

IS 435X: Comparative Political Economy  
VMI Department of International Studies and Political Science  
MAJ Howard Sanborn  
[sanbornhb@vmi.edu](mailto:sanbornhb@vmi.edu) Office: 433 SSH Phone: x7762  
MW 1400-1450, F 1415-1505 448 SSH

## Course Information

Office Hours: I will hold office hours on Mondays, Wednesdays, and Fridays from 0900-0950 and Tuesdays 0925-1040. If these times do not fit your schedule, you can make an appointment to meet in person, by phone or, preferably, by e-mail. Do feel free to stop by with any questions or concerns you may have but understand that I have other responsibilities. I will post my schedule for the term on my office door so you will know when I am in class, prepping to teach, writing, or in meetings.

Course Goals: In this course, we will evaluate the important interaction of economic and political systems across several countries and systems. Our initial focus will be on some of the more important, foundational philosophers of modern political economy. We will then review how the economic framework of a given state impacts the workings of the political process. In addition, we will learn how political decisions often impact the growth and development of markets. Examples will be drawn from a number of different countries, from the United Kingdom, Spain, and the post-Communist states of Eastern Europe to China and Japan. We will place special emphasis on the oft-debated link between capitalism and democracy; we will also study the tension between political ideology and economic growth, as well as the influence of business cycles and perceptions of economic performance on voter preference during elections. Finally, we will conclude with a discussion of development, both the meaning of the term and the various paths offered by scholars and policy-makers.

### Requirements and Grading:

*Podcast Reviews:* You will listen to a set of podcasts from *EconTalk*, a series hosted by Professor Russell Roberts of George Mason University and produced by the Library of Economics and Liberty. At the beginning of each week, I have listed a recording that is related to the subject matter of the readings to, at least, some degree. You must listen to these podcasts in their entirety and turn in a brief review of it by Friday of each week at 1200. You must post, at minimum, 400 words for each review. Do not summarize, but analyze. In doing so, you will demonstrate that you have listened closely to the recordings. I will not accept late reviews.

There are fourteen available podcasts; I will count the top ten reviews that you submit. In other words, you have four passes, i.e. weeks where you do not have to submit reviews. In addition, I may substitute newer podcasts for the ones listed in the syllabus as they are released by *EconTalk*.

The entirety of your podcast reviews will be worth **10%** of your final grade. Most of the *EconTalk* podcasts are available on iTunes, and all are available on the Library of Economics and Liberty's website: <http://www.econtalk.org/archives.html>

*Journal:* To make sure you stay on top of the reading load, I require you to submit reading reactions for each class. The goal is not to summarize, but to demonstrate that you have done the reading by connecting themes of the class together and posing questions for further discussion. These entries will serve you quite well in preparation for the final exam.

You should write at least 400 words; this can include questions for discussion in class later that day. The journal entries must be submitted by 0900 on the day of class. I will only count the top 30 grades; this should give you about ten "passes", where if you skip the assignments, you will not be penalized. Do remember you are still responsible for the reading, even on a day that you do not submit an entry.

I will primarily be looking to see that you completed the reading assignment and are addressing issues from across the entirety of the article(s) for the day. I will also be looking for discussion questions to use in class. You can discuss the readings with your classmates, but **it will be considered an honor violation if you look over someone else's journal entry before writing your own.**

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You will start entering journal posts on 17 January. The journal entries will be graded as follows:

Check-plus (9.5 out of 10): A well-thought out response to the reading that both demonstrates an *understanding* of the issues discussed and *poses questions* that encourage us to take analytical steps.

Check (8.5): A good discussion of the issues from the reading, with questions raised about the authors' aims.

Check-minus (7): A response that mentions some important parts of the article(s) under discussion. The student has not demonstrated that they have read the article completely or accurately, and questions are too vague for use in class discussion.

Zero: Either the entry was not turned in or presented no evidence that the student had completed any meaningful part of the reading.

In total, the journals will count as **30%** of your final grade. Do stay on top of these; there will be no make-ups and no exceptions available. Budget out your passes in advance.

*Comparative Project:*

In order to internalize some of the lessons from the course, I will require you to complete a comparative project in stages (**10% total, including mandatory draft**). You will write a, minimum, 800-word dialogue between the various authors from the first few weeks of the term (from Adam Smith to Elinor Ostrom). Pick a topic from current events or from the class readings that relates the political and economic systems to one another and have the authors produce a deliberative exchange about their view and ideas on the subject. You do not need to use all of the authors, but, certainly, you should use *most* of them. The main goal is for you to express their viewpoints as accurately as possible. In other words, be creative, but not, simply, for its own sake.

Options for structuring a dialogue can include:

- Simple dialogue, as you might find in Plato's *Republic*
- Facebook/Twitter exchange
- Dramatic exchange, as in a play or theatrical production
- A Podcast/Television interview with some of the authors

You can also use other forms of expression, provided you check with me first. Remember, you are being graded on how well you know the material. That being said, I'd like you to have fun with this assignment.

*Papers:*

There will be two papers required in the class. The first is a literature review (**20%**) of a chosen topic. This is a way for you to synthesize knowledge around an issue or academic discussion that interests you. You may choose from the topics in this course, or you may pursue a different line of thought. Regardless, I must approve your topic by 22 February. Please see Appendix D for more guidance.

There will also be a final paper, or reflective essay, that will be worth **10%** of your grade. The goal for this assignment is to synthesize your knowledge of the different countries and systems reviewed during this course. The prompt<sup>1</sup> is as follows:

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<sup>1</sup> Drawn from the Paper Description provided by the Core Curriculum Oversight Committee ePortfolio sub-committee

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“Write a three- to five-page reflective essay in which you identify what you came to understand as the most distinctive feature of the culture(s). To develop and illustrate your focus for the essay, you should discuss the ways in which the activities and assignments you’ve selected as artifacts have informed and shaped your learning by making specific reference to them. Use the style of documentation (e.g., MLA, APA, or *The Chicago Manual of Style*) suggested by your instructor to clearly document references.

- The reflective essay should develop from a clear, compelling focus that is organized, thoroughly developed with relevant examples drawn from ePortfolio artifacts, cohesively structured, and expressed in clear, carefully edited sentences.
- For the reflective essay, you will draw on artifacts from a rich assemblage of work that you have created over the course of the semester. Though no minimum number of artifacts is required to be placed in the “showcase” ePortfolio and discussed in the reflective essay, you should have a sufficiently large number of completed assignments and activities in the “workspace” ePortfolio so that you may choose from among them to select those that help you advance and develop your thesis most effectively.
- The reflective essay will contribute to your final course grade. (The weight of the assignment will be determined by your instructor but must count a minimum of ten percent in all Civilizations and Cultures courses.) The assignment must be submitted by the last day of classes, which is the Institute’s deadline for submission of written work.”

For all written assignments, note the word count at the top of the page and certify the accuracy of your count with your initials. Word counts do not include your name, quotes from the author, or bibliography.

Also, do not use quotes of any kind in your blogs, journals, or papers; say what another author has said in your own words and cite. Assignments with quotes will be left ungraded and you will receive a zero.

Citations are absolutely necessary and must conform to Chicago style (see attached Appendix C). Make sure you note exactly where in the article or book you found the information you cited. **The inclusion of quotations from the authors, the lack of a word count, and/or the failure to include citations properly will result in a zero on your assignment.**

Questions about the reflective essay should be brought up sooner rather than later. Your goal in completing this assignment should be to weave in artifacts, drawn from the assignments above (blogs, exams, creative projects) to support your conclusions about the distinctiveness of the cultures discussed in the class. See the rubric attached to this syllabus (Appendix B) for further guidance.

The due date both to turn in the the reflective essay and the larger, complete ePortfolio, is 3 May. If you do not submit the complete ePortfolio by this date, then you will fail the course.

*Exam:* The final exam will be worth **20%<sup>2</sup>** of your grade; it will be cumulative. You will be able to use your journals and podcast reviews on the test. However, no other books or notes will be allowed.

Required Texts:

There are no texts for purchase. Almost all of the readings below are available through online databases, such as EBSCO or JSTOR. Some of the early texts (Smith, Marx, etc) are available for free in their entirety from a variety of online sources. A very small number are from my personal collection. I will post all of these readings to the course website on ANGEL to save you the time of

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<sup>2</sup> Permission received to reduce the final exam percentage given by department head.

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searching. I encourage you to either print out these articles and take notes or download them to your laptops/tablets. Plan on bringing the readings, or your detailed notes, to class on the assigned day.

## Schedule

### Week One

16 January:      *Introduction to the Class*

Section I: Introduction to Political Economy:

What are the general debates that occur amongst these major theorists? In what manner should political systems arrange themselves? Consider, too, the causal mechanism: does economics drive the choice of political system, or are there cultural/sociological factors that mold the economic order? How do each of these theorists address the strengths and weaknesses of their forebears? What does it mean to take an economic perspective on political phenomena? What are the tradeoffs involved? Is a rational perspective an immoral one?

18 January:      *The Free Market*

**Read:**              Book 1, Chapter 7 “Of the Natural and Market Price of Commodities”  
Book 1, Chapter 8 “Of the Wages of Labor” (read pp. 1-5, 10-13).  
from Smith, Adam. *The Wealth of Nations*. 1776.

### Week Two

EconTalk Podcast for the Week:

John Nye on the Great Depression, Political Economy, and the Evolution of the State,  
14 September 09

21 January:      ***March in the Inauguration-No Class***

23 January:      ***American Association of Colleges & Universities annual meeting in Atlanta-No Class***  
*Communism*

**Read:**              Chapter 25 “The General Law of Capitalist Accumulation”  
(read Sections 1-4)  
from Marx, Karl. *Das Kapital, Volume I*. Translated by Samuel Moore and Edward Aveling. 1867.

25 January:      ***American Association of Colleges & Universities annual meeting in Atlanta-No Class***  
*Utilitarianism*

**Read:**              “What Utilitarianism is”  
(read pp. 1-5, through the first full paragraph, and pp. 8-13, from the first full paragraph)  
from Mill, John Stuart. *Utilitarianism*. 1863.

### Week Three

EconTalk Podcast for the Week:

Nicholas Wapshott on Keynes and Hayek, 17 October 11

28 January:      *Cultural and Structural Bases of Development?*

**Read:**              “Asceticism and the Spirit of Capitalism”  
from Weber, Max. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Talcott Parsons.  
New York: Charles Scribner’s Sons, 1930.

“The Democratic Route to Modern Society”  
from Moore, Barrington. *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World*. Boston: Beacon Press, 1966. (read pp. 418--420, 423-425, 430-432; focus on the English case and the lessons learned as applied to India)

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30 January: *Economics as a Tool of the Political System*  
**Read:** Keynes, John Maynard. "The General Theory of Employment." *Quarterly Journal of Economics*. 51. no. 2 (1937): 209-223. (read from the middle of pg 215 to the end).

excerpts from  
Hayek, Friedrich A. *The Road to Serfdom*. Chicago: University of Chicago Press, 1944.

30 and 31  
January: **Mandatory Class Meetings at 2000 in 401 SSH on both days**

1 February: *The Virginia and Bloomington Schools*  
**Read:** Brennan, Geoffrey, and James M. Buchanan. "Is Public Choice Immoral? The Case for the 'Nobel' Lie." *Virginia Law Review*. 74. no. 2 (1988): 179-189.  
  
Ostrom, Elinor. "A Behavioral Approach to the Rational Choice Theory of Collective Action: Presidential Address, American Political Science Association, 1997." *American Political Science Review*. 92. no. 1 (1998): 1-22.

**Week Four**

Section II: Institutionalized Political Systems and Economics:

Many of the authors below assess the compatibility of mature, developed democracies with liberal, market economics, while others discuss the suitability of more socialist approaches. In reading these pieces, consider, first, this general debate, if you agree with one side more than the other, and whether there is room for a compromise of sorts. Second, review the motivations of actors within differing contexts. Be they presidents or prime ministers, legislators from small districts or legislators from big districts, voters in majoritarian systems or voters in consensual systems, how are the behaviors of these actors influenced by institutions? Finally, answer the question: Are there ideal types of democratic systems that ally with ideal types of economic systems?

EconTalk Podcast for the Week:

Milton Friedman on Money, 28 August 06  
Milton Friedman on Capitalism and Freedom, 4 September 06

4 February: *Democracy as Redistribution*  
**Read:** Book 6, Chapters 1-5  
from Aristotle. *Politics*. Translated by Carnes Lord. Chicago, IL: University of Chicago Press, 1985.

"Chapter 23: Sketches for an Advanced Democratic Country." (read until the section break on p. 332) from Dahl, Robert A. *Democracy and its Critics*. New Haven, CT: Yale University Press, 1989.

6 February: *The Welfare State*  
**Read:** Pierson, Paul. "The New Politics of the Welfare State." *World Politics*. 48. no. 2 (1996): 143-179.

Kenworthy, Lane. "Do Social-Welfare Policies Reduce Poverty? A Cross-National Assessment." *Luxembourg Income Study, Working Paper No. 133*. (1998).

8 February: **First Draft of Comparative Project Due**  
*Economics in Presidential Systems*  
**Read:** Lewis-Beck, Michael, and Mary Stegmaier. "Economic Determinants of Electoral Outcomes." *Annual Review of Political Science*. 3. (2000): 183-219.

Lewis-Beck, Michael, and Richard Nadeau. "Obama and the Economy in 2008." *PS: Political Science & Politics*. 42. (2009): 479-483

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**Week Five**

EconTalk Podcast for the Week:

Jonathan Rodden on the Geography of Voting, 22 October 12

11 February:

*Decision-making in a Parliamentary System*

**Read:**

Smith, Alastair. "Election Timing in Majoritarian Parliaments." *British Journal of Political Science*. 33. (2003): 397-418.

13 February:

*Assessing the Effects of System Characteristics*

**Read:**

"Chapter 2: What Does Theory Say?" and "Chapter 9: What Have We Learned?"  
from Persson, Torsten, and Guido Tabellini. *The Economic Effects of Constitutions*. Cambridge, MA: Massachusetts Institute of Technology Press, 2003.

15 February:

*Economic Voting*

**Read:**

Anderson, Christopher J. "Economic Voting and Political Context: A Comparative Perspective." *Electoral Studies*. 19. (2000): 151-170.

**Week Six**

EconTalk Podcast for the Week:

Joseph Stiglitz on Inequality, 9 July 12

18 February:

*Fiscal Policy Across Levels of Government*

**Read:**

Rodden, Jonathan. "Reviving Leviathan: Fiscal Federalism and the Growth of Government." *International Organization*. 57. no. 4 (2003): 695-729.

20 February:

*Electoral Systems and their Effects*

**Read:**

Chang, Eric C.C., Mark Andreas Kayser, and Ronald Rogowski. "Electoral Systems and Real Prices: Panel Evidence from the OECD Countries, 1970-2000." *British Journal of Political Science*. 38. (2008): 739-761.

22 February:

**Final Draft of Comparative Project Due  
Literature Review Topic Proposal Due**

*Lobbying*

**Read:**

Naoi, Megumi, and Ellis Krauss. "Who Lobbies Whom? Special Interest Politics under Alternative Electoral Systems." *American Journal of Political Science*. 53. no. 4 (2009): 874-892

**Week Seven**

EconTalk Podcast for the Week:

Michael Belongia on the Fed, 11 January 10

25 February:

*Interest Group Articulation*

**Read:**

Schmitter, Philippe C. "Still the Century of Corporatism?" *Review of Politics*. 36. no. 1 (1974): 85-131. (read from p. 93 - 105).

Western, Bruce. "A Comparative Study of Corporatist Development." *American Sociological Review*. 56. no. 3 (1991): 283-294.

27 February:

*Central Bank Independence*

**Read:**

Goodman, John B. "The Politics of Central Bank Independence." *Comparative Politics*. 23. no. 3 (1991): 329-349.

Alesina, Alberto, and Lawrence H. Summers. "Central Bank Independence and Macroeconomic Performance: Some Comparative Evidence." *Journal of Money, Credit, and Banking*. 25. no. 2 (1993): 151-162.

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1 March: *Political Parties and Policy-making*  
**Read:** Hibbs, Douglas A., Jr., "Political Parties and Macroeconomic Policy." *American Political Science Review*. 71. no. 4 (1977): 1467-1487.

Tavits, Margit, and Natalia Letki. "When Left is Right: Party Ideology and Policy in Post-Communist Europe." *American Political Science Review*. 103. no. 4 (2009): 555-569.

**Week Eight**

EconTalk Podcast for the Week:

Daron Acemoglu on Why Nations Fail, 19 March 12

4 March: *Limits of Ideology*  
**Read:** "Partisan Strategies and Electoral Coalitions"  
from Boix, Carles, *Political Parties, Growth and Equality: Conservative and Social Democratic Economic Strategies in the World Economy*. Cambridge: Cambridge University Press, 1998.

6 March: *International Pressures on Domestic Politics*  
**Read:** Garrett, Geoffrey. "Global Markets and National Politics: Collision Course or Virtuous Cycle?" *International Organization*. 54. no. 4 (1998): 787-824.

8 March: *The Makings of a Crisis*  
**Read:** Taylor, John B. "The Financial Crisis and the Policy Responses: An Empirical Analysis of What Went Wrong." *National Bureau of Economic Research Working Paper* 14631 (2009).

Helleiner, Eric. "Understanding the 2007–2008 Global Financial Crisis: Lessons for Scholars of International Political Economy." *Annual Review of Political Science*. 14 (2011): 67-87.

**Week Nine: Spring Break**

**Week Ten**

Section III: Political Economy in Areas of Limited Capacity and Accountability:

How are political decisions made when the institutions of centralized government are nascent or even nonexistent? How and why do these institutions come together in the first place? Do individuals living under these systems come together and behave as their developed world counterparts do, or are there economic assessments fundamentally different? Can governments address inefficiencies and corruption through political development?

EconTalk Podcast for the Week:

Josiah Ober on the Ancient Greek Economy, 6 August 12

18 March: *Evolution of Political Systems*  
**Read:** North, Douglass C., and Barry R. Weingast. "Constitutions and Commitment: The Evolution of Institutions Governing Public Choice in Seventeenth-Century England." *Journal of Economic History*. 49. no. 4 (1989): 803-832.

20 March: *Development of Taxation*  
**Read:** Bates, Robert H., and Da-Hsiang Donald Lien. "A Note on Taxation, Development, and Representative Government." *Politics & Society*. (1985): 53-70.

22 March: **First Draft of Literature Review Due**

*Pirates*  
**Read:** Gilpin, Raymond. "Counting the Costs of Somali Piracy." *United States Institute of Peace Working Paper*. (2009).

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**Week Eleven**

EconTalk Podcast for the Week:

Mike Munger on Microfinance, Savings, and Poverty, 18 April 11

25 March:

*Peasant Economics*

**Read:**

“Introduction”

from Scott, James C. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven, CT: Yale University Press, 1972.

27 March:

*Accountability*

**Read:**

Stokes, Susan C. “Perverse Accountability: A Formal Model of Machine Politics with Evidence from Argentina.” *American Political Science Review*. 99. no. 3 (2005): 315-325.

Tsai, Lily L. “Solidary Groups, Informal Accountability, and Local Public Goods Provision in Rural China.” *American Political Science Review*. 101. no. 2 (2007): 355-372.

29 March:

***ePortfolio Cohort VI research meeting in Salt Lake City-No Class***

*Economic Development under Authoritarianism*

**Read:**

Naughton, Barry, “China: Economic Transformation Before and After 1989.” Draft prepared for the conference —1989: Twenty Years After. University of California, Irvine. 2009.

**Week Twelve**

EconTalk Podcast for the Week:

Bruce Buendo de Mesquita on Democracies and Dictatorships, 12 February 07

1 April :

***Easter Furlough-No Class***

3 April:

***International Studies Association annual meeting in San Francisco-No Class***

*Increasing Accountability, Reducing Corruption*

**Read:**

“The Smuggling Crisis and the Leveling of the Economic Playing Field.”

from Yang, Dali. *Remaking the Chinese Leviathan: Market Transition and the Politics of Governance in China*. Stanford, CA: Stanford University Press, 2004.

Section IV: Development:

What does development mean across varying contexts? Are the paths as varied as the definitions? How does the developed world approach its relations with the developing world and how does this inform the advice given? Can specific political institutions and economic systems be implemented across the world, or is something like democracy a “chancy” prospect? What makes the transition to liberal systems more, or less successful?

(Th) 4 April:

***International Studies Association annual meeting in San Francisco-No Class***

*The Washington Consensus. . .*

**Read:**

Williamson, John, “A Short History of the Washington Consensus.” Paper commissioned by Fundación CIDOB for a conference “From the Washington Consensus towards a new Global Governance,” 2004.

5 April:

***International Studies Association annual meeting in San Francisco-No Class***

**Final Draft of Literature Review Due**

*. . . and its Critics*

**Read:**

Stiglitz, Joseph, “The Post Washington Consensus Consensus.” Paper commissioned by Fundación CIDOB for a conference “From the Washington Consensus towards a new Global Governance,” 2004.



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**Week Thirteen**

EconTalk Podcast for the Week:

Michael Spence on Growth, 25 January 10

8 April:           **Spring FTX-No Class**

10 April:        *The Beijing Consensus and its Critics*

**Read:** Ramo, Joshua Cooper. "The Beijing Consensus." *Foreign Policy Centre*. 2004. (Read through p. 25).

Kennedy, Scott. "The Myth of the Beijing Consensus." *Journal of Contemporary China*. 19. (2010): 461-477.

10 and 11 April:

**Mandatory Class Meetings at 2000 in 401 SSH on both days**

12 April:        *Developmental States*

**Read:** Öniş, Ziya. "The Logic of the Developmental State." *Comparative Politics*. 24. no. 1 (1991): 109-126.

**Week Fourteen**

EconTalk Podcast for the Week:

Matt Ridley on Trade, Growth, and the Rational Optimist, 18 October 10

15 April:        *Internally-Driven Development*

**Read:** Bruton, Henry J. "A Reconsideration of Import Substitution." *Journal of Economic Literature*. 36. no. 2 (1998): 903-936.

17 April:        *Comparative Development*

**Read:** Acemoglu, Daron, Simon Johnson, and James A. Robinson. "The Colonial Origins of Comparative Development: An Empirical Investigation." *American Economic Review*. 91. no. 5 (2001): 1369-1401.

19 April:        **Reflective Essay Draft Due**

*Development as Democratization...*

**Read:** Lipset, Seymour Martin. "Some Social Requisites of Democracy: Economic Development and Political Legitimacy." *American Political Science Review*. 53. no. 1 (1959): 69-105.

**Week Fifteen**

EconTalk Podcast for the Week:

Barry Weingast on Violence, Power, and a Theory of Nearly Everything, 13 August 2007

22 April:        ... *and its Critics* ...

**Read:** Przeworski, Adam, and Fernando Limongi. "Modernization: Theories and Facts." *World Politics*. 49. no. 2 (1997): 155-183.

24 April:        ... *and its Defenders*.

**Read:** Boix, Carles, and Susan C. Stokes. "Endogenous Democratization." *World Politics*. 55. no. 4 (2003): 517-549.

26 April:        *Transitions*

**Read:** Balcerowicz, Leszek. "Understanding Postcommunist Transitions." *Journal of Democracy*. 5. no. 4 (1994): 75-89.

Bunce, Valerie. "Democratization and Economic Reform." *Annual Review of Political Science*. 4 (2001): 43-65.

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**Week Sixteen**

EconTalk Podcast for the Week:

William Easterly on Benevolent Autocrats and Growth, 30 May 11

29 April:

*Predatory States in a Comparative Perspective*

**Read:**

Evans, Peter B. "Predatory, Developmental, and Other Apparatuses: A Comparative Political Economy of the Third World State." *Sociological Forum*. 4, no. 4 (1989): 561-587.

1 May:

*The Resource Curse*

**Read:**

Ross, Michael L. "The Political Economy of the Resource Curse." *World Politics*. 51, no. 1 (1999): 297-322.

3 May:

**Final Reflective Essay and ePortfolio Due**

**Exam**

Monday,

6 May @ 0830: Final Exam

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## **Appendix A: Additional Concerns**

### Grades and Test Review:

I will not discuss grades over e-mail or in the classroom. I will only discuss them during a set appointment time. This is as much to respect your privacy, as it is to organize the presentation of your marks.

### Disabilities and Accommodations:

Please let me know within the first week of class if any of you require assistance or special consideration. I can make accommodations for those who need them but must be informed of these in advance. Any requests for accommodation based on a disability must be documented with the Registrar's office.

### Academic Honesty:

All work completed in your name must be yours and yours alone. Any work you borrow or ideas you gather from other sources must be cited properly. Please see me if you are concerned about proper citation style.

Any attempt to present someone else's work as your own will be met with the harshest consequences. You will receive an F for the assignment, an F for the course, and you will be referred to the Honor Court. For further information, please see the College's webpage.

### Restrictions:

No tobacco products, food, beverages, or gum are allowed. Profanity and racial or gender slurs will not be tolerated. Cadets who misuse personal electronic devices in class will be subject to punishment.

### **Appendix B: Holistic Scoring Rubric for the ePortfolio “Reflections” Essay in Civilizations and Cultures Courses**

	<b>UNDERSTANDING OF CULTURAL DISTINCTIVENESS</b>	<b>ANALYSIS OF ePORTFOLIO ARTIFACTS</b>	<b>REFLECTION ON LEARNING</b>
<b>“5” RATING</b>	Advances a complex, insightful thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents a complex, insightful analysis of a selection of substantive, varied, and revealing artifacts which fully support and develop the essay’s thesis/focus.	Meaningfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
<b>“4” RATING</b>	Advances an effective thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents an effective analysis of a selection of relevant and varied artifacts which effectively support and develop the essay’s thesis/focus.	Thoughtfully reflects on the relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
<b>“3” RATING</b>	Advances a clear thesis/ focus for the essay that identifies distinctive components/ practices of the target culture(s)	Presents a clear analysis of a selection of appropriate and varied artifacts, which loosely support and develop the essay’s thesis/focus.	Adequately reflects on relationship between <i>what the writer learned</i> about the target culture(s) and <i>how the writer came to learn it</i> through the ePortfolio process
<b>“2” RATING</b>	The thesis/ focus for the essay identifies distinctive components/practices of the target culture(s) but may be simplistic or stereotyped in thought.	A weak analysis, which may be attributed to a poor selection of artifacts either in terms of relevance, diversity, or quality.	Describes learning experiences
<b>“1” RATING</b>	Thesis/ focus for the essay does not identify distinctive components/practices of the target culture(s) and is unclear or fails to address the prompt.	Fails to include or discuss artifacts.	Does not discuss relevant learning experiences

## Appendix C: *Chicago Manual of Style* Formatting Guidelines<sup>3 4</sup>

### **Bibliographic Entry Formats**

Judis, John B. "Obama and American Power," *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world/85919/obama-and-american-power>

Katzman, Kenneth. "Afghanistan: Post-War Governance, Security and U.S. Policy," Congressional Research Service Report for Congress, November 1, 2007. <http://fpc.state.gov/documents/organization/96427.pdf>

Krepinevich, Andrew F. "The Pentagon's Wasting Assets: The Eroding Foundations of American Power," *Foreign Affairs* (July/August 2009): 18-33.

Nye, Joseph S., *Soft Power: The Means to Success in World Politics*. New York: Public Affairs, 2004.

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. "Report on the Taliban's War against Women," November 17, 2001. <http://www.state.gov/g/drl/rls/6185.htm>.

### **Footnote/Endnote Formats**

#### On-line Journal

John B. Judis, "Obama and American Power," *The New Republic* (March 28, 2011). <http://www.tnr.com/print/article/world/85919/obama-and-american-power>

#### On-line Government Report

Kenneth Katzman, "Afghanistan: Post-War Governance, Security and U.S. Policy," Congressional Research Service Report for Congress, November 1, 2007, 34. <http://fpc.state.gov/documents/organization/96427.pdf>

#### Print Journal Article

Andrew F. Krepinevich, "The Pentagon's Wasting Assets: The Eroding Foundations of American Power," *Foreign Affairs* (July/August 2009): 20.

#### Book

Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.

#### On-line Government Document.

U.S. Department of State. Bureau of Democracy, Human Rights and Labor. "Report on the Taliban's War against Women," November 17, 2001., 75. <http://www.state.gov/g/drl/rls/6185.htm>.

### **Additional Notes:**

- (1) Full footnote or endnote citation is required the first time the source is cited (e.g. Joseph S. Nye, *Soft Power: The Means to Success in World Politics* (New York: 2004), 52.
- (2) Use *Ibid.* with appropriate page number if citing the source in the immediately preceding footnote or endnote (e.g. *Ibid.*, 33).
- (3) Use author's last name and page number when using previously cited sources (e.g. Nye, 57.)

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<sup>3</sup> Guidelines taken from BG Brower's "Grand Strategy in the 20th Century" course.

<sup>4</sup> For more information, please see *The Chicago Manual of Style's* website: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

## **Appendix D: Literature Review Guidance**

In order to understand a particular topic in more detail, I will have you complete a 3,000 word literature review. You should seek to connect your thoughts and explanations to a larger, scholarly debate rather than form opinions you attempt to confirm through selective reading. The most effective way to organize your approach is to, first, read and then take notes from this previous research. This has many benefits:

- i. You will have much of the previous debate elucidated for you in the form of a literature review already present in many of the articles.
- ii. You will see the appropriate, investigative methods utilized when considering your research question
- iii. Most importantly, you will see the results of others who have considered your chosen topic, or something similar

In sum, a full review of previous work will save you time. You may put in a lot of time on the front-end (reading, note-taking, etc) but you will work that much more efficiently on the back-end (summarizing debates, picking the main divisions in the fields, etc).

For your literature review, you should synthesize at least ten sources that you have reviewed and determined will fit within the scope of your topic. In presenting these ten sources, you should consider the following the questions:

1. How credible is the source? In which journal or volume is it included? Which publishing company has produced the book? Has this author published on this topic before?
2. Is this a relatively “new” debate or research topic? If so, how does the author(s) of this piece theoretically and/or methodologically innovate? If not, how does this particular piece fit within the previous debates in the field, i.e. does the author pick a side, develop a new approach, or bridge different approaches?
3. What is the central argument of the piece? Use the one-sentence test: if the author had to condense her entire paper into one argument, what would that sentence be?
4. How does the author make that point? Are there many assumptions underlying her theory and explanation? Does she use a case study to investigate her question? Does she use a quantitative analysis? Does she use a hybrid of both methods?
5. Which extensions of this work do you find possible? The best pieces are ones that leave many questions for the reader. The passive audience will leave the manuscript frustrated, but the enterprising researcher will see the potential for further research.

These sources should be synthesized into an essay, not as a listing of items. They should be from academic journals or government sources, not newspaper items or opinion pieces. Use this syllabus as a guide for the type of work I mean.

## **Appendix E: Virginia Military Institute *Work for Grade Policy***

Development of the spirit as well as the skills of academic inquiry is central to the mission of VMI's Academic Program. As a community of scholars, posing questions and seeking answers, we invariably consult and build upon the ideas, discoveries, and products of others who have wrestled with related issues and problems before us. We are obligated ethically and in many instances legally to acknowledge the sources of all borrowed material that we use in our own work. This is the case whether we find that material in conventional resources, such as the library or cyberspace, or discover it in other places like conversations with our peers.

Academic integrity requires the full and proper documentation of any material that is not original with us. It is therefore a matter of honor. To misrepresent someone else's words, ideas, images, data, or other intellectual property as one's own is stealing, lying, and cheating all at once.

Because the offense of improper or incomplete documentation is so serious, and the consequences so potentially grave, the following policies regarding work for grade have been adopted as a guide to cadets and faculty in upholding the Honor Code under which all VMI cadets live:

### *Cadets' responsibilities*

"Work for grade" is defined as any work presented to an instructor for a formal grade or undertaken in satisfaction of a requirement for successful completion of a course or degree requirement. All work submitted for grade is considered the cadet's own work. "Cadet's own work" means that he or she has composed the work from his or her general accumulation of knowledge and skill except as clearly and fully documented and that it has been composed especially for the current assignment. No work previously submitted in any course at VMI or elsewhere will be resubmitted or reformatted for submission in a current course without the specific approval of the instructor.

In all work for grade, failure to distinguish between the cadet's own work and ideas and the work and ideas of others is known as plagiarism. Proper documentation clearly and fully identifies the sources of all borrowed ideas, quotations, or other assistance. The cadet is referred to the VMI-authorized handbook for rules concerning quotations, paraphrases, and documentation.

In all written work for grade, the cadet must include the words "HELP RECEIVED" conspicuously on the document, and he or she must then do one of two things: (1) state "none," meaning that no help was received except as documented in the work; or (2) explain in detail the nature of the help received. In oral work for grade, the cadet must make the same declaration before beginning the presentation. Admission of help received may result in a lower grade but will not result in prosecution for an honor violation.

Cadets are prohibited from discussing the contents of a quiz/exam until it is returned to them or final course grades are posted. This enjoinder does not imply that any inadvertent expression or behavior that might indicate one's feeling about the test should be considered a breach of honor. The real issue is whether cadets received information, not available to everyone else in the class, which would give them an unfair advantage. If a cadet inadvertently gives or receives information, the incident must be reported to the professor and the Honor Court.

Each cadet bears the responsibility for familiarizing himself or herself thoroughly with the policies stated in this section, with any supplementary statement regarding work for grade expressed by the academic department in which he or she is taking a course, and with any special conditions provided in writing by the professor for a given assignment. If there is any doubt or uncertainty about the correct interpretation of a policy, the cadet should consult the instructor of the course. There should be no confusion, however, on the basic principle that it is never acceptable to submit someone else's work, written or otherwise, formally graded or not, as one's own.

The violation by a cadet of any of these policies will, if he or she is found guilty by the Honor Court, result in his or her being dismissed from VMI. Neither ignorance nor professed confusion about the correct interpretation of these policies is an excuse.

IS 435X: Comparative Political Economy  
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**Appendix F:**  
**Department of International Studies & Political Science**  
***Work for Grade Policy***

Work for Grade in this department is generally of the following types.

1. Written quizzes, tests, or examinations
2. Book reviews
3. Research Papers, policy memoranda, briefing papers, and discourse analysis-- identification and analysis of the critical differences in the findings and opinions of scholars on issues of interest to the discipline.

Cadets are permitted and encouraged to study with their peers to prepare for quizzes, tests and exams. However, when a cadet takes either written or oral quizzes, tests, and examinations, answers must be his/her own work without help from any other source including notes or consultation with others.

In the case of book reviews, research and other papers, as described in "2" and "3" above, research and composing of such works must be done by the cadet alone. Cadets are permitted to use spell and grammar-checking facilities.

IS cadets are encouraged to make use of all VMI tutoring services to receive critical comments (defined above). Cadets who do so and mark "Help Received" will not receive a lower grade on an assignment. Cadets are also permitted to seek critical comments on their written work from their peers. However, proof-reading and editing (**defined above**) of a cadet's written work is not permitted.

Any exceptions to these rules, including the use of tutors, collaboration among cadets, and the use of computer style, spell and grammar checkers; must be explained in writing by the course instructor. Instructors are at liberty to stipulate exceptions only with the written approval of their department head.

**If you have any questions about the application of these rules, consult your instructor. Do not leave anything to chance.**

**Colonel James J. Hentz, Professor and Head**