**Environmental Economics**

**ECON 2505**

**Spring 2016**

**Prof. S. MacDonald**

**Annotated Bibliography Assignment to document and support your research**

**First draft of annotated bibliography (3 sources minimum) is due Wed. April 2**

**Final annotated bibliography is due Wed. May 18/Wed. May 25th (presentation date)**

**WHAT IS AN ANNOTATED BIBLIOGRAPHY?**

An annotated bibliography is a list of citations of books, articles, and other documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, called the annotation.

The purpose of the annotation is to inform the reader of the **relevance**, **accuracy, and quality** of the sources you have cited in support of your research topic. *(Source*: Cornell University Library, Research & Learning Services, Olin Library, Cornell University Library, Ithaca, NY, USA “How to Prepare an Annotated Bibliography: The Annotated Bibliography.” <http://guides.library.cornell.edu/annotatedbibliography>)

**THE PROCESS**

Creating an annotated bibliography calls for the application of a variety of critical thinking skills: concise exposition, succinct analysis, and informed library research.

1) First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly **examine and review the actual items**. Then choose those sources that provide a variety of perspectives on your topic.

2) Cite the book, article, or document using the appropriate style. For this assignment, you will use the **APA format.**

3) Write a concise annotation that **summarizes the central theme and scope** of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic. (*Source*: Cornell University Library, Research & Learning Services, Olin Library, Cornell University Library Ithaca, NY, USA “How to Prepare an Annotated Bibliography: The Annotated Bibliography.” <http://guides.library.cornell.edu/annotatedbibliography>)

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**Sample format of the Bibliography: what should be included in the annotation?**

A typical annotation includes the following information:

1. **Author information**: Who is the author? What is her/his background? Is the author qualified to write this document?
2. **Author's purpose**: What is the author's purpose in writing this article or doing this research? Is the purpose stated or implied? Does the author have a particular message?
3. **Audience information**: To what audience is the author writing (scholars, teachers, the general public, etc.)? Is this reflected in the author's style of writing or presentation?
4. **How is this reference relevant to your research?**
5. **Information source**: What methods did the author use to obtain the data? Is the article based on personal opinion, experience, interviews, library research, questionnaires, laboratory experiments, empirical observation, or standardized personality tests?
6. **Author conclusion**: What conclusions does the author draw? Are these conclusions specifically stated or implied?
7. **Relationship to other works**: How does this work compare with others cited? Does it conflict with conventional wisdom, established scholarship, government policy, etc.? Are there specific studies or writings cited with which this one agrees or disagrees? Are there any opinions not cited of which readers should be aware? Is the evidence balanced or weighted in favor of a particular perspective?
8. **Time frame**: Is the work current? Is this important? How does the time in which it was written reflect on the information contained in this work?

**Sample annotated bibliography entry:** The following example is taken from Cornell University Library's "How to Prepare an Annotated Bibliography" <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

Goldschneider, F.K., Waite, L.J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. American Sociological Review, 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the national Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams, cited below, shows no significant gender differences in sex role attitudes as a result of nonfamily living.