

Annotated bibliography assignment
[Annotated Version for Mellon Institute]
PS 120A
Gurowitz

The assignment:

Your assignment is to create an annotated bibliography for one of the following topics:

- 1) The end of the Cold War. Possible questions might include: What caused the end of the Cold War? How do different theories in international relations answer this question?
- 2) Nuclear weapons after the Cold War. Possible questions might include: How relevant is the Cold War superpower experience with deterrence for newer nuclear powers? What are the implications of nuclear proliferation?
- 3) Economic globalization and development. Possible questions might include: How should we assess the effects of economic globalization on less developed countries? Does more engagement with the global economy work to their advantage or disadvantage and in what ways?
- 4) The US and the rise of China. Possible questions might include: What are the implications of the rise of China for the US, in either security or economic terms? This is a topic that we will not address until the end of the semester but for those interested, and comfortable launching out on your own a bit more, there is good material on it.

Comment: Outcomes 1-4 (Research Question) not central. To support goal of reading deeply into content for unit, assigned topic areas that students may focus further.

What is it:

An annotated bibliography is a partial list of sources on a given subject with brief descriptions or evaluations of the articles. There is a sample attached here. Another good example of what one looks like can be found at: http://www.sims.berkeley.edu/~atf/dating/relationships_biblio.html

Comment: Some outcomes may be addressed by providing models to follow.

Why?

The purpose of the assignment is to:

- *introduce you to (or allow you to further acquaint yourself with) different types of sources and how to access them.
- *teach you to break down a piece of writing into its component parts: the topic/question, the evidence, the argument, the citations, etc.
- *give you preliminary skills to do further research in the field of international relations.
- *give you the opportunity to read somewhat in-depth into a topic and to understand how different pieces are engaged in an intellectual conversation with one another.

Comment: Include assignment goals and/or learning outcomes to motivate students and focus their efforts.

The details/elaboration:

For your bibliographies you must research 10-12 sources on each topic.

- Two of the sources can (but need not) be from the course syllabus. Whether or not you use these sources you will want to look at their citations to follow a citation trail (more on this later).
- You must find the other sources doing your own research.
- At least two of the sources must be from academic journals searched through the library's databases.
- Other sources might include books, chapters in edited volumes, feature length articles in popular magazines, or sources on the WWW (but you can only have one from the WWW).

Comment: Outcome 6: Distinguish between the various publication formats (e.g. scholarly journal articles) that are significant in the discipline.

Once you have read through the sources, choose 5 to annotate. These should be pieces that are organized around a theme or themes. Put differently, they should be in an intellectual conversation with one another, even if they do not directly cite one another.

Comment: Outcome 14: Describe strategies for identifying sources "in conversation" (e.g. citation patterns, literature reviews).

For example,

- You might choose one seminal source (one that is central to an area of research) and 3 responses to it.
- You might choose articles that form a debate around a particular issue.
- You might choose two separate pairs of articles that debate two central questions in your area.

Write 1 paragraph for each source that you choose for annotation. You should have a heading or headings that indicate the theme around which your chosen pieces are organized. Your annotation should include the bibliographic reference, where you got it (what database, etc), and the following info:

- State the purpose of the article or the question that it is trying to answer.
- Briefly discuss how the question is answered (ie. what cases are examined? What is compared or contrasted?).
- State the findings or the argument that the article makes.

You must address all three points. Sometimes this might require extrapolating. The article might not state the question it started with. It might not clearly state the argument.

Comment: Outcomes 21-23: Identify the purpose of an article or the question it is trying to answer; Analyze the structure and logic of supporting arguments; State the findings or the argument that the article makes.

For the sources that you do not annotate, include a bibliography that includes where you found the source.

Comment: Outcome 24: Restate concepts to write original annotations in the prescribed format.

All bibliographic citations should be in the MLA format.

At the end write one page reflecting on the research experience. How did you find your sources? How did you choose which ones to include? How did different types of searches compare (ie. a journal database and the WWW).

Dates:

2/16 Bring the Library Research Worksheet to class (download from Blackboard) to go over assignment (do not complete the worksheet)

2/23 Completed library worksheet due in class KEEP A COPY

3/2 Bring your copy of the completed worksheet to class

3/23 Completed annotated bibliography assignment due in class

Comment: Librarian worked with faculty member to develop an instructional strategy to address key learning outcomes related to the research process. Students completed a research worksheet addressing outcomes related to selecting search tools and developing a search strategy. Worksheets were turned in to GSIs for check-in and copies were given to the librarian so that she could see students' current information-seeking strategies and identify areas where they needed clarification support. These areas were addressed in an hour-long guest lecture with an accompanying handout.

Grading:

The entire assignment is worth 25 points, of which 5 will be assigned for completing the worksheet.

In grading the bibliographies we are looking for:

*Choice of sources: do they fit together in a coherent way? Are they relevant for the topic?

*Quality of annotation: have you appropriately summed up the question, how it is answered, and what the argument(s) is/are?

*Mechanics: did you follow instructions? Are your citations correctly formatted?

Plagiarism:

Anyone plagiarizing on this assignment will fail the class. There are various ways to check for abstracts on line and we will check your assignments to make sure that they have not been pulled from these sources.

Plagiarism is defined in the Berkeley Campus Code of Student Conduct as follows:

"...the use of intellectual material produced by another person without acknowledging its source. This includes but it not limited to:

- (a) Copying from the writings or works of others into one's academic assignment without attribution, or submitting such work as if it were one's own;
- (b) Using the views, opinions, or insights of another without acknowledgement; or
- (c) Paraphrasing the characteristic or original phraseology, metaphor, or other literary devise of another without proper attribution.

The point is that plagiarism is not just directly copying something. It also involves using the views of others without citation or paraphrasing without citation.

Annotated Bibliography
Media coverage and war deaths
sample

Gartner, Scott Sigmund. "Making the International Local: The Terrorist Attack on the U.S.S. Cole, Local Casualties, and Media Coverage." *Political Communication* 21 (2004): 139-159.

-Found in Jstor

Gartner asks what effect local casualties have on the degree of attention that local media outlets pay to international news. This is important because these stories are also likely to be more personalized, providing the kind of "vivid" information that will raise perceived salience levels and affect opinion. He analyzes newspaper coverage and finds that newspapers covering communities that were home to soldiers killed on the U.S.S. Cole were significantly more likely to run the U.S.S. Cole story on their front page. The discovery of this mechanism may be relevant for arguments that governmental accountability for casualties plays a role in the maintenance of democratic peace.

Luttwak, Edward N. "Where are the great powers? At home with the kids." *Foreign Affairs*, 73 (1994): 23-29.

-Found in Expanded Academic data base

Luttwak asks why there is increasing importance, across nations, of domestic reluctance to sustain military casualties. He looks at the US, European states, and Japan in Bosnia (and the US in Haiti and Somalia), but also the USSR in Afghanistan. The Soviet example displays how this effect does not rely on media broadcasting news of deaths. He suggests that this has significance for the very definition and strength of the "great power" role. If a great power can't credibly threaten to intervene because its hands are known to be tied by domestic antipathies, then smaller states which might have otherwise been deterred will commit atrocities. Domestic reluctance can be slightly affected by political leadership, but the more important variable is the present low birthrate in wealthy countries, which heightens domestic sensitivity to wartime losses. Luttwak says that only developing a non-native mercenary or foreign legion-type force could help avoid the inevitable decline in our credibility as an intervening power.

Repeat for 2-3 more articles:

For remaining articles:

Gartner, Scott Sigmund (1998). "Differing evaluations of Vietnamization. (American policy towards the 1961 Vietnamese Conflict)." *The Journal of Interdisciplinary History* 29 (2): 243-263.

-Found in Expanded Academic data base