

POLITICAL ECONOMY I
ECONOMICS 3363F-001
Department of Economics
Western University

September 2018

General Information:

Instructor: Al Slivinski
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Office hours: M,W, 2:00 – 3:00, or by appointment
Classroom meeting time(s) & location: T, 2:30 - 4:30; Th, 2:30 – 3:30, AHB 2B04
Course website: <https://owl.uwo.ca/portal>
Undergraduate inquiries: 519-661-3507 or 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 2260** or **Economics 2150**.

You are responsible for ensuring that you have successfully completed all course prerequisites, and that you have not taken any anti-requisite courses. Lack of prerequisites 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 Objectives:

Political Economy within the Economics discipline refers to ‘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 covers a lot, but I have organized this course around five ‘Big Questions’ about politics and behavior which are at present not nearly fully resolved – and we won’t resolve them in 3363, either. 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 most 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, or 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?

Course 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.

Textbooks:

There is no text for the course. It is 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.electoral democracy.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

Grading:

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

This will count for 20% of your term mark, and 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.

The quiz is in class on **November 13**, 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 some readings and a set of questions about them on **Thursday, September 13**. Your answers to those questions are due at the start of class on **Thursday, September 20**. 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 4**, and your answers will be **due on October 18** at the start of class. This will also count for 10% of your mark.

Essay Assignment 3: You will write a synopsis of a *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 **Thursday, November 22**, 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 **Monday, December 17**.

Penalty for a late Term paper will be a 20 point reduction in the mark if I do not have it in my hand at the due date, and another 20 points for each 24hours beyond that.

4. Class participation.

As you will learn, 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.

Plagiarism:

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

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.

0. Claims, Arguments, Evidence

Excerpt from 'Mair, R, 2016, 'Responsible government and how it blocks democracy', *commonsensecanadian.ca*

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, 2018, '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, 2015, '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 CC 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 system spreading', *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, Annika, 2014, 'Threshold insurance voting in PR systems', *Journal of Elections, Public Opinion and Parties*, 24:473- 492

*'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

'Briefing: Social Media and Democracy', *The Economist*, Nov 4, 2017

*'Political advertising: Breaking down the battle of the airwaves', (Methodological details for article 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.

‘Briefing: Social Media and Democracy’ *The Economist*, Nov 4, 2017

*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

A. Garvazza, M. Nardotto and T. Valletti, 2017, ‘Internet and Politics: Evidence from U.K. Local Elections and Local Government Policies, *CESifo Working Paper No. 6659*

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*

Filipe R. Campante, Daniel A. Hojman, 2013, ‘Media and polarization: Evidence from the introduction of broadcast TV in the United States’, *Journal of Public Economics*, 100: 79–92

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, PJorgensen, 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 'comeseeme'.

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 ring/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 2018-2019

Remember that the University expects all students to take responsibility for their own Academic Programs. Students should also check their registration to ensure they 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://www.uwo.ca/univsec/pdf/academic_policies/exam/administration.pdf.
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 an official academic transcript, suspension or expulsion.
4. **Plagiarism:** Students must write their essays and assignments in their own words. When taking an idea/passage from another author, it must be acknowledged with quotation marks where appropriate and referenced with footnotes or citations. Plagiarism is an academic offence (see Scholastic Discipline for Undergraduate Students in the Western Calendar at http://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20).

Western University uses software to check for plagiarism and students may be required to electronically submit their work. Those found guilty will be penalized as noted in point 3.

5. It is a Department of Economics policy that **NO** assignments be dated, stamped or accepted by staff. Students must submit assignments in class or to the instructor during office hours.
6. When appealing a mark, students should refer to the Student Academic Appeals section in the current Western Academic Calendar at:
http://westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.
Please note the relevant deadlines.

The Department will not consider an appeal unless an attempt has been made to settle the matter with the instructor first. Students who remain dissatisfied with the outcome may proceed with a written appeal (e-mails are not acceptable) to the Undergraduate Director in Economics, stating the reasons for their appeal. A 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:

Deadline to add a first term half course:

Friday September 14, 2018

Deadline to drop a first term half course:

Monday November 12, 2018

9. Faculty of Social Science policy states that oversleeping or misreading an exam schedule is NOT grounds for a makeup. This rule applies to midterm and final exams in the Department of Economics.

Policy Regarding Makeup Tests and Final Examinations

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

Students who proceed to write a test or examination must be prepared to accept the mark. Rewriting tests or examinations, or having their value reweighted on a retroactive basis, is **not** permitted. Students must also book travel arrangements AFTER final exam dates have been posted as they must not conflict with test or final exams.

Unless medically incapable of doing so, students must notify their instructor prior to the test date or at least within **24 hours** when requesting a makeup exam. Failure to follow this procedure may result in denial of academic accommodation and a grade of zero. Students should also set up an appointment as soon as possible to meet with their instructor. If the instructor is not available, send an email message, copying the Undergraduate Coordinator at econugrd@uwo.ca. **Notifying instructors of a missed exam does not automatically entitle students to a makeup.**

Students who seek a makeup exam must also provide supporting medical or other relevant documentation that their absence from a scheduled test or exam is beyond their control. Documentation should be submitted to the Academic Counselling Office of the student's *home* Faculty **as soon as possible (preferably within 24 hours of the scheduled test)**. Failure to follow this procedure may result in denial of academic accommodation and a grade of zero. If the documentation submitted is not acceptable, students will receive a zero for the missed test.

For personal illness, students may consult Student Health Services and request a Student Medical Certificate from the physician. If assessed by an off-campus doctor, students must obtain a certificate from his/her office at the time of the visit. The off-campus medical certificate form must also 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 religious or compassionate circumstances, students should ask their Academic Counsellor what documentation to provide. If 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 exams). Once students have this form, they must contact their instructor as soon as possible to make arrangements. Even if approved by their Academic Counsellor, there is no guarantee that students will be allowed to write the makeup test/exam.

For final examinations, students need to seek permission from their *home* Faculty Counsellor, Instructor, and the Department Undergraduate Director. Failure to follow this procedure may result in a grade of zero. Students 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. If approved, makeup examinations will be written within one month of the end of the exam period.

Policies Regarding Academic Accommodation

The Faculty of Social Science's policies regarding academic accommodation is found at http://counselling.ssc.uwo.ca/procedures/having_problems/index.html.

"Academic Rights and Responsibilities" are also outlined in the Western Calendar at <http://westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&command=showCategory&SelectedCalendar=Live&ArchiveID=>. 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 the instructor deems a student's class attendance as unsatisfactory, that student may be prohibited from writing the final examination. If there is intent to make use of this University policy, the student will be notified in writing.

Statement on Mental Health and Support Services

Students under emotional/mental distress should visit http://uwo.ca/health/mental_wellbeing/ for more information and a complete list of resources on how to obtain help.

Guidelines for Essay Courses

Essay Courses¹

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

To pass an essay course students must exhibit a minimal level of competence in essay writing in addition to comprehension of the course content.

English Language Proficiency for Assignment of Grades²

Written work that demonstrates a lack of English proficiency will be failed or, at the discretion of the instructor, returned to the student for revision to an acceptable level.

To foster competence in the English language, *all instructors will take English proficiency into account when marking*. This policy applies to all courses, not only essay courses.

Recycling of Assignments

Students are prohibited from handing in the same paper for two different courses. Doing so is considered a scholastic offence and will be subjected to academic penalties.

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

Plagiarism applies to ALL assignments including essays, reports, diagrams, statistical tables, and computer projects. Examples of plagiarism include:⁴

- Submitting someone else’s work as your own
- Buying a paper from a mill, website or other source and submitting it as your own
- Copying sentences, phrases, paragraphs, or ideas from someone else’s work, published or unpublished, without citing them
- Replacing selected words from a passage and using it as your own without citing them
- Copying multimedia (graphics, audio, video, internet streams), computer programs, music compositions, graphs, or charts from someone else’s work without citing them
- Piecing together phrases and ideas from a variety of sources to without citing them
- Building on someone else’s ideas or phrases without citing them

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

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.sjlibrary.org/tutorial/plagiarism/>

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

Students seeking further guidance on avoiding plagiarism should consult their instructor. Claiming ignorance is not an acceptable excuse.

The key to avoiding plagiarism is to correctly cite reference sources.

Referencing and Citation Guidelines

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 off-campus access, use the *OffCampus Access* sign-in on the Library’s homepage.

Economics papers often use the **author-date** style of references. Further details and examples of this style 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 list the last names of the authors of the piece that are referenced, the year of publication, and, where relevant, page numbers. In-text citations refer the reader to a complete list of bibliographic references at the end of the essay. Papers that cite multiple works by the same author(s) with the same publication year should add a lower case letter after the date in both the in-text citation and References (e.g., 1993a and 1993b). In doing so, the in-text citation points the reader to the relevant work.

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 complete bibliographic information about each source cited. In addition, students 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.

Below are examples of the author-date style. For sources with two or more authors, only the first author’s name is inverted and a comma appears before and after the first author’s given name or initial.

1. BOOKS:

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

2. JOURNAL ARTICLES OR ARTICLES IN A BANK REVIEW:

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

3. GOVERNMENT PUBLICATIONS:

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.

4. NEWSPAPERS:

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

5. CHAPTERS IN EDITED BOOKS OR CONFERENCE VOLUMES:

Fafchamps, Marcel. 2001. "The Role of Business Network 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.

6. ONLINE BOOKS:

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).

7. ONLINE JOURNAL ARTICLES: *please use DOI (digital object identifier) or URL*

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).

8. INTERNET SITES:

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

To start a written assignment, review your professor's instructions and published work written by Economists. Examples of economic writing can be found in the course outline, economic journals, working papers series, and other economic publications.

Two sources that provide information on writing 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

The **Resources Link** on Western University's Department of Economics website (<http://economics.uwo.ca/resources/index.html>) provides a list of sources for published and unpublished economic papers, articles, books, theses, government publications, data, etc.

DB Weldon Library has a collection of bibliographies, indexes, handbooks, and periodicals in economics. Library holdings, the online library catalogue, and other resources are available electronically from the Western Libraries Homepage <http://www.lib.uwo.ca/>. These can be accessed off-campus with the OffCampus Proxy Server on the Library main page.

Students are encouraged to take a library orientation tour to learn about where sources of information are located both physically and online. Consult library staff for questions.

The New Palgrave Dictionary of Economics is the most comprehensive dictionary of economics in existence today. 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. It covers journals, articles in collective volumes (essays, proceedings, etc.), books, book reviews, dissertations, and working papers. It also provides citations, selected abstracts, and links to Western's full-text resources. Students can also print records by downloading marked records to a text file, sending marked records by email, or exporting them to a citation manager such as *Refworks*. *EconLit* is available through the Library's catalogue or list of Databases under "Research Tools" (<http://www.lib.uwo.ca/>).

Refworks is a bibliographic and citation software tool that is used to construct citations and reference lists in the author-date and other styles. Search the library catalogue (title search) for *Refworks* 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 economic aspects of Canadian society. Access the database by a Title Search on the Western Library's Catalogue,

or from the Library's list of Databases found under "Research Tools" on the Library's 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 further information, please visit http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html

Alumni Essay Prizes in Economics

The following criteria will be used:

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. Each prize is valued at \$550.
3. Economics 4400E is not eligible for this prize as it has its own paper award.
4. 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.
5. 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 appeal.
6. 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: January 1st

Winter courses: May 1st

The winner of the essay prize is encouraged to submit their paper to the Western Undergraduate Economics Review. Other appropriate papers may also be submitted.