of publication need to be included in the in-text citation. You are also encouraged to provide a page or paragraph number.

There are two approaches that you can use to cite sources in your text.

First, you may put the author's name (and year of publication) in the introductory part of your sentence.

Crenshaw and Ameen (1994) speak of the rises in inequality that countries should expect during the intermediate processes of their development.

Second, you may write the entire citation at the end of the sentence or group of sentences that you are paraphrasing.

> Countries should expect rises in inequality during the intermediate processes of their development (Crenshaw & Ameen, 1994).

9. Tables and Figures

Tables and figures are often important as they can be used to emphasize your point. In certain situations, they can be more effective than words at conveying information and getting a point across.

Tables

Tables present and summarize data in a clear and concise manner. They should contain the following information:

Above the table:

- ***Table number:*** Number all tables in the order in which they are first mentioned in the text.
- ***Title:*** Each table should contain a brief and explanatory title. It should be obvious to readers what information is represented in the table without the necessity of reading it in your text.

In the table:

- ***Headings:*** Each column should contain a short heading that does not make the column wider than necessary.

Below the table:

- General notes explain or provide information relating to a table as a whole and include **the full reference**.

In your text:

- Refer to all tables or other illustrations in your text – for example, (see Table 1).
- Generally, you should place tables or other illustrations immediately after the part of the text that refers to them.

The example below has a suitable title, lines that divide the table into different parts, and headings that are clear descriptors for their data. Note also that tables **do not have any vertical lines**.

Example:

Table 1. <u>Types of Irrigation Schemes and Estimated Areas</u>

System Type	Estimated Area (1,000 ha)	Percent of Total
Traditional	60	38.5
Modern Communal	30	19.2
Modern Private	6	3.8
Public	60	38.5
Total	156	100

Note. Table reproduced from "A Comparative Analysis of Rainfed and Irrigated Agricultural Production in Ethiopia," by G. Makombe, D. Kelemework, and D. Aredo, 200   *ation & Drainage Systems, 21*(1), p. 35-44.

This is the way to cite a table. Note that there is no indentation of any of the lines.

If you have recreated a table and made modifications, then write "Adapted from". If you have cut and paste it from somewhere, then just write "Reproduced from".

Figures

Many types of figures can be used to present data to the reader.   They can include items like **graphs, charts, maps, drawings, and photographs**.   Each type of figure serves a different purpose depending on what information you are trying to get across. For instance, pie charts show percentages that make up the whole, line graphs show change (usually over a period of time), and bar graphs are an excellent way to present comparative data. Figures should contain the following information:

Above the figure:

- Unlike a table, a figure does not have any information listed above it.
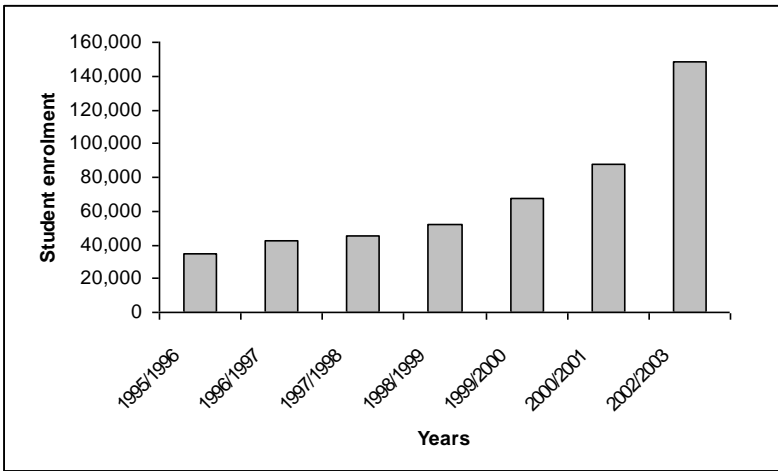
In the figure:

- *Legend:* An explanation for the symbols used in the figure.

Below the figure:

- *Figure number:* Number all figures in the order in which they are first mentioned in the text.
- *Caption*: Serves both as an explanation of the figure and as a figure title. It should be brief and descriptive.

Graphs

When preparing a graph, the width is generally greater than the height. Note that the example of a graph below has a suitable caption and properly labeled axes in which the data are presented.

Figure 1. Student enrolment in the Ethiopian higher education system. Adapted from "Implementation of Cost Sharing in the Ethiopian Higher Education Landscape: Critical Assessment and the Way Forward," by T. Yizengaw, 2007, *Higher Education Quarterly*, *61*(2), p. 171-196.

How to Cite Tables and Figures

If the table or figure that you are presenting has been prepared by someone other than yourself, then you will need to cite your source. When referencing illustrations, cite the article or book from which you got them. Write "Note. Reproduced (or Adapted) from" and then include the source information as shown in the above example.

The above example illustrates how to cite from a journal article. To cite a figure or table from a book (rather than a journal) refer to the following example:

Note. Reproduced from *Globalización y Desarollo Local: Ilusiones y Oportunidades* (p. 50), by A.H. O'Malley and H. Veltmeyer, 2008, Mexico City: Editorial Miguel Angel Porrúa.

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In your text:

- Refer to all figures or other illustrations in your text.

> The results are consistent with Smith's theory (see Figure 1).

Generally, you should place figures or other illustrations immediately after the part of the text that refers to them.

PLAGIARISM

1. What is Plagiarism?

According to the Saint Mary's Academic Calendar, plagiarism is the "presentation of words, ideas or techniques of another as one's own. Plagiarism is not restricted to literary works and applies to all forms of information or ideas that belong to another (e.g., computer programs, mathematical solutions, scientific experiments, graphical images, or data)" (Saint Mary's University, 2009, p. 22-23).

Therefore, plagiarism involves taking someone else's work and using it in your own paper without identifying where you got it from. Plagiarism also includes taking someone else's *ideas* or *arguments*, putting them into your own words, and then not citing the source. Keep in mind that when you paraphrase an idea or argument from someone else, you need to change the structure of the sentence and put it into your own words as well as include a citation. Simply changing or rearranging a few words is not sufficient and is considered to be a form of plagiarism.

2. How to Avoid Plagiarism

To avoid plagiarism, make sure that you cite all sources that you use in your paper. If you include information word-for-word from a source, then you need to put quotation marks around it (see the Quotations section in this booklet) and cite it in your text and in your reference list. If you take someone's idea/argument and put it into your own words, then you do not need quotation marks, though you still need to cite it in your text and in your reference list.

3. Common Knowledge and Plagiarism

Some students have heard that "common knowledge" doesn't need to be cited, so they wonder when something is considered common knowledge. After all, something might be common knowledge to researchers in a field but is new information for a student. Basically, there are no set rules for whether something is considered common knowledge or not. As a guiding principle, if you ask yourself the question "would everyone who studies Author A, Topic B, or Subject C know this?" and if your answer is "yes", then you should not need to include a citation reference.

Another way to look at it is that if the same information can be found in five or more sources (that are completely independent and not referring to one person or to one another), then it is probably common knowledge.

Example of something that *does not* need to be cited:

> The world's population has now surpassed six billion people.

Example of something that *has* to be cited:

> At least two-thirds of the world's population lives in poverty (Cairns, 2004, p. 171).

If you are unsure of whether or not a source is common knowledge, then it is always better to cite it than not to cite it. Also, keep in mind that if you are using a specific person's study or idea, even if it is common knowledge, then you should cite it.

> Global population increased by 2 billion during the last quarter of the 20th century, reaching 6 billion in 2000 (Cairns, 2004, p. 172).

Most people already know that there are more than six billion people in the world today. However, in this case, specific time periods are given with regard to when exactly the population increased. These numbers may be slightly different from source to source, so it is a good idea to cite where you obtained your data even though most sources might have similar figures.

CREDITING SOURCES – APA STYLE

Why are in-text citations and reference lists necessary?

- <u>We usually cite for acknowledgement</u> i.e. to give credit to the person who first introduced an idea or concept. Just as you would not want someone taking your idea and using it as their own, you should not use someone else's without giving him or her credit for it.

- <u>We also cite to provide evidence for our arguments</u>. The references you use support your own argument and they lend credibility to your position. . This helps validate your work because it shows your professor that you are not just fabricating information. Rather, it demonstrates that you have done proper research and that you can make use of the information effectively.

- <u>In addition, we use sources as points of discussion or debate in a paper</u>. So when we cite a source, we are in fact responding to a

point that an author has made, to either agree with it or to add to it in some way.

- Finally, we cite to inform readers of our sources of information. We are telling our readers where we obtained our information so that if ever those readers wanted to go back and read those sources for themselves, then they would be able to.

APA, like many other citation styles, requires you to cite your sources twice: once within the text in brackets and once at the end of your paper in a Reference List. This list should include full bibliographic information for each work referenced.

1. In-Text Citations

Citing a work by one author:
For a source that has one author, cite the author's name, the year of the publication, and the page, paragraph, or section number.

(Polanyi, 2005, p. 99)

Citing a work by two authors:
If a work that you are citing has two authors, you must list their names in the order they appear on the title page of the original text.

(Crenshaw & Ameen, 1994, p. 4)

Citing a work by three or more authors:
If the work you are citing has three or more authors, then use the first author's surname and *et al.*

(Colchester *et al*., 2006, p. 23)

Citing a work published by an organization:

If the work you are citing has no author, but has been prepared by an organization or group, then identify it as such. If the group or organization has a well-known abbreviation, you can abbreviate the name in the text. The first time the group is mentioned, provide the name in full followed by the abbreviation. Use the abbreviation for subsequent mentions of the group.

(Oxfam International, 2008, p.3)
     OR
First citation: (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2012)
Subsequent citations: (UNESCO, 2012)

Citing a work by an unknown author:
If the work you are citing has no known author, then use the title (or a shortened version of the title) instead.

("West Sumatra and Jambi Natural Disasters", 2009, p. 24)

Citing Personal Communication (Phone, E-mail, Online discussion)
Personal communications include letters, emails, personal interviews, phone conversations, and similar sources that contain unrecoverable data (e.g., class notes). They are not included in the reference list since other researchers will not have access to the source, but they still need to be cited in your text.

To cite personal communications, include the initials and last name of the communicator, the type of communication that is being cited, and an exact date.

(F. Michaels, interview, May 12, 2004)

Provide as exact a date as you can.

Include the initials of the person you are citing.

Provide the type of communication that you are

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2. Reference List

Below are examples of how to create entries in a reference list using various sources. Please note that in an actual reference list these entries would be double-spaced (see the sample essay at the end of this handbook for an example).

> *The general reference form is:*
> Author, A. A., Author, B. B., Author, C. C. (Year). Title of article. *Title of periodical,* xx, pp-pp. https://xx.xxxxxxxxxx*

*The Doi System has been developed by a group of international publishers to provide a means of identification for managing information on digital networks (see http://www.doi.org/). A DOI is a unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the Internet. If you are citing a source that has a DOI, list.

Title of article (with only the first word, first word of the sub-title, and proper nouns capitalized).

1. Journal Articles

Journal article with one author:

Include author's last name and initial.

Dansereau, S. (2002). Mineworkers' strategies in Zimbabwe: Re-visiting migration and semi-proletarianization. *Labour, Capital and Society, 35*(1), 104-130.

Put volume number in italics and issue number in brackets (not in italics).

Put journal name in italics.

Page number(s) of article.

Zoomers, A. (2010). Globalisation and the foreignisation of space: Seven processes driving the current global land grab. *Journal of Peasant Studies*, *37*(2), 429 -447. https://doi.org/10.1080/03066151003595325.

Journal article with two authors:

> DOI URL appears at the end.

Isakson, S. R., & Gauster, S. (2007). Eliminating market distortions, perpetuating rural inequality: An evaluation of market-assisted land reform in Guatemala. *Third World Quarterly, 28*(8), 1519-1536.

Journal article with three to twenty authors:

Culpeper, R., De Masellis, L. S., & Emelifeonwu, D. (2003). Architecture without blueprints: Opportunities and challenges for the new prime minister in international development policy. *International Journal, 58*(4), 667-698.

2. Other Print Sources

> Title of book in italics (with only the first word, first word of the sub-title, and proper nouns capitalized).

Book by one author:

> Author's last name and initial

> Year of publication

Lewis, S. (2006). *Race against time: Searching for hope in AIDS-ravaged Africa.* Publishers Group West.

Book by two authors:

Veltmeyer, H., & Petras, J. (2007). *Multinationals on trial: Foreign investment matters*. Ashgate.

Book by three to twenty authors:

Akram-Lodhi, A., Borras Jr., S. M., & Kay, C. (2007). *Land, poverty and livelihoods in an era of globalization: Perspectives from developing and transition countries*. Routledge.

Book or article by twenty-one or more authors:

You must write out the first nineteen authors' names, followed by an ellipsis and the final author's name

Edited work:

Use 'Ed.' for editor or 'Eds.' for editors.

Pearce, D., & Barbier, E. (Eds.). (2000). *Blueprint for a sustainable economy.* Earthscan Publications Ltd.

Chapter in an edited collection:

Author of particular chapter

Chapter title

Foster, W. (1989). Towards a critical practice of leadership. In J. Smyth (Ed.), *Critical perspectives on educational leadership* (pp. 3 – 62*).* Falmer Press.

Editors' initials come **before** their surnames.

When citing multiple pages use pp. instead of p.

Later Edition of a Book:

Krieger, J. (Ed.). (2001). *The Oxford companion to politics of the world* (2nd ed.). Oxford University Press.

Put the edition in parenthesis after the title, followed by a period.

Article in reference works (encyclopedias, yearbooks, etc.):

Title of the entry you are citing

Write 'Vol.' for the volume number.

Sierra Leone. (2007). In *The Europa world yearbook 2007* (Vol. II, 48th ed.). Europa Publications

Place the title of the reference work in italics, and write 'In' before the title.

*Magazine article***:**

Grey-Johnson, C. (2006). Beyond peacekeeping: The challenges of post-conflict reconstruction and peace building in Africa. *U.N. Chronicle, 1,* pp. 8-11.

Newspaper article:

Oziewicz, E. (2002, January 1). Alcohol, sex stall peacekeeping pact. *The Globe and Mail*, p. A6.

> Include the section (letter) and page number. If citing an article where pagination is not continuous, give all page numbers separated by commas E.g. pp. A4, B9-B12.

*Documents created by an organization***:**

United Nations Development Programme. (1990). *Human development report 1990.* Oxford University Press.

3. Electronic Sources

Electronic book:

Bello, W. (2004). *Deglobalization: Ideas for a new world economy.* Zed Books. http://site.ebrary.com/lib/smucanada/docDetail.action?docID=10209344.

Chapter from an electronic book:

Polanyi, K. (2005). The self-regulating market and the fictitious commodities: Labor, land, and capital. In M. Edelman & A. Haugerud (Eds.), *The anthropology of development and globalization: From classical political economy to contemporary neoliberalism* (pp.99-104). http://books.google.ca/

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Document from a private organization:

Rainforest Action Network. (2010). *Cargill's problems with palm oil: A burning threat in Borneo.* http://understory.ran.org/wp-content/uploads/2010/05/Cargills_Problems_With_Palm_Oil_low.pdf

Online encyclopedia:

> Title of the entry you are citing. Make sure that it is the actual title of the page (i.e. "About Sierra Leone", not "Sierra Leone."

About Sierra Leone. (2008). In *Sierra Leone Encyclopedia 2008*. http://www.daco-sl.org/encyclopedia/1_gov/1_1gosl.html.

Online publications (e.g. online magazines or journals):

Ben-Ari, N., & Harsch, E. (2005, January). Sexual violence, an 'invisible war crime'. *Africa Renewal, 18*(4), 1. Africa Recovery, United Nations website: http://www.un.org/ecosocdev/geninfo/afrec/vol18no4/184sierraleons.htm

Video clip

> Include author name, followed by screen name in square brackets. when both are available.

University of California, Berkeley. (2008). Political Science 179: Election 2008, lecture 1 [Video] YouTube. http://www.youtube.com/watch?v=3D9Dq8Vsxm

> Include streaming service as publisher.

4. Other Types of Sources

Theses and Dissertations:

Thurlow, A. (1992). *Women, media and development: Alternative media programmes by and for women. A case study in Jamaica.* M.A. dissertation, Saint Mary's University, Halifax, Nova Scotia, Canada.

Mention the type of dissertation, e.g. M.A. or Ph.D.

Thorpe, C. A. M. (2006). *The rebel war years were catalytic to development in the social advancement of women in post-war Sierra Leone.* Unpublished doctoral dissertation, St. Clements University, Turks and Caicos

Mention the type of dissertation, e.g. M.A. or Ph.D.

University Department documents:

Cunningham, G., & Mathie, A. (2004). *Community-driven development: The asset-based approach.* Antigonish, NS: Coady International Institute.

Include the authors' names (if available).

Include the name of the university or department that published the work. In this case, the Coady Institute is part of Saint Francis Xavier University (St. FX).

Coulombe, S., Tremblay, J-F., & Marchand, S. (2004). *International adult literacy survey: Literacy scores, human capital and growth across fourteen OECD countries.* (Cat. 89-552-MIE). Ottawa, ON: Statistics Canada.

Use 'Cat', followed by a period, to represent the Catalogue number.

Unpublished paper presented at conference/meeting:

Solomon, C. (2005, June 16-19). *The role of women in economic transformation: Market women in Sierra Leone.* Draft paper presented at the Transformation of War Economies - Expert's Conference, Plymouth.

Facts sheets, Brochures, Pamphlets:

Women's Commission for Refugee Women and Children. (2008, May). *What We Do* [Factsheet]. New York.

Include a description of the work in square brackets.

When the author and publisher are identical, remove the publisher entry.

Film:

Klein, B., Klein, D., Klein, N., & Klein, T. (Directors). (2008). *What are we doing here?* [Documentary]. United States: Klein Pictures.

Field Notes:

Field notes can be considered either as *personal communications* or as *unpublished raw data* because they contain unrecoverable data. They can be referenced in the following manner:

Li, T. M. (2009). [Field notes collected during on-site research in Sulawesi, Indonesia]. Unpublished raw data.

**Putting 'Development' Back in
The Rights-Based Approach to Development:
Perspectives on Non-formal Education Structures for
Achieving Universal Primary Education**

Name

A#

Course Name & #

Professor's Name

Date

International development discourse and the international human rights regime are products of post-WWII global endeavours to create a more _____ democratic world. Although the date of inception _____ rights ideologies were traditionally disjointed. While the 1948 Universal Declaration of Human Rights drafted minimum standards for ensuring peaceful and active world citizens, international development discourse was guided by the impetus for modernizing the newly independent states of the South. Accordingly, international development discourse and the human rights regime served very separate purposes throughout the 1950s and 1960s. Similarly, when mainstream international development shifted from modernization theory to that of dependency in the 1970s, the human rights regime remained unrecognized within the development dialogue. Their separate paths were illustrated by their contrasting educational policy foci: while development education policies focused on improving more general processes of

Notice how the first line of each paragraph is indented 5 spaces and that there is no extra space between paragraphs.

education, the human rights regime concentrated its efforts on improving universal primary education.

The end of the Cold War ushered in a paradigmatic shift in international development discourse whereby a human rights-based approach to development was generated. This paper explores the shift from a dichotomous human rights-international development strategy to the present human rig [This is an example of a long block quotation with citation.] development… **[section continu...]**

> The EFA Monitoring Report describes this argument:
>
> …education is also an indispensable means of unlocking and protecting other human rights by providing the scaffolding that is required to secure good health, liberty, security, economic well-being, and participation in social and political activity. (UNESCO, 2002)

Where the right to education is guaranteed, people's access to and enjoyment of other rights is enhanced (UNESCO, 2002, p. 7). The International Covenant on Economic, Social and Cultural Rights (IECESCR), came into existence in December, 1966. The

UDHR and the IECESCR are the grounding for the United Nations Convention on the Rights of the Child (UNCRC)… **[section continues]**

Gauri conceives that the human rights dialogue is essential for development to be realized, arguing that human rights create minimum quality standards essen[This is an example of an in-text citation for a paraphr... is discussing an overall point of an article rather than] (Gauri, 2005)… **[section continues]**

To be sure, the incorporation of human rights into development policy has been encouraged by the mainstream development community. At the Inter-UN Agency workshop in Stanford in 2003, it was articulated that "all programmes of development co-operation, policies and technical assistance should further the realization of human rights as laid down in the Universal Declaration of Human Rights and other international human rights instruments" (UNDP, 2006, p. 13). This statement acknowledges that the human… **[section continues]**

The integration of the human rights regime and international development discourse can be used to better ensure

that international initiatives work holistically to attain socio-

economic growth in the developing world. That said, the influence

that each discourse has had on the other has not been balanced…

[section continues]

References

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    *Making the link. N*ew York.

UNESCO. (2002). *Education for all: Is the world on track? –*

    Summary report. EFA global monitoring report. Paris.

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