Spring Semester 2011  
FW/MC 450 (Section 001)  
**International Environmental Law and Policy**  
Monday/Wednesday 10:20-11:40am, 336 North Case Hall  

**Professor:** Mark Axelrod (email: axelrod3@msu.edu or phone: 517-353-8607)  
**Office Hours (362 North Case Hall):** Tuesdays 10:30am–noon and Mondays 1:30-3:00pm  
I have set aside these times for student meetings, and it is helpful for me if you can meet during those hours. However, I understand that these slots will not fit everyone’s schedule. If these times do not work for you, please email to arrange a different time.

**Introduction**  
Environmental regulation has expanded from a domestic phenomenon to one that has both global participants and global impacts. In this course, you will get a survey of environmental issues in international law and policy. In addition to discussing the current state of international environmental law, we will also spend time addressing how that state of affairs came to be, what stakeholders are involved, and what other policy options exist for handling these concerns. The last part of the semester will address international law in other fields that impact the environment, as well as a few issues on which international cooperation has not yet emerged.

**Learning Objectives**  
By the end of this course, you will be able to:  
- Locate, read, and analyze legal documents, particularly international treaties  
- Recognize situations in which international law may be useful as a resource manager or environmental lawyer  
- Understand how to comply with relevant provisions of international law as a resource manager or industry representative  
- Understand the process by which international environmental law is negotiated  
- Be aware of relevant stakeholders, their preferences, and the path by which they (or you) can influence international law  
- Identify the relevant scientific basis on which new policy should be based

**Course Meetings**  
We will meet twice every week. Class will focus on discussion of the readings for that week, and their application to current and historical events. It is essential that all class members contribute to the conversation so that we can learn from different points of view. You are expected to prepare, attend, and participate every time we meet. **Please contact me in advance if you are unable to be there.**  
We will have animated discussions about many controversial topics. You should be prepared to support your position with evidence, and are encouraged to disagree with me and with each other, but **you must be respectful of each other’s views.**  
Finally, although laptops may be useful for note-taking and information gathering, they can also provide a major distraction to you and others sitting around you. Recent research shows that “multitasking” significantly reduces your ability to process information (see “Digital Devices Deprive Brain of Needed Downtime,” [http://www.nytimes.com/2010/08/25/technology/25brain.html](http://www.nytimes.com/2010/08/25/technology/25brain.html)). **You may use laptops and other electronic devices during class for class-related purposes only. Please do so in a way that is respectful of the shared learning environment.**

[Grading details follow on the next page.]
**Grading and Assignments**

**Summary of Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percentage of Overall Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Quality Participation</td>
<td>Every class period</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Response Paper (#1)</td>
<td>24 hours before class</td>
<td>4%</td>
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<tr>
<td>Reading Response Paper (#2)</td>
<td>24 hours before class</td>
<td>4%</td>
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<tr>
<td>Treaty Paper</td>
<td>1 week before treaty is discussed</td>
<td>8%</td>
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<tr>
<td>Online Treaty Survey</td>
<td>1 week before treaty is discussed</td>
<td>5%</td>
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<tr>
<td>Paper Proposal</td>
<td>February 9</td>
<td>4%</td>
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<tr>
<td>Midterm Exam</td>
<td>February 25, by noon</td>
<td>20%</td>
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<tr>
<td>Research Paper First Draft and Table</td>
<td>April 6</td>
<td>5%</td>
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<tr>
<td>Research Paper Final Draft</td>
<td>April 25</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 4, 10:00am</td>
<td>20%</td>
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All written assignments – except reading reactions and treaty survey – must be submitted as a paper copy. You are strongly encouraged to discuss all projects with Professor Axelrod during office hours.

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

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

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

Assignment Details:

1. Attendance, preparation, small group activities, and quality class participation (15% of your overall semester grade) [This grade may include up to three quizzes on assigned readings and current events.] Quality participation involves comments and questions that advance our collective understanding of concepts discussed in this course. You will also be responsible for providing information about one country’s role on a regular basis.

2. 2 reactions to class readings, to be posted on Angel at least 24 hours in advance of class (4% each – 8% total – of final grade). I will pass around a signup sheet during the first week of class. These reactions should be 2-4 pages, and they should cover the group of readings as a whole, with reference to individual pieces as well. Make sure that you are addressing the readings from a somewhat critical angle, not merely a summary. Some possible approaches to consider: 1) the current state of research in the area, and whether there are other questions it should consider, 2) whether (and why or why not) the theories/hypotheses in the readings make sense, 3) whether the research findings actually achieve what they claim to accomplish (and how could they be better). Your reaction paper should serve as a lead-in to our class discussion, so you should also include a few discussion questions for your classmates to ponder. Reaction papers will be graded on a
scale of: check (no impact on overall course grade), check-plus (exceptional circumstances only; 4.0), check-minus (2.0), zero (0.0). Zero will only be given if you fail to complete the assignment on time.

3. Short paper and web assignment on the negotiation and implementation of one international environmental treaty, **due one week before that treaty is discussed in class** (13% of the final grade – 8% for the short paper and 5% for the online survey) [Please see additional details on page 14.]

4. Research Proposal and Paper – For the research paper, you will select one country and compare its role across the issue areas we address in class. Your proposal is due at the beginning of class **February 9**, first draft is due at the beginning of class **April 6**, and the final draft is due at the beginning of class **April 25** (24% of the final grade – 4% for proposal; 5% for first draft and table; 15% for final paper) [Please see additional details on page 15.]

5. Take Home Midterm Exam, covering all material through February 21 – distributed at the end of class February 23, **due by noon February 25** (20% of the final grade – 2 essay questions, evenly weighted)

6. Final Exam, covering the entire semester – Wednesday, May 4, 10:00am-noon (20% of the final grade - 4 identifications each worth 10% of the exam grade, and 1 essay question worth 60% of the exam grade)

**Honors Option(s):** Interested students may participate in an honors option related to change over time in international environmental law. We will read Oran Young’s new book, Institutional Dynamics: Emergent Patterns in International Environmental Governance (2010), in which he addresses the life cycles of various environmental regimes. It is available at local bookstores or online. As per MSU rules, you must maintain at least a 3.5 grade in the course to be eligible for honors credit. To receive H-credit, you will participate in all group meetings and write a 3-5 page addendum to your treaty assignment regarding the type of change most evident in your particular treaty. Please contact Professor Axelrod by January 21 if you would like to participate.

**Course Readings**

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

You will be best served by reading all assigned materials before the session noted in this syllabus. As with all Madison College courses, I realize that there is a significant amount of reading assigned. This load is necessary to grasp broad theories of international environmental policy, while also applying them to real life situations. Class discussion will center around the assigned reading materials. As a result, you will need to be familiar with these events and ideas before coming to class, and you are also strongly encouraged to bring all materials with you for reference.
1) The following textbooks have been ordered by local student bookstores:

[NOTE: The Axelrod et al. and Brown Weiss/Jacobson books are available online as well. As the online version can be finicky, you might consider purchasing both. However, only a small portion of each book is required reading.]

2) As you will note, many of the readings are drawn from other books, journals, magazines, or newspapers. These readings are equally, if not more, important for our class discussions. The Angel version of this syllabus contains hyperlinks to all news articles. Unless otherwise noted, *journal articles* are available online through the MSU library web page. Other *book chapters and readings* will be available on reserve, unless they are also available online or as e-books through the MSU library website. In addition to assigned texts, we will frequently use *maps* to learn more about global distribution of resources and environmental degradation. You should make yourself comfortable with the Worldmapper website, available at: [http://www.worldmapper.org/](http://www.worldmapper.org/)

3) For a different policy perspective from a developing country point of view, you may want to consult chapters on some of the class topics in the following books. Some chapters are assigned, but I recommend these books more generally as well. The library copies are on reserve:

4) In addition, you will benefit greatly by keeping track of news/current events. This material will be the empirical basis for our classroom discussions and may appear in test questions after being discussed in class. To follow ongoing negotiations, you may want to consult the *Earth Negotiations Bulletin* ([http://www.iisd.ca/voltoc.html](http://www.iisd.ca/voltoc.html)), which produces and archives daily reports from all major multilateral environmental negotiations. For international environmental issues more generally, the *New York Times* (available free online and down the hall!) and *Financial Times* tend to provide the most comprehensive coverage, but please feel free to get your information from other reputable news sources as well.

5) Finally, I will of course also be happy to recommend supplementary readings on topics that interest you, or on which you are writing the course paper.
Schedule and Readings
Part 1: Where does environmental policy come from and what are the overarching goals?

January 10 - Introduction
Chasek et al., Chapter 1 (pages 1-19 and 30-51)
Hardin, Garrett. 1968. The tragedy of the commons. Science 162 (3859):1243-1248. (available through MSU Library website “E-resources”, or with a quick Google search)

January 12 – Who Participates?
- Who is interested in influencing Global Environmental Politics?
- Who has the opportunity to influence negotiations?
Chasek et al., chapter 2
Recommended:

January 17 – No Class, MLK Day

January 19 - Environmental Policy Inputs
Recommended:
Axelrod et al., chapter 15: Stacy D. VanDeveer, “Consumption, Commodity Chains, and the Global Environment”

January 24 - Scientific and Ethical Approaches to Global Environmental Politics
- What is the scientific basis for enacting international environmental law?
- Who decides what science is relevant?
- How do science and ethics enter into international environmental policy? Which one is, or should be, more dominant?
Benedick, chapters 2 and 9, and pages 224-228.
Recommended:
January 26 - Environment and Economic Development
Benedick, Chapters 12 and 16.
Chasek et al., pages 319-342
Recommended:
Axelrod et al., chapter 12: Adil Najam, “The View from the South: Developing Countries in Global Environmental Politics.”

Part 2: International Law and the Environment

January 31 – Global Common Pool Resources
- Why must some issues be handled at the international level rather than within states?
- What are the barriers to international cooperation, and how are they overcome?

February 2 - International Cooperation and the sources of International Law
- What makes international law different from domestic law?
- What is “international law”, and how can it affect environmental behavior?
- What is the difference between treaty law and customary international law? Why is the distinction important?
Chasek et al., remainder of chapter 1 (pp. 19-30)
Axelrod et al., chapter 3: Jacqueline Peel, “Environmental Protection in the Twenty-first Century: The Role of International Law.”

Recommended:
Axelrod et al., chapter 4: David Leonard Downie, “Global Environmental Policy: Governance through Regimes.”

February 7 – Environmental Negotiations
- What is the process for establishing a new regime?
Benedick, Preface to the First Edition (pages ix-xii), Chronology (pages 335-340), Chapters 4 and 6 (pages 40-50 and 68-76)

Recommended:
February 9 – Effectiveness of International Environmental Law
[[PAPER PROPOSAL DUE AT THE BEGINNING OF CLASS]]
- How can we measure the effectiveness of international environmental law?
- Why are environmental regimes sometimes, but not always, effective?
Chasek et al., chapter 4 (pages 271-289)
Also, look over Professor Mitchell’s database of International Environmental Agreements: [http://www.uoregon.edu/~rmitchel/IEA/](http://www.uoregon.edu/~rmitchel/IEA/)
Recommended:

February 14 - Compliance with International Environmental Law
- How is international law implemented?
- Which parties comply, and under what conditions?
Chasek et al., chapter 4 (pages 290-318)
Benedick, chapter 17 (chapter 18 is also recommended but not required)
Highly Recommended:

February 16&21 - Domestic Politics and International Environmental Law
*Please come prepared both days to discuss ratification and implementation processes, as well as your hypotheses, for the country about which you will write the research paper.*
- What is the process for ratifying and implementing international law in different countries?
- How does it vary across issue areas?
- Who is involved at the negotiation and implementation phases?
Benedick, chapter 5
Recommended:
Axelrod et al., ch. 10: Elizabeth R. DeSombre, “Understanding Sources of U.S. International Environmental Policy.”
Part 3: Exploring Regimes Across Issue Areas
For the next 5 weeks, we will focus on a different substantive issue every session. For each day, you should keep in mind the following questions while reading. If you are writing a discussion paper for the week, it should respond to them as well. Not all subject areas will fit precisely into this framework, but you can use these questions as a general guideline.

- What is the nature of the environmental problem? What type of common property resource is involved?
- What stakeholders are involved? What are their preferences? And what are their capabilities for achieving those preferences?
- What international law exists in this issue area? Why is it configured as it is?
- Do countries comply with the law? Has it been effective at all three levels we discussed (institutional design, behavior change, and enhanced environmental quality)?
- In what situation(s) could these provisions be useful to you as a resource manager, policy maker, or activist?
- From a science/policy viewpoint, how would you change the current regulations? Is that politically feasible? Why or why not?

February 23 – Rivers and Transboundary Externality Problems
[Midterm distributed at the end of class]
Chasek et al., pages 117-121
SKIM through International Court of Justice (ICJ) decision on Gabcikovo-Nagymaros Dam, available online at: [http://www.icj-cij.org/docket/files/92/7375.pdf] [French & English]
Recommended:

February 25 – Midterm due, via Angel dropbox, at Noon

February 28 - Oceans and the Great Lakes
Prepare for careful discussion of: THE MOX PLANT CASE (IRELAND v. UNITED KINGDOM):
Recommended:
March 2 - Marine Mammals and fisheries [will spill over into the next section on wildlife]
Chasek et al., pages 203-214 and 235-245

Articles for the Bluefin Tuna case study:
- “EU fails to agree ban on bluefin tuna fishing,” September 22, 2009 The Guardian (http://www.guardian.co.uk/environment/2009/sep/22/eu-ban-fails-bluefin-tuna)

Recommended:

March 7 and 9 – no class, Spring Break

March 14 - Species Conservation (bring treaty texts to class)
Chasek et al., pages 215-226.

Recommended:
March 16 –Class cancelled for meeting of International Studies Association (Replaced by film during the week of March 21)

March 21 - Forests and other Habitats
Chasek et al., pages 245-264.

Ian James, “Scientists aim to map and save endangered habitats,” December 31, 2010 Associated Press (http://hosted.ap.org/dynamic/stories/L/LT_THREATENED_ECOYSTEMS) (link may change)


Recommended:


March 23 - Biodiversity (bring treaty text to class)
Chasek et al., pages 226-235, 264-269

Winnie Bird, “At Japan biodiversity meeting, access to resources divides rich and poor;” October 21, 2010 Christian Science Monitor (http://www.csmonitor.com/World/Asia/2010/1021/At-Japan-biodiversity-meeting-access-to-resources-divides-rich-and-poor)


Recommended:


March 28 - Long Range Transboundary Air Pollution and Ozone (bring treaty texts to class)
Chasek et al., pages 121-129 and 163-178


Benedick, Appendicies (Treaty Texts)

Implementation Committee under the Non-Compliance Procedure of the Montreal Protocol on Substances That Deplete the Ozone Layer: Primer for Members, available at http://ozone.unep.org/Publications/ImpCom_Primer_for_parties.pdf (pages 4-6, 11-19, 24-29, 59-60 only)

Recommended:


March 30 - Climate Change
Chasek et al., pages 179-202.
Benedick, chapter 19

Summary of provisions related to withdrawal from international climate agreements (on Angel)

Treaty texts (not required reading):

We will also look at the emergence of Carbon emissions exchange markets in Chicago and Europe…see http://www.chicagoclimatex.com/

Recommended:
Mark Axelrod. Forthcoming. “Climate Change and Global Fisheries Management: Linking Issues to Protect Ecosystems or Save Political Interests?” Global Environmental Politics

April 4 - Hazardous Waste, Chemicals and Global Environmental Justice
Guest Speaker: Dr. Carole Gibbs
Chasek, pages 129-161
Basel Convention on Transboundary Movement of Hazardous Waste
Rotterdam Convention on Prior Informed Consent
Armin Rosencranz and Sairam Bhat, “Requirements of Justice,” November 13, 2010 Economic and Political Weekly 45(46) [Angel]

[Professor Gibbs may add reading material as well]
Recommended:
Axelrod et al., chapter 7: Henrik Selin, “Global Politics and Policy of Hazardous Chemicals.”
Stockholm Convention on Persistent Organic Pollutants
April 6 - World Bank Inspection Panel and opposition to large dams
[FIRST DRAFT OF PAPERS AND TABLES DUE]
Recommended:

Part 4: Connecting Environment with Other Issue Areas

April 11 - Environment and International Peace/Conflict
Recommended:

Evening of April 11 – Research Paper Presentations

April 13 - Trade in Environmental Goods and Services; Relationship between trade and environmental treaties
Chasek et al., pages 342-364.
Recommended:

1 This evening symposium will be useful for learning about your classmates’ countries and helping to frame the final draft of your own paper. Everyone is strongly encouraged to attend. However, because it will take place outside of the scheduled class time, I realize that some of you may be unavailable for this activity.
April 18 - Trade law, domestic environmental regulation, and precaution
Axelrod et al., chapter 8: Daniel C. Esty, “Economic Integration and Environmental Protection.”
Recommended:

April 20 – Class Cancelled for Passover holiday (to be replaced with an evening of research paper presentations, April 11)

Part 5: Conclusion
April 25 – Missing Agreements and World Environment Organization proposals
[FINAL PAPER IS DUE AT THE BEGINNING OF CLASS]
Recommended:
Axelrod, Mark. Unpublished manuscript. Demand Without Action - Failure to Create an Invasive Species Regime.

April 27 - Conclusion
- What have you learned this semester?
- How many of you have a different opinion of international law now than you did at the start of this course? How has it changed?
- What is the future of international environmental law and policy?

Chasek et al., 365-380
Recommended:

Final Exam Period – Wednesday May 4, 10:00am-noon
**Treaty Assignment Details**

- Due one week before your treaty is discussed in class

**Goals**

The purpose of this assignment is two-fold:

First, it is designed to increase familiarity with an important part of the research process. While most class assignments rely on existing data or materials gathered by other researchers, this assignment asks you to collect a variety of information on one international treaty that we will discuss in class. You will have the opportunity to look at your case in depth, examining primary source materials (especially the treaty itself) and assessing the effectiveness of that particular institution.

Second, in addition to the case study approach you will take in completing the project, we will also be creating a dataset for the whole class to use in comparing a wide variety of treaties to each other.

**Assignment Details**

In order to meet these objectives, you will be responsible for two parts of this assignment, as well as class discussion. Before answering the questions below, you should read the treaty text, explore the treaty secretariat’s website, and take a quick look at any secondary literature. Professor Axelrod will be happy to guide you towards any useful sources of information. One good starting point is the International Environmental Agreements (IEA) Database Project, available online at [http://iea.uoregon.edu](http://iea.uoregon.edu). Both written assignments are due one week before our discussion of the treaty:

1. Write a short (3-5 page) paper discussing the agreement, its origins, and its impacts on the behavior of countries. This paper should address the following questions:
   a. What is the nature of the environmental problem? What type of common property resource is involved?
   b. What stakeholders are involved (both countries and other individuals/industries/organizations)? What are their preferences? And what are their capabilities for achieving those preferences?
   c. Do countries comply with the law? Has it been effective in terms of behavior change and enhanced environmental quality?
   d. In what situation(s) could these provisions be useful to you as a resource manager, policy maker, or activist? In which situations might they limit your actions as a resource manager, government official, or private citizen?
   e. From a science/policy viewpoint, how would you change the current regulations? Is that politically feasible? Why or why not?

2. Respond to a survey about your treaty online. This survey will include the following categories, and will be posted on our class page in Angel:
   a. Name of the treaty (and short title)
   b. Year of agreement and year of entry into force
   c. Number of parties
   d. Parties invited to participate (universal, regional, bilateral)
   e. Symmetry of bargaining power among the parties (high/low)
   f. Type of cooperation problem (common pool resource, transboundary resource flow, resource located entirely within countries)
   g. Number of substantive rules
h. Brief list of the substantive rules and requirements
i. Bindingness of the agreement (hard law/soft law)
j. Monitoring procedure (yes/no) and party assigned to conduct monitoring (self, other countries, third party composed of participant countries, independent third party)
k. Positive incentives for compliance or technical/financial support
l. Consequences/enforcement procedure (reciprocity, removal from the institution, economic sanctions, military action, other-explain)
m. Dispute settlement procedure (bilateral negotiations, ICJ, new tribunal, other)
n. Available measures of effectiveness
o. Your general assessment of effectiveness in terms of countries’ behavior change, accomplishing the parties’ stated goals, and achieving environmental protection more generally

[Note that many of these questions are the same as those in part 1. However, in the online survey, your response options will be more limited for the sake of comparison to other students’ treaties. I am aware that the agreements do not all fit easily into this framework. Please do your best to make them fit as best you can…that is a recurring aspect of the research process.]

3. Be prepared to discuss your treaty in class on the day we discuss your agreement. You will not be graded on this part of the project – other than your regular daily participation grade – but will be expected to share your extensive knowledge with the rest of the class.

**Research Paper Details**
- First draft due April 6 at the beginning of class
- Final version due April 25 at the beginning of class

International environmental law is a product of the states that participate in negotiations and implementation. Therefore, this assignment asks that you *describe* the roles played by one particular government and attempt to *explain* why the government has taken these positions. You will also *apply* your findings to predict the government’s behavior in another ongoing negotiation. This assignment is designed to strengthen your comparative research abilities, learn about particular international institutions and measures of environmental management success, and enhance your writing skills.

During the first week of class, you will sign up for a country of interest to you. In addition to the writing assignments described below, you will also be expected to provide the class with information about your country’s position/role on a variety of international environmental issues throughout the semester.

This project will take place in three stages. First, you will develop some basic hypotheses about your country’s approach to international environmental law and policy. **Research proposals are due at the beginning of class, February 9.** Proposals should be 1-2 pages, and include: a) which country you have chosen and why have you chosen it; b) initial

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2 If you are interested in writing a different type of paper for this assignment, *please speak with me early in the semester* to discuss that research idea and why you have chosen to undertake it. You must adhere to the same timeline and length requirements described here.
hypotheses about the country’s role in international environmental politics and why it has taken that role; c) At least 2 academic sources outside of the course readings.

Second, a preliminary draft of the paper, including all written sections and a completed table of evidence, is due at the beginning of class, April 6. As this course meets the Tier 2 writing requirement, you will have an opportunity to revise the paper following comments from Professor Axelrod. This draft must be at least 1500, and no more than 2000, words.

Following an introduction, you should identify the state’s behavioral patterns in international environmental negotiations. At the very least, secretariat websites should be able to provide information regarding whether your country has signed or ratified treaties in each area. For more active states and more well-known agreements, additional information will be available. This section should answer the following questions:

Is your country a lead, supporting, swing, or veto/blocking state? Is that behavior consistent across all negotiations, or does it depend on the issue area? Based on available primary source materials such as negotiating statements and newspaper reports, can you identify reasons for that behavior pattern?

Once you have established the country’s responsibilities, you will discuss the government’s record in complying with those requirements, and hypothesize about possible reasons for that pattern. Following from these possible explanations, discuss what evidence – if it is not already available – you would need in order to test these hypotheses.

In addition to the text, your paper must also include a table that summarizes your government’s participation and compliance across each issue area discussed in class. This table does not count towards the word limit of your paper.

The paper should conclude by applying your analysis to an ongoing negotiation process (choose from the post-2012 climate change negotiations, bluefin tuna discussions, international forestry negotiations, or another one of your choosing). What position do you expect your country to take in these negotiations, and how can other actors ensure that your country complies with the commitments eventually reached?

Professor Axelrod will provide extensive comments by April 18. Your final paper (no more than 3000 words) is due April 25.

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

Any first draft or final paper that does not follow this standard will receive zero credit.

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