

POLITICAL ECONOMY I ECONOMICS EC3363F-001

Department of Economics
Western University

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Office Hours: T, Th, 2:00 – 3:00, or by appointment

Class Times: T, 12:30 - 1:30; Th, 11:30 – 1:30, UCC 60

Course website: <https://owl.uwo.ca/portal>

Undergraduate inquiries: 519-661-3507, SSC Room 4075, or econugrd@uwo.ca

Registration

You are responsible for ensuring you are registered in the correct courses. If you are not registered in this course, the Department will not release any of your marks until your registration is corrected. You may check your timetable by using the Login on the Student Services website at <https://student.uwo.ca/>. If you notice a problem, please contact your home Faculty Academic Counsellor immediately.

Prerequisite Note

The prerequisites for this course are **Economics 2260A/B** or **Economics 2150A/B**.

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken an anti-requisite course. Lack of pre-requisites may not be used as a basis for appeal. If you are found to be ineligible for a course, you may be removed from it at any time and you will receive no adjustment to your fees. This decision cannot be appealed.

If you find that you do not have the course prerequisites, it is in your best interest to drop the course well before the end of the add/drop period. Your prompt attention to this matter will not only help protect your academic record, but will ensure that spaces become available for students who require the course in question for graduation.

Course Summary: The field of economics, known as Political Economy, has come to mean ‘the economic analysis of political behavior’, which includes the behavior of political leaders, candidates, parties, voters, bureaucrats, office-holders, donors and even the media. This makes it an immense field, forcing me to make choices in putting together this course. I have organized around four ‘Big Questions’ about politics and behavior which are at present not nearly fully resolved. They are:

1. What motivates people to vote or not and to vote for particular candidates when they do, and why has voter turnout declined in many advanced democracies in the last 40+ years?
2. Do electoral systems influence the number and type of candidates who run for office, the policies enacted/espoused by those candidates, and the voting behavior of citizens?
3. What are the impacts on behavior of candidates, voters and office-holders of alternative means of financing political campaigns?

4. What has been the impact, if any, of changes in the news/information industry on political outcomes?
5. What is meant by corruption in government and what conditions cause it to increase or decrease?

Learning Outcomes: Students who successfully complete the course will

- at least three times during the term say to themselves; ‘I hadn’t thought of that’.
- be able to explain to non-specialists a variety of motivations for citizens to vote (or not) as well as explain variations across countries in patterns of voting behavior.
- have a more than superficial understanding of key differences in the way different government structures operate and the influences those differences have on policy and the type and number of candidates running for office.
- understand the differences in the incentives to run for office, the likely electoral outcomes and the influences on voting behavior that are implied by alternative voting systems.
- understand the difference between a *claim* an *argument* and *evidence*, and be able to assess the quality of all three in one’s own and in other people’s writing.

Textbook: There is no text for the course. It will be organized around a set of readings listed below in the course outline, and available for download from the course website. We will also at times make use of material from the following websites (which are, in any case, full of interesting information for anyone interested in political behavior).

Making Electoral Democracy Work – www.electoraldemocracy.com/
International Institute for Democracy and Electoral Assistance - www.idea.int
Center for Responsive Politics (USA) - www.opensecrets.org/
Elections Canada - www.elections.ca/
Federal Elections Commission (USA) - www.fec.gov/
Transparency International - www.transparency.org

Evaluation: As this is an essay course, the University requires that you write a minimum of 2500 words to obtain credit. In this course 90% of what you are evaluated on will be written, so you will in fact write more than that. The work to be evaluated will consist of the following:

1. An in-class essay quiz, which will count for 20% of your term mark. This will be open-book, which means: you can have anything *on paper* on your desk when you write. However - *No electronic devices can be on your desk*. There will be no make-up quiz. If you miss this quiz for an approved reason, that extra weight will be transferred to your Term Paper mark. This does not mean the quiz is *optional*; if you miss it without my approval you will get a 0 which will count toward your final mark. This quiz will be given in class on **November 9**, and will cover material from the course up to that point. You will have two hours to write on a set of essay questions.

2. Three take-home writing assignments.

Essay Assignment 1: You will get an article and a set of questions about that article on **Thursday, September 14**. Your answers to those questions are due at the start of class on **Thursday, September 21**. This first assignment will count for 10% of your mark.

Essay Assignment 2: You will get a set of essay questions about the course material to date on **October 5**, and your answers will be **due on October 17** at the start of class. This will also count for 10% of your mark.

Essay Assignment 3: You will write a synopsis of some *scholarly paper* that is related to the course material. The paper you choose cannot be one of the ‘starred’ papers in the course outline, but in any case, you must get the paper you’ve chosen *approved* by me or the Assignment will not be accepted. Further details on what I expect in Essay Assignment 3 can be found on the website under **Resources/Quiz and Assignment Information**. This Essay Assignment is due at the start of class on **Tuesday, November 21**, and will count for 20% of your mark.

No late assignments will be accepted.

3. A term paper. This will be 12+ typed pages (about 3500 words) not counting a title page or reference page or any tables or graphs. Details regarding what I expect for this are on the website under **Resources/Quiz and Assignment Information**, and it will count for 30% of your course mark. You must inform me of your topic (and have me approve it) no later than **Thursday, November 23**, and it is due at 3:00pm on **Thursday, December 14**.

Penalty for a late Term paper will be a 20% reduction in the mark if I do not have it in my hand at the due date, and another 20% for each day beyond that.

Plagiarism - is copying or stealing another’s words or ideas and attributing them as one’s own. This includes the words and ideas of your classmates as well as those you find in written or online material. Any instance of plagiarism in this class will result in my doing everything I can to insure the perpetrator receives the maximum penalty.

4. Class participation. As you will find out, I run an interactive class, which includes asking questions of specified class members. This means you need to come to class having read what is expected of you, and be ready to **participate** in the class session. I will both take attendance at each class and keep track of your participation. This will count for 10% of your course mark and zero participation will get you a zero.

Course Outline

All of the readings listed below can be found on and downloaded from the course website, *or* from an indicated website. We will not come close to discussing all of the readings on this list. Many are there simply to give you a place to start looking for papers to use for Assignment 3 and the Term Paper. I will keep you abreast of which papers from each section you need to read as we go.

I. To Vote or Not to Vote? Theory and Data

A. A first look at data on voting

IDEA data on turnout (<http://www.idea.int>)

*US Census Bureau, 2009, ‘Voting and Registration in the Election of November 2008’

*Elgot, J, 2016, ‘Young remain voters came out in force but were outgunned’, *The Guardian*, July 19.

*File, T., 2014, ‘Young-Adult Voting: An Analysis of Presidential Elections, 1964–2012’, *US Census Bureau Report*

*Burn-Murdoch, J, 2016 FT Data Blog: EU Referendum, *The Financial Times*, June 24

B. Why do people vote – or not vote? Theories of voting behavior

*Slivinski, A, 2017, ‘Notes on Theories of Voting Behavior’.

*Aldrich, John H. 1993. “Rational Choice and Turnout,” *American Journal of Political Science* 37 (1): 246–78.

*Feddersen, Timothy, 2004. “Rational choice theory and the paradox of not voting”, *Journal of Economic Perspectives* 18 (1), 99–112.

*Ledyard, J., 1984 “The Pure Theory of Large Two Candidate Elections,” *Public Choice*. 44: 7–41.

Shachar, Ron and Barry Nalebuff, 1999, “Follow the Leader: Theory and Evidence on Political Participation,” *American Economic Review*, 89:3, pp. 525–47.

Jankowski, R. 2007, “Altruism and the Decision to Vote: Explaining and Testing High Turnout”, *Rationality and Society*, 19(5): 5-34.

Uhlaner, C., “Rational Turnout: The Neglected Role of Groups,” *American Journal of Political Science*, 1989, 33(2), pp. 390–422.

Gerber, A. S., and D. P. Green, 2000, “The Effects of Canvassing, Telephone Calls, and Direct Mail on Voter Turnout: A Field Experiment” *American Political Science Review*, 49: 653-663.

Myatt, D, 2016, ‘A theory of protest voting’, *Economic Journal*,

C. Theory meets data

*Statistics Canada, 2016, ‘Reasons for not voting in the federal election, October 19, 2015’

* Campbell, D E, 2014, ‘Social Networks and Political Participation’, *Annual Review of Political Science*, 16:33–48

Jon H. Pammett and Lawrence LeDuc. 2003. “Explaining the Turnout Decline in Canadian Federal Elections: A New Survey of Non-voters,” *Elections Canada*.

Kasara, K and P Suryanarayan, 2015, ‘When Do the Rich Vote Less Than the Poor and Why? Explaining Turnout Inequality across the World’, *American Journal of Political Science*, 59, No. 3, Pp. 613–627.

*Blais, A., E. Gidengil, N. Nevitte & R. Nadeau, 2004, “Where does turnout decline come from?” *European Journal of Political Research* 43: 221–236.

Søberg, M, and T Tangeras, 2007, “Voter turnout in small referendums,” *Electoral Studies*, 26: 445-459

Endersby, James, Steven E. Galatas and Chapman B. Rackaway, 2002 “Closeness Counts in Canada:

Voter Participation in the 1993 and 1997 Federal Elections,” *Journal of Politics*, 64(2),610-631.

*Harbaugh, W T, ‘If People Vote Because They Like to, Then Why do so Many of Them Lie?’, *Public Choice*, Vol. 89, No. 1/2 (Oct., 1996), pp. 63-76

Kan, K. and C C Yang, 2001, ‘On expressive voting: Evidence from the 1988 U.S. presidential election’, *Public Choice*, 108: 295–312

Gallego, A, 2010, ‘Understanding unequal turnout: Education and voting in comparative perspective’, *Electoral Studies* 29: 239–248

*Turcotte, M., 2015, ‘Political participation and civic engagement of youth’, Statistics Canada.

D. Compulsory voting

*Jackman, S, 2001, “Compulsory Voting”, *International Encyclopedia of the Social and Behavioral Sciences*. Elsevier: Oxford, UK.

*‘Compulsory voting around the world: Executive summary’, 2006, *The Electoral Commission*, United Kingdom

*Birch, S., 2009, ‘The case for compulsory voting’, *Public Policy Research*, March-May: 21-27.

*Harb, M., 2005, ‘The case for mandatory voting in Canada’, *Canadian Parliamentary Review*, Summer

*Coyne, A., 2014, “Like jury duty or paying your taxes, voting should be mandatory,” *National Post*, May 14.

*Lijphart, A., 1997, “Unequal Participation: Democracy's Unresolved Dilemma,” *The American Political Science Review*, 91:1-14

*Hill, L., 2006, “Low Voter Turnout in the United States: Is Compulsory Voting a Viable Solution?” *Journal of Theoretical Politics* 18: 207

*Hill, L., 2002, “Compulsory Voting: Residual Problems and Potential Solutions”, *Australian Journal of Political Science*, 37:3, 437-455

Fowler, A, 2013, “Electoral and Policy Consequences of Voter Turnout: Evidence from Compulsory Voting in Australia,” *Quarterly Journal of Political Science*, 8: 159–182

S P. Singh , ‘Compulsory Voting and the Turnout Decision Calculus’, 2015, *Political Studies*, 63, 548–568.

Bechtel, M, D Hangartner and L Schmid, 2016, ‘Does Compulsory Voting Increase Support for Leftist Policy? *American Journal of Political Science*, 60, 752–767

*A. Barton Hinkle, 2016, ‘No, You Don't Have an Obligation to Vote’, *Reason.com*

Jensen, C B, and Jae-Jae Spoon, 2011, 'Compelled without direction: Compulsory voting and party systemspreading', *Electoral Studies* 30: 700–711

E. Strategic voting

J. L. Merolla, and L. B. Stephenson, 2007, "Strategic voting in Canada: A Cross Time Analysis," *Electoral Studies*, 26: 235-246

Blais, A., 2002, 'Why is there so little strategic voting in Canadian plurality rule elections?', *Political Studies*, 50: 445-454.

Bol, Damien, 2014, 'Strategic voting under PR: Evidence from the 2010 Swedish General Election', *electoraldemocracy.com*.

P R Abramson, J H Aldrich, A Blais, M Diamond, A Diskin, I H Indridason, D J Lee and R Levine, 2010, "Comparing strategic voting under FPTP and PR," *Comparative Political Studies* 43: 61-90 [Intro is a good summary of the SV issues]

Seth, C. McKee and M. V. Hood III, 2013, 'Strategic Voting in a U.S. Senate Election', *Political Behavior*, 35:729–751

Freden, Anniken, 2014, 'Threshold insurance voting in PR systems', *Journal of Elections, Public Opinion and Parties*

*'CUPE Slams Leadnow For Encouraging Canadians To 'Vote Together"', Posted: 04/13/2015, *Huffington Post.ca*

*Byers, M., 2011, 'The problem with strategic voting', CBC News, Posted April 20

II. Information and the Media in Politics

*Allcott, H. & M. Gentzkow, "Social Media and Fake News in the 2016 Election", *Working Paper: Stanford Institute for Economic Policy and Research*, January 2017

*Prior, M, 2013, 'Media and Political Polarization', *Annual Review of Political Science*, 16:101–27

*Ikners, N. 2017, 'US Presidential Election 2016: 'Fake News', Foreign Influence and Social Media', The ACE Electoral Knowledge Network, <http://aceproject.org>

*'Does political advertising work?', *The Economist*, Feb 6th 2016

*'Political advertising: Breaking down the battle of the airwaves', (Methodological details for above), *The Economist*, Feb 6th 2016

Djankov, S., C. McLiesh,, T. Nenova and A. Shleifer, 2003, 'Who Owns the Media?', *The Journal of Law & Economics* Vol. 46, No. 2

*'Fact Sheet: Newspapers', *Pew Research Center*, at <http://www.journalism.org/fact-sheet/newspapers>

Gerber, Alan S, Dean Karlan, and Daniel Bergan, “Does the Media Matter? A Field Experiment Measuring the Effect of Newspapers on Voting Behavior and Political Opinions,” *American Economic Journal: Applied Economics*, 2009, 1 (2), 35–52.

*Prat, A and D. Stromberg, 2013, ‘The Political Economy of Mass Media: A Survey’, typescript_

DellaVigna, S and E Kaplan, 2007, “The Fox News effect: Media bias and voting,” *The Quarterly Journal of Economics*, 122 (3), 1187–1234

Enikolopov, R, M Petrova, and E Zhuravskaya, “Media and political persuasion: Evidence from Russia,” *The American Economic Review*, 2011, 101 (7), 3253–3285.

M. Gentzkow, J. Shapiro, and M. Sinkinson, 2011, ‘The Effect of Newspaper Entry and Exit on Electoral Politics’, *American Economic Review*, 101: 2980–3018

Boleslavsky, R. And C. Cotton, 2015, ‘Information and extremism in elections’, *American Economic Journal: Microeconomics* 2015, 7: 165–207

Shigeo Hirano, Gabriel S. Lenz, Maksim Pinkovskiy and James M. Snyder, Jr., 2015, ‘Voter Learning in State Primary Elections’, *American Journal of Political Science* 59, 91-108

Hayes, D, and J L Lawless, 2015, ‘As Local News Goes, So Goes Citizen Engagement: Media, Knowledge, and Participation in US House Elections’, *Journal of Politics*

III. Electoral systems and their impact

A. Definitions and Data

*Golder, M. 2005, “Democratic electoral systems around the world, 1946–2000,” *Electoral Studies*, 24: 103–121.

*Bormann, N and M Golder, 2013, ‘Democratic Electoral Systems around the world, 1946–2011,’ *Electoral Studies* (update of above)

*King, C., 2000, ‘Electoral systems’, Georgetown University

B. Why it (might) matter

*Grofman, B. 2016, ‘Perspectives on the Comparative Study of Electoral Systems’, *Annual Review of Political Science*, 19:523–40

*Dasgupta, P., and E. Maskin, 2008, “Ranking Candidates Is More Accurate Than Voting,” *Scientific American*.

*D. L. Horowitz, 2003, “Electoral Systems: A primer for decision-makers,” *Journal of Democracy*, 14:115-127.

Rudolph, L, and T. Daubler, 2016, ‘Holding Individual Representatives Accountable: The Role of Electoral Systems’, *Journal of Politics*

Endersby, J. and J. T. Kriekhaus, 2008, 'Turnout around the globe: The influence of electoral institutions on national voter participation, 1972–2000', *Electoral Studies* 27: 601-610

*A. R. Menocal, 2011, "Why electoral systems matter: an analysis of their incentives and effects on key areas of governance" Overseas Development Institute (ODI) Research Report.

Wright, S., and W. Riker, 1989, "Plurality and runoff systems and numbers of candidates", *Public Choice* 60:155-175.

*'Why Proportional Representation: A look at the evidence', 2015, *Fair Vote Canada*

*Gottlieb, A., 2010, "Win or Lose," *The New Yorker*, August 26

*Edelman, P., 2012, "The Myth of the Condorcet Winner," Vanderbilt University Law School-Public Law & Legal Theory Working Paper Number 12-33.

Ritchie, K. and A. Gardini, 2012, 'Putting Paradoxes into Perspective: in Defence of the Alternative Vote', Chapter 11 of *Electoral Systems: Studies in Choice and Welfare*, pp 275-303.

Bowler, S., T. Donovan and J. Karp, 2006, 'Why Politicians Like Electoral Institutions: Self-Interest, Values, or Ideology?', *The Journal of Politics*, 68: 434–446

Funk, P., and C Gathman, 2013, 'How do Electoral Systems Affect Fiscal Policy? Evidence from Cantonal Parliaments, 1890–2000', *Journal of the European Economic Association*, 11(5):1178–1203

Bordignon, M, T. Nannicini, and G, Tabellini, 2016, 'Moderating Political Extremism: Single Round versus Runoff Elections under Plurality Rule', *American Economic Review*, 106(8): 2349–2370

Milesi-Ferretti, G, R. Perotti and M Rostagno, 2002, 'Electoral Systems and Public Spending', *The Quarterly Journal of Economics*, 117, pp. 609-657

IV. Financing Electoral Campaigns

*Waldman, P., 2014, "How Our Campaign Finance System Compares to Other Countries," *The American Prospect*, April 4.

*Ansolabehere, S., J. M. de Figueiredo, J. Snyder, 2003, "Why is there so little money in US politics?" *Journal of Economic Perspectives*, 17: 105–130.

*Milligan, K. and M. Rekkas, 2008, "Campaign Spending Limits, Incumbent Spending, and Election Outcomes," *Canadian Journal of Economics*, 41: 1351-1374

Avis, E., C. Ferraz, F. Finan, and C. Varjão, 2017, 'Money and Politics: The Effects of Campaign Spending Limits on Political Competition and Incumbency Advantage', *NBER Working Paper No. 23508*

Stratmann, T, 2010, 'Do low contribution limits insulate incumbents from competition?', *Election Law Journal* 9.2, p125.

*Ohman, M., 2014, 'Getting the Political Finance System Right', Chapter 2 of *Funding of Political Parties and Election Campaigns: A Handbook of Political Finance*, IDEA

Raja, R. and B. Schafner, 2012, 'The (Non-)Effects of Campaign Finance Spending Bans on Macro Political Outcomes: Evidence From the States', manuscript, University of Massachusetts – Amherst.

*Dawood, Y, 2015, 'Campaign Finance and American Democracy' *Annual Review of Political Science*, 18:329–48

Stratmann, T. and F. Aparicio-Castillo. 2006. "Competition policy for elections: Do campaign contribution limits matter?" *Public Choice* 127:177-206.

Flavin, P, 2015, 'Campaign Finance Laws, Policy Outcomes, and Political Equality in the American States', *Political Research Quarterly*, 68(1) 77–88

Stratmann, T., 2010 'Do low contribution limits insulate incumbents from competition?', *Election Law Journal*, 9

Ferguson, T, P Jorgensen, and J Chen, 2016, 'How Money Drives US Congressional Elections Working Paper No. 48, *Institute for New Economic Thinking*

Matter, U and M Slotwinski, 2016, 'Precise Control over Legislative Vote Outcomes: A Forensic Approach to Political Economics' *CESIFO WORKING PAPER NO. 6007*

*Gerson, J. 2016, 'Putting too tight of a cap on election spending and donations could do more harm than good', August 10, *The National Post*

Gerber, A., 2004, 'Does Campaign Spending Work? Field Experiments Provide Evidence and Suggest New Theory', *American Behavioral Scientist*, 47: 541-574

*Tokaji, D. P., 2011, "Reviving Equality in Campaign Finance: What the U.S. Can Learn from Canada," Commentary, *Election Law @ Moritz*, Moritz School of Law, Ohio State University, <http://moritzlaw.osu.edu/electionlaw/comments/index.php?ID=8103>

*Smith, B. A., "Why Campaign Finance Reform Never Works" *Commentary*, The Cato Institute, <http://www.cato.org/publications/commentary/why-campaign-finance-reform-never-works>

V. Corruption in Government

*Svensson, J. 2005, 'Eight questions about corruption', *Journal of Economic Perspectives*, 19: 19-42.

*'Corruption Perceptions Index', 2015, *Transparency International*

*'Corruption Perceptions Index: Technical Methodology Note', 2015, *Transparency International*

*Donchev, D, and G Ujhelyi, 2014, 'What do Corruption Indices Measure?', *Economics and Politics*, 26: 309-32

*De Vries, C E, and H Solaz, 2017, 'The Electoral Consequences of Corruption', *Annual Review of Political Science*, 20:391–408

*'Procurement Spending – Rigging the Bids', 2016, *The Economist*

Fisman, Raymond, and Gatti, Roberta, 2002, "Decentralization and Corruption: Evidence across Countries," *Journal of Public Economics*, 83; 325-345.

Klašnja, M, 2015, 'Corruption and the Incumbency Disadvantage: Theory and Evidence', *Journal of Politics*, 77:

Jie Bai, Seema Jayachandran, Edmund J. Malesky, and Benjamin A. Olken, 2014, 'Does Economic Growth Reduce Corruption? Theory and Evidence from Vietnam', typescript

Chang, E, and M Golden. 2007. "Electoral Systems, District Magnitude and Corruption." *British Journal of Political Science* 37 (1): 115–37.

Charron, N, 2011, 'Party systems, electoral systems and constraints on corruption, *Electoral Studies* 30: 595–606

Mocan, Naci, 2008, "What Determines Corruption? International Evidence from Micro Data," *Economic Inquiry*, 46; 493-510.

Adserà, A. C. Boix and M. Payne, 2003, 'Are You Being Served? Political Accountability and Quality of Government', *Journal of Law, Economics and Organization*, 19 (2): 445-490.

Rohwer, A., 2009, 'Measuring corruption: A comparison between Transparency International's Corruption Perceptions Index and the World Bank's Worldwide Governance Indicators', CESifo DICE Report 3/2009.

Kunicova, J, and S Rose-Ackerman, 2005, 'Electoral Rules and Constitutional Structures as Constraints on Corruption', *British Journal of Political Science*, 35, 573–606

Important Information for those interested in getting the most from Ec 3363:

My Basic Operating Principle in this course is - What happens in the classroom is part of an important joint enterprise into which everyone is expected to invest. That BOP is what motivates all of the following.

1. It is your responsibility to keep yourself informed about the course: deadlines, assignments, readings and the dates for quizzes. All of this information can be found on the course website and course outline. My responsibility is to insure that information is accurate and up to date. If at any time you think any info isn't clear – ask me about it. The website includes a Class Log which will be updated after each lecture with a brief outline of what happened that day and any reading that need to be done for future classes.

2. You are welcome to communicate with me via email. I will answer as promptly as possible, subject to the following constraints:

a. If you send an email with a question whose answer is clearly provided on the website or

course outline, I'll ignore the email; see Point 1 above.

b. If you ask a question about the course material that requires a long, detailed answer, my only reply will be 'come seeme'.

c. The university's position on Ontario's *Freedom of Information and Privacy Protection Act* implies that I am not to respond to any email in a way that could possibly be interpreted as conveying confidential academic or personal information, **unless** it is to a *UWO* email address. Therefore, if you want to be sure to get an answer from me to any email, write to me from your *UWO* email account.

3. Assigning marks is the least important part of teaching, but I recognize that the world outside uses those marks. I assign everyone the marks they have earned, using the rules provided on the syllabus. I won't change those rules unless there is an overwhelmingly good reason to do so *for the entire class*. The same applies to all deadlines and penalties. Similarly, no mark on any work will be changed unless you convince me that the original mark assigned was in some way mistaken. That you *need* a certain mark isn't relevant. If you are convinced that, none the less, some mark deserves to be changed, then your only chance to convince me of that is to do so in person, *not* via email. The **window of opportunity** to challenge a mark on an assignment or the midterm is between *24 hours after and 7 days after* you receive that mark.

4. The most useful resource for you for this class is me. I am always in for office hours (or will announce my absence, if not) and am happy to set up appointments outside of them. If you are having trouble with anything in class, come see me. If the first time we talk about your progress in the course is after you've submitted half your work for the term, there will be little I can do to help you.

5. There is now a growing body of social-scientific evidence that indicates students who take notes in class using a writing instrument do better than those who use a laptop, *ceteris paribus*. There are two reasons for this. One is that, as we all know, most students with their laptops open are mostly not taking notes. The other less obvious reason is that the act of deciding what to write down and how to write it helps students to understand and retain what is being taught. In any case, **my policy is:**

You can have a laptop open in class **until** the first time I find you using it for non-course-related activities.

Cellphones and smartphones can *never* be used in class. If yours rings/chimes/buzzes/plays a tune during the lecture, I have the right to answer it or send you from the room. If my cell rings in class, the first student to put their hand up can answer mine.

6. My view of a university is that its purpose is to re-arrange your understanding of the world. If that is not what you're here to accomplish, you won't get much out of your time in University, or out of this course, and you should drop it. As a corollary to that philosophy, I have no interest in helping students who don't come to class, and no tolerance for those who regularly show up late or leave early. If you have to leave class early for a good reason, I expect to be notified ahead of time of the reason. If you feel you will have to do that regularly, then drop the class. If you have to arrive late, the same applies. Such behaviour is highly distracting and disrespectful to your colleagues and to me.

Please Note
Department Policies for 2017 – 2018

Remember that the University expects all students to take responsibility for their own academic Programs. Also remember to check your registration to make sure you are enrolled in the correct courses.

1. Guidelines and policies for the Faculty of Social Science and the Department of Economics are posted online in the current Western Academic Calendar at <http://westerncalendar.uwo.ca>.
2. Students must familiarize themselves with the “Rules of Conduct for Examinations” <http://westerncalendar.uwo.ca/2017/pg136.html>.
3. **Cheating as an academic offence:** Students are responsible for understanding what it means to “cheat”. The Department of Economics treats cheating incidents very seriously and will investigate any suspect behavior. Students found guilty will incur penalties that could include a failing grade or being barred from future registration in other economics courses or programs. The University may impose further penalties such as a notation on your official academic transcript, suspension or expulsion.
4. **Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge it by using quotation marks where appropriate and referencing with footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the current UWO Academic Calendar at <http://westerncalendar.uwo.ca/2017/pg113.html>).

The University of Western Ontario uses software to check for plagiarism and students may be required to submit their written work in electronic form. Those found guilty will have penalties imposed as noted in point 3.

5. It is Department of Economics policy that **NO** assignments be dated, stamped or accepted by staff. Students are responsible for submitting assignments in class or to the instructor during office hours.
6. When appealing a mark, students should refer to the University’s Procedures in the current UWO Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>). Please note the relevant deadlines.

The Department will not consider any appeal unless an attempt has been made to settle the matter first with your instructor. If after this discussion you remain dissatisfied with a grade or other decision, you may proceed with a written appeal (e-mails are not acceptable) to the Undergraduate Director in Economics, stating the reasons for your appeal. A useful form and checklist is provided at (http://economics.uwo.ca/undergraduate/program_counselling/responsibilities_policies.html#appeals).

7. Systematic adjustments of a class grade distribution (either up or down) can occur in Economics courses. The fact that grades have been adjusted is **not** grounds for an appeal.
8. Note the following add and drop deadlines:

Last day to **add** a 1st term half course:
Friday, September 15th, 2017

Last day to **add** a 2nd term half course:
Tuesday, January 16th, 2018

Last day to **drop** 1st term half course without
academic penalty:
Monday, November 13th, 2017

Last day to **drop** 2nd term half course
without academic penalty:
Wednesday, March 7th, 2018

9. Faculty of Social Science policy states that oversleeping or misreading an exam schedule is not an excuse for a make-up. This rule applies to all mid-term tests and final exams in the Department of Economics.

Policy Regarding Makeup Tests and Final Examinations

*Academic accommodation will **not** be granted automatically on request. You **must** demonstrate by documentation that there are **compelling** medical or compassionate grounds before academic accommodation will be considered.*

If you decide to write a test or an examination, you must be prepared to accept the mark you earn. Rewriting tests or examinations, or having the value of the test or examination reweighted on a retroactive basis, is **not** permitted. Book airline flights after you know the dates of your final examinations. Airline flights must not conflict with test or final exams.

If you are requesting a makeup test for a midterm or a final examination, unless medically incapable, notify your instructor by email or phone, preferably prior to the scheduled date of the test, but definitely within **24 hours** of the date of the test or exam. Failure to follow this procedure may result in denial of a request for academic accommodation or result in a grade of zero. Set up an appointment as soon as possible to meet personally with your instructor. If the instructor is not available, you may send an email message, copying the Undergraduate Coordinator at econugrd@uwo.ca (Social Science Room 4075). **Notifying your instructor of a missed test or exam does not automatically entitle you to a makeup test.**

Students who seek a makeup test or examination must provide medical or other relevant verification that their absence from a regularly scheduled test or examination is beyond their control. Documentation must support your reasons. Medical documentation should be given to the Academic Counselling Office of your *home* Faculty **as soon as possible (preferably within 24 hours of the test)** if you know you may not be able to write your final examination on the scheduled day and time. Failure to follow this procedure, or to provide supporting documentation, may result in denial of a request for academic accommodation or result in a grade of zero. If your documentation is not acceptable, you will be given a zero for the missed test.

For personal illness, if you consult Student Health Services regarding your illness or personal problem, you should request a Student Medical Certificate from the physician. If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used and can be found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. Notes stating "For Medical Reasons" are not considered sufficient.

For any other circumstances, if you are not sure what documentation to provide, ask your Academic Counsellor. If your documentation is judged sufficient, the Academic Counsellor will issue a Recommendation for a Special Examination (a single form for midterms or a triple color form for final examinations). Once you have this form, contact your instructor as soon as possible to make arrangements. Even if approved from your home faculty Academic Counsellor, there is no guarantee that you will be allowed to write the makeup test and exam.

For final examinations, you need permission from your *home* Faculty Counsellor, your instructor, and the Department Undergraduate Director. Failure to follow this procedure may result in an examination grade of zero. You must ensure that the Special Examination form has been signed by the instructor and Department Undergraduate Director and that the form is returned to the Academic Counselling Office for approval without delay. Make-up final examinations, if permitted, will be written within one month of the end of the exam period.

Policies Regarding Academic Accommodation

Information about the Faculty of Social Science's policies regarding academic accommodation is found on its website at <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> or in Social Science Room 2105. Your "Academic Rights and Responsibilities" are also outlined in the current UWO Calendar at <http://westerncalendar.uwo.ca/2017/pg111.html>. Claiming that "you didn't know what to do" is not an acceptable excuse for not following the stated procedures.

Policy Regarding Class Attendance

If your instructor views your class attendance as unsatisfactory, you can be prohibited from writing the final examination. If there is intent to make use of this University policy, you will be notified in writing.

Statement on Mental Health and Support Services

If you or someone you know is experiencing emotional/mental distress, there are several resources here at Western to assist you. Please visit <http://www.uwo.ca/uwocom/mentalhealth/> for more information and a complete list of resources, as well as how to obtain help.

Guidelines for Essay Courses

Essay Courses¹

An essay course is defined as a course in which the cumulative amount of written work, excluding written work in examinations, is normally at least 2,500 words (for a half course).

In order to pass an essay course the student must exhibit some minimal level of competence in essay writing as well as the appropriate level of knowledge of the content of the course.

English Language Proficiency for Assignment of Grades²

Students must demonstrate the ability to write clearly and correctly. Written work on any subject that shows a lack of proficiency in English and is unacceptable for academic credit will be failed or, at the discretion of the instructor, returned to the student for revision to an acceptable literate level.

To foster competence in the use of the English language within their disciplines, *all instructors will take proficiency in English into account in the assignment of grades*. Note that this policy applies to all courses, not only essay courses.

Recycling of Assignments

Students are prohibited from handing in the same essay or paper for two different courses. This would be considered a scholastic offence and subject to academic penalties, including, but not limited to, the possibility of zero on that particular assignment.

Plagiarism

Plagiarism is defined as “the act or an instance of copying or stealing another’s words or ideas and attributing them as one’s own.”³

The concept of plagiarism applies to ALL assignments and their component parts, including essays, reports, diagrams, statistical tables, and computer projects.

Below are examples of some common mistakes that constitute acts of plagiarism. It is plagiarism if you:⁴

- Submit someone else’s work as your own
- Buy a paper from a paper mill, website or other source and submit it as your own work
- Copy sentences, phrases, paragraphs, or ideas from someone else’s work, published or unpublished, without giving the original author credit
- Replace selected words from a passage and use it as your own without giving the original author credit
- Copy any type of multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else’s work without giving the original author credit
- Piece together phrases, ideas and sentences from a variety of sources to write an essay without giving the original authors credit

¹From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf

² From the UWO Academic Handbook. See http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

³Excerpted from HC Black, *Black’s Law Dictionary*, West Publishing Co., 1999, 7th ed., p. 1170.

⁴ From the San José State University Plagiarism Tutorial <http://tutorials.slibrary.org/tutorial/plagiarism/>

- Build on someone else's ideas or phrases to write your paper without giving the original author credit

Plagiarism is a serious scholastic offence. Possible consequences of plagiarism include a mark of 0% on the assignment, a mark of 0% for the entire course, and expulsion from the university.

Purchasing an essay is a form of plagiarism and a very serious offence. The UWO Academic Calendar indicates that the penalty can be as severe as expulsion from the university.

Instructors may require students to submit their written work electronically to <http://www.turnitin.com>. Turnitin.com is a service that assists instructors and students in detecting and avoiding plagiarism.

Students wishing more guidance on how to avoid plagiarism or in doubt about whether their work constitutes plagiarism should consult their instructor. Claiming that you did not know you have plagiarized is not an acceptable excuse.

The key to avoiding plagiarism is to cite references correctly and fully for the sources you use in your work. The next section provides a summary of style guidelines for citing references.

Referencing and Citation Guidelines

If you use the work or ideas of others in your work, you must acknowledge the contributions of the original authors and provide citations and references to their work.

The Economics Department has adopted the citation guidelines used in *The Chicago Manual of Style*, 16th edition. Chicago: University of Chicago Press, 2010. An Online version is available from Western Libraries <http://www.lib.uwo.ca>. Search the catalogue by title "Chicago Manual of Style." For access from off campus, you must use the *OffCampus Access* sign-in on the Library's homepage.

Economics papers typically use the **author-date** style of references. A detailed explanation of the author-date style and numerous examples of citations for print and electronic sources are available in chapter 15 of the *Chicago Manual of Style Online*. See also the handy "Chicago-Style Citation Quick Guide" under Tools on the homepage.

In the body of an essay, in-text citations give the last names of the authors of the piece you are referencing, the year of publication, and, where relevant, page numbers. These in-text citations refer the reader to more complete bibliographic references given in a list of references at the end of the essay. If your paper cites multiple works by the same author(s) with the same publication year, the convention is to add a lower case letter after the date in both the in-text citation and the References, e.g., 1993a and 1993b. This way, the in-text citation points the reader to the correct work in the References.

Examples of in-text citations:

Diamond (1981, 1982) and Mortensen (1982a, 1982b) find these externalities can cause an inefficient level of search activity...

The "new view of unemployment" which emerged during the 1970s emphasized the importance of turnover in the labour force and the brief duration of many employments spells (Hall 1970, 1972; Perry 1972; Marston 1976).

The primary objectives of the LMAS are "1. To provide measures of the dynamic...the Labour Force Survey" (Statistics Canada 1990, 5).

The list of references at the end of the essay should be titled References or Works Cited. It provides more complete bibliographic information about each source cited. In addition to References, you should also provide adequate referencing of any data sources. This should be done in a data appendix following the text of the paper and before the References.

Examples of the author-date style in the References for some commonly used materials follow. Note that for a book with two or more authors, only the first author's name is inverted, and a comma appears both before and after the first author's given name or initials.

(i) BOOKS:

Lastname, Firstname. Copyright year. *Title of Book*. Place of Publication: Publisher's Name.

e.g. Wonnacott, Thomas, and Ronald Wonnacott. 1984. *Introductory Statistics for Business and Economics*. 3rd edition. Toronto: John Wiley & Sons.

(ii) JOURNAL ARTICLES OR ARTICLES IN A BANK REVIEW:

Lastname, Firstname. Year. "Title of Article." *Name of Journal or Bank Review* Volume: pages.

e.g. Geweke, John F., and David E. Runkle. 1995. "A Fine Time for Monetary Policy." *Federal Reserve Bank of Minneapolis Quarterly Review* 19: 18-31.

(iii) GOVERNMENT PUBLICATIONS:

Government Agency, Bureau or Department. Year. *Title*. Catalogue or issue number or additional information (where applicable).

e.g. Statistics Canada. 1983. *Logging: Annual Census of Forestry*. Catalogue No. 25-201.

U.S. Department of Commerce, Bureau of the Census. 1975. *Median Gross Rent by Counties of the United States, 1970*. Prepared by the Geography Division in cooperation with the Housing Division, Bureau of the Census. Washington, DC.

(iv) NEWSPAPERS:

Lastname, Firstname. Year. "Title." *Name of Newspaper*. Month day. Note that the page number should be given in the in-text citation, for example, (Sicular and Hartford 1989, 14).

e.g. Sicular, Terry, and Kathleen Hartford. 1989. "China's Looming Rural Crisis." *Asian Wall Street Weekly*. July 3.

(v) CHAPTERS IN EDITED BOOKS OR CONFERENCE VOLUMES:

Lastname, Firstname. Year. "Title." In *Title of Book/Volume*, edited by Firstname Lastname, page range. Place of Publication: Publisher's Name.

e.g. Fafchamps, Marcel. 2001. "The Role of Business Networks in Market Development in Sub-Saharan Africa." In *Communities and Markets in Economic Development*, edited by Masahiko Aoki and Yujiro Hayami, 186-214. New York: Oxford University Press.

(vi) ONLINE BOOKS:

Lastname, Firstname. Year. *Title*. Place of Publication: Publisher. url/web address (access date).

e.g. Mäler, Karl-Göran, and Jeffrey R. Vincent, eds. 2005. *Handbook of Environmental Economics, Vol. 3: Economywide and International Environmental Issues*. Amsterdam: Elsevier. <http://www.sciencedirect.com/science/handbooks/15740099> (July 23, 2007).

(vii) ONLINE JOURNAL ARTICLES:

A DOI (digital object identifier) is preferable to a URL. If using a URL, use the address that appears in your browser's address bar when viewing the article (or the abstract) unless a shorter, more stable form of the URL is offered along with the electronic article.

Lastname, Firstname. Year. "Title." *Journal* Volume: pages or article number. doi: **OR** url/web address (access date)

e.g. Caucutt, Elizabeth M., and Krishna B. Kumar. 2008. "Africa: Is Aid an Answer?" *The B.E. Journal of Macroeconomics* 8(1): 1935-1690. doi: 10.2202/1935-1690.1761

Ruffle, Bradley J., and Richard Sosis. 2007. Does it Pay to Pray? Costly Ritual and Cooperation. *B.E. Journal of Economic Analysis and Policy* 7(1): Article 12. <http://www.bepress.com/bejeap/vol7/iss1/art18> (Aug. 7, 2007).

(viii) INTERNET SITES:

Name of Website or Organization. "Title". Access date. url/web address.

e.g. McDonald's Corporation. "Our History." Accessed July 19, 2016. <https://www.mcdonalds.com/us/en-us/about-us/our-history.html>

Writing an Economics Essay: Starting Points

The best place to start a written economics assignment is by reviewing your instructor's description of and instructions for the assignment. If you have questions about the assignment, you should ask your instructor.

A good way to learn how economists write is to read work written by economists. Examples of economic writing can be found in the course outline, economics journals, working papers series, and other economic publications. Your instructor may be able to suggest good examples of published work or provide examples of good student work from past years.

Two books that provide useful advice on how to write for economics are:

McCloskey, Dierdre N. 2000. *Economical Writing, 2nd edition*. Prospect Heights, Illinois: Waveland Press.

Greenlaw, Steven A. 2006. *Doing Economics: A Guide to Understanding and Doing Economic Research*. New York: Houghton Mifflin Co.

Writing an Economics Essay: Resources

An excellent place to start looking for information and ideas is the **Resources Link** on the Department of Economics website (<http://economics.uwo.ca/resources/index.html>). Here you will find a comprehensive list of sources for published and unpublished economic papers, articles, books, theses, government publications, data, and so on.

The **DB Weldon Library** has an outstanding collection of materials in economics, including bibliographies, indexes, handbooks, and periodicals. Library holdings, the online library catalogue, and other resources are available electronically from the Western Libraries Homepage <http://www.lib.uwo.ca/>. Access is available anywhere there is an internet connection using the OffCampus Proxy Server on the Library main page.

There is a wealth of "how to" information, including YouTube videos, on the Library's home page. You are strongly encouraged to take a library orientation tour, as well, to learn about where things are located physically and online, and where to go for assistance. You should feel free to consult library staff if you have any questions or are having difficulty using the library.

The New Palgrave Dictionary of Economics is a good place to begin exploring topics in economics. The most comprehensive dictionary of economics in existence today, it features articles by influential economists in their areas of expertise. It is available online through the library catalogue, or in print in the Weldon's Reference section (call # HB 61.N49 2008 v. 1-8).

EconLit (*Economic Literature*) is a comprehensive, indexed electronic bibliography of economic literature from 1969 to the present covering major journals, articles in collective volumes (essays, proceedings, etc.), books, book reviews, dissertations, and working papers. Citations, selected abstracts, and links to UWO's full-text resources are provided. *EconLit* is available through the Library catalogue, or from the Library's list of Databases found under "Research Tools" on the Library homepage <http://www.lib.uwo.ca/>

You can download and print records from the *EconLit* database. Once you have successfully marked records of interest, download your marked records to a text file, send marked records by email, or export them to a citation manager such as *Refworks*.

Refworks is a bibliographic and citation software tool that can be used to construct citations and lists of references in the author-date and other styles. Search the library catalogue (title search) for *Refworks* for access using Western's group access code.

CANSIM (Canadian Socio-economic Information Management System)

is Statistics Canada's computerized database of time series data covering a wide variety of social and economic aspects of Canadian life. Access the database by doing a Title Search on the Western Libraries Catalogue, or from the Library's list of Databases found under "Research Tools" on the Library homepage <http://www.lib.uwo.ca/> .

Western Undergraduate Economics Review (WUER)

The Department of Economics encourages students to consider submitting their essays to the *Western Undergraduate Economics Review*, a journal published annually by the Department that showcases student work in economics. For information about the *WUER* and its submission guidelines, please visit http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html

Alumni Essay Prizes in Economics

The following criteria will be used, and each prize is valued at \$550:

1. Students can only win an Alumni Prize once.
2. Two prizes may be awarded at the end of the academic term. One for a student registered in a 2100 level course and one for a student registered in a 2200 or higher level course. Economics 4400E is not eligible for this as it has its own paper prize.
3. Instructors will nominate students for the prize. The paper should be submitted to the Undergraduate Coordinator for consideration by the Essay Prize Committee, which will decide the winner.
4. The Essay Prize Committee will consist of the Undergraduate Program Director, WUER Faculty Advisor and one other faculty member. The decision of the Committee is final and cannot be appealed.
5. Papers will be judged on content, originality, use of references, spelling and grammar.

The grade given to the paper will not influence the decision of the Essay Prize Committee as all comments by the original marker will be removed.

The deadlines for submissions are:

Fall courses: December 21st
Winter courses: April 30th

The winner of the essay prize will have his/her paper submitted in the spring to the Western Undergraduate Economics Review. Other appropriate papers may also be submitted.