

# MC 324D – Conflict and Cooperation: Southeast Asia

Fall 2005 / M W 8:30-9:50 / Case Hall 342

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## Course Overview and Objectives

This course examines what was, until 1997, the most rapidly developing region in the world. In addition to providing historical background, the course will focus on key themes such as: democratization and nationalism (e.g. Indonesia and East Timor, “Asian values”), the role of ethnic minorities (e.g. Southeast Asian Chinese, hill tribes), the political role of religion (Islam vs. Buddhism vs. Catholicism), the impact of public policy on economic growth, the environmental impact of economic growth (e.g. regional forest fires and haze), and sources of the Asian economic crisis. The course will address these issues through special attention to three of the region’s countries - Indonesia, the Philippines, and Thailand. I will also touch on other countries in the region (Singapore, Malaysia, Vietnam) during the course.

## Course Requirements

The structure of the course will be a combination of lecture and discussion. As part of the class discussion we will review (briefly), clarify, expand, and hopefully argue the readings. To facilitate this class format, students are expected to show up, do the assigned reading BEFORE CLASS, participate in class (which is obviously closely tied to showing up), and submit all assignments on time (I realize you’ve never heard any of this before). Please retain all graded, returned copies of any of your work until two weeks after the term ends. ***Please note: all written assignments should be typed, double-spaced, 12-point font, 1-inch margins all around. Also, all paper assignments are due at the beginning of class on the specified day. Papers turned in after class on the same day are already one day late and, assuming late papers are accepted for that assignment, will be graded accordingly.***

### *Participation*

This course relies heavily on individual participation. Your grade, however, does not depend on how much you talk (neither I nor anyone else is interested in listening to anyone talk for the sake of talking). Instead, I am interested in thoughtful contributions that exhibit some insight, opinion, or clarification that comes only from “wrestling” a little with the readings.

Since participation is so important, it is clearly necessary that everyone attend class. I do not, however, keep a roll of who attends and who does not. Instead participation will be measured through class memos and discussion questions.

### **Class Memos and Discussion Questions**

You will be required to write a memo at least one page, but not longer than 2 pages long (see above for formatting) for each class session. These papers will be exchanged in class and read by a fellow student who will grade on the following criteria:

1. Up to one point for a summary of the readings. What are the big points or contributions of the readings? How is the reading structured? What are the arguments? And so forth. I would expect that you could do this in a paragraph, two at the most.
2. Up to two points for explaining the significance of the reading and linking it back to previous readings/discussions. How does the reading add to the debates on development? Does the reading agree or disagree with previous authors? How? This is the meat of the paper and may take several paragraphs.
3. Up to one point for contributing an insight, question, or comment on the readings. This question is not one meant to “stump the class,” but rather something you are wrestling with or wonder. Or, it might be an insight into how the reading is critical or makes a major contribution, etc. Finally, you might also offer a critique of the reading. This should only take a paragraph, although you might write more if you have to explain why a contribution is especially significant.

Although there are 24 class periods for which you might write, only 21 are necessary for full credit. If you write all 24, I shall drop the three papers with the lowest grade when figuring your final course grade.

### *Research Project*

Learning to research a topic that is of interest to you and then reporting the results of that research in a well-written, well-supported and persuasive fashion is a major objective of this course (see below for criteria for an A paper). The paper should be 10-15 pages (not including the bibliography) and can be on any topic of development. ***It is due on November 23<sup>rd</sup>.***

May I make a few suggestions that will almost certainly improve the quality of the finished product? Further suggestions can be found in the attached document on “Criteria for an A paper.”

1. Select a topic based on a puzzle or question to explain.
2. Talk to me about your topic well in advance of the due date
3. Use scholarly sources (journal articles and books) as well as contemporary sources (newspaper, Internet, and magazine articles).
4. Make sure you have a thesis.
5. Organize, organize, and organize the paper.
6. Plan on writing at least three drafts.

There are three excellent resources on campus to assist you in your writing. The first is the James Madison writing center located in Case Hall room 230. The second is the MSU writing center located at 300 Bessy, which is open Mon-Fri 9-5. And finally, there is a writing center in the Library open Sun-Thurs 5-10pm. (Check times to confirm).

*Written work that shows little familiarity with class assignments, lectures and discussions will be penalized. College and University policy on academic dishonesty (plagiarism) will be strictly enforced. Please see the statement on academic honesty below.*

### *Presentation of Research Paper*

You will be required to make a 5-minute presentation on your research paper. The presentation should include your motivation for picking your topic and a short discussion of methods, key findings, and unresolved challenges. PowerPoint and other presentation aids will greatly enhance your presentation if used effectively.

### *Exams*

There will be two in-class examinations, a mid-term and a final. See schedule below for dates.

### *Group Work*

There will be several ad hoc group exercises throughout the semester.

## **Grading**

### Participation

Memos and Discussion Questions	20%
Group exercises	5%
Research paper presentation	5%
Research Paper	20%
Mid-term Exam	25%
Final Exam	25%

## **Readings**

### *Books*

Please purchase the following books:

- Anderson, Benedict. 1998. *The Spectre of Comparisons: Nationalism, Southeast Asia, and the World*. New York: Verso. (ISBN: 1-85984-184-8)
- D.R. SarDesai. 1997. *Southeast Asia: past and present*. Boulder: Westview Press. (ISBN: 0-8133-3301-6).
- Donald K. Emmerson. 1999. *Indonesia Beyond Suharto*. New York: ME Sharpe. (ISBN: 1-56324-890-5).
- Pasuk phongpaichit and Chris Baker. 1998. Chiang Mai: Silkworm Books (ISBN: 974-7100-57-6).
- Alan Berlow. *Dead Season: A story of murder and revenge on the Philippine Island of Negros*. Vintage/Paperback. Pp. 59-194. (ISBN: 0-679-74789-3).

### *Additional Course Readings*

Additional readings are on reserve at the JMC library.

### *Electronic Readings*

Many of the readings will be available on-line through the MSU Library's website using your pilot account (although you are encouraged to at least be familiar with the library and how to find the original printed versions). The library page to access is:

<http://magic.lib.msu.edu/screens/opacmenu.html>

## **Honors Option**

Interested students may participate in an honor's group and receive honor's credit. We will meet five times outside of normal class times to discuss Benedict Anderson's *Imagined Communities*. We will also view one or more films, times to be determined. To receive credit you must attend 4 out of the 5 meetings and turn in a 4-6 page paper on a topic raised by the book or group discussion.

## **Statement on Academic Honesty**

The Internet has increased the opportunities for academic dishonesty. *Students should be aware that presenting the work of others so that it appears to be their own work is a violation of moral and professional standards*, one that the College and University treat very seriously. *Students are forewarned that College policies will be strictly enforced in this class*; that the College and University are well aware of the various Internet "services" that supply essays, summaries, etc.; and that the University Library actively investigates suspected cases of plagiarism by means of multiple search tools and several databases of hundreds of thousands of essays.

**“What is plagiarism?** In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist's name, perhaps did some re-formatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or as part of the requirements for a degree (e.g., thesis or dissertation).” Ronald B. Sandler, “Plagiarism in Colleges in USA.” For more information about the problem of plagiarism you may check the Office of the Ombudsman at Michigan State University:

<http://www.msu.edu/unit/ombud/honestylinks.html> I also recommend the material prepared by The Georgetown University Honor Council: <http://www.georgetown.edu/honor/plagiarism.html>

The James Madison College Policy on Academic Dishonesty is available in the Student Handbook and includes the following: “The faculty recognize that it is the responsibility of the instructor to take appropriate action if an act of academic dishonesty is discovered. It is further understood that a student may appeal a judgment of academic dishonesty to the Student-Faculty Judiciary. *The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student's confidential*

*file*....The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University.”

## Course Outline

Date	Class No.		T=Textbook W=WWW MR = Madison Reserve UR = MSU Library Reserve A = Angel Class Web Site CP = Course Pack
8-29	1	<u>Cultural Heritage</u>	
		<ul style="list-style-type: none"> <li>• D.R. SarDesai. 1997. <i>Southeast Asia: past and present</i>. Boulder: Westview Press. Chapter 1-6: pp 3-86</li> <li>• Anderson, Benedict. 1998. <i>The Spectre of Comparisons: Nationalism, Southeast Asia, and the World</i>. New York: Verso. Introduction.</li> </ul>	T T
		<i>Recommended:</i>	
		<ul style="list-style-type: none"> <li>• Milton Osborne. 1990. <i>Southeast Asia: An Illustrated Introductory History</i>. Allen and Unwin. 5th edition.</li> </ul>	
8-31	2	<u>Colonial Occupation</u>	
		<ul style="list-style-type: none"> <li>• D.R. SarDesai. 1997. <i>Southeast Asia: past and present</i>. Boulder: Westview Press. Chapter 7-11: pp 87-144.</li> </ul>	T
		<i>Recommended:</i>	
		<ul style="list-style-type: none"> <li>• Milton Osborne. 1990. <i>Southeast Asia: An Illustrated Introductory History</i>. Allen and Unwin. 5th edition. Chapters 1,5,6,7.</li> </ul>	
9-5		<u>Holiday, no class</u>	
9-7	3	Nationalism	
		<ul style="list-style-type: none"> <li>• D.R. SarDesai. 1997. <i>Southeast Asia: past and present</i>. Boulder: Westview Press. Chapter 12-18: pp 145-208</li> <li>• Anderson, Benedict. 1998. <i>The Spectre of Comparisons: Nationalism, Southeast Asia, and the World</i>. New York: Verso. Chapters 1-3: pp 29-76.</li> </ul>	T T
		<i>Recommended:</i>	
9-12	4	Nationalism	
		<ul style="list-style-type: none"> <li>• Movie: The Pacific Century – “From the Barrel of a Gun” (Channel 7) begins at 8:40 a.m.</li> </ul>	
		<i>Recommended:</i>	
		<ul style="list-style-type: none"> <li>•</li> </ul>	
9-14	5	Institutions and Politics	
		<ul style="list-style-type: none"> <li>• Allen Hicken and Yuko Kasuya. 2002. “A guide to the constitutional structures and electoral systems of east, south and southeast Asia.” <i>Electoral Studies</i>. Vol 22, pp 121-151.</li> <li>• Shepsle and Bonchek, <u>Rationality, Behavior and Institutions</u>, (Norton, 1997), Ch. 7, “Voting Methods and Electoral Systems,” pp. 166-190.</li> </ul>	MR MR
		<i>Recommended:</i>	
		<ul style="list-style-type: none"> <li>•</li> </ul>	

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|-------|-----------|---|--------------|
| 9-19  | <b>6</b>  | Institutions and Economics <ul style="list-style-type: none"> <li>• Landa, Janet. 1991. "Culture and Entrepreneurship in LDCs: Ethnic Trading Networks as Economic Organization." In Brigitte Berger, ed., <i>The Culture of Entrepreneurship</i>. San Francisco: ICS Press, pp 53-72.</li> <li>• Richard Doner, et.al. 2005. "Systemic Vulnerability and the Origins of Developmental States: Northeast and Southeast Asia in Comparative Perspective." <i>International Organization</i>. Vol. 59:2 (Spring), pp. 327-361.</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>• Douglass North, <i>Institutions, Institutional Change and Economic Performance</i> (Cambridge: Cambridge University Press).</li> </ul> | MR<br><br>MR |
| 9-21  | <b>7</b>  | Economic Growth and Transitions to Democracy – The Thai Case <ul style="list-style-type: none"> <li>• Pasuk and Baker, <i>Thailand's Boom and Bust</i>, ch. 1,2</li> <li>• Anderson, Benedict. 1998. <i>The Spectre of Comparisons: Nationalism, Southeast Asia, and the World</i>. New York: Verso. Chapters 8 "Murder and Progress in Siam": pp 174-191.</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>   | T<br>T       |
| 9-26  | <b>8</b>  | Economic Growth and Transitions to Democracy – The Thai Case <ul style="list-style-type: none"> <li>• Pasuk and Baker, <i>Thailand's Boom and Bust</i>, ch. 3-6</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>  | T            |
| 9-28  | <b>9</b>  | Economic Growth and Transitions to Democracy – The Thai Case <ul style="list-style-type: none"> <li>• Pasuk and Baker, <i>Thailand's Boom and Bust</i>, ch. 7-9</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>  | T            |
| 10-3  | <b>10</b> | Economic Growth and Transitions to Democracy – The Thai Case <ul style="list-style-type: none"> <li>• Pasuk and Baker, <i>Thailand's Boom and Bust</i>, ch. 10-12</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>  | T            |
| 10-5  | <b>11</b> | The Confluence of Religion and Politics – The Indonesian Case <ul style="list-style-type: none"> <li>• Robert Cribb. 1999. "Making Indonesia." In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 3-38.</li> <li>• R. William Liddle. 1999. "Regime: The New Order." In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 39-70.</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>   | T<br>T       |
| 10-10 | <b>12</b> | The Confluence of Religion and Politics – The Indonesian Case <ul style="list-style-type: none"> <li>• Anne Booth. 1999. "Development: Achievement and Weakness." In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 109-135.</li> <li>• Richard Borsuk. 1999. "Markets: The Limits of Reform." In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 136-167.</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>•</li> </ul>  | T<br>T       |
| 10-12 | <b>13</b> | The Confluence of Religion and Politics – The Indonesian Case <ul style="list-style-type: none"> <li>• Robert W. Hefner. 1999. "Religion: Evolving Pluralism." In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 205-236.</li> <li>• Sidney R. Jones. 1980 "It can't happen here: A post-Khomeini look at Indonesia Islam." <i>Asian Survey</i>, Vol 20 (3) pp 311-323.</li> </ul> <i>Recommended:</i> <ul style="list-style-type: none"> <li>• Robert W. Hefner. 1987. "Islamizing Java? Religion and Politics in Rural East Java."</li> </ul>   | T<br>W       |

*The Journal of Asian Studies*, Vol 46 (3) pp 533-554.

- Adam Schwarz. *A Nation in Waiting*. Westview. 2nd Edition. 2000.

10-17	<b>15</b>	The Confluence of Religion and Politics – The Indonesian Case	T T
		<ul style="list-style-type: none"> <li>• Donald K. Emmerson. 1999. “Exit and Aftermath: The Crisis of 1997-98.” In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 295-343.</li> <li>• Anderson, Benedict. 1998. <i>The Spectre of Comparisons: Nationalism, Southeast Asia, and the World</i>. New York: Verso. Chapters 6 “Gravel in Jakarta’s Shoes”: pp 131-138.</li> </ul>	
		<i>Recommended:</i>	
		<ul style="list-style-type: none"> <li>• Donald K. Emmerson. 1999. “Voting and Violence: Indonesia and East Timor in 1999.” In Donald Emmerson, ed., <i>Indonesia Beyond Suharto</i>. New York: ME Sharpe. Pp 344-362.</li> </ul>	
10-19	<b>14</b>	<b>Mid-Term Examination</b>	
10-24	<b>16</b>	Cacique Democracy and Plantation Economics – The Philippine Case	T T
		<ul style="list-style-type: none"> <li>• Anderson, Benedict. 1998. <i>The Spectre of Comparisons: Nationalism, Southeast Asia, and the World</i>. New York: Verso. Chapter 9 “Cacique Democracy in the Philippines”: pp 192-226.</li> <li>• D.R. SarDesai. 1997. <i>Southeast Asia: past and present</i>. Boulder: Westview Press. Chapter 19: pp 209-232.</li> </ul>	
		<i>Recommended:</i>	
		•	
10-26	<b>17</b>	Cacique Democracy and Plantation Economics – The Philippine Case	MR T
		<ul style="list-style-type: none"> <li>• Michael Billig. 2003. <i>Barons, Brokers, and Buyers</i>. Honolulu: University of Hawai’i Press. Chapters 1 and 2: pp 1-59.</li> <li>• Alan Berlow. <i>Dead Season: A story of murder and revenge on the Philippine Island of Negros</i>. Vintage/Paperback. Pp. 1-59.</li> </ul>	
		<i>Recommended:</i>	
		•	
10-31	<b>18</b>	Cacique Democracy and Plantation Economics – The Philippine Case	T
		<ul style="list-style-type: none"> <li>• Alan Berlow. <i>Dead Season: A story of murder and revenge on the Philippine Island of Negros</i>. Vintage/Paperback. Pp. 59-194.</li> </ul>	
		<i>Recommended:</i>	
		•	
11-2	<b>19</b>	Cacique Democracy and Plantation Economics – The Philippine Case	T MR
		<ul style="list-style-type: none"> <li>• Alan Berlow. <i>Dead Season: A story of murder and revenge on the Philippine Island of Negros</i>. Vintage/Paperback. Pp. 195-279.</li> <li>• James Mackie and Bernardo Villegas. 1993. “The Philippines: Still an Exceptional Case?” in James Morley, eds, <i>Driven by Growth: Political Change in the Asia-Pacific Region</i>. New York: Columbia University Press. Chapter 4, pp 97-118.</li> </ul>	
		<i>Recommended:</i>	
		•	
11-7	<b>20</b>	FDI-led Growth in a Divided Society – The Malaysian Case	T MR
		<ul style="list-style-type: none"> <li>• D.R. SarDesai. 1997. <i>Southeast Asia: past and present</i>. Boulder: Westview Press. Chapter 23: pp 283-298.</li> <li>• Donald Horowitz, “Democracy in Divided Societies.” <i>Journal of Democracy</i> Oct 1993, 4:4, pp. 18-38.</li> </ul>	
		<i>Recommended:</i>	

- Benjamin Reilly, “Electoral Systems for Divided Societies,” Journal of Democracy, April 2002, 13:2, pp. 156-170.
- 11-9     **21**     FDI-Led Growth in a Divided Society – The Malaysian Case
- Edmund Terence Gomez and Jomo K.S. *Malaysia’s Political Economy: Politics, Patronage, and Profits*, Cambridge: Cambridge University Press. 1999. pp 24-53 and 166-176. MR
  - Bryan K. Ritchie. 2005. 2005. “Coalitional Politics, Economic Reform, and Technological Upgrading in Malaysia.” *World Development*. Vol. 33, No. 5 (May), pp. 745-762. MR
- Recommended:*
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- 11-14     **22**     Upgrading and Skills Development – The Singapore Case
- Ashton, David, et. al. 2002. “Explaining Change in National HRD Strategies: The Case of Three Asian Tigers.” *The European Journal of Development Research*. Vol. 14, No. 1, June 2002. pp. 126-144. MR
  - William Easterly. 2001. *The Elusive Quest for Growth*. Chapter 4: “Educated for What?” Cambridge: MIT Press. Pp 71-84. MR
- 11-16     **23**     Upgrading and Skills Development – The Singapore Case
- Anne Booth. 1999. “Education and Economic Development in Southeast Asia.” *ASEAN Economic Bulletin*. Vol. 16, No. 3. pp 290-306. MR
  - Bryan K. Ritchie. 2005. “Progress Through Setback or Mired in Mediocrity? Crisis and institutional change in Southeast Asia.” *Journal of East Asian Studies*. Vol. 5, No 2 (June), pp. 273-314. MR
- Recommended:*
- Jon S.T. Quah. 1984. “Singapore in 1983: The Continuing Search for Talent.” *Asian Survey*, Vol. 24, No. 2, A Survey of Asia in 1983: Part II. (Feb., 1984), pp. 178-186.
- 11-21     **24**     Vietnam/Cambodia
- Andrew Pierre. “Vietnam’s Contradictions.” *Foreign Affairs*. Vol. 79, no. 6, 2000. pp. 69-86. W
  - D.R. SarDesai. 1997. *Southeast Asia: past and present*. Boulder: Westview Press. Chapter 17: pp 187-195. T
- 11-23     **25**     Resources and the Environment
- Harold Brookfield. 1993. “The Dimensions of Environmental Change and Management in the Southe-East Asian Region” in Harold Brookfield and Yvonne Byron, eds., *South-East Asian’s Environmental Future*. Chapter 1. Kuala Lumpur: Oxford University Press. Pp. 5-32. MR
  - Thomas P. Tomich, et. al., 1998. “Agriculture Development with Rainforest Conservation. *Agricultural Economics*, Vol. 19, pp 159-74. MR
- 11-28     **26**

**Research Paper Due**
- ASEAN
- Amitav Acharya. 2000. *The Quest for Identity*. Singapore: Oxford University Press. Chapter 3. pp 78-104. MR
  - John Ravenhill. “Economic Cooperation in Southeast Asia: Changing Incentives.” *Asian Survey*, Vol. 35, No. 9. (Sep., 1995), pp. 850-866. MR
- Recommended:*
- Amitav Acharya. 2003. “Democratization and the Prospects for Participatory Regionalism in Southeast Asia.” *Third World Quarterly*. Vol 24, NO 2, pp 375-390.
- 11-30     **27**     Final review session
- 12-5     **28**     Presentations

12-7    **29**    Presentations

**Final Exam: Thursday December 15, 7:45-9:45 a.m.**

## Criteria for an “A” Paper

(Adapted from Rick Doner and Joanne Brzinski, Emory University, 1999)

*What is written without effort is in general read without pleasure* – Samuel Johnson.

**Topic/Argument:** A strong paper is one that goes beyond describing a phenomenon and poses a puzzle for explanation. Why did the United States play such a major role in the creation of the post-war international trade and monetary systems? What has been the role of the Japanese Ministry of International Trade and Industry in helping declining industries? What have been the consequences of the changes in Japan’s electoral system? In posing a puzzle, it is useful to keep a few things in mind. One is the utility of identifying competing explanations and positioning yourself within the debate. The second is the importance of asking a question where you can find evidence to build an argument. The third is that you will probably not be able to make an airtight case for one side or the other. That is fine. Just be clear as to where your evidence is weak and what kind of information you would need to make a stronger argument.

**Structure:** The introduction 1) identifies the basic question, puzzle, objective of the paper; 2) tells the reader why the topic is important in terms of policy, theory, and/or class themes; 3) briefly presents the paper’s basic argument; 4) lays out how the author intends to proceed (i.e., identifies the paper’s overall structure). A long paper should have clear sections and headings (and maybe subheadings). For both short and long papers, there should be a clear set of points that relate to the puzzle you have identified. Transitions between sections are clear. The conclusion should summarize basic arguments and evidence, relate the paper to the course, and offer something that is new or different relative to the existing literature.

**Evidence:** Your arguments must be backed up by empirical evidence. The paper should acknowledge situations where evidence is not available. You will need to look at both scholarly literature on an issue and empirical information about it. Your evidence must be fully referenced throughout the paper.

**Sources:** You should use at least 10 sources and not rely on class texts. Your sources should be varied. You should use scholarly journal articles and books. Use the various research databases (e.g. ABCPoliSci, ABInform, Nexis, JSTOR) to find relevant journal articles. Newspapers, magazines, and journals are useful sources of information as well. On-line resources are very useful, but use them primarily to supplement rather than replace more traditional sources. Official sources (e.g., government, international organization web pages, government documents) are appropriate to use. However, there are some instances where student work or personal comments are posted on the web. These sorts of sources should be avoided.

**Bibliography:** Bibliographic and end/foot/internal note citations must be correct and consistent, not only for books and articles, but for web-based evidence as well. The following volumes, available at both the Madison and MSU libraries, can help:

- The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. 14<sup>th</sup> edition. Chicago: University of Chicago Press, 1993.
- Gibaldi, Joseph. 1999. *MLA Handbook for Writers of Research Papers*. 5<sup>th</sup> edition. New York: The Modern Library Association of America.
- Turabian, Kate. 1996. *Manual for Writers of Term Papers, Theses and Dissertations*. 6<sup>th</sup> edition. Chicago: University of Chicago Press.
- For citing materials from the World Wide Web, please refer to [URL:http://www.ipl.org/ref/QUE/FARQ/netciteFARQ.html](http://www.ipl.org/ref/QUE/FARQ/netciteFARQ.html)

**Grammar/Spelling:** Close to perfect. A few isolated errors are OK, but any patterns of error are not. These might include subject-predicate disagreement; confusing their/there, its/it’s etc.; non-sequiturs; run-on sentences. Paragraphs and sentences should be relatively short. Try to avoid repeating mistakes in later papers that have been identified in earlier ones.

**Relevance to the Course:** Papers should apply appropriately the ideas from the readings and class discussions.