

PS477/577: INTERNATIONAL ENVIRONMENTAL POLITICS

PROF. RONALD MITCHELL

Assignment Packet

HOMEWORK DEADLINES	
DATE	ASSIGNMENTS
Thurs., Jan 10	PLAGIARISM ASSIGNMENT
Tues., Jan 22	TRAGEDY OF THE COMMONS: Provide a discussion paper (< 1500 words) – see below.
Thurs., Jan 24	TREATY ASSIGNMENT #1: See assignment packet.
Tues., Feb 5	TREATY ASSIGNMENT #2: See assignment packet.
Thurs., Feb 14	RELATIVE EFFECTIVENESS: Provide graphs and discussion paper (< 1500 words) – see below.
Thurs., Feb. 28	TREATY ASSIGNMENT #3: See assignment packet.
Thurs., Mar 13	FINAL PAPER due at beginning of class. NO LATE PAPERS ACCEPTED!

SUCCEEDING IN PS477/577: A MEMO FROM A PREVIOUS STUDENT

Some hints for success in this course and, in particular with the final paper. [This was sent to me by a student who did quite well in the course in 2003-2004.]

- Make sure you pick a single treaty for all 3 treaty assignments and the research paper. This will improve your success rate in the class tremendously. You should take all the treaty assignments seriously, including the early ones. If you do those first assignments well, then the work that goes into those first assignments will be very beneficial to you for the final paper.
- You should pick treaties that have been studied by other authors. For example, the Amazon Cooperation Treaty would have been very difficult to write the research paper on because of the lack of literature on it. Choose treaties from the list of suggested treaties on the website.
- The books on reserve in the library are "golden tickets" to a successful research paper. These sources are incredibly useful.
- Seek out the help of Tom Staves and/or Ted Smith, the government document librarians in Knight Library - they are extremely helpful. Make sure to set up a meeting with them early in their term to discuss your topic. At the end of the term they will be swamped with other students.
- "How is the world different with the treaty than it would have been otherwise" is in many ways the motto of the class.
- Make sure you go to Professor Mitchell's office hours early in the term to make sure you are on the right track. Make sure you spend time finding a good data set early, using the course resources. If you do not use one of the course-approved datasets (from the website), make sure you have your data in hand by the first assignment. Once you pick your treaty, make sure you sign up for office hours to discuss an appropriate data set before Treaty Assignment #2 is due.
- To better understand dependent and independent variables read Van Evera, Guide to Methods for Students of Political Science, chaps. 1 & 2 which is on reserve in Knight Library. This will be very enlightening for the students who had never worked with research design.
- Read the example paper on the course website to get an idea of how to write a good paper. This will help a lot in understanding Professor Mitchell's expectations.

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Discussion Paper Assignments

DISCUSSION PAPER #1 ON THE TRAGEDY OF THE COMMONS

Write a paper of no more than 1500 words that includes the following four sections and discusses each carefully and thoughtfully.

- 1) Description: describe/define a Tragedy of the Commons.
- 2) Examples: describe one international environmental problem and show how it involves a Tragedy of the Commons. Describe another international environmental problem and show how it DOES NOT involve a Tragedy of the Commons. This works best if you can identify two environmental problems that are similar in many ways but differ in terms of some *defining aspect* of a Tragedy of the Commons.
- 3) Causes: what are the TWO most important factors that cause a Tragedy of the Commons situation to arise?
- 4) Solutions: identify TWO strategies that those caught in a Tragedy of the Commons can use to avert the outcomes we expect in such situations.

DISCUSSION PAPER #2 ON THE RELATIVE EFFECTIVENESS OF ENVIRONMENTAL TREATIES

This paper includes several Graphing Tasks and a separate Analytic Task. *You must hand in four graphs PLUS a 1500 word paper!!* Excel spreadsheets and graphs of data will be made available online in time for this assignment.

GRAPHING Tasks (50% of Assignment Grade)

The Graphing Tasks can and should be conducted in your Research Groups, as assigned in class. The Analytic Task should be thought through and written up on your own! *Hand in four graphs as described below.*

MONTREAL PROTOCOL ON OZONE DEPLETING SUBSTANCES

The graph for the Montreal Protocol has two lines. One is how members behaved before and after the agreement took effect in 1990 and the other is how non-members behaved before and after the agreement took effect. It is easier to think of these as FOUR line segments, however, as follows:

- Line segment A: how MEMBERS behaved BEFORE the agreement took effect.
- Line segment B: how MEMBERS behaved AFTER the agreement took effect.
- Line segment C: how NON-MEMBERS behaved BEFORE the agreement took effect.
- Line segment D: how NON-MEMBERS behaved AFTER the agreement took effect.

GRAPHING TASK #1:

- Create a new graph that adds Line segment E for the COUNTERFACTUAL estimate of how MEMBERS WOULD HAVE behaved AFTER the agreement took effect based on their behavior before the agreement took effect, i.e., based on Line segment A. This graph should have line segments A, B, C, D, and E.

GRAPHING TASK #2:

- Create a new graph that adds Line segment F for the COUNTERFACTUAL estimate of how MEMBERS WOULD HAVE behaved AFTER the agreement took effect based on the behavior of NON-MEMBERS AFTER the agreement took effect, i.e., based on Line segment D. This graph should have line segments A, B, C, D, and F.

GRAPHING TASK #3:

- Create a new graph that adds Line segment G for the GOAL of what behavior by members the agreement sought to achieve, based on knowing that rules adopted in 1990 to phase out CFCs allowed 100% of 1986

levels through 1992; 80% of 1986 levels in 1993 and 1994; 50% of 1986 levels in 1995 and 1996; 15% of 1986 levels in 1997, 1998, and 1999; and 0% of 1986 levels in 2000 and thereafter. This graph should have line segments A, B, C, D, and G.

INTERNATIONAL CONVENTION FOR THE REGULATION OF WHALING

The graph for the Whaling Convention has two lines. One is how members behaved before and after scientific recommendations on quotas began being accepted (in 1962) and the other is the quotas themselves. It is easier to think of these as THREE line segments, as follows:

- Line segment A: how MEMBERS behaved BEFORE scientific recommendations were accepted.
- Line segment B: how MEMBERS behaved AFTER scientific recommendations were accepted.
- Line segment C: quotas from 1946 through the whole period.

GRAPHING TASK #4:

- Create a new graph that adds Line segment D for the COUNTERFACTUAL estimate of how MEMBERS WOULD HAVE behaved AFTER scientific recommendations on quotas began being accepted based on their behavior before scientific recommendations on quotas began being accepted, i.e., based on Line segment A.

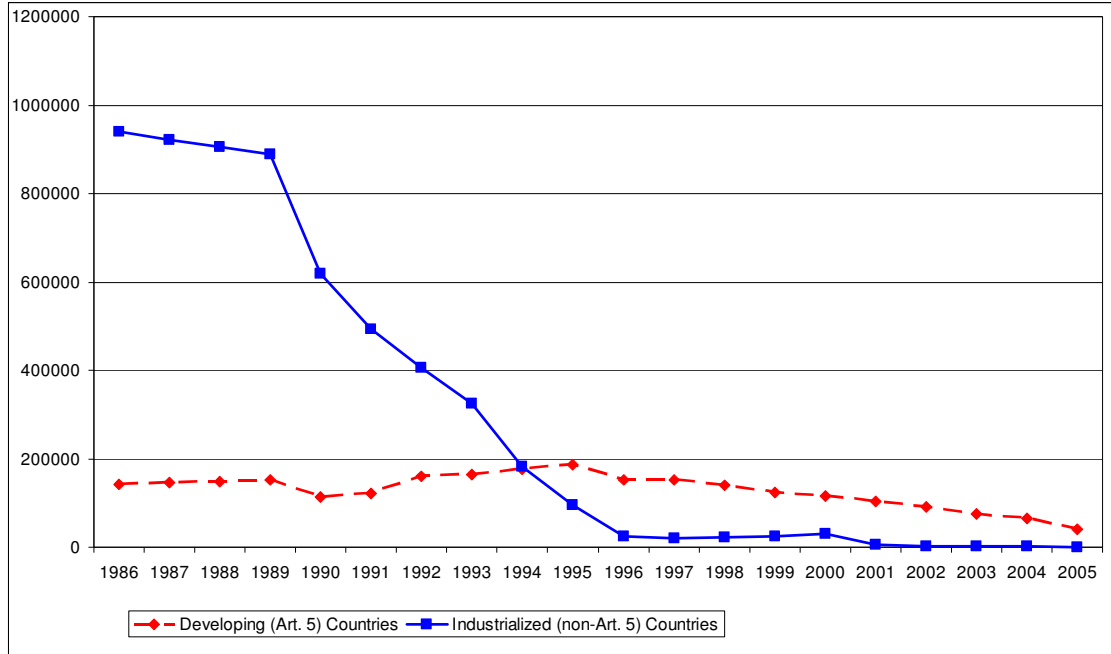
ANALYTIC Task (50% of Assignment Grade)

After you complete the Graphing Tasks, you will have graphs for BOTH agreements that include: a) actual behavior of member states, b) one or more estimates of the counterfactual behavior of those member states, and c) the goal of the desired behavior of those member states. You have also read several articles describing both agreements.

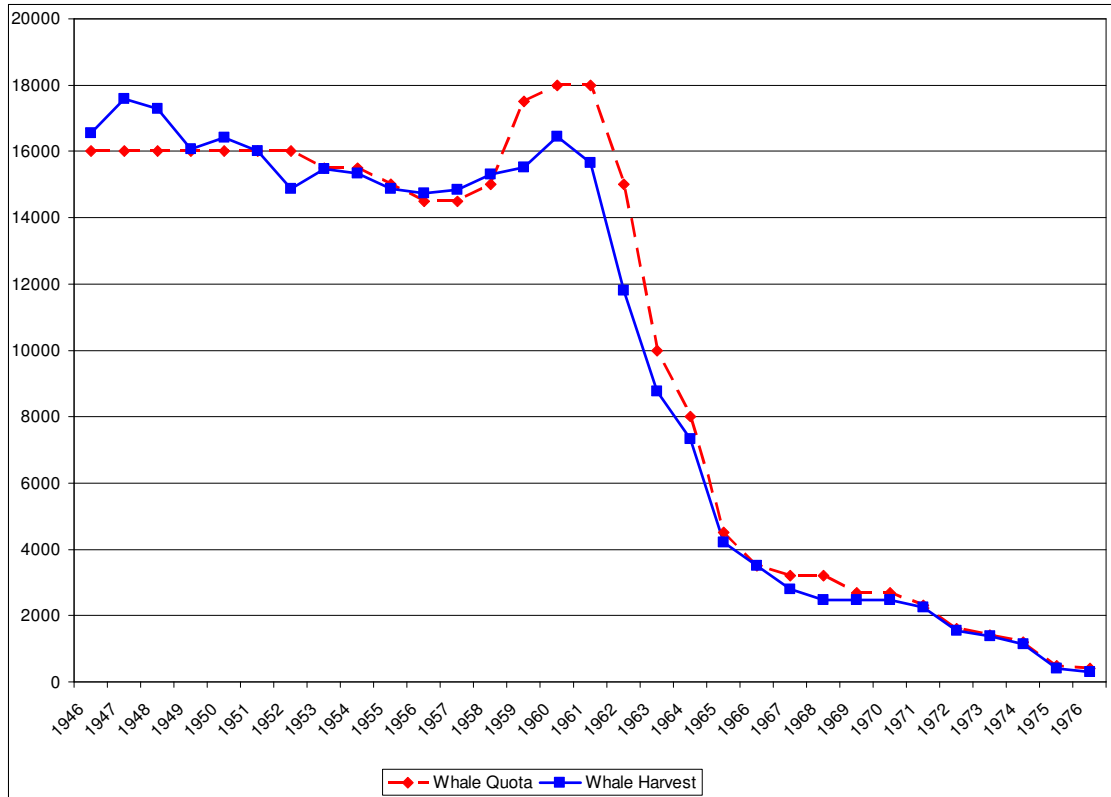
The Analytic Task is to ***write a paper of no more than 1500 words*** that addresses the following questions carefully and thoughtfully. Remember: the Analytic Task should be thought through and written up on your own!

- Counterfactual effectiveness: Describe how effective each agreement has been in "counterfactual" terms, i.e., by comparing the actual behavior to the counterfactual estimates you generated. Make sure to make use of your graphs.
- Goal achievement effectiveness: Describe how effective each agreement has been in "goal achievement" terms, i.e., by comparing the actual behavior to the goals of the agreement. Make sure to make use of your graphs.
- Based on the readings, which of the two agreements had a more difficult problem to solve?
- The readings identify "cheating" under both agreements. How large is the amount of cheating relative to the amount of CFC production or whaling prior to the international regulations of the agreement? Is this cheating best considered as evidence that the agreement was effective or that it was ineffective? Think about cheating in terms of "counterfactuals," in terms of how people would have acted -- in terms of smuggling CFCs or killing whales -- if there had not been any international treaty.
- Which agreement's accomplishments strike you as more impressive?
- If one agreement seems more effective than the other, to what do you attribute its success? If they were equally effective, what explains the similarity in the outcomes?

Montreal Protocol on Ozone Depleting Substances



International Convention for the Regulation of Whaling



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Treaty Assignment OVERVIEW: Thoughts as you do assignments and prepare for your paper

Start by reading the assignment for the final paper. Writing the paper for this class is challenging! It will be very helpful if you start early and spend a bit of time to do each of the assignments rather than doing them in five minutes and then struggling with the final paper. Basically, think of each of the assignments as parts of an initial draft for your paper. In particular, make sure you have good data sources at the beginning of the term so you can develop questions and hypotheses on topics for which you are going to be able to acquire data to write a paper. Remember that you will also need to find data on a topic and graph it as part of your final paper.

An example of the final paper is posted on the course website -- make sure to read it.

Many great books that provide background and analysis of many treaties are on reserve in Knight Library. Look in each of them to see if there are chapters related to the treaty you plan to study. This will save you considerable work! They also provide good examples of how to do the analysis I am asking of you in the final paper.

As you begin, think carefully about the following:

1) What EXACTLY does the treaty require? Go beyond posing vague questions like "did implementation of the Great Lakes Water Quality Agreement (GLWQA) improve the water quality of the Great Lakes?" Read enough on the GLWQA to know what exactly it regulated. Although that was the general goal, they regulated some chemicals and pollutants but not others, from some sources and not others, etc. So, task one is very quickly getting enough background to make more specific questions/hypotheses that demonstrate a knowledge of exactly what the treaty required, i.e., the specific rules and requirements rather than vague goals and objectives. You may need to read protocols, amendments, secondary literature describing and analyzing, etc. Often articles in law reviews are excellent for giving descriptive accounts of what has happened - ask a law librarian for help.

2) Equally important, ask yourself how you will use data to determine a treaty's influence? This requires careful thought. You should use the agreements identified via the course website, since for those agreements I have identified datasets that permit analysis of their effectiveness. There are plenty to choose from but if you want to examine some agreement other than those identified on this website, you must get permission from me in advance. In such cases, saying that you will look for an "improvement in water quality after implementation of the agreement" is too vague. What is "water quality" and how would you observe it changing? Would you use emissions from chemical factories or pesticide runoff from farms - if the latter, do you think there is reliable information on that (and can you find it by week 7 of the term??)? Similarly, how would you know how many species are protected by the Convention on International Trade in Endangered Species? In the endangered species case, recognize that you could look at *trade* in endangered species rather than the number of species that went extinct (or didn't go extinct). Reducing trade in endangered species might be movement in the right direction but also think about that process - how likely is it that the data on trade in endangered species (which CITES bans) will be reliable - perhaps as reliable as the trade statistics on cocaine and heroine. We know there is a lot of trade going on but you may not put much faith in knowing how it changed over time simply because the amount of trade in illicit drugs that we know about is likely to have little, if any, relationship to the actual, underlying amount of trade in illicit drugs.

Try to work carefully on your research plan VERY early on in the term to make sure you have a treaty for which you understand what its rules are and whether data is available that would allow you to evaluate the influence of those rules. Students in previous years have been quite frustrated when they assumed they could figure these problems out and only started working on it in week 6 or 7. Start now and it will be MUCH easier.

Finally, I STRONGLY recommend that you stop by my office hours early in the term to discuss your research topics. I know a fair bit about many of these treaties and can point you toward good literature on some and steer you away from others that are unlikely to be fruitful. I am happy to help - I want your papers to add to my knowledge as well as yours.

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Treaty Assignment #1: Background on your Treaty (5% of final grade)

Choose an environmental treaty from the list of approved treaties on the course website (http://www.uoregon.edu/~rmitchel/iep/approved_cases.htm). If you choose one of these agreements (which I STRONGLY encourage you to do), then the data is either already there in an Excel spreadsheet or with a link to a secretariat's website. If you find there are problems either a) contact me or b) choose another agreement.

Make sure before you start that the link to the text of the agreement (and any protocols or amendments), to the secretariat website, to the membership list, and to the data are available. If these are not available or the links are not working, please email me and I will correct them -- if you notice one is broken but are able to locate the website yourself, please send the URL to me. *For this assignment you should not need to read anything but the treaty text, though you should begin looking through the chapters in the books on reserve in Knight library to determine what background materials will be available once you start your research.* Make sure to cite the relevant sections of the treaty, and answer the questions in your own words, quoting only when doing so is essential.

Note that I don't allow analysis of the ozone agreements, the International Whaling Convention, or the North Atlantic Marine Mammal Commission (which focuses largely on whales) since those are the subject of a discussion paper assignment in the course.

1. What is the name of the treaty?
2. Describe the environmental problem. What are its causes and what countries are the major causes of the problem? What is the solution that the treaty envisions? What parts of the problem does it address or not?
3. Who is eligible to join the treaty? How many and which states have actually become members of this agreement?
4. What does the treaty require member countries to do? What does the treaty require of states that they are not already doing?
5. What processes, if any, does the treaty set up to monitor the compliance of actors with treaty requirements?
6. What happens, if anything, to governments that *refuse to join* the treaty?
7. What happens, if anything, to governments who *fail to comply* with the treaty? What happens, if anything, to governments who *DO comply* with the treaty?

Before completing this assignment: Make sure you can identify an appropriate environmental "indicator" for this treaty that could be used as the basis for evaluating the treaty's effectiveness and evaluating progress toward the treaty's goal. For most agreements, there are data indicators on the course website. Remember, however, that you can receive up to 10 extra credit points on your final paper (4 extra credit points toward your final grade) by identifying and providing a copy of a new data source, not identified by me, with a copy of the data and full citation information in line with the requirements laid out in the syllabus.

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Treaty Assignment #2: Begin Assessing Treaty Influence, if any (10% of final grade)

Think about ways to graph your data to assess if your treaty influenced behavior. You should be using your data to "estimate the counterfactual," i.e., to identify your best guess of what countries that became members of the treaty would have done if there had not been a treaty. The key purpose of this assignment is to find "something that needs to be explained." That is, there has to be some "difference in behavior" that needs explanation, or the lack of some difference in behavior where one was expected. Differences in behavior can be differences between one or several states behavior over time (they polluted/fished more and now pollute/fish less), between some states and other states (some polluted/fished a lot and some did not pollute/fish very much), between a state's behavior on one issue and its behavior on another similar issue (a state kept increasing how much it polluted/fished with one pollutant/species but decreased how much it polluted/fished with some other similar species. To look into these, try one or all of the following:

- **Members before/after:** Graph the total behavior of all member states using data that goes from before the agreement was signed til after the agreement was signed.
- **Members of one type vs. members of another type:** Graph the behavior of all or several member states individually (i.e., several graphs with one line each or several lines on a single graph) and see if some appear to have changed their behavior in response to the treaty while others didn't.
- **Members vs. similar non-members:** Graph the behavior of some member states and similar non-member states (e.g., France and Germany, Chile and Argentina, India and Pakistan).
- **Regulated vs. similar unregulated behaviors:** Graph the behavior of a state with respect to a behavior that is regulated by a treaty and one that is not, e.g., a country's catch of a species of tuna that is regulated and one that is not, a pollutant that is regulated vs. one that is not, an area where an activity is regulated vs. one where it is not.
- Each graph should include a vertical line representing when the treaty was signed.

Think carefully about possible ways you might make more sense of your data by not using the "raw" data but instead by converting it into:

- percentage growth rates (divide each year's data by the previous year's data and subtract 1); [useful for more accurately assessing changes over time]
- indexing (divide each year's data by the data in the year the agreement was reached); [useful for comparing countries that have quite different magnitudes of data]
- dividing each year's data by the data for one of your proposed independent variables (other than the treaty) that you think influences your data, e.g., GDP; [useful for being able to argue that the treaty had an influence *even after accounting for the influence of that independent variable*].
- I have put together an [example spreadsheet](#) with pretend data (which is available on the course website) for an unidentified pollutant to give you a sense of how to create these and how to interpret your data once you do. I hope you find this helpful.

There are several other options for graphing your data but whatever approach you take you must identify a "puzzle" in which two graphs or two parts of a single graph look different. It is that difference between the graphs that will become the core aspect of your paper, since the paper will revolve around seeing if you can convincingly explain that difference between those graphs.

Once you have thought through how you are going to use your data to estimate the counterfactual, create a graph or graphs of the data you have for your analysis. You can either do this in Excel or by going to <http://www.uoregon.edu/~rmitchel/plot/> if you don't know how to use Excel for graphing/charting (If you want to create multiple graphs and save them, you can do so by simply adding different letters to the end of your last name

(e.g., Smitha, Smithb, Smithc)). Using Excel is far easier and more versatile, however, so if you don't know how to use it yet, you might want to visit the SSIL lab (where we played the Tragedy of the Commons game) or ask one of the other students in the class for help. For example, you might create a "total" row for all members and a "total" row for all non-members and graph both lines on a single graph to see how they compare.

In addition to graphing your data, think of ways to compare the information in a table or numerically. For example, you might provide a table as follows:

Average emissions of pollutant XYZ in tons	Before treaty signed (10 year average)	After treaty signed (10 year average)
Members	7,532	8,111
Non-members	5,165	9,432

You must hand in the following:

- A graph or graphs of the "indicator of treaty influence" (i.e., your DV) you will use, each with a vertical line when the treaty was signed. You MUST have a clearly identified source for the data (for formatting rules, read the "Use and Formatting of In-Text Citations and Reference" sheet in your syllabus and assignment packet).
- Write at least three paragraphs describing the following:
 - a) What does your agreement require and why is your data a good indicator of the influence of that agreement? Is it exactly what the treaty regulated or is it something only related to that (e.g., if you are looking at a treaty that regulates emissions of sulfur dioxide [which contribute to acid rain], explain why graphing the loss of forest due to acid rain is good data for evaluating that treaty)?
 - b) What is the "difference in behavior" that needs to be explained? Make sure that difference is obvious in the graphs you provide.
 - c) On first look, does your treaty appear to have caused a change in behavior or NOT? Your view on this may change as you write, but this is the central question of your paper.

Grades will be based on both how much thought you appear to have given to graphing and summarizing the data you have and to how much thought you have given to an initial attempt to interpreting that data. I do not expect you to do all your analysis in this assignment, but I do expect you to begin to do it so that you can begin to see how to develop your argument.

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Treaty Assignment #3: Identifying Independent Variables (15% of final grade)

Using the environmental treaty you used for the first assignment, or if necessary, a new treaty, answer the following questions.

- Restate the "indicator of treaty influence" you are using and the "difference in behavior" that you identified in Treaty Assignment #2. That is, what is it that you will need to explain in your paper? There are generally two types of paper in this course.
 1. The first involves a case in which the treaty APPEARS to have caused a change in behavior. Those papers must do three things: a) clearly demonstrate that a change in behavior occurred, b) make a convincing argument that it was the treaty that caused the change in behavior by showing that other factors cannot explain that change in behavior, and c) show how the treaty caused the change in behavior, i.e., show what mechanisms led states to change their behavior in response to the treaty.
 2. The second involves a case in which the treaty DOES NOT APPEAR to have caused a change in behavior. Those papers must do three things as well: a) show that the environmental problem would not have gotten even worse if the treaty had not been signed (e.g., by showing that, although members continued to pollute, non-members did not increase their pollution rates at even faster rates than members), b) show what factors prevented the treaty from having any influence, and c) given those factors, assess whether the treaty could have had any influence if it had included other provisions.
- Non-Treaty Independent Variables (non-treaty IVs): Imagine there was no treaty whatsoever (or imagine that the treaty had absolutely no influence). Identify at least three factors (these are independent variables or IVs) that could cause changes in the relevant behavior even if there were no treaty. For example, a country's economic growth (i.e., changes in its GDP or GDP/capita) could be expected to cause pollution levels to increase even if there were no treaty. Likewise, an increase in the market price for a particular species of fish could be expected to lead to increased catch of that species. You must identify THREE factors OTHER THAN your treaty that could be expected to cause change in your indicator of treaty influence (i.e., your DV). These are "alternative explanations" of your puzzle, i.e., they provide a way to explain how the change could have occurred even without the treaty.
- Treaty Independent Variables (treaty IVs): What are at least two of the mechanisms by which your treaty could have caused change in behavior. For example, did it encourage scientific research that would have made countries more aware of the costs of their polluting behavior and therefore caused them to change their behavior; did it threaten to sanction those countries that did not comply with the rules; did some countries offer to reimburse the costs of compliance by other countries? What was the process that we might expect would lead states to change their behavior?
- Discuss whether the factors you have identified (both the non-treaty IVs as well as the treaty IVs) are likely to affect all countries equally (and thus lead to similar changes among all countries) or whether they affect some countries differently than others. Thus, if treaties involve some countries offering to reimburse the compliance costs of others, than we should expect those being reimbursed to comply more than countries that are not members of the treaty. Increases in world market prices for fish could be expected to affect all fishing countries equally while economic growth trends are likely to differ across countries and therefore effect differently countries differently.

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FINAL PAPER ASSIGNMENT (40% of final grade)

An example of the final paper is posted on the course website -- make sure to read it.

I have placed numerous excellent books on reserve in Knight Library. Most of these have a variety of chapters on different environmental treaties that will give you excellent background and analysis. Make sure to look at the tables of contents of each book to see if there are chapters related to the treaty you will study and, if so, then read that chapter and look at its reference list. This will save you a tremendous amount of work! Also read other chapters, since they provide good examples of how to do the analysis I am asking of you in the final paper.

Students must complete a research paper of 15-20 double-spaced pages (25-30 pages for graduate students) developing a causal argument that evaluates the effectiveness of a particular treaty or treaties. The length matters less than that you do a full and complete assessment of the treaty's effectiveness, i.e., how much, if at all, did the treaty lead to things being different than they would have been otherwise? Each of you will investigate whether a treaty or several treaties have "been effective" at improving the environmental problem that motivated their creation. **Papers that are historical narratives or are interesting, but non-causal descriptions of problems will not be acceptable.** You should use information from previous assignments, but make sure it is presented in a way that makes sense for this paper.

Your topic must be framed in terms of a theoretical statement that is not related to any specific environmental example. You must ask a question that goes beyond simply "was this treaty effective?" It should ask whether some particular feature of a treaty or some condition in which the treaty had to operate (i.e., some independent variable) made it more or less effective. That is, you should provide a clear causal question that could refer to a large number of environmental problems as well as the specific version of that question that applies to your cases. For example, you might ask "Are sanctions more effective than rewards at promoting compliance?"; "Is monitoring a necessary part of any treaty for it to be effective?"; or "Is there more environmental improvement if there are specific targets and timetables or if there are vague norms and goals?"

The main goal is to engage yourself in rigorous causal analysis, making the strongest possible argument you can regarding what explains the success or failure of the treaty or treaties you have chosen to study. You should, at a minimum, show that some factors (independent variables) can be excluded as the cause of the change in the dependent variable. Presumably there are things your treaty does well and things it does less well. In answering this question you will want to note both its accomplishments and its problems. You will also want to ascertain why it has done well or poorly at the various aspects of environmental protection or state action it attempts. Your paper should get at what sorts of things are likely to make a treaty work well or poorly and under what conditions (scientific consensus? type of environmental problems? underlying interests and economic activities of states?) we can expect environmental treaties to be most effective.

Bare minimum requirements are as follows (see final checklist for more on this):

- Read and follow the instructions contained in the attached memos on "Structuring your paper" and "Checklist for writing a good paper,"
- Conduct original research directly addressing a theoretical question and its empirical application to a specific case,
- Include AT LEAST 5 CITATIONS beyond those articles and books on the course syllabus,
- Make sure you do not plagiarize - read <http://libweb.uoregon.edu/guides/plagiarism/students/> again to make sure you understand what plagiarism is,
- Format professionally with proper use of *in-text* citations,
- Create a full bibliography of those articles referenced,

- Include a title page with ID number (not name),
- Spell-check and insert page numbers, etc.

The outline for your final paper should use the following categories as a basis, but should provide details specific to the paper you are going to write.

- Introduction
- Definitions and background (this section should be VERY brief, max of 1 page in final paper)
- Theoretical argument and hypothesized relationships of IVs and DVs – make sure to read the "word on theory" at the end of the Final Assignment description.
- Values of the dependent variable and the empirical puzzle involved
- Values of the independent variables and their power to explain
- Evaluate rival theories of the cause of variation in your dependent variable
- Conclusion

Papers will be graded based on the degree to which they develop a clear and well-structured argument. See my handout on how to write a professional paper before proceeding. I will discuss paper topics and ideas frequently during the course of the term. If you have any questions regarding your paper, I strongly encourage you to come to my office hours to discuss your questions and clarify the assignment and any problems you may encounter.

A WORD ON THEORY: You are not expected to develop your own theory for this paper. Rather, you are expected to summarize theoretical arguments already made by other scholars about the influence of particular independent variables in contributing to a treaty's effectiveness. The books on reserve in Knight Library provide an excellent basis for identifying theories and independent variables. In particular, read the chapters from Jacobson and Brown Weiss assigned early in the course.

You then will test those theories through your empirical research. The theoretical section of your paper should clarify your dependent variable first and then have separate sections on the major independent variables that scholars have pointed to as important determinants of change in that dependent variable (e.g., why states are willing or unwilling to comply with a treaty). For example, if you are looking at the impact of the International Tropical Timber Agreement on deforestation in developing nations, timber exports would be an example of a reliable and measurable dependent variable, and things that may effect exports (e.g. independent variables) would be population, forest coverage, world market timber prices, etc. Some of this review should be "generic" discussion of variables raised in the general literature on the influence of international environmental treaties and international environmental regimes, but the rest of it can be very specific to the particular treaty you are researching.

If you divide the theoretical literature review into a DV section, and then some 3-7 or so IV sections, that sets you up well for the empirical sections to follow in which you evaluate which of these IVs really explain the variation in the DV you observe. Doing this gives your research an excellent chance of identifying factors that are alleged to make a difference but which really didn't have much influence in the case or cases you are looking at. That, therefore, leaves a relatively few IVs as the likely 'culprits' for the variation you observe. Eliminating some of the IVs that theorists think are important in general by showing they are NOT important in the case you are looking at allows you to help policy makers focus their limited attention and resources on the IVs that are really the source of the problem in that area.

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More thoughts to help you in developing your final paper:

Evaluating environmental treaty effectiveness: identifying questions and indicators

GOAL OF PROCEDURES:

The goal of these procedures is to identify questions and indicators relevant to evaluating a treaty's effectiveness. The process will help you clarify what the negotiators of a treaty publicly declared as their goals, an important but by no means the only standard against which actual impacts should be measured. In many cases, "common wisdom" about what a treaty seeks to accomplish (and hence how its success should be judged) can stray significantly from the goals states actually set for themselves and the operational requirements they placed on themselves in the treaty. These procedures should provide you with a crucial starting point in identifying the explicit goals and rules that those negotiating the treaty set for themselves as standards for success.

These procedures will also help you determine whether an indicator that is relevant to evaluating a particular treaty is available, and if not, to use a consistent search method that can document whether the indicator is available through an extensive, although by definition not comprehensive, search of likely sources. These procedures should allow you to have a systematic sense of whether an indicator deemed relevant is available in a particular set of potential sources.

PROCEDURES:

- 1) Read the treaty through completely but relatively quickly to gain an overall sense of the treaty's goals and requirements.
- 2) Re-read the treaty more slowly, identifying explicit and implicit goals in the treaty. The treaty's preamble often contains considerable language that establishes the fundamental goals that motivated the treaty's creation. In addition, pay careful attention to goals that may be laid out elsewhere in the treaty. Seek to answer the following questions:
 - What were the treaty negotiators seeking to accomplish?
 - What is the problem the treaty seeks to solve?
 - What are the specific substantive rules established by the treaty?
 - What are the behavioral requirements placed on the signatories to the treaty?
 - What behaviors are parties to the treaty required to report on?
 - Note that some treaty goals will be clear and explicit, others will be vague and implicit.
- 3) Look carefully throughout the treaty for definitions. Make sure that you have a sense of what the treaty intends to do, in the words and definitions of that treaty.
- 4) Make distinctions, as needed, between what the treaty seems to want to accomplish and what it actually requires states to do.
 - For example, the Framework Convention on Climate Change seeks "to protect the climate system for present and future generations" (Preamble) which is made more specific in Art. 2 as the "stabilization of greenhouse gas concentrations in the atmosphere at a level that would prevent dangerous anthropogenic interference with the climate system." However, the convention then requires only that developed states "adopt national policies and take corresponding measures on the mitigation of climate change, by limiting

its anthropogenic emissions of greenhouse gases and protecting and enhancing its greenhouse gas sinks and reservoirs" (Art. 4).

- 5) Note that a single treaty is likely to have a number of different goals, some quite different from each other and others close but not quite the same. Try to identify as many distinct goals as possible since each goal can be converted into one or more possible indicators of the effectiveness of the treaty.
- 6) **Several Dependent Variables:** Think about having several dependent variables, involving different indicators of influence. That way, if you get stymied finding one you will have other indicators to turn to.
- 7) **Behaviors and environmental quality:** Think through what behaviors and environmental qualities the treaty is trying to influence. Make sure to capture both. Often compliance and/or behavioral changes are easier to evaluate than environmental quality.
- 8) **Observable/measurable:** Is the behavior or environmental quality observable or measurable? Think through how hard some things are to observe. Thus, fish *populations* might be quite hard to observe whereas fish *catch* would be much easier to measure or observe.
- 9) **Clear and explicit:** Is the goal or rule clear and explicit? If not, are there others that are? Even with vague terms, think through whether you can find good indicators of those vague terms. So, e.g., "wise use" of wetlands might be hard to observe but you could observe amount of wetlands loss occurring each year (although data might still not be available on that, even if it is observable).
- 10) **Achievable:** If clear and explicit, is the goal or rule achievable, even in an optimistic world view given current trends in behavior?
- 11) **Date of expected impact:** If achievable, identify by when it was expected to be achieved, and by when it might realistically have been achieved. Use both the negotiator's expectations, if known, and your own. Think through the process by which the treaty would accomplish its objectives and how long the behaviors involved could be expected to take to change.
- 12) **Date of expected data:** Think through how long after behavior or environmental quality changes had occurred you could expect to have data available. In the best of data worlds, you should probably expect that data on any behavior will probably not be available for at least two years.
- 13) **Process:** Think through the process by which the treaty might have influenced behavior. Why should we expect it to have had influence on behavior or environmental quality?
- 14) **Sub-treaty level influences:** Attempt to identify within the specific rules of a treaty whether there is a specific attempt to influence behavior that you could evaluate the impact of. For example, you could evaluate how many technology transfers occurred under an environmental treaty that attempted to use technology transfers to improve environmental quality. You could even go further and see if several specific technology transfers had their intended impact – this would require looking at the specific transfer project to see what it tried to accomplish, and what it could have been expected to accomplish, realistically.
- 15) **Cases:** Think about different possible varieties of cases:
 - Variation in influence of different rules (compare across rules)
 - Variation in influence of different country-specific variables (compare across countries)
 - Variation in influence of different implementation strategies (compare sanctions vs. rewards in same treaty)
 - GET CREATIVE
- 16) "Brainstorm" a list of potential indicators for each goal and each requirement.

- Begin by identifying specified indicators which the treaty specifically delineates as standards against which it wants to hold itself.
 - Now, identify "related indicators" which are not specified in the treaty but would serve as a good "proxy" of achievement of the goals that are specified. To give an example, the amount of oil pollution in the ocean would not be a relevant indicator for the Framework Convention on Climate Change, but "greenhouse gas concentrations in the atmosphere" and "sea-level rise" would be relevant specified indicators and "average global temperature" could be a relevant related indicator even though it is not mentioned anywhere in the convention.
- 17) Start looking for indicators by doing the following: ***In general, you should simply use the data from the course website. If you are going to identify your own indicators, you must discuss this with me beforehand***
- Go to secretariat web page if there is one.
 - Go through list of data pages through links on course home page.
 - Look at Union of International Associations (<http://www.uia.org/indices/alpha/home.php?db=or>) web site for associated organizations.
- 18) Develop and document a list of search terms and search phrases that you will use in the effort to determine the availability of an indicator deemed relevant within the following databases.
- Statistical Universe (Lexis/Nexis) <http://web.lexis-nexis.com/statuniv> and follow link for Statistical Searches (electronic version of Index to International Statistics)
 - AccessUN <http://infoweb.newsbank.com> (index to UN documents, useful for reports)
 - UN Official Document System – Official Documents of the UN <http://www.ods.un.org>
 - UN's Infonation for non-environmental statistical information http://www.un.org/Pubs/CyberSchoolBus/infonation/e_infonation.htm
 - Inter-university Consortium for Political and Social Research (ICPSR) <http://www.icpsr.umich.edu/> [follow links for Table of Contents and Access Holdings and then search using Abstract as well as Title options]
 - UN Statistical Yearbook
 - General "environmental data" and "environmental indicators" and "environmental statistics" search on the web, in StatUniverse, and in other databases, both electronic and otherwise
 - World Cat and Library of Congress for books on the subject
 - Article databases:
 - Environmental Sciences and Pollution Management
 - GeoBase
 - PAIS
 - Article1st
 - Uncover
 - Lexis-Nexis Academic Universe - Law Reviews <http://web.lexis-nexis.com/universe> and follow link to Legal Research and then Law Reviews

To: Students in my courses
From: Ronald Mitchell
RE: Structuring your paper
DT: January 11, 2008

As guidance for your final paper, I wanted to provide some ideas for a generic structure. Many of you will find other ways to structure your paper. You are welcome to use another structure. However, those of you who have not yet decided on your structure or who are unhappy or uncertain about your structure are well-advised to try to follow the structure given here. All students, regardless of whether you use the following structure or some other, should make sure to cover the same major points as in the outline below.

GENERAL COMMENTS

Overall, you should make sure that your paper has a major argument. In doing so, make sure you also follow these rules:

- Make a causal argument. Take time to select a theoretical argument that interests you. You may find it easier to read some of the theoretical readings in the book and reader first to identify interesting theories already out there. Then see if you can clarify the causal argument implied by those theories, using independent and dependent variables. Think through how you would observe the values of these variables in a real world case and think about what cases would help you know whether the theory was true or not.
- Analyze the articles and books you read. Avoid providing summaries of the readings or stringing together long quotes from articles you read. Do not simply describe the problem or the solution.
- Use logic not assertion to support your argument. Avoid unsupported statements of your view. Build a logical argument for why the reader should accept that view. It may help in doing this to avoid taking on topics on which you already know the answer! The goal should be to learn during the research and writing process, not to confirm the beliefs you had before you started.
- Mix case accuracy with theory generalizability. The goal of your study should be to develop some theoretical generalizations applicable to a wide range of cases based on accurate analysis of one or two cases. This requires careful case selection (to control for most independent variables so they are the same for both cases) and attention to how the specific facts of your case fit into more general values of theoretical variables.

INTRODUCTION

Make sure you clearly explain your major causal claim. If you phrase this as a "what caused. . ." question (e.g., "What caused oil companies to comply more with MARPOL's equipment regulations and not with the discharge regulations?"), make sure to follow this with the answer that you arrived at after researching and writing your paper. You can either just state your causal claim or have your causal claim be the answer to the question. In either case, make sure you have the causal claim in the introduction. That means adding this to the introduction after writing the rest of the paper. In this case, it might mean saying "The greater transparency of the equipment regulations caused higher compliance levels with those regulations than with the less transparent discharge regulations."

DEFINITIONS AND BACKGROUND

Fully define all concepts and terms that are important to your argument. Make sure you clarify to the reader what the independent and dependent variables of the research are. What are the variables, e.g., DV=compliance level; IV=transparency level? What values can they have, e.g., DV=High compliance or Low compliance; IV=More transparent or Less transparent? Make sure that you define what you mean by your dependent variable, especially if "success" is your dependent variable! You should make some statement like: "For the purposes of this paper, I define success (or other value/variable) to mean that behavior conformed more with treaty rules than it would have otherwise."

On background, keep it very short. One page maximum. If possible, eliminate this section altogether and bring in the necessary facts as part of your analysis.

THEORETICAL ARGUMENT AND HYPOTHESIZED RELATIONSHIPS OF IVS AND DVs

This section should lay out the general theoretical literature on the topic you are investigating. You should describe the literature of prior political science scholars who have worked on the topic and have proposed and/or tested the hypothesized between the independent variables and dependent variables you are planning on studying. In essence, this is the "who said what to whom" on factors influencing treaty compliance and effectiveness section of the paper. You should be able to "place" your research in the context of other scholars who have worked on this issue, thereby showing how your research will contribute to our understanding of how to do better at managing international affairs. The best way to think about writing this section is to use the examples of the theoretical sections that are provided by many of the articles you are reading for the course.

VALUES OF THE DEPENDENT VARIABLE AND THE EMPIRICAL PUZZLE INVOLVED

In this section, provide the evidence that you believe demonstrates that the dependent variable has the value you claim it does in each of your cases. For example, this means providing the evidence that tankers actually did comply with the equipment regulations. It also requires that you provide the evidence that the dependent variable would and could have had a different value. For example, you should show here not only that all tankers complied with the equipment regulations but also that they did NOT comply with the discharge regulations. If you are comparing two treaties, provide the evidence that shows that the two treaties had different values on the dependent variable, that one succeeded and one failed (remembering your definition of success from the previous section).

VALUES OF THE INDEPENDENT VARIABLES AND THEIR POWER TO EXPLAIN

Here you would want to lay out the various independent variables that you believe could possibly have caused the variation in your dependent variable. In the example, this would involve the variable of "level of treaty transparency." However, it would also include enforcement by a hegemonic state and growing environmental concern.

For EACH variable, you would provide evidence of the value of the independent variable and how variation in the value of that independent variable could have produced the variation in the value of the dependent variable. Thus, for example, you would want to show that the equipment rules were "More transparent" and that the discharge rules were "Less transparent" (see definition section above). You would then want to provide a causal narrative showing how "More transparency" could lead to "More compliance" by making identification and prosecution of violations easier.

You want to do the same analysis for other independent variables. So you would also want to see how growing environmental concern affected your dependent variable - in this case, the level of environmental concern was the same under both rules and so can not explain the variation in compliance. In most cases, you will find that other variables also could explain your dependent variable. That is fine. The main point is to honestly assess which of the several independent variables you have chosen to look at could explain variation in your dependent variable. Do not feel like you have to exclude all variables but one. I might have found that greater transparency and hegemonic enforcement both contributed to compliance with the equipment regulations. But at least I could have concluded that growing environmental concern had nothing to do with the difference in compliance levels. Note that this last statement does not mean "growing environmental concern is unimportant in environmental treaties," it simply says that differences in level of environmental concern cannot explain the observed differences in discharge and equipment compliance levels because there was no variance in the level of environmental concern across my cases: the level of environmental concern with the discharge rules was the same as the level of environmental concern with the equipment rules.

EVALUATE RIVAL THEORIES OF THE CAUSE OF VARIATION IN YOUR DEPENDENT VARIABLE

To the extent that the previous section has not already done so, spend a paragraph or two describing and honestly assessing whether some other independent variable might explain the variation in the dependent variable. For example, here you might want to evaluate whether the price of oil explains why the equipment rules had higher compliance than the discharge rules. If you can exclude this variable from consideration, good going. But if not, acknowledge that this alternative theory may have also contributed to the variation in the dependent variable.

CONCLUSION

Provide a nice summary of the argument you have made. Restate what causal claim or claims you have provided supporting evidence for and what causal claim or claims you have shown do not hold true in your case or cases. If appropriate, you should provide some sense of why what you have learned about the cause of variation in your dependent variable is important. You may want to make policy suggestions something like "This study shows that environmental treaties can cause greater compliance if they incorporate more transparent rules." However, make sure that these recommendations clearly stem directly from your research.

THINGS NOT TO DO!

Do NOT spend more than three sentences, anywhere in the paper, telling me how awful some environmental problem is or describing how much damage humans are doing to the environment. If you write a well-written analytic paper you will get an A even without such a section; if you write a poorly written paper with no causal analysis, including a long and eloquent section on the horror of the environmental problem, you still will not get an A.

Do NOT spend more than three sentences describing all the reasons why humans should take better care of the environment. Also avoid recommendations that you would have made before you even started the paper. For example, do not end by saying something like "We all need to care more about the environment." You could have said that on the first day of class!

A FINAL WORD ON PLAGIARISM

Enrolling in this course is considered to constitute acceptance of the University Policy on Academic Dishonesty. Read http://studentlife.uoregon.edu/programs/student_judi_affairs/academic-dishonesty.htm and <http://libweb.uoregon.edu/guides/plagiarism/students/> and make sure you understand them. Plagiarism is intellectual theft and violates the student honor code. Exact quotations must have quotation marks and the appropriate citation. Paraphrases, *even if not exact quotations*, must have appropriate citations. Submitting a paper written by someone else, whether "borrowed" from a friend or purchased from a "service", even if updated, constitutes plagiarism. If you have *any* doubts, give credit to the source. If you have any questions, come see me.

In case intellectual integrity and honesty is not reason enough to make you avoid plagiarism, note the following. Note that plagiarism in a paper handed in in New Zealand was detected by the professor and, within 2 hours and 33 minutes, someone in Maryland had helped identify the original source. Anyone identified as plagiarizing will be harshly disciplined.

From: 'John M. Meyer' <john.meyer@vuw.ac.nz>

Subject: a bit of detective work...

To: gep-ed@igc.apc.org

I wonder if anyone is interested or able to help me w/a bit of detective work. I have a student paper that, for a variety of reasons, I am quite sure is plagiarized. However, I have no real proof of the matter at the moment, as I cannot identify the source of the plagiarism, which the student is adamantly denying. It occurred to me to include an excerpt from the paper, which perhaps a list member will recognize (perhaps as their own?), and be able to point me toward the source of it. Any help would be much appreciated, but probably most appropriate off list.

I suspect that the original source would have been published around 1990-2, since the opening sentence reads: "The difficulties of ecological awareness and action in the late 1980s has lead to a proliferation of international environmental agreements among nation-states."

The conclusion reads as follows (excerpts):

"The environmental community's tacit or explicit support of coercive conservation tactics has far-reaching consequences. First, local resistance to what are perceived as illegitimate state claims and controls over local resources is likely to heighten, and may lead to violent response, sabotage of resources and degradation. Second, the outside environmental community may be weakening local resource claimants who possess less firepower than the state.

Thank you.

John Meyer, Department of Politics, Victoria University of Wellington

From: Ken Conca <KCONCA@bss2.umd.edu>

Subject: Re: a bit of detective work...

To: gep-ed@igc.apc.org, 'John M. Meyer' <john.meyer@vuw.ac.nz>

Regarding the plagiarism inquiry--the text you quote is taken verbatim from the chapter 'Coercing Conservation' by Nancy Peluso, to be found in Ronnie D. Lipschutz and Ken Conca (me), eds., *THE STATE AND SOCIAL POWER IN GLOBAL ENVIRONMENTAL POLITICS* (Columbia U. Press, 1993). The two passages you cite are the very first and very last paragraphs of this 22 page chapter. Much of the middle is devoted to case studies of Kenyan parks and Indonesian forests as examples of coerced conservation. Interestingly, this enterprising student did screw up some of the punctuation while copying Peluso's words.

Ken Conca, Assistant Professor of Government and Politics, University of Maryland at College Park

To: Students in my courses
From: Ronald Mitchell
Subject: Checklist for writing a good paper
Date: January 11, 2008

Obviously, the crucial parts of your paper are the intellectual content - so focus on them first. That said, to make sure that your excellent intellectual work is presented in the most professional manner, I also wanted to provide the following checklist of things you should make sure to do before you hand it in. Do them in the following order and check them off as you go and it will be difficult to go wrong.

- ___ **Re-read the assignment:** Re-read the assignment and grading criteria for the paper. Make sure you understand what the goal for the paper is and what things the professor will be looking for.
- ___ **Writing the intro and conclusion:** Make sure that both your intro and conclusion entail brief summaries of the major thread of your argument, including the theory or theories you will be evaluating and your empirical findings regarding that theory's validity for whatever cases you studied.
- ___ **Frontmatter:** Have a nice cover page with your paper title, date, and ID # but do NOT include your name or any other contact information on it. All of this should be in a template file that you use for all your college papers.
- ___ **Headings:** You can improve the logic and readability of your paper by using headings such as Introduction, Definitions and Background, Theories of Free Trade, Evidence from NAFTA, Conclusion. Headings and subheadings should appear every three pages or so.
- ___ **Page Numbers:** Always have your computer put page numbers somewhere on the page. That ensures that you don't hand in a paper with missing pages and allows people grading the paper to be able to reference pages when making comments.
- ___ **In-text citations (not footnotes):** See attached sheet on "Use and Formatting of In-Text Citations and Reference"
- ___ **References:** See attached sheet on "Use and Formatting of In-Text Citations and References"
- ___ **Spellcheck:** Always, always, run spell-check as the last step before printing out the final version of a paper. In the age of computers, there is no excuse for misspelling - if you used a word processor to write it, then you can run spell-check in less than three minutes.
- ___ **Proofread:** In addition, proof your paper to avoid missing words and other errors that spell-check will not catch. Spell-check can miss many an error that a careful proof-reading will not miss. (Translation: Spell-check can miss many an error that a careful proof-reading will not miss.)

Use and Formatting of In-Text Citations and References

Ronald B. Mitchell

January 11, 2008

Use footnotes sparingly and only to add text that you feel is important to the argument but would break up the flow of the argument if included as text. For all citations, use the in-text citation method described here. **You are required to use the following guidelines for formatting your references.** Do not use any other style of references. If you type your references into a document now, you won't have to retype them for your paper later.

FORMAT FOR IN-TEXT CITATIONS

IN-TEXT CITATIONS are the components of author, year, and page that you insert in the text of the document.

General rules for IN-TEXT CITATIONS are:

- Use page numbers for citations whenever citing a specific quote.
- All in-text citations use the following form (Author Year, pages) or (Author, Author, and Author Year, pages).
- Do not put a comma between author and year but do put one between year and pages.
- Punctuation sequence is (there is NOT a period within the quotation marks):
no period- close quote-space-open parenthesis-author last name-space-year-comma-space-page number-close parenthesis-period
- Two citations are separated by a semicolon.
- You must include a page number if you are using an exact quotation, and you should use a page number if the idea being cited does not constitute the overall theme of the book or article, but is a specific subpoint.
- Examples:
 - **Direct quote:** "Call me Ishmael" (Melville 1978, 1).
 - **Paraphrase:** All unhappy families are different (Tolstoy 1954, 1).
 - **Argument summary:** Many authors rank Melville as the best American author (Smith, 1962; Jones, 1978).

FORMAT FOR REFERENCES

REFERENCES are the full description of an article, chapter, book, website, etc. that are placed as entries in the "Works Cited" or "Bibliography" section at the end of your paper. They clarify the IN-TEXT CITATIONS that are placed in the body of the paper. General rules for REFERENCES are:

- **All** reference types use the following order: Author (last name first) – Year – Title – Source.
- In multi-authored references, second and subsequent author is first name first.
- Journal articles: include volume number, issue number, date, and pages – yes, you need them all.
- Parts of titles in quotes are capitalized like sentences, parts of titles italicized are formatted with all significant words capitalized.
- In websites, make sure to include date of document if available, but always date accessed.
- Punctuation rules: Periods inside (not outside) quote marks of title. Period after author(s), year, title, source.

Journal Article:

Keohane, Robert O. 1986. "Reciprocity in international relations." *International Organization* 40:1 (Winter), 1-27.
Jacobson, Harold K., and Edith Brown Weiss. 1995. "Improving compliance with international environmental accords." *Global Governance* 1:2 (June), 119-148.

Book:

- Litfin, Karen T. 1994. *Ozone Discourses: Science and Politics in Global Environmental Cooperation*. New York: Columbia University Press.
- M'Gonigle, R. Michael, and Mark W. Zacher. 1979. *Pollution, politics, and international law: tankers at sea*. Berkeley, CA: University of California Press.

Edited book:

- Katzenstein, Peter, ed. 1996. *The Culture of National Security: Norms and Identity in World Politics*. New York: Columbia University Press.
- Haas, Peter M., Robert O. Keohane, and Marc A. Levy, eds. 1993. *Institutions for the Earth: Sources of Effective International Environmental Protection*. Cambridge, MA: The MIT Press.

Chapter in edited book:

- Young, Oran. 1983. "Regime dynamics: the rise and fall of international regimes." In *International Regimes*, ed. Stephen D. Krasner. Ithaca, NY: Cornell University Press, 93-113.
- Axelrod, Robert, and Robert O. Keohane. 1986. "Achieving cooperation under anarchy: strategies and institutions." In *Cooperation under Anarchy*, ed. Kenneth Oye. Princeton, NJ: Princeton University Press, 226-254.

Dissertation:

- Trexler, Mark C. 1989. "The Convention on International Trade in Endangered Species of Wild Fauna and Flora: political or conservation success?" Doctoral dissertation. University of California, Berkeley, CA.

Web site:

- UNFCCC Secretariat. 1997. *Kyoto Protocol to the UN Framework Convention on Climate Change*. Bonn, Germany: UNFCCC Secretariat (<http://www.unfccc.de/fccc/docs/cop3/protocol.html>). Document dated: 11 December 1997. Document accessed: 5 January 2000.
- Ramsar Convention Bureau. 1996. *Management Guidance Procedure Report Issued for Nariva Swamp*. Gland, Switzerland: Ramsar Convention Bureau (<http://iucn.org/themes/ramsar/w.n.nariva.htm>). Document dated: 16 October 1996. Document accessed: 5 January 2000.

MAKING CITATIONS AND BIBLIOGRAPHIES EASY

When completing your paper, you are likely to spend considerable time trying to complete your footnotes and bibliography of references. This memo is simply to suggest a way to avoid some, if not all of that pain. The major message is simply to be organized in keeping track of your references as you go along. DO NOT tell yourself "Oh, I will worry about getting the citations later, I have to get this written now." It WILL take you ten times as long to find the source and page number later as doing it then and there.

Major Steps to an Easy Completion of Footnotes/Endnotes and References:

1. Create a new file in your computer today called 'references.doc'
2. Whenever you start to read a book, article, or government document, open references.doc and type in the full citation including all the information noted earlier in this memo.
3. Take the time *now* to format the citation properly as well. You have to do it sometime, why not now. After awhile, you will get used to the formatting style and do it automatically.
4. Whenever you take notes, make sure that you keep track of the exact page number from which you are taking notes, even if you are not taking exact quotes.
5. Generally, it is better to carefully right down the full and exact quotes rather than to paraphrase. If you keep the full quote, you can paraphrase later without re-looking at the source; if you paraphrase now, you will need to re-find the source to get the exact quote.
6. Once you start writing, make sure you include appropriate citations as you go along, *including page numbers*. It really will be a hassle later (trust me) if you don't do this now.
7. Check with your advisor to see what the expectation is, but many of you may find that in-text citations with a bibliography at the end is acceptable. If so, that is by far the easiest way of doing your citations.
8. If you keep a properly formatted bibliography of all your potential sources going from the beginning, then your bibliography is done when your note-taking is done. If you keep good citations as you write, then your footnoting/endnoting is done when you finish your writing. Much easier than saving them to the end.

Making it even easier:

Everyone should follow the steps above. In addition, however, you may want to look into some commercial footnoting programs. I use Endnote, but ProCite and RefManager are also good programs. These programs allow you to type a citation into a database once and then use it as an integrated part of your word processor when doing citations. I find it to be well worth the \$100 you spend on the software.

Major advantages of using the software are:

- 1) Don't have to type in many of your citations, since you can connect directly to Socrates and download any source in Socrates directly to your database.
- 2) Makes finding a reference easy, since all of them are in your database.
- 3) Makes putting in a citation easy because you toggle to your database, type the first few letters of the authors name, and then type one keystroke to insert the name and year of the source directly into your Word or WordPerfect document.
- 4) When you are done, a couple of keystrokes generates a properly formatted bibliography quickly and easily. It goes through your whole document and generates a reference list of only those sources you have cited. It make sure book titles are underlined, journal articles are italicized, etc., without you having to do it.