

PLSC 506 INTERNATIONAL POLITICAL ECONOMY FALL 2017

Instructor: Dr. Hye-Sung Kim
Office: Banc 326
Office Hours: MW 3:30 – 4:30 PM, T 01:00 – 03:00 PM
Email: kimh@winthrop.edu

Classroom: Banc 339
Class Time: T 05:00-7:45 PM

COURSE DESCRIPTION AND GOALS

The course provides an overview of the theories, methods and key topics in international political economy. It examines how international and domestic political factors shape patterns of interaction in areas of trade, finance, and investment. For example, when discussing trade issues, we will look at how they are influenced by individual preferences, domestic institutions, and international institutions such as the WTO. While the focus here is on trade, much of the logic and reasoning behind the arguments transfer to other issue areas as well. We will also attempt to gain a balanced perspective on some of the more contentious issues in IPE, such as: who are the winners and losers of globalization? Does the global economy provide a level playing field for all countries? Why are some countries persistently mired in underdevelopment?

This course participates in the **Global Learning Initiative (GLI)** by its very nature. It also contributes to the mastery of the following **university-level competencies (ULCs)**:

1. Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

3. Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

4. Winthrop University graduates communicate effectively.

Winthrop graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

STUDENT LEARNING OUTCOMES (SLOs)

At the end of this class, students will be able to:

- (1) effectively demonstrate an understanding of the diverse topics studied in international political economy including globalization, trade, foreign direct investment and the political economy of development;
- (2) effectively demonstrate an understanding of the diverse theories and methods employed in international political economy, in particular, rational choice theory and game theory;
- (3) prepare a professional, original, research paper in the field of political science that may be used in one or more of the following capacities: as a graduate school or employment writing sample; to deliver at a state, regional, national, or international Political Science conference; to complete an Honors Thesis requirement; to demonstrate proficiency in the design, implementation, and writing of an original political science research project.

WHO SHOULD AND SHOULD NOT TAKE THIS CLASS?

Students will learn basic game theories in the course and while helpful, no prior knowledge in economics is required. In addition, while some readings present statistical evidence, statistical expertise is not a prerequisite for the course. You will not be expected to have statistical understanding beyond what your instructor provides you, but you will be expected to understand the *theories, arguments, findings* and *implications* of the reading. In principle, anyone can be successful in this class. It is not prior knowledge in economics or a statistical background that are the key ingredients for successfully completing this course, but instead a genuine interest in learning about International Political Economy and consistent effort in actively learning the issues, debates and methods of IPE.

REQUIRED TEXTS

This course has one required textbook:

Sobel, Andrew. *International Political Economy in Context*. CQ Press, 2012.

All other required readings, such as journal articles, will be available on Blackboard, although they can be found easily online through JSTOR.

COURSE REQUIREMENT

Your Grade Composition will be as follows:

Class Participation /Discussion (10%)	10%	
Weakly Discussion Point (5%)	5%	
Exams (40%)		
• Midterm	20%	October 3
• Final	20%	December 9
Research Paper (45%)		
• Proposal/References	5 %	September 5
• Annotated Bibliography	10 %	September 26
• Research Design	5 %	October 13
• Constructing a dataset	5 %	October 31
• Final Paper	20 %	November 25

Attendance and participation (10%) This course will incorporate both lectures and in-class discussion of the assigned readings. Therefore, it is important that you attend class regularly and participate in the discussions. Before coming to class, please read the assigned material and think about the general discussion points listed in the syllabus. Outside knowledge of politics and economics, while welcome, is not necessary. Careful and critical reading of the assigned material is most important for effective participation. I will be making note of your attendance and participation in every class. That being said, I will not penalize your grade if you need to miss class for a legitimate reason (such as a religious observance or medical emergency), so if you cannot attend a lecture please let me know in advance unless this is physically impossible.

Exams (40%) There will be two exams given in class. The midterm exam is scheduled for October 3rd, and the final exam is scheduled for December 9th. Both exams are non-cumulative. Each exam will contain short-answer questions and long essay questions. The questions will be based on material from the readings, lectures and class discussions.

Make-up exams will only be approved when you have a **documented** reason for missing the exam. *You must notify me prior to the exam.* Unchangeable, documented circumstances are the only acceptable reasons for missing the exam. If you get a note from a doctor (or student health services) it must state that you were so ill at the time of the exam that you could not attend.

Also, please keep returned exams in your possession until you receive your final course grade. I will not consider questions or protests about grades unless you do so.

Weekly discussion points (5%) In order to ensure that you are keeping up with the readings, I ask that every week, you think of one discussion point for each reading and post it on Blackboard. Late submissions will not be accepted. No more than 1-3 sentences per discussion point are necessary (though you are of course welcome to expand on your thoughts). These discussion points can be questions about the reading, criticisms of the author's logic, or objections regarding the argument's real-world validity; they should not be a simple summary of the reading.

Research paper (50%) You will also be required to complete a research paper on a topic of relevance to International Political Economy. It can be either a case study for one country of your choosing, or it can be a study of comparing different countries and economies.

To ensure that each student writes a paper that reflects her/his best work, this assignment is broken down into multiple required components. For more details, see Appendix.

- (1) **Proposal/References.** Students should hand in a one-page description of their topic, research question and thesis statement together with a list of references of at least 10 academic sources on September 5th.
- (2) **Annotated bibliography.** A minimum 10-source annotated bibliography with 150-word annotations per source due on September 26th.
- (3) **Research design.** Students should hand in a 1-2 page description of the research design on October 13th. Students are responsible to sign up for a 15-minute slot during your instructor's office hours to receive feedback either during the week of October 16th or 23rd.
- (4) **A completed dataset;** due on October 31st
- (5) **Research Paper.** A research paper of approximately 4,000 words, including the analysis and interpretation; due on November 25th. A late paper will be penalized by 1/3 of a letter grade for each day that it is late (including weekends). No papers will be accepted after November 28th.

Paper Presentation. Each student will present her/his paper to the professor and the entire class on the last day of class. Students may present the paper using PowerPoint, Prezi, posters or other means. **Each presentation should be no more than 15 minutes long.** The presentation and audience participation will be graded and counted toward the class participation grade. All students must upload their papers in Blackboard by November 25th, three days prior to the presentation. All students are expected to have read all papers to be presented before coming to class.

ALL written assignments must be submitted to Turnitin.com by the due date in order to be graded. The Class ID is 15923123 and the Enrollment Password is p0lic0n.

GRADING

A	93-100 = A 90-92 = A-	<p><i>Designates work of superior quality</i></p> <p>Class participation is voluntary, frequent, relevant, and reflects that you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well-organized, thought-provoking, and free of grammatical or mechanical errors.</p>
B	87-89 = B+ 82-86 = B 80-81 = B-	<p><i>Designates work of high quality (B+)</i></p> <p>Class participation is voluntary, frequent, and reflects that you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.</p> <p><i>Designates work that meets the course requirements (B and B-)</i></p> <p>Class participation is voluntary but occasional, and reflects that you are keeping up with the assigned materials. Performance on exams demonstrates satisfactory mastery of facts and concepts with minor errors. Written work reflects a good understanding of the issues and concepts with minor errors. Writing is clear with minimal errors.</p>
C	77-79 = C+ 72-76 = C 70-71 = C-	<p><i>Designates work that minimally meets the course requirements</i></p> <p>Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates an acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.</p>
D	67-69 = D+ 62-66 = D 60-61 = D-	<p><i>Reflects minimal clarity and comprehension</i></p> <p>Class participation is minimal, never voluntary, and reveals that you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.</p>

F	0-59 = F	<i>Unsatisfactory performance</i> along most (or all) measures.
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The “N” Grade This semester, the deadline to withdraw from a course with an automatic grade of “N” is Friday, October 20th. Students may not withdraw from the course after this date without documented extenuating circumstances.

COURSE SCHEDULE

Note. The need may arise to make changes to this schedule depending upon the development of the class. Any and all changes will be communicated to the class. It is the responsibility of each student to be aware of such changes.

Date	Topics and Required Readings	Assignments
08/22	<p>Course Introduction and Research Design Workshop</p> <p><i>We will discuss the syllabus and course polices, and I will present various research design methods to help guide you in writing your research paper. You are not required to read the following materials by August 22nd, but you will need to read them before completing your research design assignment.</i></p> <p><u>Recommended readings on case selection, counterfactuals and empirics:</u></p> <p>Fearon, J. D. (1991). Counterfactuals and hypothesis testing in political science. <i>World politics</i>, 43(2), 169-195.</p> <p>Geddes, B. (1990). How the cases you choose affect the answers you get: Selection bias in comparative politics. <i>Political analysis</i>, 2, 131-150.</p> <p>McDermott, R. (2002). Experimental methodology in political science. <i>Political Analysis</i>, 10(4), 325-342.</p> <p>Dunning, T. (2008). Improving causal inference: Strengths and limitations of natural experiments. <i>Political Research Quarterly</i>, 61(2), 282-293.</p> <p>Odell, J. S. (2001). Case study methods in international political economy. <i>International Studies Perspectives</i>, 2(2), 161-176.</p>	
PART 1. BUILDING BLOCKS TO EXAMINE GLOBAL POLITICAL ECONOMY		
08/29	<p>INTRODUCTION TO POLITICAL ECONOMY, RATIONALITY, AND SOCIAL SCIENCE</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 1</p> <p>DISCUSSION TOPIC: WHY RATIONALITY? WHY FORMAL MODELS?</p>	

	<p><i>Questions to Consider: Studying the international political economy often addresses the issues of international cooperation and international institutions. How do the formal models help us better understand international cooperation and institutions?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Gilligan, M. J., & Johns, L. (2012). Formal models of international institutions. <i>Annual Review of Political Science</i>, 15, 221-243.</p>	
09/05	<p>STRUCTURE, NATION-STATES, POWER, AND ORDER IN AN INTERNATIONAL CONTEXT</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 2</p> <p>DISCUSSION TOPIC: ROLE OF ANARCHY, POWER AND HIERARCHY IN INTERNATIONAL POLITICS</p> <p><i>Questions to Consider: International politics differ from domestic politics in multiple dimensions. What are the differences and how and why do they differ? In answering these questions, discuss the role of anarchy, power and hierarchy in international politics.</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Lake, D. A. (2001). Beyond anarchy: The importance of security institutions. <i>International Security</i>, 26(1), 129-160.</p> <p>Lake, D. A. (2003). The new sovereignty in international relations. <i>International studies review</i>, 5(3), 303-323.</p>	Proposal/References
09/12	<p>ECONOMIC LIBERALISM AND MARKET EXCHANGE IN THE GLOBAL ARENA</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 3</p> <p>DISCUSSION TOPIC: WHY ARE SOME MORE PROTECTIONIST THAN OTHERS?</p> <p><i>Questions to Consider: Theories of international trade suggest that there will be an overall gain from international trade. Ricardo's principle of comparative advantage suggests all participating in trade will gain from it. However, some states, political elites or citizens are more protectionist than others. What are some of the determinants of trade policy preferences for individuals? Do you think these are always "rational"?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Hainmueller, J., & Hiscox, M. J. (2006). Learning to love globalization: Education and individual attitudes toward international trade. <i>International Organization</i>, 60(2), 469-498.</p>	

	Margalit, Y. (2011). Costly jobs: Trade-related layoffs, government compensation, and voting in US elections. <i>American Political Science Review</i> , 105(1), 166-188.	
PART 2. MICRO TOOLS OF INTERNATIONAL POLITICAL ECONOMY		
09/19	<p>THE MICRO APPROACH TO POLITICAL AND ECONOMIC MARKETS IN THEORY AND PRACTICE</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 4</p> <p>DISCUSSION: TRADE AND DOMESTIC INSTITUTIONS</p> <p><i>Questions to Consider: What domestic institutional design seems effective for liberalization of trade? What does this imply for trade liberalization in the United States?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Nielson, D. L. (2003). Supplying Trade Reform: Political Institutions and Liberalization in Middle-Income Presidential Democracies. <i>American Journal of Political Science</i>, 47(3), 470-491.</p> <p>Bailey, M. A., Goldstein, J., & Weingast, B. R. (1997). The institutional roots of American trade policy: Politics, coalitions, and international trade. <i>World Politics</i>, 49(3), 309-338.</p> <p><u>Optional Readings:</u></p> <p>Mansfield, E. D., & Busch, M. L. (1995). The political economy of nontariff barriers: a cross-national analysis. <i>International Organization</i>, 49(4), 723-749.</p> <p>Lohmann, S., & O'Halloran, S. (1994). Divided government and US trade policy: theory and evidence. <i>International Organization</i>, 48(4), 595-632.</p>	
09/26	<p>COLLECTIVE ACTION, THE ROLE OF HEGEMONIC LEADERSHIP AND ITS MICRO FOUNDATIONS</p> <p><u>Required Reading for Lecture:</u> Sobel, Chs 5 and 6</p> <p>DISCUSSION: COLLECTIVE ACTION PROBLEMS IN INTERNATIONAL POLITICAL ECONOMY</p> <p><i>Questions to Consider: How do you define collective action problems and what are the collective action problems in international political economy? Discuss hegemonic stability theory and potential political solutions to the collective action problems in international political economy.</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Snidal, D. (1985). The limits of hegemonic stability theory. <i>International organization</i>, 39(4), 579-614.</p>	Annotated bibliography due

	Laver, M. (1980). Political solutions to the collective action problem. <i>Political Studies</i> , 28(2), 195-209.	
10/03	Midterm Exam	Midterm Exam Interim Grade due 10/05
10/10	<p>INTEREST GROUPS AND INTERNATIONAL ECONOMIC FOUNDATIONS OF POLITICAL CLEAVAGE</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 7</p> <p>DISCUSSION: DOMESTIC POLITICAL CLEAVAGES, INTEREST GROUPS AND INTERNATIONAL TRADE</p> <p><i>Questions to Consider: What are factor endowment models and what are the assumptions made in factor endowment models? How do factor endowments interact with political cleavages in a country to influence international trade?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Rogowski, R. (1987). Political cleavages and changing exposure to trade. <i>American Political Science Review</i>, 81(4), 1121-1137.</p> <p>Madeira, M. A. (2016). New trade, new politics: intra-industry trade and domestic political coalitions. <i>Review of International Political Economy</i>, 23(4), 677-711.</p>	Research Design Due October 13
10/17	Fall Break - No Class	
10/24	<p>THE ROLE OF INSTITUTIONS IN POLITICAL AND ECONOMIC MARKET FAILURE</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 8</p> <p>DISCUSSION: THE ROLE OF INSTITUTIONS IN POLITICAL AND ECONOMIC DEVELOPMENT</p> <p><i>Questions to Consider: One of the ongoing arguments in the IPE literature is whether underdevelopment in certain regions of the world is due to geography and natural resource endowment, or suboptimal institutions. Which perspective do you find more persuasive? Which types of institutions do you see as development-promoting and which as not?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Engerman, S. L., & Sokoloff, K. L. (2008). Debating the role of institutions in political and economic development: theory, history, and findings. <i>Annu. Rev. Polit. Sci.</i>, 11, 119-135.</p> <p>Acemoglu, D., Johnson, S., & Robinson, J. A. (2002). Reversal of fortune: Geography and institutions in the making of the modern</p>	

	world income distribution. <i>The Quarterly journal of economics</i> , 117(4), 1231-1294.	
PART 3. CONTEXT		
10/31	<p>AROUND THE WORLD IN EIGHTY DAYS: A STAGE OF MODERN GLOBALIZATION</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 9</p> <p>DISCUSSION: CAUSES OF GLOBALIZATION</p> <p><i>Questions to Consider: Globalization has its proponents and detractors. Which side do you find more persuasive, if at all? How integrated do you think the world is today? Do you think globalization should continue at its current pace?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Garrett, G. (2000). The causes of globalization. <i>Comparative political studies</i>, 33(6-7), 941-991.</p> <p>Keohane, R. O., & Nye Jr, J. S. (2000). Globalization: What's new? What's not?(And so what?). <i>Foreign policy</i>, 104-119.</p>	Completed Dataset
11/07	<p>THE WORLD BETWEEN THE WARS: A BREAKDOWN IN GLOBALIZATION</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 10</p> <p>DISCUSSION: DOMESTIC CONSEQUENCES OF GLOBALIZATION</p> <p><i>Questions to Consider: Do you think globalization has had a positive effect, in terms of income inequality, labor standards, environmental issues? Do you think worries over the effects of globalization are justified?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Marshall, J., & Fisher, S. D. (2015). Compensation or Constraint? How different dimensions of economic globalization affect government spending and electoral turnout. <i>British Journal of Political Science</i>, 45(2), 353-389.</p> <p>Scheve, K., & Slaughter, M. J. (2004). Economic insecurity and the globalization of production. <i>American Journal of Political Science</i>, 48(4), 662-674.</p>	.
11/14	<p>THE BRETTON WOODS SYSTEM AND THE POST-BRETTON WOODS WORLD</p> <p><u>Required Reading for Lecture:</u> Sobel, Chs. 11-12</p> <p>DISCUSSION: INTERNATIONAL ORGANIZATIONS</p>	

	<p><i>Questions to Consider: Do you think international organizations are effective in promoting cooperation, economic development, and trade/financial liberalization between countries? Do you think they promote a fair and level playing field, or systematically advantage some countries over others? Do you think it is possible to improve the performance of international organizations? How might this be done?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Goldstein, J. (2017). Trading in the Twenty-First Century: Is There a Role for the World Trade Organization?. <i>Annual Review of Political Science</i>, 20, 545-564.</p> <p>Stone, R. W. (2004). The political economy of IMF lending in Africa. <i>American Political Science Review</i>, 98(4), 577-591.</p> <p><u>Optional Readings</u></p> <p>Stone, R. W. (2008). The scope of IMF conditionality. <i>International Organization</i>, 62(4), 589-620.</p> <p>Steinberg, R. H. (2002). In the shadow of law or power? Consensus-based bargaining and outcomes in the GATT/WTO. <i>International Organization</i>, 56(2), 339-374.</p> <p>Oatley, T., & Yackee, J. (2004). American interests and IMF lending. <i>International Politics</i>, 41(3), 415-429.</p>	
11/21	<p>DÉTENTE AND THE END OF THE COLD WAR: GLOBALIZATION DURING TRANSITION</p> <p><u>Required Reading for Lecture:</u> Sobel, Ch 13</p> <p>DISCUSSION: COLD WAR, POST COLD WAR, AID AND FOREIGN DIRECT INVESTMENT</p> <p><i>Questions to Consider: What are the effects of the end of the Cold War on foreign aid and foreign direct investment? Are there any differences between the Cold War and post-Cold War eras? What theories explain such outcomes?</i></p> <p><u>Required Readings for Discussion:</u></p> <p>Dunning, T. (2004). Conditioning the effects of aid: Cold War politics, donor credibility, and democracy in Africa. <i>International Organization</i>, 58(2), 409-423.</p> <p>Li, Q., & Resnick, A. (2003). Reversal of fortunes: Democratic institutions and foreign direct investment inflows to developing countries. <i>International organization</i>, 57(1), 175-211.</p> <p>Thacker, S. C. (1999). The high politics of IMF lending. <i>World politics</i>, 52(1), 38-75.</p>	Research Paper Due November 25

11/28	INTO THE FUTURE: PROSPECTS AND CHANGES OF GLOBALIZATION <u>Required Reading for Lecture:</u> Sobel, Ch 14 <u>Required Readings for Discussion:</u> Read the uploaded final papers written by your classmates	Course evaluation in class; Presentation
12/09	Final Exam; 11:30 AM – 1:30 PM	Final Exam

UNIVERSITY LEVEL CLASS POLICIES AND RESOURCES

Attendance, Class Participation, and Taking Notes: Regular class attendance is required. Excessive absences will lower your grade in two ways: (1) loss of note-taking from class lecture and discussion; (2) loss of class participation credit. Class participation will raise or lower your grade. If prolonged illness or other problems cause you to be absent for an extended period of time, please let me know. In addition, every student is expected to arrive on time. Arriving late or leaving early disrupts the class and is not acceptable.

Class Listserv Participation: Class cancellations, changes in schedule, relevant global cultural events, guest speakers, etc., will be announced via the class listserv, to which you will be automatically subscribed through your winthrop.edu e-mail address if you are registered for the class by the time the listserv population is generated. If you register later and need to subscribe to the class listserv, go to:

http://www.winthrop.edu/technology/default.aspx?id=7081&ekmense1=bfef63b6_489_491_7081_1. The class number is **PLSC207001**. Check your WU e-mail frequently. You may use the listserv for discussion or to share information with classmates, review for exams, or ask questions about course material. *Note that anything you post to the listserv will be seen by everyone in the class.*

Technology: You are welcome to use a computer to take notes in class. However, using the computer to check Facebook or engage in other non-course related activities is prohibited. This class follows the College of Arts and Sciences policy on use of technology in the classroom. Please turn off all cell phones and other electronic devices during class meetings. If you need to leave your phone on during a particular class for emergency reasons, please place it on vibrate. *The use of any kind of electronic device, including a phone, iPod or Internet access, during an exam constitutes academic dishonesty.*

<http://www.winthrop.edu/uploadedFiles/artscience/AppropriateUseOfHandHeldWirelessTechnologyApprovedPolicyMar2010.pdf>

Office of Disability Services (ODS): Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester.

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study

spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu or www.winthrop.edu/success.

Winthrop University's Office of Nationally Competitive Awards (ONCA) identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222B. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

Plagiarism Using the words or ideas of others as one's own is plagiarism. Quoting or paraphrasing material from books or articles without properly citing the source is also plagiarism. All sources used must be properly cited in your papers. Consult your Writing 101/HMXP Writing Manual for proper citation techniques.

POLITICAL SCIENCE DEPARTMENT STATEMENT ON PLAGIARISM AND ACADEMIC MISCONDUCT

The Winthrop University Political Science department abhors all forms of academic misconduct, and faculty members aggressively investigate all incidents of suspected cheating. This includes, but is not limited to, using turnitin.com. Plagiarism, whether intentional or unintentional, is by far the most common form of academic misconduct in the department. Plagiarism includes, but is not limited to:

- Using the words or ideas of others as one's own;
- Reproducing, in whole or in part, principal ideas from a fellow student's work;
- Granting a fellow student permission to copy one's paper, or to reproduce some or all of its principal ideas;
- Quoting or paraphrasing material from sources without any citation;
- Quoting or paraphrasing material without sufficient and/or proper citation;
- Omitting some or all sources used in a paper; and
- Submitting a paper written for one course -- whether in Political Science or another discipline -- to meet a course requirement in a second course, *without the express permission of all instructors involved*. This is the case even though many paper topics may be relevant to several different courses.

All incidents of suspected academic misconduct are investigated with equal vigor. When a faculty member suspects that a student engaged in academic misconduct, the faculty member will follow the appropriate procedures outlined in the *Student Handbook*. The faculty member will apply whatever sanctions s/he deems appropriate. Possible sanctions include, but are not limited to:

- Failing the assignment;
- Requiring a student to repeat an assignment for reduced credit;
- Requiring a student to repeat an assignment for no credit; or
- Failing the course.

Academic misconduct applies equally to required assignments and extra credit assignments.

All incidents of academic misconduct will be reported to the Department Chair, the Dean of Students, the Dean of Arts and Sciences and the student's academic advisor. The University may impose its own sanctions in addition to sanctions imposed by the faculty member or the department. The University may impose sanctions even after a student has graduated, and may include revoking a student's diploma.

In addition, students who engage in more than one incident of academic misconduct may be declared ineligible for departmental awards, ineligible for employment in the department or its affiliated programs, and ineligible to volunteer as a peer advisor.

Adopted August 14, 2007.

APPENDIX: RESEARCH PAPER REQUIREMENT

1. Proposal/ List of References (1-page with an additional page of references; Due September 5)

Your brief research proposal should include the following components:

- **Topic**
You should look through the topics raised throughout the semester to determine what country or countries and what topic you may be interested in exploring more closely. To learn more about selecting your topic, read the chapters and readings for discussion for the topic you are most interested in.
- **Research question**
- **Thesis statement**
- **References**
 - On the references pages, students should include at least ten sources that she or he will use in the paper. Note that among the ten sources, at least eight sources must be either relevant scholarly books or scholarly articles. No more than two contemporary news articles can be included in the list. Also note that the following sources are inappropriate for this and all writing assignments: Wikipedia, About.com, Infoplease.com, Spark Notes or other online sources not vetted by an editor or peer reviewed (blogs, personal websites, and the like are examples); encyclopedias; textbooks.

2. Annotated Bibliography (Due September 26)

An annotated bibliography is a listing of sources that you have read for your research paper which briefly summarizes the relevant content from those sources for the purposes of the research being done. You may use approximately 150 words summarizing each source. If your reading has caused you to change your paper topic, the topic and research question should be clearly articulated at this point in the assignment. You must use at least ten different scholarly sources of research, including books, journal articles, and other international or country reports.

Internet sources such as Wikipedia and Dictionary.com cannot be used as references in a scholarly research paper. You can read this for background information but you should not cite this in a scholarly research paper.

You may use either MLA, APA, or Chicago style, but be consistent throughout your bibliography. A template can be found in the Purdue University Online Writing Lab:
<https://owl.english.purdue.edu/owl/resource/614/03/>

3. Research Design. (1-2 pages; Due October 13)

With this assignment, students explain the methodological approaches used to pursue the research question, and discuss data sources and variables. Your research proposal should include:

- **Research Question**
- **Thesis Statement**

Although you stated your research question and thesis statement in your proposal, reiterate them in no longer than one sentence each. You may have a more refined research question and thesis statement at this point.

Note that the topic of your term paper CANNOT be changed after you turn in the research design. As your instructor, I reserve the right to give students a zero on their grade for the research paper component if they fail to comply with this requirement.

- **Hypotheses:**

Briefly explain the relationships between the variables you expect to find to support your thesis statement.

- **Research Methods:**

Briefly discuss the research method(s) you will be using to examine your hypotheses. Refer back to some of the readings we discussed in the research design workshop.

- **Data and Variable Selection:** Include 1-2 paragraphs describing all of the following components.

Data Sources: Briefly describe the sources of data you will be using for the paper. You may use data from the following database sources:

- UNDP Human Development Report
- World Bank’s Database for World Development Indicator (WDI)
- World Bank’s Database of Political Institutions 2015 (DPI2015)
- Center for Systemic Peace’s Polity IV database
- UNCTAD Trade and Development Report Series

Variables:

Include the names of five to seven variables that you will include in your analysis. At least one variable must be a dependent variable. You may choose your variables from the database above.

Countries: briefly discuss what country or countries will be included in your dataset and justify your selection.

Time Period: Specify the period during which your analysis will be based and briefly comment on why you chose the specific period of time. Pay attention to the availability of time period in each database per country.

4. Dataset (Due October 31)

In an excel sheet or any other data format of your choice, complete your dataset using the following template:

Country	year	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5	Variable 6	Variable 7
Country A	1960							
Country A	1961							
Country A	1962							

Country A	...							
Country A	2014							
Country A	2015							
Country A	2016							
Country B	1960							
Country B	1961							
Country B	1962							
Country B	...							
Country B	2014							
Country B	2015							
Country B	2016							

The variables and period included in the dataset should match the information in your proposal. You may submit your dataset in the following format (.xls, xlsx, dta, or .RData).

If you are looking at only one time period for multiple countries (cross-sectional data), use the following template:

Country	Variable 1	Variable 2	Variable 3	Variable 4	Variable 5	Variable 6	Variable 7
Country A							
Country B							
Country C							
Country D							
Country E							

Note. If you are using cross-sectional data, you should have the same time period across all countries.

5. Research Paper (Due November 25)

This paper will be a 4,000 word paper (excluding the references) and you should include a minimum of 10 outside sources other than the data used in the paper. Students will use either MLA, APA or Chicago style.

- **Title page**

- Title
- Student's affiliation
- Abstract

- **Keywords**

- **Introduction**

- Research question, including justification of the importance of the research question
- Thesis/Main argument
- Brief justification of case selection/research method
- Brief preview of findings
- Contribution of the paper to the literature

- **Literature review**

- A clear description of the main schools of thought relevant to your research question, including the current debate (if there is any); a clear description of how your paper is connected to the existing literature

- **Hypothesis**

- Briefly discuss the relationships between the variable you expect to observe from your data, if your data supports your thesis statement.

- **Data and Method**

- Description of your data, including data sources and variables, how you plan to present your data

- **Findings**

- Present your findings and provide your interpretation of the evidence that supports your thesis statement.

- **Conclusion**