SGIA3551 Origins of Political Institutions

2019-2020

ORIGINS OF POLITICAL INSTITUTIONS

MODULE CONVENOR

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CONTENTS

This information can all be found via the module DUO pages under the Module Handbook link.

THIS MODULE BOOKLET SHOULD BE READ IN CONJUNCTION WITH THE INFORMATION ON *DUO* AND THE THIRD-YEAR HANDBOOK 2019-2020

AIMS

- This module provides a critical survey of works in comparative politics that seek to explain the origins and developments of political institutions.

- This module builds on and directly expands the knowledge that students acquired in their previous studies of core concepts in comparative politics, such as Democratic Political Systems or Comparative Politics.

- This module encourages students to critically evaluate existing research in the sub-field and to draw clear links between political institutions today and their political origins. How (and why) did we get to where we are today?

CONTENT

The module covers topics such as the origins and consequences of key institutions, such as democracies, dictatorships, secret vote, suffrage, slavery, direct democracy, electoral systems, political parties and welfare states. These topics address questions such as: Why do parties form? Why do countries democratize? Why do dictators bother to develop parliaments and run rigged elections? Why do some countries have more developed welfare states than others? Why do politicians decide to change electoral rules that elected them? Why do men extend property and voting rights to women? What are the political, economic and social consequences of women's suffrage, slavery, direct democracy and secret ballot?

LEARNING OUTCOMES

Subject-specific Knowledge:

- Advanced knowledge of an emerging and highly salient sub-field in comparative politics.

- Critical understanding of historical processes and underlying conditions and mechanisms that led to the adoption of specific institutions.

- Critical understanding of theoretical debates about the consequences of specific institutions for politics today.

Subject-specific Skills:

- Advanced comparative analytical skills

- Critical engagement, assessment and evaluation of theories of the origin of institutions

- Identify and effectively utilise advanced academic literature in the field

- Evaluate existing theories with respect to a given region, set of countries or a country

Key Skills:

- Learn to effectively retrieve, utilize, critically evaluate and present scholarly research

- Effectively engage in a structured debate in tutorials

- Acquire independent research skills to augment initial guidance on suitable sources

- Research topics via a creative use of library and Internet sources

- Accurately assess the suitability and quality of resources

- Develop independent research project management skills

- Visually present an argument in a succinct, compelling and informative way to a broader audience

ASSESSMENT

Formative Assessment

1500 word research proposal for an independent project

<mark>Formative Deadline: 13th December 2019</mark>

Summative Assessment

Summative assessment comes in the form of group activities that will result in:

a) 2500 word group project (50%)

Students can choose a specific region, country or a set of selected countries and analyze the origins and consequences of its key, selected, institutions. Students are expected to implement a comparative method in assessing the existing theories of the origins of institutions or generate their own theories of institutional origins. Students are evaluated on the quality of the understanding and engagement with the literature discussed on the course as well as on the depth of a country/regional-specific knowledge. The project is designed to help students develop skills for independent project management.

b) Presentation poster that visually represents the group essay (50%)
Each group is expected to design a poster that highlights the main research puzzle or research question, methodological approach and findings of the independent projects. Selected posters will be displayed at SGIA. The poster task seeks to prepare students for a poster presentation at conferences or other public events. It allows students to learn how to visually present their group projects in a succinct, compelling and informative way to a broader audience.

<mark>Summative Independent Project: 20th March 2020</mark>
<mark>Summative Presentation Poster: 26th April 2020</mark>

Procedure for Submitting Summative Assignments

a) Summative Independent Project:

Submit one electronic copy only of your summative assignment by 12:00noon (unless otherwise stated) on the deadline date to the admin office.

b) Summative Presentation Poster

Submit (i) one paper copy [with a name] and (ii) one digital copy [anonymized] of your summative assignment by 12:00noon (unless otherwise stated) on the deadline date in person to the admin office.

It is a University regulation that any work submitted late without an extension but within five working days of the deadline will have the mark capped at the pass mark. Work submitted more than five working days after the deadline will receive a mark of ZERO.

Full instructions on how to submit your assignment are available on DUO.

All deadlines are to be regarded as the last possible date for submission. It is advisable to aim for an earlier date in order to avoid excess pressure on library or computing resources. Permission to submit an essay after the deadline must be sought directly from the Chair of the Board of Examiners and will be given only in exceptional circumstances (e.g. serious illness). Failure to meet these conditions will be recorded as non-submission of the essay in the student's permanent record, which may be consulted by staff members in the event of a reference being requested.

COMMUNICATIONS AND FEEDBACK

In addition to the timetabled classes, you can consult the teaching staff on a one-to-one basis at convenient times, especially during the designated 'office hours' which are posted on the module's DUO page. *Please ALWAYS contact the teaching staff in advance, so that appropriate time and place of the meeting can be set.*

At the end of the module, you will be asked to complete a questionnaire via on-line survey website in which you can make constructive comments (anonymously) about the module.

MODE OF TEACHING

The module is principally taught through eight two-hour seminars in MT and seven two-hour seminars in ET. The purpose of the seminars will be divided in the following way:

- Nine seminars will focus on a specific institution, its origins and developments
- One seminar will be devoted to introducing students to a comparative method
- One seminar will be devoted to helping students with poster-building skills
- Four seminars designed to help students to develop their projects

Seminars will be instructor directed but will focus on discussion of the week's readings, specifically with regard to the theories and research designs of each individual work.

WEEK OUTLINE

MICHAELMAS TERM

WEEK ONE: INTRODUCTION

WEEK TWO: DEMOCRACIES

WEEK THREE: SECRET VOTE

WEEK FOUR: DIRECT DEMOCRACY

WEEK FIVE: READING WEEK

WEEK SIX: WOMEN'S RIGHTS

WEEK SEVEN: SLAVERY & VIOLENCE

WEEK EIGHT: ELECTORAL SYSTEMS

WEEK NINE: POLITICAL PARTIES

EPIPHANY TERM

WEEK ONE: SUFFRAGE

WEEK TWO: COMPARATIVE METHOD

WEEK THREE: POSTER-BUILDING SKILLS

WEEK FOUR: READING WEEK

WEEK FIVE: STUDENT PROJECT & FEEDBACK I

WEEK SIX: STUDENT PROJECT & FEEDBACK II

WEEK SEVEN: STUDENT PROJECT & FEEDBACK III

WEEK EIGHT: STUDENT PROJECT & FEEDBACK IV

READING LIST FOR MICHAELMAS TERM

WEEK 1: INTRODUCTION

This introductory week to the course will set the agenda, outline the aims and goals of the module and provide a brief overview to the key topics. No readings required.

WEEK 2: DEMOCRACY

Does economic development foster democracy or does democracy foster economic development? This week explores key theories of democratization in political science and seeks to answer why and under which conditions some countries democratize. We then explore one of the key topics in comparative political economy of development that seeks to address the relationship between institutions and economic growth.

Harding, Robin, and David Stasavage. "What democracy does (and doesn't do) for basic services: School fees, school inputs, and African elections." The Journal of Politics 76.1 (2013): 229-245.

Sokoloff, Kenneth L., and Stanley L. Engerman. "History lessons: Institutions, factors endowments, and paths of development in the new world." The Journal of Economic Perspectives 14.3 (2000): 217-232.

Acemoglu, D., Johnson, S., & Robinson, J. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. The American Economic Review, *91*(5), 1369-1401. *Read in conjunction with:* Acemoglu, Daron, Simon Johnson, and James A. Robinson. "The colonial origins of comparative development: An empirical investigation: Reply." The American Economic Review 102.6 (2012): 3077-3110.

Ansell, Ben & David Samuels. 2014. Inequality and Democratization: An Elite-Competition Approach. New York: Cambridge University Press. *(Reach Introduction)*

Daron Acemoglu and James Robinson. 2006. Economic origins of dictatorship and democracy: Cambridge Univ Press. *(Read Ch.2: Our argument)*

Haggard, Stephan & Robert R. Kaufman. 2012. "Inequality and Regime Change: Democratic Transitions and the Stability of Democratic Rule." American Political Science Review 106: 495-516

Geddes, B. 2009. What Causes Democratization? In Boix, C. & Stokes, S. (Eds.) The Oxford Handbook of Comparative Politics.

Carles Boix and Susan Stokes, "Endogenous Democratization," World Politics,

58, 4 (July 2003): 517-549

Ardanaz, Martin, and Isabela Mares. "Labor shortages, rural inequality, and democratization." Comparative Political Studies 47.12 (2014): 1639-1669.

Kasara, Kimuli, and Isabela Mares. "Unfinished business: The democratization of electoral practices in Britain and Germany." Comparative Political Studies 50.5 (2017): 636-664.

Inglehart, Ronald, and Christian Welzel. "Changing mass priorities: The link between modernization and democracy." Perspectives on Politics 8.2 (2010): 551-567.

DORSCH, M., & MAAREK, P. (2019). Democratization and the Conditional Dynamics of Income Distribution. *American Political Science Review, 113*(2), 385-404

WEEK 3: SECRET VOTE

Why did we adopt secret votes and what were its consequences? Why do politicians decide to adopt secret vote and give away their chance to manipulate elections? And does secret vote, indeed, protect voters from or leads to alternative means of election fraud? In answering these questions, we focus on the mix of political and economic factors that lead to the adoption of the secret vote.

Aidt, T. S., & Jensen, P. S. (2017). From open to secret ballot: Vote buying and modernization. Comparative Political Studies, 50(5), 555-593.

Teorell, J., Ziblatt, D., & Lehoucq, F. (2017). An introduction to special issue: the causes and consequences of secret ballot reform. Comparative Political Studies, 50(5), 531-554.

Mares, I. (2015). From open secrets to secret voting: Democratic electoral reforms and voter autonomy. Cambridge University Press.

Kuo, D., & Teorell, J. (2017). Illicit Tactics as Substitutes: Election Fraud, Ballot Reform, and Contested Congressional Elections in the United States, 1860-1930. Comparative Political Studies, 50(5), 665-696.

Kasara, Kimuli, and Isabela Mares. "Unfinished business: The democratization of electoral practices in Britain and Germany." Comparative Political Studies 50, no. 5 (2017): 636-664.

WEEK 4: DIRECT DEMOCRACY

What are the origins and consequences of direct democracy? Why do politicians hand out power to the people and does direct democracy improve our lives? In answering these questions, we will examine the causes and effects of initiatives, referendums and other forms of direct democracy.

Leemann Lucas. 2019. Direct Democracy and Political Conflict. Institutional Evolution in the 19th Century. Working paper.

Smith, D. A., & Fridkin, D. (2008). Delegating direct democracy: Interparty legislative competition and the adoption of the initiative in the American states. American Political Science Review, 102(3), 333-350.

Hyun Kim, Jeong. 2018. Direct Democracy and Women's Political Engagement. American Journal of Political Science.

Smith, Daniel A., and Caroline J. Tolbert. 2004. Educated by Initiative: The Effects of Direct Democracy on Citizens and Political Organizations in the American States. Ann Arbor: The University of Michigan Press.

Hainmueller, J., & Hangartner, D. (2013). Who gets a Swiss passport? A natural experiment in immigrant discrimination. American political science review, 107(1), 159-187.

Fujiwara, T., & Wantchekon, L. (2013). Can informed public deliberation overcome clientelism? Experimental evidence from Benin. American Economic Journal: Applied Economics, 5(4), 241-55.

WEEK 5: READING WEEK

WEEK 6: WOMEN'S RIGHTS

Why do men in power decide to promote women's rights? What other social and institutional factors contribute to the spread of women's right through the history and the world? In answering these questions, we will examine political, social and economic motivations of politicians to expand women's rights.

Iversen, Torben, and Frances Rosenbluth. "Work and power: The connection between female labor force participation and female political representation." Annu. Rev. Polit. Sci. 11 (2008): 479-495.

Iversen, T., & Rosenbluth, F. (2006). The political economy of gender: Explaining cross-national variation in the gender division of labor and the gender voting gap. American Journal of Political Science, 50(1), 1-19.

Doepke, M., & Tertilt, M. (2009). Women's Liberation: What's in it for Men?. The Quarterly Journal of Economics, 124(4), 1541-1591.

Morgan-Collins, M. and D. L. Teele. 2016. Revisiting the Gender Voting Gap in the Era of Women's Suffrage. Working paper. (*also relevant for week on suffrage*)

Alesina, A., Giuliano, P., & Nunn, N. (2013). On the origins of gender roles: Women and the plough. The Quarterly Journal of Economics, 128(2), 469-530.

Htun, M., & Weldon, S. L. (2012). The civic origins of progressive policy change: Combating violence against women in global perspective, 1975–2005. American Political Science Review, 106(3), 548-569.

O'Brien, D. Z., & Rickne, J. (2016). Gender quotas and women's political leadership. American Political Science Review, 110(1), 112-126

Ross, M. L. (2008). Oil, Islam, and women. American political science review, 102(1), 107-123.

Geddes, Rick, and Dean Lueck. 2002. "The Gains from Self-Ownership and the Expansion of Women's Rights." American Economic Review 92 (4): 1079–92

WEEK 7: SLAVERY AND VIOLENCE

What are the long-term effects of slavery, mass violence and discrimination? In answering these questions, we will explore how violence affects political, social and economic development and factors. We will mainly focus on the legacy of slavery and genocides.

Acharya, A., Blackwell, M., & Sen, M. (2016). The political legacy of American slavery. The Journal of Politics, 78(3), 621-641. *Read in conjuction with:* Acharya, A., Blackwell, M., & Sen, M. (2015). A culture of disenfranchisement: How American slavery continues to affect voting behavior. The Journal of Politics, forthcoming.

Acemoglu, D., García-Jimeno, C., & Robinson, J. A. (2012). Finding Eldorado: Slavery and long-run development in Colombia. Journal of Comparative Economics, 40(4), 534-564.

Nunn, N., & Wantchekon, L. (2011). The slave trade and the origins of mistrust in Africa. American Economic Review, 101(7), 3221-52.

Charnysh, V., & Finkel, E. (2017). The Death Camp Eldorado: Political and Economic Effects of Mass Violence. American Political Science Review, 111(4), 801-818.

Voigtländer, N., & Voth, H. J. (2012). Persecution perpetuated: the medieval origins of anti-Semitic violence in Nazi Germany. The Quarterly Journal of Economics, 127(3), 1339-1392.

Braun, R. (2016). Religious minorities and resistance to genocide: The collective rescue of Jews in the Netherlands during the Holocaust. American Political Science Review, 110(1), 127-147.

Cohen, Dara Kay. (2013) "Explaining rape during civil war: Cross-national evidence (1980–2009)." American Political Science Review 107, no. 3: 461-477.

WEAVER, M. (2019). "Judge Lynch" in the Court of Public Opinion: Publicity and the De-legitimation of Lynching. *American Political Science Review, 113*(2), 293-310

FOUKA, V. (2019). How Do Immigrants Respond to Discrimination? The Case of Germans in the US During World War I. *American Political Science Review, 113*(2), 405-422

CHARNYSH, V. (2019). Diversity, Institutions, and Economic Outcomes: Post-WWII Displacement in Poland. *American Political Science Review, 113*(2), 423-441

ROZENAS, A., & ZHUKOV, Y. M. (2019). Mass Repression and Political Loyalty: Evidence from Stalin's 'Terror by Hunger'. *American Political Science Review*, 1-15.

WEEK 8: ELECTORAL SYSTEMS

What are the origins and consequences of electoral systems? Why did countries adopt different types of electoral systems? And how does the choice of electoral system affect political outcomes? In answering these questions, we will identify strategic considerations of parties and politicians in the choice of electoral systems.

Boix, Carles. 1999. "Setting the Rules of the Game: The Choice of Electoral Systems in Advanced Democracies." American Political Science Review 93: 609-624.

Cusack, Thomas R., Torben Iversen, and David Soskice. "Economic interests and the origins of electoral systems." American Political Science Review 101.3 (2007): 373-391.

Leemann, Lucas, and Isabela Mares. "The adoption of proportional representation." The Journal of Politics 76.2 (2014): 461-478.

Fiva, Jon H., and Olle Folke. 2016. "Mechanical and Psychological Effects of Electoral Reform." British Journal of Political Science 46 (2): 265–80.

Carey, John M. & Simon Hix. 2011. "The Electoral Sweet Spot: Low-Magnitude Proportional Electoral Systems." American Journal of Political Science 55: 383-397.

Cox, Gary W. 1997. Making Votes Count: Strategic Coordination in the World's Electoral Systems. Cambridge, England: Cambridge University Press *(Read Chapter 4)*.

Fiva, Jon H., and Olle Folke. 2016. "Mechanical and Psychological Effects of Electoral Reform." British Journal of Political Science 46 (2): 265–80.

Grofman, Bernard. "Perspectives on the Comparative Study of Electoral Systems." Annual Review of Political Science 19 (2016): 523-540.

Eric C. C. Chang and Miriam A. Golden. 2007. "Electoral Systems, District Magnitude and Corruption." British Journal of Political Science 37: 115-137.

WEEK 9: POLITICAL PARTIES

When do political parties emerge and why? This week explores the role and emergence of political parties. Why and when do political parties form? Which groups will political parties

represent and why? In answering these questions, we will explore the role of institutions, but also socio-economic factors and political cleavages.

Lipset, S. M and S. Rokkan. 1990. Cleavage Structures, Party Systems and Vote Alignments. In Peter Mair, ed., The West European Party System. New York: Oxford University Press, pp.91-139

Aldrich, John H. Why Parties?: a second look. University of Chicago Press, 2011. (*Read Part 1 that consists of Chapter 1&2; focus on the theory in Chapter 2. If interested, have a look at Chapters 3&4*).

Cox, Gary. 1987. The Efficient Secret: The Cabinet and the Development of Political parties in Victorian England. Cambridge University Press. *(Read Chapter 10, Chapter 9, 4 and 5 also recommended, but not required)*

Jusko, K. L. 2016. The Swedish Social Democratic Party and the Importance of Electoral Geography. Working Paper, 29 August, 2016

Boix, Carles. "The emergence of parties and party systems." The Oxford handbook of comparative politics. 2007.

Dewan, T., Meriläinen, J., & Tukiainen, J. (2018). Victorian Voting: Party Orientation and Class Alignment Revisited. Working paper.

READING LIST FOR EPIPHANY TERM

WEEK 1: SUFFRAGE

What are the origins and consequences of suffrage reforms? Why do politicians give out power to disenfranchised masses and what happens once they do? In answering these questions, we primarily discuss political and economic factors that lead to politicians' wiliness to enfranchise the masses and affect the behavior and preference formation of new voters.

Engerman, Stanley L., and Kenneth L. Sokoloff. "The evolution of suffrage institutions in the New World." The Journal of Economic History 65.4 (2005): 891-921.

Teele, D. L. (2018). How the West Was Won: Competition, Mobilization, and Women's Enfranchisement in the United States. The Journal of Politics, 80(2), 442-461.

Morgan-Collins, Mona. 2019. The Electoral Impact of Newly Enfranchised Groups: The Case of Women's Suffrage in the United States. Working paper. *[Will be distributed via DUO]*

Morgan-Collins, Mona and Grace Natusch. 2019. Suffrage, Turnout and the Community. How Social Context Mobilized Early Women Voters in Sweden. Working paper. *[Will be distributed via DUO]*

Miller, Grant. "Women's suffrage, political responsiveness, and child survival in American history." The Quarterly Journal of Economics 123.3 (2008): 1287-1327.

Kroth, Verena, Valentino Larcinese, and Joachim Wehner. 2016. "A Better Life for All? Democratization and Electrification in Post-Apartheid South Africa." The Journal of Politics 78(3): 774–791.

McCammon, H. J., Campbell, K. E., Granberg, E. M., & Mowery, C. (2001). How movements win: Gendered opportunity structures and US women's suffrage movements, 1866 to 1919. American Sociological Review, 49-70.

Corder, J. Kevin, and Christina Wolbrecht. 2016. Counting Women's Ballots. Cambridge University Press. *Read chapter 1.*

Berlinski, S., & Dewan, T. (2011). The political consequences of franchise extension: Evidence from the second reform act. Quarterly Journal of Political Science, 6(34), 329-376.

Bechtel, M. M., Hangartner, D., & Schmid, L. (2016). Does compulsory voting increase support for leftist policy?. American Journal of Political Science, 60(3), 752-767.

Przeworski, Adam. 2009. "Conquered or granted? A history of suffrage extensions." British Journal of Political Science 39, no. 2: 291-321.

McConnaughy, Corrine M. 2013. The woman suffrage movement in America: A reassessment. Cambridge University Press *(Read Introduction)*

WHITE, A. (2019). Misdemeanor Disenfranchisement? The Demobilizing Effects of Brief Jail Spells on Potential Voters. American Political Science Review, 113(2), 311-324.

WEEK 2: COMPARATIVE METHOD

What is comparative politics and is the science of comparative politics possible? This week, we will define comparative politics, and discuss whether the science of comparative politics is possible.

Przeworski, Adam. "Is the science of comparative politics possible?." The Oxford handbook of comparative politics (2009): 147-171.

Mair, Peter (1996). "Comparative politics: An introduction to Comparative Politics". In Goodin, Robert E.; Klingemann, Hans-Dieter. A New Handbook of Political Science Oxford: Oxford University Press. pp. 309–335.

Lijphart, Arend. "Comparative politics and the comparative method." American political science review 65.3 (1971): 682-693.

Samuels, D. J. 2013. Chapter 1. Doing Comparative Politics (Why study comparative politics?) In Samuels, D.J. , Comparative Politics, Pearson.

Villegas, Celso M. "Historical Enquiry and Comparative Politics." The Oxford Handbook of Comparative Politics (2009).

Hall, P, A. 2003. Adapting Methodology to Ontology in Comparative Politics. In Mahoney, J. and D. Rueschemeyer (eds). Comparative Historical Analysis in the Social Sciences, Cambridge University Press.

WEEK 3: POSTER-BUILDING SKILLS

This week's seminar will be devoted to poster-building skills. We will learn what a good poster should contain and how information should be effectively presented in a poster format. We will also learn how to design/produce posters.

WEEK 4-6: STUDENT PROJECT & FEEDBACK

The four final weeks will give be focused on feedback, where students have the opportunity to present their research project in small groups.

APPENDIX

Word Limits

Word limits exist in order to ensure equity in the marking of summatively assessed work. They are to be adhered to strictly.

The word count should **include**: all text, all footnotes or endnotes, all appendices, all tables (all of this will be done automatically by a word-processor word count), and all words (e.g. captions) associated with graphical elements such as graphs, diagrams and pictorial illustrations (these will have to be counted by hand if the words fall within the picture boundary of the graphic. In addition, each graphic (graphs, diagrams and pictorial illustrations) should be counted as an extra 150 words.

The following should *not* be included in the word count: the bibliography, the title page (and any illustrations on it), and any acknowledgements or non-substantive preface.

The word count is to be done using the facilities of a word-processing program or, if a word processor has not been used, by hand. The *exact* number of words indicated by the count should be stated in the Declaration. When graphics are used, the additional words they equate to (150 words per graphic) should be stated in the Declaration.

No essay should be submitted with a word count above the stated limit. The School will use Turnitin software to generate word counts from the electronic versions of submitted work. Work submitted with a word count acknowledged in the Declaration to be above the limit will be subject to a mark penalty depending on the size of the excess. Over-length essays submitted with a false word count will be subject to the same penalty, and in addition may attract disciplinary action on the grounds of dishonest practice.

Marking Penalties

Length in excess of stated limit:

- Up to 5%: five mark penalty
- Between 5% and 20%: ten mark penalty
- Between 20% and 50%: twenty mark penalty
- Above 50%: mark of zero

Essays must be submitted printed with the main text in a 12-point font with double line spacing. Footnotes or endnotes may be at a reduced font size (minimum 10-point) and may be single spaced. These requirements are to ensure readability and to enable the marker to make a rough check that the word limit has been complied with. Essays are accepted on double sided paper.

Plagiarism

When you submit work, whether an essay, project, or dissertation, you are claiming to be its author. This means that it consists of your own ideas and is written in your own words – except where you specifically indicate other sources. Plagiarism occurs when you copy or summarise someone else's

work without clear and accurate acknowledgement of what you have borrowed and from where. Plagiarism can occur when (a) another writer's text is used as if it were the student's own, through failure to attribute it properly to its real source, and (b) sources are claimed to have been used which in fact have not been consulted.

Students must not claim others' (including other students') work as their own. This is a form of cheating. In addition, students must make every effort to avoid plagiarism arising out of defects in note-taking, attribution of sources, and presentation of work. An example of correct style for referencing and attribution is set out in all module booklets. The issue is dealt with in feedback on formative written work. *Ignorance of the requirements for proper referencing and attribution does not therefore constitute a defence against an accusation of plagiarism.*

Any concerns about proper referencing must be brought to the attention of the relevant teacher before work is submitted. The Declaration submitted with summative written work is not a formality but is to be taken seriously.

Allegations of plagiarism are dealt with initially by a panel convened by the Board of Examiners of the degree programme concerned, and conducted in accordance with University regulations (see section 6.2.4 of the Learning and Teaching Handbook. In extreme cases, plagiarism may be classed as a dishonest practice under Section VIII, C, of the General Regulations and can lead to expulsion. *Proven cases of plagiarism will form part of a student's record.*

REFERENCING STYLES

Referencing should be thorough, clear and consistent and should follow a style recognised in Politics and International Relations. You should not try to improvise a referencing style.

There are two main forms of referencing in use in Politics and International Relations.

Footnote Style

The 'footnote' style, sometimes called the 'Oxford' style, uses footnotes (or endnotes: the same rules apply) for references. There are numerous versions of this style, but they have in common the practice of providing a full bibliographic reference on first mention of a source, and an abbreviated reference on second and subsequent mentions. In books, 'first mention' usually starts again with each new chapter, and dissertations should follow this convention.

The form of the abbreviated reference varies. Some publishers favour use of Latin abbreviations such as '*op. cit.*', '*ibid.*' or '*idem.*' This is acceptable provided these terms are properly used. Others favour a short form of the original reference, giving author's surname and a brief form of the title, omitting details such as publisher or journal name and volume number.

There is some variation in the provision of publication details in various publishers' styles. Some sources give place of publication but not publisher, while others give both. Page ranges for book chapters or articles are sometimes given and sometimes not. Issue numbers and month/season of publication are sometimes provided alongside volume number and year of journal articles. It is desirable to provide as much information as is needed for the reader to locate the source conveniently, and it is important to **be consistent**. You should always give the page number or numbers of your reference, not just in cases of direct quotation but also when paraphrasing a point the source makes. The only circumstance in which a page reference is not required is when you are referring to the approach or argument of a source at their most general level, e.g. 'A.J. Bloggs adopts a constructivist approach in book X'. This rule applies in both Harvard and footnote referencing and forms part of the School's marking criteria in the assessment of formative and summative work equally.

Here are some examples.

For a whole book:

First citation: Alasdair MacIntyre, *After Virtue: A Study in Moral Theory* (London: Duckworth, 1981), p. 30.

Second citation: MacIntyre, *After Virtue*, pp. 60–4.

For a book section:

First citation:	Mariano Grondona, 'A Cultural Typology of Economic Development', in Lawrence E. Harrison and Samuel P. Huntington (eds), *Culture Matters: How Values Shape Human Progress* (New York: Basic Books, 2000), 44–55, p. 44.
Second citation:	Grondona, 'Cultural Typology', p. 50.

For a journal article:

First citation:	Rodney Bruce Hall, 'The Discursive Demolition of the Asian Development Model', *International Studies Quarterly*, vol. 47, no. 1 (March 2003), 71–99, p. 80.
Second citation:	Hall, 'Discursive Demolition', p. 95.

Name-Date Style

The 'name-date' style, otherwise known as the 'Harvard' style or as 'in-text' referencing, avoids the use of footnotes for referencing. It inserts a citation in brackets in the text, after each use or mention of the source. This citation uses the author's surname (two names if two authors, one plus '*et al.*' if more than two) and the year of publication. A necessary adjunct of this system is the provision of a bibliography that is formatted in a way that enables easy identification of the source – this means that the date should also be given immediately after the author's name. Here, the bibliography is part of the referencing apparatus.

When you use more than one source by the same author from a given year, these are differentiated using the letters a, b, etc. When the reference is provided immediately after the author's name has been used in the text, the name in the citation can be omitted.

Again there is some variation in detail, regarding use of punctuation marks, use of 'p.', etc. You should aim to *be consistent.*

This is how the earlier examples would be cited:

In-text citation:	(MacIntyre, 1981, p. 30)
Bibliography entry:	MacIntyre, Alasdair, 1981, *After Virtue: A Study in Moral Theory* (London: Duckworth).
In-text citation:	(Grondona, 2000, p. 44)
Bibliography entry:	Grondona, Mariano, 2000, 'A Cultural Typology of Economic Development', in Lawrence E. Harrison and Samuel P. Huntington (eds), *Culture Matters: How Values Shape Human Progress* (New York: Basic Books), 44–55.

In-text citation:	(Hall, 2003, p. 80)
Bibliography entry:	Hall, Rodney Bruce, 2003 'The Discursive Demolition of the Asian Development Model', *International Studies Quarterly*, vol. 47, no. 1 (March), 71–99.

Further Guidance

Your tutor will be able to provide more detailed guidance if necessary. A useful source that provides guidance on ways of citing a large range of materials, such as television programmes or exhibitions, is the following book, which is available in the Library.

Richard Pears and Graham Shields, *Cite Them Right: The Essential Referencing Guide* (8th edition, Palgrave, 2010)

Bibliography

A bibliography should always be provided, even when you are using the footnote referencing style. This is for the convenience of the marker, who can use it to gauge the extent of the research that has gone into the essay. You should include all material that you have used in formulating the essay, including materials that you have not directly cited, but you should of course not pad your bibliography with items that have not made any contribution to the essay.

As the bibliography does some of the job of the referencing apparatus in the name-date citation style, this style is more economical in terms of the word count, as the regulations do not require the bibliography to be counted within the word count. It remains a matter for your judgement which referencing style you use.

Quotations

Quotations of more than five lines should be indented with no inverted commas, unless to mark a quotation within the indented quotation when single inverted commas should be used. For shorter quotations use single inverted commas, and for quotations within these quotations use double inverted commas. For interpolations use square brackets. For the omission of material use three dots.

Capitals

Capitalise proper names and substantives where they refer to particular individuals. Thus 'social democrats follow in the footsteps of classical liberalism', but 'West German Social Democrats displayed the same preference in the 1960s'. Retain capitals throughout titles. Thus, 'Eastern Europe', the 'Western Powers', 'East Germany', as well as 'the West'.

Internet Sources

There are many different kinds of internet sources, and no single referencing rule therefore obtains. Sources that are equivalent to printed ones (for example, journal articles that you have obtained via JStor) should be referenced as if they were the printed version. There is no need in such cases to provide the URL or indicate the access date. You should give page numbers in the normal way.

Sites such as newspapers or broadcasters may contain the equivalent of articles, or stories, usually with a title and a date. You should aim to provide as much information as will enable the reader to locate the item easily. It may not be necessary to provide the complete URL if the item title is sufficiently clear: in such a case the item title or headline plus the date may be given alongside the main website (e.g. bbc.co.uk/news) alone. You should also provide the access date. In such cases page numbers are not usually provided – do not give the page numbers that your printer inserts as these will of course be highly variable.

The basic rule is that sources should be able to be easily and unambiguously located on the basis of your referencing information, but there is no need for repetition of information (e.g. giving an item title and then repeating this in the URL).

OVERLAP OF SUMMATIVE ASSESSMENTS

Students should avoid substantive overlap between any summative assessments, not just across modules but within them as well. Multiple submission of the same or substantially the same material of one's own for summative assessment in connection with a University award is a disciplinary offence. As with plagiarism, allegations of multiple submission are dealt with initially by a panel convened by the Board of Examiners of the degree programme concerned, and conducted in accordance with University regulations (see section 6.2.4 of the Learning and Teaching Handbook. In extreme cases, multiple submission may be classed as a dishonest practice under Section VIII, C, of the General Regulations and can lead to expulsion.

ETHICS AND TEACHING

Durham University is committed to the impartial pursuit of academic enquiry and to freedom of speech within the law. Academic enquiry sometimes requires us to engage with issues that are contentious and potentially distressing. Members of the School of Government and International Affairs (SGIA) will at all times approach such issues sensitively and in such a way as to encourage full, open-ended, and candid discussion of them.