Global Issues Essay
Final exam, part two

Description: You will be writing a global issues essay that will incorporate what we have been learning in class for the past several months. This essay will be based on readings that we have done in class. You can also include outside research if you want. Any outside sources must be approved by Brooke first to ensure that they are credible sources.

Note: You must complete this essay in order to pass Humanities. If you do not complete an essay, you will not be able to pass the class.

Requirements:
➢ Your essay must be at least four pages long. It can be longer; this is only the minimum.
➢ Your essay must follow MLA format (follow the handouts given to you in class):
  o Times New Roman font
  o Size 12 font
  o Double spaced
  o Parenthetical citations
  o 1 inch margins
  o Works cited page (this is not included in the four pages count)
  o Correct heading on each page
➢ Your essay must have an introduction, a body, and a conclusion. However, don’t limit yourself to a five paragraph essay model. You should include more than three body paragraphs.
➢ You must include information from multiple sources to make a point. This is an essay based on research, not just your opinion. It should consist of a lot of evidence from the readings we have done in class.
➢ Do not use personal phrases such as “I think.” The reader already knows you are the author of the essay. As stated previously, this is not an opinion paper, it is a research paper based on articles we have read in class.
➢ You will participate in the writing process to complete this essay. The attached handouts will take you through this process.

Due Dates and Class Time to Work (You potentially have 9 hours of class time to work on your essay, plus that is your only homework for humanities this week):

<table>
<thead>
<tr>
<th>Monday 12/12</th>
<th>Tuesday 12/13</th>
<th>Wednesday, 12/14</th>
<th>Thursday, 12/15</th>
<th>Friday, 12/16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning:</strong></td>
<td><strong>Morning:</strong></td>
<td><strong>Morning:</strong></td>
<td><strong>Rough draft of</strong></td>
<td><strong>Final draft of</strong></td>
</tr>
<tr>
<td>-Goals 1-3</td>
<td>-MLA Format</td>
<td>-Work on essay</td>
<td><strong>essay due</strong></td>
<td><strong>essay due</strong></td>
</tr>
<tr>
<td>-Essay steps 1-4</td>
<td>Practice</td>
<td></td>
<td><strong>Morning:</strong></td>
<td><strong>Global Issues</strong></td>
</tr>
<tr>
<td><strong>Afternoon:</strong></td>
<td><strong>MLA Format</strong></td>
<td><strong>Afternoon:</strong></td>
<td><strong>Self and peer critique</strong></td>
<td><strong>Essay Goals and Grading Sheet due</strong></td>
</tr>
<tr>
<td>Work on essay</td>
<td><strong>Handout due by the end of class</strong></td>
<td><strong>Work on essay</strong></td>
<td><strong>Afternoon:</strong></td>
<td>Team Wolfpack</td>
</tr>
<tr>
<td><strong>Goals 1-3, Steps 1-4 due by the end of the day</strong></td>
<td><strong>Afternoon:</strong> Documentary Exhibition</td>
<td><strong>Afternoon:</strong> Work on essay</td>
<td><strong>Afternoon:</strong> Work on essay</td>
<td>Celebration</td>
</tr>
<tr>
<td>HW: Work on essay</td>
<td>HW: Work on essay</td>
<td>HW: Rough draft due tomorrow</td>
<td>HW: Final draft and grading sheet due tomorrow</td>
<td></td>
</tr>
</tbody>
</table>
Steps to Writing a Good Essay

Directions: Answer the following questions in italic. These will take you through the steps to writing a good essay. Participating in the writing process will help you to create a final draft that you are proud of. There is an attached example of steps one through four as a resource to help you if you need it.

1) Analyze the prompt. Figure out what the essay prompt is asking you.

Prompt: Choose one of the following prompts to write a research based essay on:

1) What global problems exist in our world today? What hope is there for change?

2) What type of inequality exists in our society today? What are the roots of this inequality? What hope is there for change?

What is the essay question about global issues asking you?

2) Brainstorm. Write out all possible answers to the essay prompt.

Brainstorm in the space below all of the examples you can think of to answer the essay prompt.
3) **Come up with a thesis.** A thesis is what you are trying to prove throughout your essay, or in other words, the main point of your essay.

   *Write down your thesis below.*

4) **Analyze your brainstorm and decide what your body paragraphs will be about.** Also, decide what sources you might use in these body paragraphs.

   *In the space below, write the topic for each of your body paragraphs and what sources you might use.*
5) **Outline.** Filling out an outline is all about finding concrete examples from your sources for each body paragraph. You should look for quotes and detailed examples. Make sure to write down the source you get your information from.

> See the attached outline. This outline will be optional. If you prefer not to fill out an outline first, then your answer to step four should be more detailed. If writing an outline helps you a lot, then you should fill in the attached paper and have Brooke check it over to receive feedback. If you are not completing the attached outline, make sure your essay follows the correct format with an introduction, a body, and a conclusion.

6) **Write your essay.**

7) **Give and receive feedback.**

8) **Revise.**
An example:

Steps to writing a good essay:

1) **Analyze the prompt.** Figure out what the essay prompt is asking you.

Prompt: Choose one of the following prompts to write a research based essay on:

1) What global problems exist in our world today? What hope is there for change?

2) What type of inequality exists in our society today? What are the roots of this inequality? What hope is there for change?

*What is the essay question about global issues asking you?*

*I choose prompt one. The essay prompt is asking me two things: to describe the global problems that exist in the world and to address what hope is there for changing these problems.*

2) **Brainstorm.** Write out all possible answers to the essay prompt.

*Brainstorm in the space below all of the examples you can think of to answer the essay prompt.*

**Here is my brainstorm:**

<table>
<thead>
<tr>
<th>Global Issues</th>
<th>Hope for Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labor injustices</td>
<td>Empowering people in developing countries</td>
</tr>
<tr>
<td>-child labor</td>
<td>Organizations working for change</td>
</tr>
<tr>
<td>-unfair wages</td>
<td>Consuming less</td>
</tr>
<tr>
<td>-sweatshops</td>
<td>Not supporting corporations who use sweatshop labor</td>
</tr>
<tr>
<td>-corporations</td>
<td>Putting pressure on corporations who use conflict minerals</td>
</tr>
<tr>
<td>Distribution of wealth</td>
<td></td>
</tr>
<tr>
<td>-inequality</td>
<td></td>
</tr>
<tr>
<td>Natural resources lead to war</td>
<td></td>
</tr>
<tr>
<td>-Democratic Republic of Congo (minerals used in electronics)</td>
<td></td>
</tr>
<tr>
<td>-widespread rape</td>
<td></td>
</tr>
<tr>
<td>Underdevelopment</td>
<td></td>
</tr>
<tr>
<td>-poverty</td>
<td></td>
</tr>
<tr>
<td>-inequality</td>
<td></td>
</tr>
<tr>
<td>Environmental degradation</td>
<td></td>
</tr>
<tr>
<td>-overconsumption</td>
<td></td>
</tr>
<tr>
<td>-global warming</td>
<td></td>
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</tbody>
</table>
3) **Come up with a thesis.** A thesis is what you are trying to prove throughout your essay, or in other words, the main point of your essay.

   *Write down your thesis below.*

   **Many global issues exist in our world today, but there is also a lot of hope for change.**

   **OTHER EXAMPLES:**

   While there are many global problems present in our world today, there is a lot that we as individuals can participate in to make a change.
   OR
   Although there are many global problems present in our world today, there are a lot of people working to change some of these injustices.

4) **Analyze your brainstorm and decide what your body paragraphs will be about.** Also, decide what sources you might use in these body paragraphs.

   *In the space below, write the topic for each of your body paragraphs and what sources you might use.*

**Introduction**

**Body Paragraph 1:**
*Global Issue: Inequality of wealth*
*Hope for Change: Richer nations could help poorer nations.*

Sources I might use:
- “*Burning Books and Destroying Peoples: How the World Became Divided Between ‘Rich’ and ‘Poor’ Countries*” by Bob Peterson (page 38)
- “*Myths of Underdevelopment*” by Michael Parenti (page 64)
- “*Globalization: A View from Below*” by Jean-Bertrand Aristide

**Body Paragraph 2:**
*Global Issue: Environmental degradation (such as global warming)*
*Hope for Change: We can reduce our consumption. People in developing countries are fighting for their environmental rights.*

Sources I might use:
- “*Global Warming: The Environmental Issue from Hell*” by Bill McKibben (page 263)
- “*Ecological Footprints*” by David Holtzman (page 283)
- “*Mexican Peasant-Ecologists Fight to Preserve Forests*” (page 280)
Body Paragraph 3:
Global Issue: Sweatshops
Hope for Change: People in developing countries are fighting for their rights and unions.

Sources I might use:
➢ "Sweatshop fact sheet" compiled by Bob Peterson (page 158)
➢ "Just Do What? Facts About Nike" (page 151)
➢ "A Trade Unionist Must Leave Her Fear Behind" by Yesenia Bonilla (page 142)

Body Paragraph 4:
Global Issue: Child labor
Hope for Change: Children in the United States are working to end this.

Sources I might use:
➢ "Child Labor: Pain and Resistance" by Bob Peterson (page 200)
➢ "Everywhere on Earth" by Eduardo Galeano (page 192)
➢ "Fight for Child Workers! The Story of Iqbal Masih" by Peadar Cremin (page 206)
➢ "Kids Can Be Activists or Bystanders" by Craig Kielburger (page 325)

Body Paragraph 5:
Further Hope for Change: Many people throughout the world are working to change it.

Sources I might use:
➢ "Organizations and Websites for Global Justice" (page 382)

Conclusion
Essay Outline

Essay Prompt:

Introduction Paragraph:
Hook/Opening:

Background information about topic:

Thesis statement:

How will you prove your thesis statement? (What will your body paragraphs be about?):

Body Paragraph 1:
Topic sentence:

Concrete examples and analysis:

Closing sentence (connect back to your thesis: How does your evidence support your thesis?):
Body Paragraph 2:
Topic sentence:

Concrete examples and analysis:

Closing sentence (connect back to your thesis: How does your evidence support your thesis?):

Body Paragraph 3:
Topic sentence:

Concrete examples and analysis:

Closing sentence (connect back to your thesis: How does your evidence support your thesis?):
Body Paragraph 4:
Topic sentence:

Concrete examples and analysis:

Closing sentence (connect back to your thesis: How does your evidence support your thesis?):

Body Paragraph 5:
Topic sentence:

Concrete examples and analysis:

Closing sentence (connect back to your thesis: How does your evidence support your thesis?):
Conclusion Paragraph:
Restate or summarize your thesis and the main points of your essay:

Optional- Extension (relate your topic to today or to the bigger picture):
Isabella Beckwith

Mrs. Brooke Gonzales

Humanities

March 21, 2011

Anyone Can Make a Difference

When people think of third world countries, the first thing that comes to mind is poverty, war, and dictators. Many people don’t know the history of those countries and why they are third world countries. Africa and Asia used to be beautiful, lush, exotic continents full of rare resources, until Europe started to colonize these places. Europe took over and started to enslave the people and take their precious resources. This is one of the biggest forms of inequality. Throughout history, there has always been inequality, and it is still present in our world today, but people can work to reduce inequality everyday.

There have been many examples of inequality all over the world. It can be as simple as an insult or as significant as genocide. In the late 1400s, Africa was the go-to country to trade with. Portugal was interested in trading with Africa for their rare resources such as spices, porcelain, and ivory. Africa, on the other hand, was not interested in trading because Portugal didn’t have anything that Africa wanted except for metal pots and pans and weapons, but Portugal wasn’t willing to trade those supplies. The Portuguese got fed up with Africa and decided to forcefully take the resources from Africa. This did not end well. The Portuguese sailed to Africa and overpowered the Africans with their ships and weapons. They broke into homes and buildings and took many valuables such as gold and ivory and many other things. The Portuguese
murdered anyone who stood in their way. Once the city was plundered, the Portuguese burned
the cities to the ground (Peterson 39). A similar incident happened with the Spanish and the
Native Americans. Spain started colonizing in the Americas and forced the Native Americans
into slavery. Spain took all of the people’s valuables while bringing disease. The Natives were
almost annihilated by the diseases and by the weapons (Peterson 39). Another instance is when
Europe was in demand for workers, so Europeans kidnapped millions of people from Africa and
brought them over to work. Many innocent people were either murdered or died on the way to
Europe because of disease (Peterson 40). Later on, Europe started colonizing Africa because the
land was rich with resources. Countries started to violently fight over territories and caused a lot
of bloodshed. So, the Chancellor of Germany hosted a conference in Berlin and invited the major
world powers and assigned territories to countries. But Africa did not have any say in their own
band and was left under control for many years (“The Berlin Conference”). Even though
inequality was a very large problem and still is, we have come a long way. People should not
forget about this but remember, so that we will not repeat the same problem and that is a way
people can improve inequality.

Inequality is still a very big problem today. Countries are still being unfairly used by
more powerful countries. One example is when India was trading more to England than England
was trading with them. England got to a point where India would send in shipments and England
would dump the textiles that India was producing because there was no need for the products in
England. England began to colonize there and forced the Indians to work in cotton fields instead
of the textile factories. This threw India into a deep hole of debts that is still contributing to the
poverty in India today (Parenti 65). Just like India, colonialism has had a negative impact on
Brazil too. Brazil was once a lush country, with well nourished people eating exotic fruits and
animals. 500 years later, Brazil was definitely not the same as before. It became polluted, crowded, and one of the poorest places in the world due to colonialism from Europeans and the World Bank (Editors 33).

Another example is labor injustices. Advertisers are hired to write ads or commercials for companies. The writers advise each other to not research the companies or visit the sweatshops because it ruins the reputation of the company. Once writers find out the truth about companies, they find it hard to write good things about the company or product (“Global Sweatshops” 127). In this world, there are stories or labor injustices such as the example of Omar Gil. Omar is a young man who works in factories called “maquiladoras” in his city of Nuevo Laredo. Omar used to live in Mexico City, Mexico where his father owned a book shop but ended up going broke. His family could not find any other jobs in Mexico City, so they moved to Nuevo Laredo where Omar started working by building air conditioners. Omar’s job became his life. Omar could not attend school because of his work schedule, Omar works in a very bad environment that could be detrimental to his health, always works overtime and never gets paid for it. The pay is very low and many accidents happened in those factories because they have to work at a certain speed and can make mistakes and lose a hand or arm (Bacon 147). Adults and children are in situations like this all over the world and most of the time even worse situations. Everywhere on earth children have to find jobs anywhere so that they can eat. Children dig through trash, dive for pearls, hunt diamonds, work in coal mines and die because they are so small and get crushed by the rocks, harvest coffee and get poisoned with pesticides and even become prostitutes (Galeano 192). All of this inequality has either led up to the poverty today or is happening today. We can fix this by helping out in some form.
There are people who have made a big difference in their communities by standing up for themselves and others. Iqbal Masih was someone who made a very big difference in his community, and he was only a teenager. Iqbal Masih lived in India and his family sent him to work at a carpet factory. The conditions in the factory were horrible. The factory was very crowded and dirty. Iqbal would be abused by the supervisors if he made a mistake or complained about the long working hours and low pay. One day, Iqbal met with the leader of Bonded Labor Liberation Front (BLLF) he learned about his basic rights and learned that child labor was illegal, but Iqbal’s family owed the factory 16,000 rupees, the currency in India. Iqbal knew his family would be in a lot of trouble but refused to work anyway. His family was threatened by the factory owner so they ran away and Iqbal was able to attend school provided by BLLF. Iqbal became a worker for BLLF and started to tell other factory workers about their rights and how they can escape their situations. Iqbal became known around and became a big activist in a human rights movement. Many people became aware of child labor and how people were being treated at the factories. The factories lost a lot of business so they became angry at Iqbal and started threatening his family. In April 1995, Iqbal was shot. This is a great example of someone who did everything he could to stand up for his rights (Cremin 206-7). Another example is Sawai. Sawai is a girl that had to work at the age 13 because her father became paralyzed. Sawai worked in a factory with terrible living conditions, long hours, and low pay. Sawai found out about a child labor club that worked to free children from these situations. Sawai joined it and started working there to help free other children. She is making a difference because she knew how it felt and knew that it was no life for a child (Swift 211). It’s amazing when one person stands up for his or her rights, but when a whole village stands up for their home, it’s a very inspiring thing. In the Philippines, a village was told to relocate to a different part of the
Philippines by the World Bank. The World Bank had plans to build a dam where the village was. But the people of the village refused to leave. The women of the village made a human barricade. They did everything they could to keep the workers away from their village. The women told them to leave, took apart tents and equipment. It was the first time the World Bank was stopped. Unfortunately, the village was over ruled by the government and was forced them to relocate and were promised money. The villagers were never paid (Bula-At 91). Another child that made a difference is Craig Kielburger. Craig learned about child labor and how workers were being mistreated and became angry. Craig decided to start an awareness campaign (Kielburger 325). Craig is only a child and is already making a difference. It doesn’t matter if you’re young or old, female or male, everyone should try and help put a stop to child labor and inequalities of all sorts.

Here are examples of ways to help make a difference in communities for everyday people. Armed groups use violence everyday to force people to mine for natural resources in the Democratic Republic of the Congo. These are used in cell phones around the world. Cellular providers can stop using certain resource providers and that can slowly put a stop to the violence towards the workers and can also sign a conflict-free contract. Ask your senator to sign the Congo Conflict Minerals Act and find a way to reach your cell phone provider to see if they use conflict-free minerals in their cell phones. The way we have been treating our earth and dumping our trash everywhere is causing global warming. This can be considered an inequality against our earth. We can be using so much less energy and fossil fuels. When you’re in your house, try to use less energy and recycle your trash (Mckibben 263). The possibilities are endless. High school students in Los Angeles proposed to their school board to sign an agreement saying that the school will not buy child-made soccer balls. Teens across the country and even younger can
do the same in their schools (Peterson 201). All these examples are great ways to make a big difference and can save peoples lives.

Times have been tough, but if people just take a little time out of their busy schedules to help out in a simple way, they could be saving lives. Everyone deserves the change to live and we can make that happen in different ways. Hopefully someday, inequality won't be an issue anymore.
Works Cited


MLA Documentation Examples

When you write a research paper in the humanities, you will be required to document all information you use in the format standardized by the Modern Language Association (MLA). Here is a list of various types of sources as they would appear on a Works Cited page or bibliography. The corresponding in-text citation is given with each source type. On your Works Cited page, list sources alphabetically by author's last name, regardless of their source types. If no author is provided, use the next available piece of information (usually the title) for both the Works Cited page and the in-text citation.

**Books:**

In-text note: (Trimble 7)

**Books with two or more authors:**

In-text note: (Witte and Faigley 46)

**Books with an editor instead of an author:**

In-text note: (Vesterman 12)

**Articles:**

In-text note: (Erdard 44)

**Articles without authors:**

In-text note: ("Negro College Fund" A28) – Notice: use an abbreviated title in the parenthetical citation

**Anthology selection:**

In-text note: (Rich 90)

**Personal interview:**
Gomes, Peter. Personal interview. 23 Apr. 1997.

In-text note: (Gomes) – Notice: since there is no page number, omit it from the note

**Reference work or Encyclopedia:**
In-text note: (Benedict 117)

**Government Document:**

In-text note: *Avoid a lengthy note by naming the document in the body of your essay and placing only the relevant page numbers between parentheses.*

**Advertisement:**

In-text note: *Naming the advertisement in the paper itself is preferable to having a parenthetical note.*

**Film:**

In-text note: *Name the film in the body of your paper.*

**Personal website with no title:**

In-text note: (Syverson) —Notice: since most websites do not have page numbers, omit the page number

**Professional website:**

In-text note: (“Annual Report”)

**Materials accessed from an online database:**

In-text note: (“Jazz”)

**Online articles:**

In-text note: (Slatin)

**Email communications or discussion group postings:**

In-text note: (Kostka)

**There is a new online resource designed to help writers generate works cited pages:**

Check out NoodleBib, a new resource brought to you by the UT Libraries and the UWC. NoodleBib will help you create a works cited page online, for either MLA or APA style, and then save it as a Word document. Go to: http://www.lib.utexas.edu/noodlebib/index.html and check out NoodleBib for yourself.

For more information about the principles of MLA style and how MLA format works, consult the “MLA Documentation Format” handout. For more information about sources obtained on the web, consult the “Internet Sources” handout. Or see the MLA website at www.mla.org.
MLA Documentation Format

When writing research papers in the humanities, you will be required to document all the information you use in the format standardized by the Modern Language Association (MLA). Other fields may use a different standardized format. Always check with your professor or publisher concerning his or her preferred format. MLA documentation is commonly used for RHE 306 papers.

There is a new online resource available to writers called NoodleBib. NoodleBib helps writers generate works cited pages for MLA or APA style documentation and is brought to you by the UT Libraries and the UWC. Check out NoodleBib at http://www.lib.utexas.edu/noodlebib/index.html.

Parenthetical Citations within your Text:

Anything you include in a paper that is not your original idea must be properly cited. Failing to cite the source of something that is not your original idea is like taking credit for others’ work and in most cases is considered plagiarism. Support for an argument frequently comes from an outside source and must be cited within the text. In-text citations are enclosed in parentheses at the end of the sentence and include the author’s last name and page number, when available.

Short Quotations

If you quote a source without using the author’s name in the sentence, include the author’s last name and the page number enclosed in parentheses at the end of the quotation. If you do mention the author in the text, then you only need to include the page number (see examples below). Note that the parenthetical citation comes after the quotation mark and before the period.

Example:
I really admire Warren’s professionalism and meteoric rise on the Hollywood scene: “the former Sports Illustrated swimsuit model has made five films in that last year (her very first in Hollywood)” (Griffin 57).

I hope one day to emulate her prolific career.

Long Quotations

If you quote more than four lines of an author’s text, indent the quotation a half an inch (five spaces) and do not use quotation marks. This type of quotation is also referred to as a block quote. Note that the citation will come after the period in this case.

Example:
Warren’s professional attitude gives her the courage and the clout to keep directors honest, even without years of experience on a set:

For the forthcoming Jerry Bruckheimer comedy Down and Under, in which she plays a zoologist, Warren agreed to wade into a pond in the Australian outback wearing a bra and underpants, provided the tone of the scene was lighthearted and demure. But what she didn’t agree to was a scene that crept into the script after she signed on that had her hanging off a cliff... in her underwear. (Griffith 112)

Paraphrases

Commonly, you can paraphrase what an author says without quoting him or her word for word. If you summarize an author’s work in your own words or refer to a source using specific examples, you must cite the source in your text.

Undergraduate Writing Center, The University of Texas at Austin
UWC website: uwc.fas.utexas.edu
Handout created by Zach Floca, June 2002
Last revised by Zach Floca, July 2003
Examples:

- Griffith returns at the end of the article to emphasize and reiterate Warren’s desires to be a good actor (113).
- Warren’s early beginnings in a small town outside of Toronto underline her firm sense of family (Griffith 58).
- According to her interview with Warren, Griffith notes that the young star originally wasn’t suitable for runway model work because of her background as an Olympic athlete (59). This became an advantage in advertising and catalogue work, where Warren found niche with Chanel and Victoria’s Secret.

Note: If the source does not have an author, cite it using the next available piece of information (in most cases, the title, underlined for books or in quotation marks for articles), followed by the page number. If there is no page number, omit it.

Works Cited Page:

At the end of your paper, you must list every source you cited within the paper on your Works Cited page, a.k.a. bibliography. This enables the reader to check your sources at a library, on the internet, etc. Your Works Cited page should be double spaced.

Sources should be listed on your works cited page in alphabetical order by author’s last name. When listing sources on your works cited page, you generally need the following information about the source (in order of importance): author, title, publication information, date. If the source lacks any of the above, or if the information is unavailable, move on to the next item. For example, if a source does not have an author, then list it alphabetically starting with its title. If a citation takes up more than one line, subsequent lines are indented five spaces.

Basic Format for Books: Author’s last, first name. Title of Book. Place of publication: Publisher, date.


If the source has more than one author, reverse only the name of the first author, add a comma, and give the other name or names in normal form.


Basic Format for Articles: Author’s last, first name. “Title of Article.” Title of Periodical. Volume (date): page #.


Basic Format for Websites:

The variety of Web pages is staggering, so you will have to adapt your documentation to particular sources. In general, include as much of the following information about the website as possible (in order): author, title of the source found on the website (if you are not citing the entire website), title of the website (underlined), date of electronic publication or recent update, date you accessed the site, the URL electronic address enclosed between two angle brackets (<>). Since most websites do not have page numbers, omit the page number from the in-text citation.


Note: The above formats and examples are by no means exhaustive. For other types of sources not mentioned on this handout, or for any questions about MLA documentation, consult the Scott Foresman Handbook for Writers, or the MLA Web site at www.mla.org. For examples of bibliographic citations for various types of sources, see the “MLA Documentation Examples” handout.

Undergraduate Writing Center, The University of Texas at Austin
UWC Website: uwc.fae.utexas.edu
Handout created by Zach Floca, June 2002
Last revised by Zach Floca, July 2003
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MLA Format Examples for sources we used in class:

**An article within a book:**
Note: This would include all of the articles within your globalization reader except the very last one, which is from a newspaper.


Parenthetical Citation: (Aristide 9).

**Without an author:**
Note: This is still an article within a book.


Parenthetical Citation: (“Mexican Peasant” 33).

**Newspaper article:**
Note: This is also an example of how to do a citation when there are two authors.


Parenthetical Citation: (Lezhnev and Prendergast).
Note: Since there is no page number, you do not include on in the parenthetical citation.

**Class Handout:**


Parenthetical Citation: (“Berlin Conference”).
Documentary:


Parenthetical Citation: (Uganda Rising).

_The Hidden Face of Globalization: What the Corporations Don’t Want Us to Know_.


Parenthetical Citation: (Hidden Face).
MLA Format Practice

Practicing in class:

1) Turn to page 38 in your reader.

2) Write the MLA citation for the article:

Here is an excerpt from the article:

"Even though almost all countries of Africa, Asia, and Latin America are now formally independent and have their own representatives at the United Nations, many of the economic and political relationships that were established during colonialism continue. Because of colonialism, many countries of the Third World still rely on one or two main crops. Most have never fully developed an industrial base. In addition, many of these countries still owe lots of money to wealthy nations— that is, they are in debt and cannot afford to spend money on things their own people need.

When people in more wealthy nations think about helping other people who are hungry and in poverty, it's important to recognize how they got that way. The fact that Spanish colonialists, for example, took tons of gold and silver from the Americas is connected to today's widespread hunger in South America" (43).

3) Write a few sentences that paraphrase an idea from the paragraph with a parenthetical citation:
4) Write a few sentences that include a quote from the article with a parenthetical citation:


5) Write the MLA citation for page 280.


6) Write the MLA citation for page 263.
Practicing on your own:

1) Take out an article that you plan on using for your essay.

2) Write the MLA citation for the article:

3) Write a few sentences that paraphrase an idea from the article with a parenthetical citation:

4) Write a few sentences that include a short quote from the article with a parenthetical citation: