

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

Al Slivinski

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**Office Hours:** Wed, 1:30-3:30, or by appointment

**Class Times:** T: 2:30-4.30, Th 2.30-3.30, SH 2355

**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:** 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 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/](http://www.electoraldemocracy.com/)**  
**International Institute for Democracy and Electoral Assistance - [www.idea.int](http://www.idea.int)**  
**Center for Responsive Politics (USA) - [www.opensecrets.org/](http://www.opensecrets.org/)**  
**Elections Canada - [www.elections.ca/](http://www.elections.ca/)**  
**Federal Elections Commission (USA) - [www.fec.gov/](http://www.fec.gov/)**  
**Transparency International - [www.transparency.org](http://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 approval you will get a 0 which will count toward your final mark. This quiz will be given in class on **November 12**, 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 12**. Your answers to those questions are due at the start of class on **Thursday, September 19**. 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 8**, and your answers will be **due on October 15** at the start of class. This will also count for 10% of your mark.

Essay Assignment 3: You will write an exposition 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 **November 21**, and will count for 20% of your mark.

No late assignments will be accepted.

**3.** A term paper. This will be 14+ 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 **Tuesday, November 26**, 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.

## 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, 2019, ‘Notes on Voting Theory’.**

\*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.

\* Geys, B. 2016, ‘Rational’ Theories of Voter Turnout: A Review’ *Political Studies Review*, 4:16-35

\*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

\*Goodman, N and L Stokes, 2018, “Reducing the Cost of Voting: An Evaluation of Internet Voting’s Effect on Turnout, *British Journal of Political Science*

\*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
- \*\*“Mike Rowe Shares his Wise Opinion on Voting”, October 12, 2016, [www.outdoorhub.com](http://www.outdoorhub.com)
- \*Hill, L., 2002, “Compulsory Voting: Residual Problems and Potential Solutions”, *Australian Journal of Political Science*, 37:3, 437-455
- Singh, 2016, “Compulsory voting and dissatisfaction with democracy, *British Journal of Political Science*, 48, 843–854
- 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 issues connected with strategic voting]

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

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

\*D. Lassen, 2005, “The Effect of Information on Voter Turnout: Evidence from a Natural Experiment”, *American Journal of Political Science*, Vol. 49, No. 1, 103–118

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*

Falck, O, R gold and S Heblich, 2014, ‘E-lections: Voting behavior and the internet’, *American Economic Review*, 104: 2238-2265.

### **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, 2014, 'The Effects of Campaign Finance Spending Bans on Electoral Outcomes: Evidence From the States', *Electoral Studies*, 33:102-114

\*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

**Please Note**  
**Department Policies for 2019-2020**

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](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](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](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](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 <u>add</u> a first term half course:	<b>Friday September 13, 2019</b>
Deadline to <u>drop</u> a first term half course:	<b>Tuesday November 12, 2019</b>
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 on Tests, Final Exams and on Missed Academic Responsibilities**

Students who proceed to write a test or examination must be prepared to accept the mark. Rewriting tests or examinations, or retroactive reweighting of marks, is **not** permitted. Students must book travel arrangements AFTER final exam dates have been posted; travel is not an acceptable excuse for absence from a final exam.

Students who are temporarily unable to meet academic requirements due to extenuating circumstances can follow Western University procedures to request academic consideration through the following routes:

- a) Submit a Self-Reported Absence form if the conditions for submission are met (e.g., only for exams or assessments worth 30% or less of the course mark; not applicable to final exams; maximum 2 self-reported absences per academic year; see [link](#) for full list of conditions and info).

If the conditions for submission of a Self-Reported Absence form are not met, then:

- b) For medical absences, submit a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner along with a request for academic consideration to Academic Counselling in the student's home Faculty (see [link](#) for full info) ; or
- c) For non-medical absences (e.g., religious or compassionate), submit appropriate documentation to Academic Counselling in the student's home Faculty (see [link](#) for full info).

It is strongly recommended that students notify their instructors as soon as possible. University policy is that students **must** communicate with their instructors no later than **24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence. Failure to follow University policy and procedures may result in denial of academic accommodation and a grade of zero. Students should also set up an appointment to meet with their instructor as soon as possible. If the instructor is not available, send an email message, copying the Undergraduate Coordinator at [econugrd@uwo.ca](mailto:econugrd@uwo.ca).

Note: Academic consideration is not normally intended for long-term, recurring absences, an existing disability, or high levels of stress related to academic performance. In such cases, students should consult their academic counsellor. See [link](#) for full information. In all cases, if the documentation submitted to request academic consideration is not acceptable, students will receive a grade of zero for the missed test, exam, or assignment.

**For full information about Western University’s policies and procedures for student absences and requests for academic consideration, please visit this [link](#).**

### **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](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/](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 Courses<sup>1</sup>

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 Grades<sup>2</sup>

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.”<sup>3</sup>

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

- 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.

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<sup>1</sup>From the UWO Academic Handbook. See

[http://www.uwo.ca/univsec/pdf/academic\\_policies/registration\\_progression\\_grad/coursenumbering.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/registration_progression_grad/coursenumbering.pdf)

<sup>2</sup> From the UWO Academic Handbook. See [http://www.uwo.ca/univsec/pdf/academic\\_policies/exam/english.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf)

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

<sup>4</sup> 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*, 16<sup>th</sup> 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*. 3<sup>rd</sup> 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 are in the course outline, journals, working papers series, etc.

Two sources that provide information on writing for economics are:

McCloskey, Dierdre N. 2000. *Economical Writing, 2<sup>nd</sup> 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 an electronic bibliography of literature from 1969 to the present. It covers journals, collected articles, 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 *Zotaro*. For a list of citation software, see <https://www.lib.uwo.ca/essayhelp/citationmanagementsoftware.html>.

**CANSIM (Canadian Socio-economic Information Management System)** is Statistics Canada's database of time series data covering a 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 under "Research Tools" on the Library's homepage.

### ***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](http://economics.uwo.ca/undergraduate/undergraduate_economics_review.html)

## Essay Prize in Economics

The following criteria will be used:

1. Students can only win the Essay Prize in Economics 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 \$500.
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 1<sup>st</sup>

Winter courses: May 1<sup>st</sup>

***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.***