POLI 7941/7971: Anarchy, Violence, and the Rule of Law

Spring 2018
Fridays, 1:30-4:20pm
210 Stubbs Hall

Instructor

Christopher Sullivan
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Email: csullivanlsu@gmail.com

Office Hours: by appointment
A note on office hours – please email me ahead of time to let me know what you would like to discuss during office hours so that I can prepare to assist in the best way possible.

Email "office hours": 12:30-2, m-f
I prefer to structure my engagement with email. If you need a prompt response, please reach me during these hours.

Course Description: This course is will examine the institutional foundations of political order. The scope can be defined along two dimensions.

	Capricious Governance	Rule of Law
Cooperation	Oligarchy	Liberal Democracy
Conflict	Genocide/Politicide	Civil Conflict

We will see how violence serves to transform or replace systems of government as well as how law emerges through campaigns of mass killings and then is solidified through the judiciary and penal institutions. Along the way we will read text from across the subfields of international relations and comparative politics as well as other fields of research, ranging from historical sociology to neuro-science. What unifies this work is a concern three themes: (1) what explains subnational variation in order, conflict, and violence?, (2) how does violence relate to institutional development?, and (3) how do competing parties agree to peaceful competition within the rule of law?

Why books?
The bulk of the course will focus on cutting edge work published in book format by the major academic presses. Each week, the class will read and discuss one book. We will discuss the entire book, cover to cover. There are tips below on budgeting your time.

The class is focused on books for three important reasons:

- Big ideas – Books present time and space for authors to reflect upon, reevaluate, and advance existing research in manner that is more comprehensive and

encompassing than articles. This means that books tend to be both the sources of large shifts in research trajectories (i.e., "transformative science') and the bases from which future articles hope to build (i.e., "normal science").

- You are most likely going to write a book – Graduate students are asked to develop and compose a book draft (i.e., dissertation) often without much time to reflect upon how books are crafted, or what separates good books from bad. In the interest of improving your knowledge as quickly as possible, most graduate courses focus on covering a large number of articles as quickly as possible. This commonly leaves students with a better understanding of the craft of writing an article than a book. In this class we will cover the format of a book, how it differs from an article, and what makes for a large and well written manuscript. This should help you as you devise your prospectus and dissertation.
- Book reviews get published – An easy way for graduate students to publish early is to write a book review and submit it. Book reviews can be divided into two categories:
    - The first focuses on reviewing a single book. These are easiest to get published, but will not do much to inform future debates or distinguish you on the academic job market.
    - The second category can be referred to either as comprehensive book reviews or topical book reviews. These reviews cover 4-6 major works published within the past few years, and are much longer. The reviewer not only discusses the strengths and weaknesses of the works under review, but also connects them in a way that refines core concepts, divides the literature along paradigmatic lines, and identifies critical research questions that must be answered to advance knowledge on the topic. These are more difficult to publish, but are well cited and are often valued on par with research publications.

Course Structure and Grading–

This course will work through the major works in the field with the objective of assisting students compose an agenda setting final project (35%). There are two options for the final project. You may complete either a comprehensive book review, or a book proposal along with a chapter outline. Details are described below.

Grades will also be assigned for the following:
Preparedness and Class Participation (35%)
Paper Presentation (15%)
Discussant Presentation (15%)
Final Project (35%)

Preparedness and Class Participation (35%)

This is a graduate research seminar class focused on group discussion. To help facilitate the class discussion, it is imperative that students come prepared to each class having read that week's materials. Emphasis will be placed on quality of participation, including responses to the readings and to other students' comments. In addition to participation in group discussion, students will occasionally be called upon at random to diagram the theoretical argument or empirical model employed in the texts under review, or to describe the contributions of a particular chapter within the broader book. The objective is to identify the core independent and dependent variables as well as the causal mechanisms underlying dynamic processes.

Paper Presentation (15%)

Each week's class will begin with student presentations of related research articles. One student will present each week, and students will present 1-2 articles per semester. The format should resemble a conference presentation. Students should present the research question, theory, method, findings, and contribution of the paper as if it were an original conference paper. The use of slides is highly encouraged. There will then be a few minutes of question and answer, before we transition into a broader discussion connecting the paper to the book. (note – the paper presenter is also expected to read the book, though not as thoroughly as the rest of the class. And unless you are presenting, you are not expected to read the article)

Discussant Presentation (15%)

In addition, students will be asked 1-2 two times during the semester to serve as a lead discussant on a particular book. Lead discussants will be responsible for jump-starting the conversation. While there is no formal presentation, students should think of themselves as a discussant at a conference or workshop. As a discussant, you should consider the strengths and weaknesses of a book, interesting points it makes, and flaws in its efforts to respond to the task (logical weaknesses, failure to consider relevant evidence or analytical possibilities, problematic assumptions, and the like). You should also provide constructive feedback for addressing the book's flaws, and identify future research questions that the book seem to raise.

The objective is to identify not simply where there are existing limitations with the current state of the art, but also how improvements could be made. The best discussants can make readers think about the work in a new way, or think about new implications we can draw from a piece of work for the literature as a whole. They should also provide some open questions for sparking conversation about the book.

Here is some additional advice for serving as a discussion, as provided by Chris Blattman:

1. **Start by telling people why they should care.** It is seldom obvious. What's the big question, and what's at stake if the paper gets it right or wrong?

2. **Then summarize the paper.** Break it down differently than the presenter. Pretend you are explaining it to your grandmother. Or, rather, your adult-attention-deficit-disorder grandmother. Keep it short.

3. **Say more with less.** Mathematically, everything you say after your best point lowers the average quality of your comment. Pick your three best points, say them briefly, then stop talking.

4. **Now, say even less.** Those three comments? Write out, in bullets, exactly what you plan to say. Now cross out half. What you think will take eight minutes will take fifteen. Bring it back to eight.

5. **Be constructive.** A colleague once said to me: "I like it when people find problems with my paper, but I like solutions more." Finding solutions makes you think (and displays it too).

6. **Don't discuss the small stuff.** Write your little comments down, and later give them to the author. Don't bore the audience with footnotes and trivia.

7. **Feel free to entertain.** A discussant need not merely list ideas. You can weave in an anecdote, or frame a point with a story. At least speak from a personal point of view, not a monotone benevolent overlord.

8. **Have fun, don't make fun.** If you use humor, let it not be at the expense of anyone but yourself.

9. **Spell it out for us.** Tell us why your comments matter. Say precisely what we learn.

10. **Aim for profound.** The best discussants rotate my brain 90 degrees. They reframe the problem, or propose a novel idea. I can't tell you how to be deep. I seldom succeed myself. For me, a few things usually help. I read the paper, walk away for a day or two, then return. I ask myself questions: Do I think about a big question differently now? What convinces me, and what would convince me more? Where should the field be going?

Final Project (35%)

Option (1) – Review Essay

The first option for this class' final project is to compose a comprehensive book review to be submitted for publication at the end of the course. You will be required to review at least one book from the class along with at least two additional books on the topic published within the past two years. If you have a particular focus and are in need of references for other recent work, please see me.

While not all journals focus on comprehensive review essays, there are a number of journals that publish these sorts of review pieces. For example:

IO
CP
WP
ISR
IARS
Perspectives
Polity
Journal of Global Security Studies
JPR

You should target your review piece at one of these. And you should follow the specific style guidelines for that journal. Each one has a slightly different goals in mind when publishing these review pieces. So you should read back into recently published review pieces in the specific you intend to submit to in order to see how to structure your piece in a way that maximizes opportunities for publication.

With that in mind, *Comparative Politics* provides a general summary of comprehensive review, which can be taken as a general set of requirements for Option (1). Consider these basic requirements, and then adapt them for the journal you intend to submit your piece to.

***Comparative Politics* Guide to Writing a Review Essay**

1. Select the books (ideally 3 to 4). They should be published in the last two to three years (i.e., if a person undertakes to write a review in 2016, the books published before 2013 should not be reviewed although they could be mentioned in the body of the review).

2. Open with an answer to the question: why this review now? Is there some new empirical development that needs to be captured? Is there some new methodological trend in use? Is there a new clutch of books that suggests a new theoretical debate that has emerged?

3. Put books in a larger context. What is the broad theme these books are addressing? (I.e., signal to fellow comparativists under what category to put this clutch of books). Do

these books contribute to a debate on the role of institutions in politics? Or theories of democratization? Or the relation of politics and culture? Or the utility of rational choice analysis? Etc. etc....

Reflect a bit on the general state of the field on this issue. Do these books suggest a useful new trend/advance?

4. Offer a snapshot of each book.

The goal here is not to summarize the books. That would be impossible given the space constraints of a review essay. Rather the goal is to give the reader a sense of the essence of each book: What are the book's major empirical findings and/or theoretical lessons? Does it identify new concepts or conceptual tools that might be of use to other comparativists (if so, define)? What general lesson does the book offer for comparative politics? What is its theoretical pay-off? Its "punchline"? What is this book a "place holder" for in a larger debate in comparative politics? (E.g., where might it fit in a syllabus?) Why might a comparativist who is not engaged in the specific subfield of the book be interested in this book (if at all)? Be critical. Assess both the book's strengths and weaknesses, methodologically and empirically. Reflect on how the books in the review speak to each other (Complement? Contradict?).

The primary goal of these reviews is to provide a service to colleagues who want to keep up with the latest literature but don't have time to read it all. These reviews help colleagues decide what they might add to their syllabi and what they must read. It also gives them a sense of general trends in the field outside their specialization. So write with these goals in mind.

5. Conclude with a restatement of the advance in the field represented by these books. Then, based on their lacunae (methodological? empirical?) and on questions suggested by their interaction, propose new directions for future research. What ought to be the subfield's next research agenda?

Option (2) – Book Proposal + Chapter Outlines

The second option for the final project is to compose a book proposal of ~3,000-4,000 words, plus a corresponding set of chapter outlines (~500 words per chapter). Because PhD students in political science typically write book length dissertations, this option is ideal for students who are thinking of writing (or have already started writing) a prospectus.

Because editors receive so many proposals, they typically require them to be relatively short. The exact length can vary slightly depending on the publisher. You should aim to format your proposal as close to the style guidelines for a specific publisher as possible.

Along with this proposal, you should also provide a narrative outline for each of the chapters in your book. This should summarize what will be in the chapter, how it will be structured, and how it relates to the overarching plan for the book. While shorter chapter summaries are sometimes included in book proposals, these longer chapter outlines are not. However, these longer outlines do feature in dissertation prospectuses, and so if you do pursue option (2) I would encourage you to draft these chapter outlines with your dissertation advisor in mind.

Here is a brief summary of what is included in a book proposal:

HUP Book Proposal Guidelines

Harvard University Press publishes thoughtful books for both scholars and educated general readers in history, philosophy, literature, classics, religion, law, economics, public policy, physical and life sciences, history of science, behavioral sciences, and education, along with reference works in a wide range of fields.
All HUP books are published in English, with translation rights licensed to publishers in other countries.
We do not publish original fiction, original poetry, religious inspiration or revelation, cookbooks, guidebooks, children's books, art and photography books, *Festschriften*, conference volumes, unrevised dissertations, or autobiographies.
What Should Be in a Proposal?

Publishing involves a matching process between the particular strengths and styles of a manuscript and those of a publisher. Your proposal should give our editors and marketing staff a clear and detailed idea of what your book will be about. The proposal should tell the Press staff why you are writing this particular book at this particular time in your own career, and more important, in the development of your field.
Questions to consider as you prepare a book proposal:

- What problems are you setting out to solve?
- What confusions do you wish to clarify?
- What previously unknown or unfortunately neglected story are you planning to tell?
- How is this book different from all other books?
- Why does that matter? To whom?

Possible audiences are as variable as publishers. Consider:

- Is your book for specialists in your field?
- Does your book focus on a particular area within a larger field?
- Is it a book that students might use, and if so, students at what level?
- Is it a "trade" book? That is, one intended for general readers, those without specialized knowledge in your area?

Whatever your answer, consider carefully the kind of approach, terminology, level of explanation, and scholarly apparatus that your book will need to make it most compelling for your ideal reader.

Successful proposals usually include:

A narrative description of the proposed book's themes, arguments, goals, place in the literature, and expected audience. State your argument concisely and clearly.

A comparison of the proposed book to other books now available that are intended for the audience you seek. (If you are writing a specialized monograph, it is not especially illuminating to compare it to a popularized treatment of the same subject.)

A summary of your own professional experience, past publications, and relevant research, aimed at explaining why *you* are the right author for the book you intend to write.

An annotated table of contents, with a brief description of the contents of each chapter.

An estimate of the probable length of the book, the illustrations (if any) that you wish to include, the time it will take you to write it, and any possible complicating factors.

Full chapters should not be sent with the initial proposal, but if some have already been written, say so in your cover letter. You should also note whether any chapters, or substantive sections of chapters, have been previously published.

Notes on Budgeting Time and Money –

Time

I recognize that your time is valuable. In the crush of the semester you should be working to satisfy your course professors, committee members, co-authors, and reviewers. Recognize that because time is finite, it is unlikely that you will be able to satisfy all of these people at once. At any given moment certain projects need to be prioritized, and thus you are likely to displease people involved in other areas of your training/teaching/work.

Having acknowledged this, you should be aware that I expect you to read each book cover to cover. There are incentives to read selectively, or to read review pieces. This will give you a loose grasp on the concepts, theory and method while demanding much less time. But there are also serious costs. First, this class is intended to inform you not only about the substance of the topic, but also about the construction of a book. And you will not learn that without reading thoroughly. Second, nearly all writers will tell you the same thing – the secret to writing well is reading as much as possible. These works represent the best scholarship the discipline has put out in the past two years. So you should want to take note of how the authors accomplish this. Third, failing to read is blatantly obvious to your professors. It was in undergrad, and still is. Given one and two, if I find you are not reading I will not hesitate to point this out. I also reserve the possibility of introducing *Paper Chase* style random call out quizzes on various chapters at any given moment. But hopefully this will not be necessary.

A final note concerns speed reading. Not taking a speed reading class is one of my biggest regrets from graduate school. You can learn it on your own. And hopefully

reading this many books in succession will help train you. But you could also get ahead of the curb by taking a class now.

Money

I also recognize that the costs of this many books can be prohibitive for graduate students. To fix this, I have worked with the library to provide as many of the books through LSU's online library as possible.

The library has been able to make nearly all the books available online at http://lib.lsu.edu/ebooks

One suggestion if you chose to read the books in digital format: You will save a lot of time and energy if you free yourself from emails and distracting websites. One piece of zenware I recommend is Freedom, which will allow you to lock yourself off particular sites or the entire web for a period of time.

List of Required Books:

Huang, Reyko. 2016. *The Wartime Origins of Democratization: Civil War, Rebel Governance, and Political Regimes*. Cambridge University Press.

Steele, Abbey. 2017. *Democracy and Displacement in Colombia's Civil Wa*r Cornell University Press

Balcels, Laia. 2017. *Rivalry and Revenge: The Politics of Violence in Civil War* Cambridge University Press.

Arjona, Ana. 2016. *Rebelocracy: Social Order in the Colombian Civil War*. Cambridge University Press.

Discoll, Jesse. 2015 – *Warlord Politics and Coalition Politics in Post-Soviet States*. Cambridge University Press.

Roesler, Philip. 2016. *Ethnic Politics and State Power in Africa: The Logic of the Coup-Civil War Trap.* Cambridge University Press.

Lessing, Benjamin 2017. *Making Peace In Drug Wars: Cartels and Crackdowns in Latin America*. Cambridge University Press.

Kaplan, Oliver. 2017. *Resisting War.* Cambridge University Press.

Gans-morse, Jordan. 2017. *Property Rights in Post-Soviet Russia: Violence, Corruption, and Demand for Law*. Cambridge University Press.

Wang, Yuhua. 2016. *Tying the Autocrat's Hands: The Rise of the Rule of Law in China*, by Yuhua Wang. New York: Cambridge University Press.

Week 1: January 11

Note – our first class will occur on Thursday , January 11th at 2pm-5pm
– Guest speaker - Emily Beaulieu (she's comparative, site here),
After the guest speaker and discussion, we will meet briefly to review the syllabus.

Week 2: January 19

Background Readings

- Hadfield, Gillian K., and Barry R. Weingast. "Microfoundations of the Rule of Law." *Annual Review of Political Science* 17 (2014): 21-42.
- Cederman, Lars-Erik, and Manuel Vogt. "Dynamics and Logics of Civil War." *Journal of Conflict Resolution* 61, no. 9 (2017): 1992-2016.

Review Essays

- Staniland, Paul. "Violence and democracy." *Comparative Politics* 47.1 (2014): 99-118.
- Hern, Erin. "Perspectives on the Power and Persistence of States in Africa and Beyond." *Comparative Politics* 45, no. 4 (2013): 476-496.

Book Proposals

- *Flawed by Design: Authoritarian Legacies under Democracy*
  Michael Albertus and Victor Menaldo (provided)
- *Making Autocracy Work*
  Rory Truex (Provided)

Week 3: January 26

Book - Huang, Reyko., 2016. *The Wartime Origins of Democratization: Civil War, Rebel Governance, and Political Regimes*. Cambridge University Press.

Corresponding article - Haggard, Stephan, and Lydia Tiede. "The rule of law in post-conflict settings: The empirical record." *International Studies Quarterly* 58.2 (2014): 405-417.

Week 4: February 2

Book – Steele, Abbey. 2017. *Democracy and Displacement in Colombia's Civil War* Cornell University Press

Corresponding article – Dower, Paul Castañeda, Evgeny Finkel, Scott Gehlbach, and Steven Nafziger. "Collective Action and Representation in Autocracies: Evidence from Russia's Great Reforms." *American Political Science Review* (2017): 1-23.

Week 5: February 9 – Class Cancelled, Mardi Gras

Week 6: February 16

Book – Balcels, Laia. 2017. *Rivalry and Revenge: The Politics of Violence in Civil War* Cambridge University Press.

Corresponding article – Bergemann, Patrick. "Denunciation and Social Control." American Sociological Review 82.2 (2017): 384-406.

Week 7: February 23

Book – Arjona, Ana. 2016. *Rebelocracy: Social Order in the Colombian Civil War*. Cambridge University Press.

Corresponding Article – Raleigh, C. and De Bruijne, K., 2015. Where Rebels Dare to Tread: A Study of Conflict Geography and Co-option of Local Power in Sierra Leone. *Journal of Conflict Resolution*, p.0022002715603767.

Week 8: March 2 – Class Cancelled, Research Projects

Week 9: March 09

Book – Discoll, Jesse. 2017 – *Warlord Politics and Coalition Politics in Post-Soviet States*. Cambridge University Press.

Corresponding article – Vogt, Manuel. "Ethnic stratification and the equilibrium of inequality: ethnic conflict in postcolonial states." *International organization* (2017): 1-33.

Week 10: March 16

Book – Roesler, Philip. 2016. *Ethnic politics and state power.* Cambridge University Press.

Corresponding article – Lieberman, Evan S., and Prerna Singh. "Census Enumeration and Group Conflict: A Global Analysis of the Consequences of Counting." *World Politics* 69, no. 1 (2017): 1-53.

Week 11: March 23 –

Book – Lessing, Benjamin 2017. *Making Peace In Drug Wars: Cartels and Crackdowns in Latin America.* Cambridge University Press.

Corresponding article – Holland, Alisha C. "The distributive politics of enforcement." American Journal of Political Science 59, no. 2 (2015): 357-371.

Week 12: March 30 – Class Cancelled, Spring Break

Week 13: April 4

Book - Kaplan, Oliver. 2017. *Resisting War.* Cambridge University Press.

Corresponding article – Stewart, Megan A. "Civil War as State-Making: Strategic Governance in Civil War." *International Organization* (2017): 1-22.

Week 14: April 11

Book - Gans-morse, Jordan. 2017. *Property Rights in Post-Soviet Russia: Violence, Corruption, and Demand for Law*. Cambridge University Press.

Corresponding article – Lake, Milli. "Building the Rule of War: Postconflict Institutions and the Micro-Dynamics of Conflict in Eastern DR Congo." International Organization 71, no. 2 (2017): 281-315.

Week 15: April 18

Book - Wang, Yuhua. 2016. *Tying the Autocrat's Hands: The Rise of the Rule of Law in China*, by Yuhua Wang. New York: Cambridge University Press.

Corresponding article – Hamilton-Hart, Natasha. "The Legal Environment and Incentives for Change in Property Rights Institutions." *World Development* 92 (2017): 167-176.

Week 16: April 27

Note – our last class will occur on Thursday , April 27th at 2pm-5pm
– Guest speaker – Heather Vrana (site here),
– Round Table Discussion – Historical Records and Mixed-Methods Research Strategies

Final Papers Due Midnight May 5

Related Books to Consider

Bulutgil, Zeynep 2016. *The Roots of Ethnic Cleansing in Europe* Cambridge University Press.

Finkel, Evgeny. *Ordinary Jews: Choice and Survival during the Holocoust.* Princeton University Press.

Fu, Diana. 2017. *Mobilizing Without the Masses: Control and Contention in China*. Cambridge University Press.

Holland, Alisha. 2017 *Forbearance as Redistribution: The Politics of Informal Welfare in Latin America.* Cambridge: Cambridge University Press.

Jones, Calvert. 2017. *Bedouins into Bourgeois: Remaking Citizens for Globalization.* Cambridge University Press.

Ledwidge, Frank. 2017. *Rebel Law: Insurgents Courts, and Justice in Modern Conflict*. Hurst Publishing.

Mainwaring, Scott and Anibel Perez-Linan. 2014. *Democracy and Dictatorships in Latin America.* Cambridge University Press.

Skarbek, David. *The social order of the underworld: How prison gangs govern the American penal system*. Oxford University Press, 2014.

Tajima, Yuki. 2014. *The institutional origins of communal violence: Indonesia's transition from authoritarian rule*. Cambridge University Press.

Zuckerman Daly, Sarah. *Organized Violence After Civil War: The Geography of Recruitment in Latin America.*

Lawrence, Adria. 2013. "Imperial Rule and the Politics of Nationalism: Anti-Colonial Protest in the French Empire" Cambridge University Press.

Melons, Haris. "The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities" Cambridge University Press

Tucker, Aviezer. 2015. *The Legacies of Totalitarianism: a theoretical framework*. Cambridge University Press.

Pro forma Material:

Grading Policy: The grading breakdown is as follows:

Highest	Lowest	Letter
100.00 %	97.00 %	A+
96.99 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	63.00 %	D
62.99 %	60.00 %	D-
59.99 %	0.00 %	F

• The letter grade A, including A+ and A-, denotes distinguished mastery of the course material.
• The letter grade B, including B+ and B-, denotes good mastery of the course material.
• The letter grade C, including C+ and C-, denotes acceptable mastery of the course material.
• The letter grade D, including D+ and D-, denotes minimally acceptable achievement.
• F denotes failure.

Cell / Internet Policy – Put your cell phones on vibrate and refrain from using them during class. Laptops can be used for note taking. But your attention should be directed exclusively to the subject matter being discussed in class. (This means no facebook, no email, no google, etc.) Most of us are wired most of the time—and being wired has amazing advantages. However, being unwired also has major advantages. Your engagement in the course and opportunities for collective learning will be enhanced by maintaining focus on the classroom here and now.

Late Papers – Late papers will not be accepted except in instances of medical necessity (with a doctor's note) or death of an immediate relative (with an obituary or other official notice).

General Statement on Academic Integrity:

Louisiana State University adopted the Commitment to Community in 1995 to set forth guidelines for student behavior both inside and outside of the classroom. The

Commitment to Community charges students to maintain high standards of academic and personal integrity. All students are expected to read and be familiar with the LSU Code of Student Conduct and Commitment to Community, found online at www.lsu.edu/saa. It is your responsibility as a student at LSU to know and understand the academic standards for our community.

Students who are suspected of violating the Code of Conduct will be referred to the Office of Student Advocacy and Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

Plagiarism and Citation Method:

As a student at LSU, it is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. The most frequently used citation method in political science is internal citation (e.g., Sullivan 2015). I would encourage you to follow this format and include footnotes where relevant; leaving full citations for a 'Works Referenced' page that follows the main text.[1] Ignorance of the citation method is not an excuse for academic misconduct. Remember there is a difference between paraphrasing and quoting and how to properly cite each respectively. If you have questions regarding what is appropriate, please consult with the library's tutorials on avoiding plagiarism and proper citation formats.

Group work and unauthorized assistance:

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. If a group/partner project is assigned, the student may still have individual work to complete. Read the syllabus and assignment directions carefully. You might have a project with group work and a follow up report that is independently written. When in doubt, e-mail the faulty member or ask during a class session. Seeking clarification is your responsibility as a student. Assuming group/partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Students requiring special accommodation: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability needing academic adjustments is requested to speak with the Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact the Disability Services, 115 Johnston Hall, (225) 578-5919.

[1] http://www.lib.umd.edu/tl/guides/citing-chicago-ad