

Spring Semester 2010

MC 390 (Section 005)

Democracy and the Environment

Monday/Wednesday 12:40-2:00pm, 340 Case Hall

Professor: Mark Axelrod

axelrod3@msu.edu, 517-353-8607

362 North Case Hall

Office Hours: Tuesday 10:30am – noon; Wednesday 2:30-4:00

I have set aside these times for student meetings, but I understand that they will not fit everyone's schedule. If those times do not work for you, please email to arrange a different time.

Introduction

Nobel laureate Douglass North has described institutions as “the rules of the game in a society or, more formally...the humanly devised constraints that shape human interaction (1990).” In this class, we will examine how institutions affect human behavior towards natural resources and the environment. We will encounter a wide variety of institutions. Some, such as scientific forest management in India, are explicitly designed to affect resource use. Others, such as the US federal court system, are designed for “non-environmental” purposes but have impacts on natural resources nonetheless. Political scientists, philosophers, anthropologists, sociologists, historians, ecologists and lawyers have long debated whether democracies have better or worse environmental records. This course seeks to provide answers from all these approaches, unpacking the institutional machinery of democracies and other governance structures.

We begin with an overview of three important influences on human behavior towards the environment: science, culture, and economics. In the second part of the course, we begin to examine how those three pressures are channeled through different varieties of political control. Finally, we analyze the effects of particular democratic governance institutions on environmental behavior.

Learning Objectives

By the end of this course, you will be able to:

- Identify important influences on environmental policy and behavior
- Recognize the classic collective action problem and potential solutions
- Understand how culture affects environmental behavior
- Identify how, and the extent to which, communities control their own resources
- Evaluate institutions that support or hinder environmental protection
- Compare democratic governance structures from different countries and distinguish between the impacts of those institutions

Course Meetings

We will meet twice every week. Class will focus on discussion of the readings for that week, and their application to current events. You are expected to prepare, attend, and participate each week. **Please contact me in advance if you are not able to be there.**

We will have animated discussions about many controversial topics. You should be prepared to support your position with evidence, and are encouraged to disagree with me and with each other, but **you must be respectful of each other's views.**

[Grading details follow on the next page.]

Grading and Assignments

All written assignments – except reading reactions – must be submitted as a paper copy. You are strongly encouraged to discuss all projects with me during office hours.

1. Attendance, preparation, and participation (**15% of the final grade**) [This grade may include up to three quizzes on the assigned readings and related current events.]
2. 2 reactions to class readings, to be posted on Angel at least 24 hours in advance of class (**2.5% each – 5% total – of final grade**). I will pass around a sign up sheet during the first week of class. These reactions should be 2-4 pages, and they should cover the group of readings as a whole, with reference to individual pieces as well. Overall, make sure that you are addressing the readings from a somewhat critical angle, *not merely a summary*. Some *possible* approaches to consider: 1) the current state of research in the area, and whether there are other questions it should consider, 2) whether the theories/hypotheses in the readings make sense, 3) whether the research findings actually achieve what they claim to accomplish (and how could they be better). Your reaction paper should serve as a lead-in to our class discussion, so *you should also include a few discussion questions for your classmates* to ponder. Reaction papers will be graded on a scale of: check (no impact on overall course grade), check-plus (exceptional circumstances only; 4.0), check-minus (2.0), zero (0.0). Zeroes will only be given if you fail to *complete* the assignment *on time*.
3. Case Study Assignment – written response (**5% of the final grade**) and in class discussion (**5% of the final grade**) [Please see details on page 9.]
4. Research Proposal and Paper – For the research paper, you will select one type of democratic institution (court system, legislature, electoral process, etc.) and compare its impact across two countries. You may (but are not required to) partner with a classmate to compare that institution across additional countries, with more in-depth analysis. Your proposal is due at the beginning of class **February 3**, first draft is due at the beginning of class **March 17**, and the final draft is due at the beginning of class **April 14** (25% of the final grade – 5% for proposal; 5% for first draft; 15% for final paper) [Please see additional details on page 9.]
5. Midterm Exam – in class, **March 3** (**20% of the final grade**)
6. Final Exam – Wednesday May 5, 3:00-5:00pm (**25% of the final grade**)

For all assignments, late papers (unless accompanied by a doctor's note or other verified excuse) will receive a reduction of one letter grade for every two days after the deadline (i.e., 1 minute to 48 hours late reduces grade by 1.0; 48-96 hours late reduces grade by 2.0). If you have some extenuating circumstance that requires an extension for the final paper, you must request such an extension at least 72 hours prior to the deadline.

PLEASE NOTE THAT THIS COURSE WILL BE CONDUCTED IN LINE WITH MADISON COLLEGE POLICIES ON ACADEMIC DISHONESTY. Among other requirements, that means that you must cite the source of any and all facts or ideas in your written assignments. Please also remember that the internet is a powerful source of information. While it may ease your research efforts, it can also help to identify your use of other people's work.

IF IN DOUBT, I WILL BE HAPPY TO DISCUSS THE PROPER COURSE OF ACTION.

Honors Option: Interested students may participate in an honors option related to environmental justice. We will read Dorceta Taylor's new book, *The Environment and the People in American Cities: 1600s-1900s. Disorder, Inequality and Social Change* (Duke University Press, 2009). As per Madison College rules, you must maintain at least a 3.5 grade in the course to be eligible for honors credit. To receive H-credit, you will participate in all group meetings and prepare a presentation on the book for the rest of your classmates. Please contact me by January 15 if you would like to participate.

Course Readings

Please note that you should not accept all course readings at face value. I have not chosen them because I agree with everything written, nor do I expect that you agree with their conclusions. Rather, I think they represent good entry points into the topics that we will study, and they generally do a good job of identifying the interesting issues on those topics. However, **you should approach readings (and class lectures) with a healthy degree of skepticism.** That will help you gain a better understanding of the subject matter and will make you a better student as well.

1) The following books have been ordered by local student bookstores:

Gadgil, Madhav, and Ramachandra Guha. 1992. *This Fissured Land: An Ecological History of India*. Berkeley: University of California Press. (also available as part of the combined volume: *The Use and Abuse of Nature*)

Shapiro, Judith. 2001. *Mao's War against Nature: Politics and the Environment in Revolutionary China, Studies in Environment and History*. Cambridge ; New York: Cambridge University Press.

2) Unless otherwise noted, journal articles are available online through the MSU library website. Book chapters and other readings will be available on reserve.

3) You are expected to keep track of news and current events about environmental management. *The New York Times* (available online or in Case Hall!) has excellent reporting on these topics, and you are expected to be aware of current events reported there. I encourage you to also look at other US and foreign news resources available on line. In addition to newspapers, I recommend India's Economic and Political Weekly (www.epw.org.in), which provides frequent reporting on community resource use. Many articles from these publications are listed in the syllabus, and I will often forward new articles from these and other publications. These items are part of your required class readings. You are expected to read them before, and be prepared to discuss them in, class.

4) Finally, I will of course be happy to recommend supplementary readings on topics that interest you, or on which you are writing the course paper.

Schedule and Readings

January 11 (Introduction)

Elinor Ostrom, "Institutions and the Environment," *Economic Affairs*, 28(3): 24-31 (2008).

Jim Yardley, "Chinese Dam Projects Criticized for Their Human Costs," November 19, 2007,

New York Times (other articles and videos in the series are also worth reading if you have time) (http://www.nytimes.com/interactive/2007/11/19/world/asia/choking_on_growth_4.html)

Martin Fackler, "Grass-Roots Uprising Against River Dam Challenges Tokyo," March 3, 2009, *New York Times* (<http://www.nytimes.com/2009/03/03/world/asia/03dam.html>)

Choose one of the following:

- Cullet, Philippe. 2001. Human Rights and Displacement: the Indian Supreme Court Decision on Sardar Sarovar in International Perspective. *International and Comparative Law Quarterly* 50 (4):973-987. [technical overview of the case]
- Roy, Arundhati. 1999. *The greater common good*. available from <http://www.narmada.org/gcg/gcg.html> [an activist's viewpoint]

Part I: What Influences Environmental Policy

January 13 (Material Concerns – Maximizing Income)

Gadgil and Guha, chapter 1.

Garrett Hardin, "The Tragedy of the Commons," *Science* 162(3859): 1243-1248 (1968).

Alexei Barrionuevo, "Brazil Aims to Prevent Land Grabs in Amazon," December 27, 2009, *New York Times* (<http://www.nytimes.com/2009/12/27/world/americas/27brazil.html>)

January 18: NO CLASS FOR MLK DAY

January 20 (Material Concerns – Subsistence Resource Use)

James C. Scott, *Moral Economy of the Peasant* (Yale University Press, 1976), ch. 1/2 [reserve]

January 25 (Case Study 1: Red Snapper and Resource Conflicts)

Materials linked from our Angel website

January 27 (Culture/Religion 1)

Lynn White, Jr., "Historical Roots of Our Ecological Crisis," *Science* 155(3767):1203-1207 (1967).

E. Kula, "Islam and Environmental Conservation," *Environmental Conservation*, 28(1): 1-9 (2001).

O. P. Dwivedi, and B.N. Tiwari, "Environmental Protection in the Hindu Religion," in George A. James, ed., *Ethical Perspectives on Environmental Issues in India* (New Delhi: A.P.H. Publishing Corporation, 1999). [reserve]

Recommended:

Conrad L. Kanagy, and Hart M. Nelsen, "Religion and Environmental Concern: Challenging the Dominant Assumptions," *Review of Religious Research*, 37(1): 33-45 (1995).

February 1 (Culture/Religion 2)

Gadgil and Guha, chapter 3 (chapter 2 is also recommended but not required).

Johan Colding and Carl Folke, "The Taboo System: Lessons about Informal Institutions for Nature Management," *Georgetown Int'l Environmental Law Review* 12:413 (2000).

Recommended:

Gabriel Ignatow, "Cultural Models of Nature and Society: Reconsidering Environmental Attitudes and Concern," *Environment and Behavior*, 38(4): 441-461 (2006).

February 3 (Science 1) [RESEARCH PROPOSAL DUE]

David W. Cash, William C. Clark, Frank Alcock, Nancy M. Dickson, Noelle Eckley, David H. Guston, Jill Jäger, and Ronald B. Mitchell, "Knowledge Systems for Sustainable Development," *Proceedings of the National Academy of Sciences of the United States of America*, 100(14): 8086-8091 (2003).

Tim Daw and Tim Gray, "Fisheries science and sustainability in international policy: a study of failure in the European Union's Common Fisheries Policy." *Marine Policy* 29 (3):189-97 (2005).

February 8 (Science 2)

Gadgil and Guha, chapter 6.

February 10 (Success on the Commons)

Margaret A. McKean, "Success on the Commons: A Comparative Examination of Institutions for Common Property Resource Management " *Journal of Theoretical Politics* 4(3): 247-281 (1992).

Daniel C. Esty, M.A. Levy, C.H. Kim, A. de Sherbinin, T. Srebotnjak, and V. Mara. 2008 *Environmental Performance Index*. New Haven: Yale Center for Environmental Law and Policy (2008), available from <http://sedac.ciesin.columbia.edu/es/epi/downloads.html> (SKIM chapters 1-3 and one policy category of your choice).

Adger, W. Neil, and Andrew Jordan, "Sustainability: exploring the processes and outcomes of governance." In *Governing sustainability*, ed. W. N. Adger and A. Jordan. Cambridge, UK ; New York: Cambridge University Press (2009), **pages 8-10** [reserve].

Part II: Varieties of Political Control

February 15 (Colonialism)

Gadgil and Guha, chapter 4.

Alfred W. Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900* (Cambridge University Press, 1986). (chapters 11 and 12) [reserve]

February 17 – Class cancelled for meeting of International Studies Association (Replaced by Midterm review session, time to be determined)

February 22 (Neocolonialism I)

Kaczynski, Vlad M., and David L. Fluharty, "European policies in West Africa: who benefits from fisheries agreements?" *Marine Policy* 26 (2):75-93 (2002).

Khagram, Sanjeev, "Neither Temples nor Tombs: A Global Analysis of Large Dams," *Environment* 45 (4) (2003).

Joel C. Yelin and DeMond S. Miller, "A Brief History of Environmental Inequity and Military Colonialism on the Isle of Vieques, Puerto Rico," *Environmental Justice* 2(3): 153-159 (2009).

Adam Nossiter, "Payments in Ivory Coast Dumping Case at Risk, Lawyer Says," November 5, 2009, *New York Times* (<http://www.nytimes.com/2009/11/05/world/africa/05trafigura.html>)

Thomas Fuller, "Dams and Development Threaten the Mekong," December 18, 2009, *New York Times* (<http://www.nytimes.com/2009/12/18/world/asia/18mekong.html>)

February 24 (Neocolonialism 2)

Garcia-Johnson, Ronie, *Exporting environmentalism: U.S. multinational chemical corporations in Brazil and Mexico*. Cambridge, MA: MIT Press (2000), pages 1-11, 85-109. [reserve]

Michael Ross, "Conditionality and Logging Reform in the Tropics," in Robert O. Keohane and Marc A. Levy, eds., *Institutions for Environmental Aid: Pitfalls and Promise* (Cambridge, MA: MIT Press, 1996) pp. 167-198. [reserve]

March 1 (Dictatorships)

Shapiro, Introduction and chapter 5 and choose a case study chapter to share with the class
Recommended:

Jianguo Liu and Jared Diamond, "China's Environment in a Globalizing World – How China and the Rest of the World Affect Each Other," *Nature* 435:1179-1186 (2005).
Michael L. Ross, "The Political Economy of the Resource Curse," *World Politics* 51(2):297 (1999).

March 3 [Midterm Exam]

March 8 and 10 – no class, Spring Break

March 15 (Environmental Justice, part I)

Guest Speaker Carole Gibbs

Raquel Pinderhughes, "The Impact of Race on Environmental Quality: An Empirical and Theoretical Discussion," *Sociological Perspectives*, 39(2): 231-248 (1996).
Thomas W. Sanchez and Marc Brenman, "Transportation Equity and Environmental Justice: Lessons from Hurricane Katrina," *Environmental Justice* 1(2): 73-80 (2008).
Optional Reading: Robin Saha and Paul Mohai, "Historical Context and Hazardous Waste Facility Siting: Understanding Temporal Patterns in Michigan," *Social Problems*, 52(4): 618-648 (Nov., 2005).

Recommended:

J. Timmons Roberts, "The International Dimension of Climate Justice and the Need for International Adaptation Funding," *Environmental Justice*, 2(4): 185-190 (2009).

March 17 (Environmental Justice, part II – focus on gender equity and indigenous rights) [FIRST DRAFT OF PAPER DUE]

Sagari R. Ramdas, "Women, Forestspaces and the Law: Transgressing the Boundaries," *Economic and Political Weekly* 44(44): 65-73 (2009). [reserve]
Vandana Shiva, "Women in the Forest," in George A. James, ed., *Ethical Perspectives on Environmental Issues in India* (New Delhi: A.P.H. Publishing Corporation, 1999). [reserve]
Paul C. Rosier, "'We, the Indian People, Must Set an Example for the Rest of the Nation': Environmental Justice from a Native American Perspective," *Environmental Justice*, 1(3): 127-129 (2008).
Elisabeth Rosenthal, "An Amazon Culture Withers as Food Dries Up," July 25, 2009, *New York Times* (<http://www.nytimes.com/2009/07/25/science/earth/25tribe.html>)
Frank Bajak, "Indian political awakening stirs Latin America," November 1, 2009, *Associated Press* (http://seattletimes.nwsources.com/html/nationworld/2010181623_aplindiansarise.html)
Jeffrey Gettleman, "Forest People May Lose Home in Kenyan Plan," November 15, 2009, *New York Times* (<http://www.nytimes.com/2009/11/15/world/africa/15kenya.html>)

Recommended:

Meera Velayudhan, "Women's Land Rights in South Asia: Struggles and Diverse Contexts," *Economic and Political Weekly*, 44(44): 74-79 (2009). [reserve]
Nancy C. Unger, "The Role of Gender in Environmental Justice," *Environmental Justice*, 1(3): 115-119 (2008).

March 22 (Environmental Justice: Bayview-Hunters Point power plant siting case study)
Materials available online

Part III: Governance Institutions

March 24 (Democracy and the Environment, a correlation?)

Ashwini Chhatre and Vasant Saberwal, "Political Incentives for Biodiversity Conservation," *Conservation Biology* 19 (2):310-317 (2005).

W. Neil Adger and Andrew Jordan, "Sustainability: exploring the processes and outcomes of governance," in *Governing sustainability*, ed. W. N. Adger and A. Jordan. Cambridge, UK ; New York: Cambridge University Press (2009), **pages 11-19** [reserve].

"The Problem of Fit" excerpted from: Oran R. Young, "Institutions and Environmental Change: The Scientific Legacy of a Decade of IDGEC Research," in Oran R. Young, Leslie A. King and Heike Schroeder, eds., *Institutions and Environmental Change: Principal Findings, Applications, and Research Frontiers* (Cambridge, Mass.: MIT Press, 2008), **pp. 27-31** [reserve]

Recommended:

Lorenzo Pellegrini and Reyer Gerlagh, "Corruption, Democracy, and Environmental Policy: An Empirical Contribution to the Debate," *The Journal of Environment and Development* 15 (3):332-354 (2006).

March 29 (The Process of Democratization)

Guest Speaker Meredith Gore to talk about democracy and environment in Madagascar

Paul F. Steinberg, "From Public Concern to Policy Effectiveness: Civic Conservation in Developing Countries," *Journal of International Wildlife Law & Policy* 8(4):341-365 (2005).

[other readings may be added by Dr. Gore]

March 31 – Class Cancelled for Passover (to be replaced with a film screening to be scheduled during the week of April 12)

April 5 (Decentralization and Federalism)

Arun Agrawal and Elinor Ostrom, "Collective Action, Property Rights, and Decentralization in Resource Use in India and Nepal," *Politics and Society* 29 (4):485-514 (2001).

Barry G. Rabe, *Greenhouse and Statehouse: The Evolving State Role in Climate Change* (2002). (http://www.pewclimate.org/docUploads/states_greenhouse.pdf)

April 7 (Community-Based Management and Protected Areas) [FINAL PAPER DUE]

Antoine Lasgorceix and Ashish Kothari, "Displacement and Relocation of Protected Areas: A Synthesis and Analysis of Case Studies," *Economic and Political Weekly* 44(49) (2009). [reserve]

John Terborgh and Carlos A. Peres, "The Problem of People in Parks," in John Terborgh, Carel van Schaik, Lisa Davenport and Madhu Rao, eds., *Making Parks Work: Strategies for Preserving Tropical Nature* (Island Press, 2002). [reserve]

Norimitsu Onishi, "Humans Intrude on an Indonesian Park," June 14, 2009, *New York Times* (<http://www.nytimes.com/2009/06/14/world/asia/14borneo.html>)

April 12 (Case Study 4: Maasai Mara Preserve)

Materials available on Angel

April 14 (Protest Movements)

Gadgil and Guha, chapter 5.

Philip Lowe and Katy Wilkinson, "How do environmental actors make governance systems more sustainable? The role of politics and ideas in policy change." In *Governing sustainability*, ed. W. N. Adger and A. Jordan. Cambridge, UK; New York: Cambridge University Press (2009). [reserve]

"Indonesian police stop Greenpeace forest protest," November 26, 2009, *Associated Press* (http://seattletimes.nwsourc.com/html/nationworld/2010358772_apasindonesiaforestprotest.html)

"Hundreds protest incinerator plans in China," November 23, 2009, *Associated Press* (<http://www.msnbc.msn.com/id/34118217>)

April 19 (Participation; Case Study 3: Quincy Library Group)

Materials available on Angel

April 21 (Courts and the Rule of Law)

Lavanya Rajamani, "The Right to Environmental Protection in India: Many a Slip between the Cup and the Lip?," *Review of European Community & International Environmental Law* 16(3): 274-286 (2007).

Armin Rosencranz and Michael Jackson, "The Delhi Pollution Case: The Supreme Court of India and the Limits of Judicial Power," *Columbia Journal of Environmental Law* 28(2):223-254 (2003).

April 26 (Democracy Deficits and Global Institutions)

Daniel Bodansky, "The Legitimacy of International Governance: A Coming Challenge for International Environmental Law?," *The American Journal of International Law*, 93(3): 596-624 (1999).

Michèle B. Bättig and Thomas Bernauer, "National Institutions and Global Public Goods: Are Democracies More Cooperative in Climate Change Policy?" *International Organization* 63(2): 281-308 (2009).

Martin Khor, "The Real Tragedy of Copenhagen," *Economic and Political Weekly* 45(1): 10-13 (2010). [reserve]

April 28 (Conclusion)

R. J. Smith, R. D. J. Muir, M. J. Walpole, A. Balmford, and N. Leader-Williams, "Governance and the loss of biodiversity," *Nature* 426(6962): 67-70 (2003).

Jonathan Schwartz, "The Impact of State Capacity on Enforcement of Environmental Policies: The Case of China," *The Journal of Environment and Development* 12(1): 50-81 (2003).

Recommended:

Martin Janicke, "Political System's Capacity for Environmental Policy: The Framework for Comparison." in *Capacity Building in National Environmental Policy: A Comparative Study of 17 Countries*, ed. H. Weidner and M. Janicke (2002). [reserve]

Final Exam Review Session – Date/Time to be determined

Final Exam Period – Wednesday May 5, 3:00-5:00pm

Case Study Assignment

During the semester, we will discuss four case studies. We will dedicate at least one full class period to each case, in an effort to dissect the most significant issues and respond to the included questions as a group. Three cases were designed for the Environmental and Natural Resources Law & Policy Program (ENRLPP) at Stanford. Professor Axelrod has developed the Kenya case, with help from Andy Flies, a graduate student in Zoology and Ecology, Evolutionary Biology & Behavior (EEBB).

All four cases, and their supporting materials, are required course readings and may be included on the midterm and final exam. In addition, based on your preferences, you will each be assigned to write about, and lead discussion on, one of the four case studies. The assignment involves the following:

1. I recommend that you meet as a group to discuss the case study and brainstorm ideas prior to the class discussion. This meeting is not mandatory, but is strongly suggested. If you are meeting, **all participants should read the case materials before the group discussion** in order to facilitate open and useful conversation. You are encouraged to take *at least one hour* of active discussion in preparation for class, and you may wish to meet for a longer period or a second session. I am happy to join you if you wish, but that is not necessary.
2. Participate actively in the class discussion. Drawing on your careful reading of the materials and your group conversation, you should be prepared to raise important issues when we discuss the case in class. Your leadership in the classroom discussion counts for 5% of your overall semester grade.
3. Write a 2-4 page double-spaced memo based on your experiences. **Memos are due at the beginning of the class period following our discussion of the case.** Although your memo should draw on group and class discussions, it must be your own individual work. Obviously, in 2-4 pages you will not be able to address all issues raised in the case. Therefore, I recommend that you select one or two unique aspects, discussing how you reached your own personal conclusion and how that conclusion relates to other issues discussed during the semester. The memo does not require additional research beyond the case materials. However, if there is some particular piece of additional information you would like, I would be happy to help with your search. The memo counts for 5% of your overall semester grade.

Research Paper Assignment

Your final research paper will assess how a particular governance institution affects the environment in two or more countries. This assignment is designed to strengthen your comparative research abilities, learn about particular governance institutions and measures of environmental management success, and enhance your writing skills.

This project will take place in three stages. First, you will choose countries of interest to you and identify one institution within those countries (court system, legislative-executive relationship, electoral process, federalism, etc.) to study. **Research proposals are due February 3.** Proposals should be 2-3 pages, and include: a) Type of institution you have selected and what impact you expect it to have on environmental outcomes; b) Countries you have selected and why they provide a good test of your expected outcomes; c) At least 3 preliminary sources of data and evidence.

Second, a preliminary draft of the paper, *including all sections*, **is due at the beginning of class, Wednesday, March 17**. As this course meets the Tier 2 writing requirement, you will have an opportunity to revise the paper.

The paper will include a description of each country's relevant institution, comparison between those institutions, and comparative analysis of environmental outcomes guided by those institutions. The description should rely on outside sources to identify what actors are involved, how power is distributed, and how the institution emerged (approximately 400 words per case). You will then compare and contrast characteristics of each country's institutions (approximately 300 words) and analyze the resulting impacts on the environment (approximately 900 words), based on expert assessments and available data from each country. Introductory material, hypotheses, and conclusion should take approximately another 1000 words total.

Your **final paper (no more than 3000 words) is due April 14**. Although no formal presentation is required, you should expect to be called upon in class when your type of institution is discussed.

After receiving comments on your research proposal, you will have the option to partner with one classmate to compare institutions across a wider range of countries. Professor Axelrod will identify partnerships for this purpose. Each pair of students will then have the option whether to work together or separately. If you decide to partner with a classmate, the descriptive section remains the same (approximately 400 words per case). However, you may jointly author the introduction, hypotheses and conclusion (approximately 1000 words total), as well as longer comparative (approximately 500 words) and analytical (approximately 1400 words) sections. As a result, your coauthored paper would be approximately 4500 words, approximately 750 words per student less than the individual paper option. If you take this approach, you will be asked to identify the sections on which each author has focused, and you will each receive an individual grade on the assignment.

Every fact or idea drawn from external sources must be identified with a footnote, endnote, or parenthetical documentation. You may use any citation format, as long as it is consistent and provides sufficient detail for your sources to be checked. The library provides a number of well-known formats at: <http://www2.lib.msu.edu/research/cite-resources.jsp>

You are strongly encouraged to meet and discuss your research paper with Professor Axelrod and classmates throughout the semester. One goal of this research project is to learn more about a substantive topic. Perhaps more importantly, it is designed to enhance your research and writing skills, including the development of hypotheses and the use of empirical evidence to support or reject those hypotheses. By receiving and integrating instructor and peer feedback along the way, you will strengthen those skills.