

## GOVT 445 - HUMAN RIGHTS

*Spring 2022*

Syllabus (1.28.22)

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**Phone:** 202 640 0996

**Office hours:** By appointment on Zoom or after Tuesday class

**Class Meetings:**

Tuesdays (in person)

Thursdays (Zoom)

\* We will have some special guest lecturers and may need to shift the topics to accommodate their schedules.

### Course Objectives

Congratulations on your participation in the GPF program and welcome to course on Human Rights! Why do human rights matter? By the end of the course you will answer this question yourself. During this semester, we will examine the concepts, key documents/instruments, and evolving frontiers of human rights. We will go beyond the abstract to what human rights mean in reality, their relationship to other challenges/problems/injustices; how we achieve and practice human rights, and how we can integrate human rights into professional pursuits. The course is designed for students to take an active role in learning by analyzing and synthesizing, adopting a systems approach, and learning from one another. You will engage in discussions, exercises, group work, presentations, and applied writing assignments that involve assuming a variety of roles.

### Technology Requirements and Blackboard

Computer with a camera and microphone

The **Blackboard site** is at: <http://mymasonportal.gmu.edu>

Please use the Discussion Board function on Blackboard for dialogue on the topics, readings, materials and assignments. The GMU Blackboard site also states: "Blackboard has recently updated their [supported browser list](#). Users on older versions of MacOS have reported issues with text typed into Blackboard (for example a discussion board, essay question, etc.) not saving. MacOS Safari users may need to be on MacOS 10.13+ in order to update to a supported version of Safari.

- Chrome: 87+
- Firefox: 78+
- Safari: 13+
- Edge: 87+

Microsoft Edge browser users may receive a 404 error message when clicking on a .docx or other office filetype in Blackboard. To fix, go to Edge Settings > Downloads > unselect "Open

Offices files in the browser." Alternatively, users can click the "A" symbol next to the file in Blackboard and download as a pdf or use another browser."

Zoom will be used for the online classes.

Please use your laptop for online classes unless circumstances make this difficult or in cases where your internet speed is slow or cuts out.

## **Course Requirements and Evaluation**

The course requirements are as follows:

1. Attendance and engagement in class: 10%
2. Blackboard discussions and weekly reading/video postings: 25%
3. Short assignments: 10%
4. Mock blogpost: 15%
5. Group case study/project and summary: 15%
6. Group case study/project presentation: 5%
7. Policy brief: 15%
8. Policy brief class presentation: 5%

Instructions for these requirements and due dates will be provided on Blackboard at the beginning of the course. Everyone will get one "life happens" extension for a deadline - if necessary - as long as there is time for me to complete the evaluation and submit your final grade. We are living through an unusual time due to the Covid pandemic and unanticipated obstacles. Please let me know if you are facing out of the ordinary challenges.

## **Important Dates**

February 15: Policy Brief topics are due.

March 3: Group case study/project proposals are due.

March 21: Policy Briefs are due.

March 22 and 24: Policy Briefs presentations

March 29: Mock blogpost topics are due.

April 22: Mock blogposts are due.

May 3 and 5: Group case study/project summaries and presentations

## **A Community of Learning**

A class is like a small community. To facilitate a valuable learning experience, let's be constructive, kind, and respectful in our interactions with one another, and keep in mind the Vegas Rules (*Adapted from Ashley Stone, Ph.D. and shared by Professor Jessica Srikantia, Schar School*):

- Engagement with learning requires space for honesty, making mistakes, and deep discussion. What happens in class, stays in class. Please maintain the confidentiality of our discussion, including our mistakes and any revealed personal or professional information.

- A safe class environment involves being compassionate to one another as we grow and to challenge each other constructively in that process. Making mistakes is part of life, as is accepting criticism, and growing from those mistakes. If class becomes uncomfortable for you, speak up; you will be supported. If you cannot or do not want to speak up, please see me so we can determine whether and, if so, how we should address the issue.

We can support our own and each other's learning through an emphasis on inquiry rather than advocacy in class discussions, and listening to and building on one another's contributions in class discussions and group work (adapted from Professor Srikantia's 2021 GOV 445 course).

If you wish, please share your name and gender pronouns with me and how best to address you in class and via email.

It is my goal to create a learning experience that is as accessible as possible. If you anticipate any issues related to the format, materials, or requirements of this course, please meet with me outside of class so we can explore potential options. Students with special needs may want to visit the [Disability Services website](#) and contact the Disability Services Office if they have questions, need support or want to determine if they have a disability. All academic accommodations must be arranged through Disability Services and must be prospective rather than retrospective.

**Phone devices are NOT allowed to be out and used during classes.** Laptops are only allowed for class work. During our synchronous online classes, the default is to keep your cameras on if possible.

**Introductions:** During the first few weeks, I'd like to schedule a short introductory meeting through Zoom with each of you. A sign-up schedule will be posted on Blackboard.

### **Required Readings and Other Learning Materials**

Individual book chapters, articles, videos/podcasts assigned under the appropriate week. Please refer to this syllabus and to postings on Blackboard.

Once a week by Monday night (11:59 p.m.), as part of the BB discussions and weekly reading/video postings, write a 200-400 word commentary on the ALL the assigned materials that include:

- **Reflection:** How has your understanding of human rights (or the specific topic of the week) shifted or deepened as a result of this week's materials AND
- **Synthesis:** Considering the materials during the week, discuss how they relate to one another, and/or considering materials across weeks, discuss any interrelationships you see across weeks or with current live issues/events.

[This regular assignment is adapted from Professor Srikantia's GOV 445 2021 course.]

Irregular submissions will negatively affect this grade. Over the entire course, students get one “free pass” for missing a BB submission without a penalty.

## Course Outline

### Week 1: January 25 and 27

Introductions, course objectives and overview

What do we mean by Human Rights? What are the key documents and instruments? What are human rights in reality – from abstract to actual, from static to dynamic?

#### Readings:

Marks, Stephen P. 2014. *Human Rights: A Brief Introduction*. Working Paper, Harvard School of Public Health.

<http://nrs.harvard.edu/urn-3:HUL.InstRepos:23586712>

#### Short assignment:

Choose two human rights from the above readings, then find and post on BB either a photo, song, artwork, or poem that you think illustrates/embodyes this right. Due February 7.

For short videos, a couple of sources are:

<https://oslofreedomforum.com/talks/>

<https://www.goldmanprize.org/>

For images, one source is: <https://creativecommons.org/>

### Week 2: February 1 and 3

Fundamental principles of the human rights framework: indivisibility of rights, universality of rights

Human rights across societies.

Guest lecture: Fred Bauma

Fred Bauma is a democracy activist and member of the group La Lutte pour le Changement (LUCHA), a nonviolent civil society movement working for social justice and democracy in the Democratic Republic of Congo (DRC). Fred is renowned for his work encouraging young people to create a better future through civic engagement and nonviolent action. He currently works as Research Director of the Congo Research Group, a research project based at the Center of International Cooperation at New York University.

Following Fred’s participation in a peaceful political event, he was arrested and jailed in Kinshasa in March 2015. After an international campaign of media pressure led by Amnesty International, Fred was freed 18 months later. Considered to be one of the leading exponents of nonviolent politics in Africa today, Fred is still working with LUCHA and other movements in Africa and is engaged in a wide range of activities aimed at making known the political situation in the DRC. Lucha received Amnesty International’s Ambassador of Conscience Award in 2016.

#### Readings:

Murithi, Tim. “A Local Response to the Global Human Rights Standard: The Ubuntu Perspective on Human Dignity.” *Globalisation, societies and education* 5.3 (2007): 277–286.

<https://wrlc->

[gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/19u1omk/cdi\\_proquest\\_miscellaneous\\_61689281](https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_proquest_miscellaneous_61689281)

Neves-Silva, Priscila, Giselle Isabelle Martins, and Léo Heller. "Human Rights' Interdependence and Indivisibility: a Glance over the Human Rights to Water and Sanitation." *BMC international health and human rights* 19.1 (2019): 14–14. Web.

<https://bmcinthealthhumrights.biomedcentral.com/articles/10.1186/s12914-019-0197-3>

Pharo, L. (2014). The concepts of human dignity in moral philosophies of indigenous peoples of the Americas. In M. Düwell, J. Braarvig, R. Brownsword, & D. Mieth (Eds.), *The Cambridge Handbook of Human Dignity: Interdisciplinary Perspectives* (pp. 147-154). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511979033.017

[https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/19u1omk/cdi\\_cambridge\\_cbo\\_9780511979033\\_xml\\_CBO9780511979033A026](https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_cambridge_cbo_9780511979033_xml_CBO9780511979033A026)

### **Week 3: February 8 and 10**

Intersectionality  
Systems thinking

#### Readings:

Kimberlé Crenshaw, "Why Intersectionality Can't Wait," in Gunda Werner Institut in the Heinrich Böll Foundation (eds.) *Reach Everyone on the Planet: Kimberlé Crenshaw and Intersectionality* (Berlin: 2019) pp 17-20.

[https://www.intersectionaljustice.org/img/reach-everyone-on-the-planet-kimberl%C3%A9-crenshaw\\_uhweck.pdf](https://www.intersectionaljustice.org/img/reach-everyone-on-the-planet-kimberl%C3%A9-crenshaw_uhweck.pdf)

Williams, Bob and Richard Hummelbrunner (2009) *Systems Concepts in Action* (Stanford: Stanford University Press), pp 1-28.

[https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC\\_GML/19u1omk/cdi\\_askewsholts\\_vlebooks\\_9780804776554](https://wrlc-gm.primo.exlibrisgroup.com/permalink/01WRLC_GML/19u1omk/cdi_askewsholts_vlebooks_9780804776554)

#### Short assignment:

Choose a short video from a human rights activist that you think illustrates/embodyes intersectionality in either its original sense or the broader sense. Due February 21.

For short videos, a couple of sources are:

<https://oslofreedomforum.com/talks/>

<https://www.goldmanprize.org/>

### **Week 4: February 15 and 17**

Transitional Justice  
The Right to Assist

#### Video:

York, Steve, Producer and Director (2006) *Confronting the Truth* (Washington, DC: International Center on Nonviolent Conflict).

<https://www.nonviolent-conflict.org/confronting-truth-english/>

A documentary examining the dynamics and mechanics of Truth and Reconciliation Commissions in the aftermath of conflicts in South Africa, Peru, East Timor, and Morocco.

Readings:

Turkewitz J. Colombia seeks justice for war atrocities via new court. *New York Times*. Mar 06 2021.

[https://www.nytimes.com/2021/03/06/world/americas/colombia-court-war-crimes.html?unlocked\\_article\\_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkS1UbBSbKWsljloqPgPXVwbc1nTj1KyySTDxDxqEeBJWa5wLSbLAmbMEy2jmAAAt9dNbtIDNpD8thiBW0AQ-5vsnD350fPyQ-rY0VW9r1JuQV7t9-2O1Mizkeex2gbfntRvDazPoUaSPHhcncAZusollIQ\\_xoQEAXq7FG-Fw2dl6zK1hUsg8HWFcEXHM6\\_r4CBx-O8GEbgXc6GQ2WeJeXjLVn72M-u5KMVUSWR-dEiQJsStr48hcOdgXIK\\_MxckHcH\\_irkVAWFpR5y7Oeak52woSQ9MHI5Y5LkJvw&smid=url-share](https://www.nytimes.com/2021/03/06/world/americas/colombia-court-war-crimes.html?unlocked_article_code=AAAAAAAAAAAAAAAAACEIPuonUktbfqohkS1UbBSbKWsljloqPgPXVwbc1nTj1KyySTDxDxqEeBJWa5wLSbLAmbMEy2jmAAAt9dNbtIDNpD8thiBW0AQ-5vsnD350fPyQ-rY0VW9r1JuQV7t9-2O1Mizkeex2gbfntRvDazPoUaSPHhcncAZusollIQ_xoQEAXq7FG-Fw2dl6zK1hUsg8HWFcEXHM6_r4CBx-O8GEbgXc6GQ2WeJeXjLVn72M-u5KMVUSWR-dEiQJsStr48hcOdgXIK_MxckHcH_irkVAWFpR5y7Oeak52woSQ9MHI5Y5LkJvw&smid=url-share)

Peter Ackerman and Hardy Merriman (2019) *Preventing Mass Atrocities: From a Responsibility to Protect (RtoP) to a Right to Assist (RtoA) Campaigns of Civil Resistance* (Washington, DC: International Center on Nonviolent Conflict).

<https://www.nonviolent-conflict.org/resource/preventing-mass-atrocities-responsibility-rtoa-special-report/>

**Week 5: February 22 and 24**

People and power

Strategies, tactics, planning, leadership

Reading:

Beyerle, Shaazka. 2015. *Freedom from Corruption: A Curriculum for People Power Movements, Campaigns and Civic Initiatives*.

<https://www.curtailingcorruption.org/sites/default/files/Freedom-From-Corruption-Final-Edits-Aug-19-2015.pdf>

Video:

Tactical Mapping Tool, New Tactics in Human Rights

<https://tmt.newtactics.org/>

**Week 6: March 1 and 3**

From Civil Rights to #BlackLivesMatter

Readings:

Stephen Zunes and Jesse Laird (2010) *The US Civil Rights Movement: 1942-1968* (Washington, DC: International Center on Nonviolent Conflict).

<https://www.nonviolent-conflict.org/us-civil-rights-movement-1942-1968/>

Frank Leon Roberts, "How Black Lives Matter Changed the Way Americans Fight for Freedom," July 13, 2018, ACLU website.

<https://www.aclu.org/blog/racial-justice/race-and-criminal-justice/how-black-lives-matter-changed-way-americans-fight>  
<https://uca.edu/training/files/2020/09/black-Lives-Matter-Handout.pdf>  
<https://thefeministwire.com/2014/10/blacklivesmatter-2/>

Video:

An Interview with the founders of Black Lives Matter, TEDWomen Talk, October 2016  
[https://www.ted.com/talks/alicia\\_garza\\_patrice\\_cullors\\_and\\_opal\\_tometi\\_an\\_interview\\_with\\_the\\_founders\\_of\\_black\\_lives\\_matter](https://www.ted.com/talks/alicia_garza_patrice_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter)

**Week 7: March 8 and 10**

From Women's Rights to #MeToo

Readings:

Reilly, Niamh. "Women, Gender and International Human Rights: An Overview." *International Human Rights of Women*. Springer, 2019. [Will post on BB. Library link not working.]

McDonald, Ellie, Matthew Jenkins and Jim Fitzgerald (2021) *Defying Exclusion: Stories and insights on the links between discrimination and corruption*, Transparency International and Equal Rights Trust, Chapter 2

[https://files.transparencycdn.org/images/TI-ERT\\_Defying-Exclusion\\_web-accessible-v2.pdf](https://files.transparencycdn.org/images/TI-ERT_Defying-Exclusion_web-accessible-v2.pdf)

#MeToo Movement website

<https://metoomvmt.org/get-to-know-us/history-inception/>  
<https://metoomvmt.org/learn-more/>

Video:

Beyond the Hashtag: MeToo 4<sup>th</sup> Anniversary  
<https://youtu.be/OtRwrlFiiCQ>

Guest lecture: Aluel Atem

Aluel Atem is a development economist, blogger and African Feminist Activist from South Sudan with a primary focus on conflict, gender and sexuality. Aluel is a co-founder of a Women's Rights Organization known as Crown the Woman-South Sudan, a writer for African Feminism (AF), a Pan-African digital feminist platform and editor and curator for Gender Talk 211 a radical feminist traditional and digital multimedia platform where South Sudanese explore and share resources, experiences, knowledge and skills that facilitate conversations on gender and sexuality.

\*\*\*\*\* POLICY BRIEFS DUE ON MARCH 21 \*\*\*\*\*

Week 8: **SPRING BREAK** (3/14-20)

**Week 9: March 22 and 24**

Policy brief presentations

Short assignment: Scanning news sites for stories not about human rights that actually touch on human rights. Post on BB the story with 2 sentences about how it's linked to human rights. Due April 4.

### **Week 10: March 29 and 31**

Authoritarianism, democracy, right to information

#### Readings:

*Freedom in the World 2021: Democracy Under Siege* (Washington, DC: Freedom House)

[https://freedomhouse.org/sites/default/files/2021-02/FIW2021\\_World\\_02252021\\_FINAL-web-upload.pdf](https://freedomhouse.org/sites/default/files/2021-02/FIW2021_World_02252021_FINAL-web-upload.pdf)

"International Standards: Right to Information," Article 19, 2012. [skim this summary]

<https://www.article19.org/resources/international-standards-right-information/>

Mhlambi, Sabelo, (2020) "From Rationality to Relationality: Ubuntu as an Ethical and Human Rights Framework for Artificial Intelligence Governance," Carr Center Discussion Paper Series, Harvard Kennedy School.

[https://carrcenter.hks.harvard.edu/files/cchr/files/ccdp\\_2020-009\\_sabelo\\_b.pdf](https://carrcenter.hks.harvard.edu/files/cchr/files/ccdp_2020-009_sabelo_b.pdf)

Kidambi, Sowmya (2008) *Right to Know, Right to Live: Building a campaign for the right to information and accountability* (Minneapolis: New Tactics in Human Rights).

<https://www.newtactics.org/resource/right-know-right-live-building-campaign-right-information-and-accountability>

### **Week 11: April 5 and 7**

Corruption

#### Readings:

Beyerle, Shaazka (2014) *Curtailing Corruption: People Power for Accountability and Justice* (Boulder: Lynne Rienner Publishers), Chapter 2

<https://www.nonviolent-conflict.org/curtailing-corruption-people-power-for-accountability-and-justice-2/>

"Corruption, human rights and the human rights-based approach," U4 Anti-Corruption Resource Centre website

<https://www.u4.no/topics/human-rights/basics>

McDonald, Ellie, Matthew Jenkins and Jim Fitzgerald (2021) *Defying Exclusion: Stories and insights on the links between discrimination and corruption*, Transparency International and Equal Rights Trust, Chapters 3 and 8

[https://files.transparencycdn.org/images/TI-ERT\\_Defying-Exclusion\\_web-accessible-v2.pdf](https://files.transparencycdn.org/images/TI-ERT_Defying-Exclusion_web-accessible-v2.pdf)

### **Week 12: April 12 and 14**

(Equitable) development, natural resources, private sector

Class decides on topic for week 14.

Readings:

Beyerle, Shaazka; David Bulman; Marco Larizza; Berenike Schott (2017) *Citizens as Drivers of Change: How Citizens Practice Human Rights to Engage with the State and Promote Transparency and Accountability*. Washington, D.C.: World Bank Group, Chapter 2 and choose one of the case studies. [PDF will be added to BB]

Chenoweth, Erica and Tricia Olsen (2016) *Can Civil Resistance Work Against Corporations?* (Washington, DC: International Center on Nonviolent Conflict).

<https://www.nonviolent-conflict.org/wp-content/uploads/2017/01/Can-Civil-Resistance-Work-Against-Corporations.pdf>

Transparency International (2021) "Defending land and lives: Indigenous peoples fighting back against discriminatory corruption."

<https://www.transparency.org/en/blog/indigenous-world-day-corruption-discrimination-peru-guatemala>

**Week 13: April 19 and 21**

Climate change: No plan(et) B

Reading:

Submission of the Office of the High Commissioner for Human Rights to the 21st Conference of the Parties to the United Nations Framework Convention on Climate Change (2015)

<https://www.ohchr.org/Documents/Issues/ClimateChange/COP21.pdf>

Videos:

United Nations Human Rights Office of the High Commissioner

<https://www.youtube.com/watch?v=16tx7TAR76I>

Choose one more video from the United Nations Human Rights Office of the High Commissioner

<https://www.ohchr.org/EN/Issues/HRAndClimateChange/Pages/Videos.aspx>

\*\*\*\*\* MOCK BLOGPOST DUE ON APRIL 22 \*\*\*\*\*

**Week 14: April 26 and 28**

Topic identified by class.

**Week 15: May 3 and 5**

Group case study/project presentations

Additional references for your information

Donnelley, Jack. *International Human Rights*, 5<sup>th</sup> Edition (Boulder: Westview Press) *Available free as a GMU library e-book.*

Smith, R.K.M. (2019). *Texts and Materials on International Human Rights* (4th ed.). Routledge. Available free as a GMU library e-book.

*Universal Declaration of Human Rights*

<https://www.ohchr.org/en/udhr/pages/udhrindex.aspx>

*International Covenant on Civil and Political Rights*

<http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx>

*International Covenant on Economic, Social, and Cultural Rights*

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx>

*Convention on the Elimination of All Forms of Discrimination Against Women*

<https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>

*United Nations Declaration on the Rights of Indigenous Peoples*

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

United Nations Human Rights Office of the High Commissioner website, “The Core International Human Rights Instruments and their monitoring bodies.”

<https://www.ohchr.org/EN/ProfessionalInterest/Pages/CoreInstruments.aspx>

Human rights standards in regional instruments:

[African Charter on Human and People’s Rights](#)

[American Convention on Human Rights](#)

[European Convention on Human Rights](#)

[Arab Charter on Human Rights](#)

[EU Charter of Fundamental Rights](#)

Explanatory videos: <https://www.ohchr.org/EN/HRBodies/Pages/TreatyBodies.aspx>

Stroh, David Peter. *Systems Thinking for Social Change : a Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. White River Junction, Vermont: Chelsea Green Publishing, 2015.

<https://ebookcentral-proquest-com.mutex.gmu.edu/lib/gmu/detail.action?docID=5149077>

International Council on Human Rights Policy, ICHRP, *Corruption and Human Rights: Making the Connection* (2009). CORRUPTION AND HUMAN RIGHTS: MAKING THE CONNECTION, ICHRP, Geneva, Switzerland

<https://ssrn.com/abstract=1551222>

Ransby, Barbara (2018) *Making All Black Lives Matter : Reimagining Freedom in the Twenty-First Century* (Oakland, California: University of California Press). [Available](#) in stacks and electronically.

United Nations Environment Program (2015) *Climate Change and Human Rights* (New York: United Nations).

[https://wedocs.unep.org/bitstream/handle/20.500.11822/9530/-Climate Change and Human Rights](https://wedocs.unep.org/bitstream/handle/20.500.11822/9530/-Climate%20Change%20and%20Human%20Rights%20human-rights-climate-)

[change.pdf.pdf?sequence=2&amp%3BisAllowed=](#)

Amnesty International: <https://www.amnesty.org/en/>

Civicus: <https://www.civicus.org/#>

Human Rights Watch: <https://www.hrw.org/#>

Organized Crime and Corruption Reporting Project: <https://www.occrp.org/en>

United Nations Human Rights Office of the High Commissioner:

<https://www.ohchr.org/EN/pages/home.aspx>

### **ADDITIONAL COURSE INFORMATION (PROVIDED BY DR. JESSICA SRIKANTIA)**

**GMU Writing Center.** The GMU Writing Center is an invaluable resource irrespective of how well one writes. Getting feedback on writing is often a great learning opportunity and one that's harder to come by once you leave school. The writing center info can be found online at <http://writingcenter.gmu.edu/>. For updated information please check for their hours on their website. Check out this introductory website:

<https://www.youtube.com/watch?v=suYN6VqD5cw>

***New Voices in Public Policy*** is a journal designed to disseminate student work in SPGIA to a broader audience. It is reviewed by a combined panel of students and faculty. You may self-submit online at: <http://journals.gmu.edu/index.php/newvoices> If you would like me to consider nominating your coursepaper for publication in *New Voices in Public Policy* you may let me know.

**Honor Code:** GMU has an honor code and all students are required to know and abide by it.

<https://oai.gmu.edu/wp-content/uploads/2021/08/George-Mason-University-Honor-Code-2021-2022-final.pdf>

**PLAGIARISM:** All submitted work must be your own, and it is imperative that you accurately cite all sources in your work.

NOTE: The following entire section on Plagiarism is quoted verbatim from the syllabus of Todd LaPorte, GOVT 445, Spring 2015 which was reproduced by Dr. Jessica Srikantia.

*All work must be your own. In general, where the work of others is used, even in paraphrased form, it must appropriately referenced. When in doubt, cite! Plagiarism is an Honor Code violation: <http://www.gmu.edu/facstaff/handbook/aD.html>*

*The main things to keep in mind:*

- *Know your sources and what they say.*
- *Keep track of your sources when you copy and paste, and cite them accurately.*

- *If you quote a key source, explain what the author says in your own words.*
- *Avoid the temptation to simply change a few words or sentence order in a copied text. This is not original writing, but instead is incorrect paraphrasing, which is a form of plagiarism.*
- *If deadline pressure leads you to even consider passing off others' work as your own, DON'T DO IT. Contact me to discuss your situation. There are better ways to deal with stress that don't risk expulsion.*

If you have any questions about correct citation, paraphrasing and writing, do contact me and we'll figure things out together.

Dr. Srikantia has also recommended following resources:

GMU University Writing Center: Plagiarism

<http://writingcenter.gmu.edu/?p=499>

Washington State University

<https://libraries.wsu.edu/library-instruction/plagiarism>

Indiana University: Plagiarism: What It is and How to Recognize and Avoid It

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Dr. Srikantia has highlighted the official SPGIA Policy on Plagiarism, which is reproduced here:

*The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of SPGIA. It constitutes a serious breach of professional ethics and it is unacceptable.*

*Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.*

*Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.*

*The faculty of SPGIA takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (eg. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.*

*To help enforce the SPGIA policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPGIA policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.*