# Course Description:
This course explores an issue that affects developed and developing countries alike. Scholars, politicians, and civil society often conceive of corruption as a global problem that demands urgent attention. At the domestic level, it impedes economic development, wastes resources, and reinforces social inequalities. The abuse of power undermines government performance and erodes political legitimacy. At the international level, corruption is often linked to organized crime, money laundering, arms smuggling, and narcotics trafficking. Every day we see a number of news on corruption appearing in media outlets around the world.

As a course designed for advanced undergraduate students, its main purpose is to provide the tools to understand and analyze the relationship between corruption and development. First, we will begin with questions of definition and measurement: How can we identify corruption in various forms, and how can levels and the prevalence of corruption be measured? Second, we will consider the causes and consequences of corruption, as identified in existing literature. Then, we will explore a number of issues that look at corruption from different angles: political corruption, corruption and the media, efforts to curb corruption, among others. Throughout the course we will think about the impact of corruption on development and the quality of democracy. Rather than focusing on one country at a time or on a few countries in depth, we will use events and systems in various countries as illustrations. The readings are a collection of research on these issues and require the students to read prior to each class session and to engage the readings critically. We will test authors’ claims against the evidence they present, challenge the logic of their arguments, and question their conclusions. On some units we will also read newspaper or magazine articles, and in others we will watch a movie related to the issue under study.

The class will be a combination of lecture and discussion. In each class I will briefly place the readings in a broader context and propose a couple of critiques that we will discuss afterwards. I will not repeat what is found in the materials, on the assumption that students will come to class prepared. The reading load is heavy, and keeping up is essential to both your success as a student as well as the course’s!

# Course Requirements:
The final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Review – 5 pages (24/2)</td>
<td>20%</td>
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<tr>
<td>Research Proposal for Group Project – 5 pages (11/3)</td>
<td>10%</td>
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<tr>
<td>Group Project Presentation (3/4 and 10/4)</td>
<td>10%</td>
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<tr>
<td>Group Project Paper 50 pages (17/4)</td>
<td>40%</td>
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<tr>
<td>Participation (every day!)</td>
<td>20%</td>
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Participation: Participation in class discussions is required and students are expected to keep up with the readings. Because it is impossible to participate in class without being present, class attendance is required. Also, while speaking in class is important, please keep in mind that it is not just quantity that matters, but also quality.
Throughout the course (except for the first two and last two weeks), approximately 3 students will be responsible for each week (all students will have 1 week assigned). For their week, assigned students are required to participate actively and are responsible for carrying the discussion. They also must present 3 reflections (they can be posed in terms of a question) about the readings, which are due at 10 am the day of class, and must be turned in via the assignment tool of MyCourses (these responses will be available for all students). Each reflection cannot exceed 100 words (a very short paragraph).

March Conference: On March 21 and 22, the Institute for the Study of International Development is organizing a conference on The Challenge of Developing Countries from the Bottom Up. There will be one session taking place on Thursday March 21st (16:00-18:00) and four sessions on Friday March 22nd (9:00-10:45, 11:15-13:00, 14:00-15:45, and 16:00-17:45). Attendance to any session of the conference will earn students extra credit (2.5%) that will count toward their participation grade. Please note that participation is never to exceed the 20% established for the course. At the conference there will be a sign up sheet at each session. Students should put their name, student ID, and signature. Needless to say, students leaving early from a session will not receive the extra credit.

Book Review: One of the writing assignments for this class is to prepare a book review, as if it were for publication in a major social science journal. You are required to stick to a 5-page limit. These reviews usually include a short synopsis of the book and its main arguments, as well as discussion of the strengths and weaknesses of the book. The instructor will provide a list of the books for review, which are all available at the Redpath Library. Starting on January 24th, students must go to the instructor’s office during office hours in order to sign up to review the book of their choice. Only 1 student will be allowed to review any given book, so the sooner you decide and sign up, the more likely you are to get your first choice. Students may review a book outside the list ONLY with instructor’s approval.

Group Project: The main assignment for this class is a research group project that will take place throughout the semester. As soon as the add-drop period is over, we will form groups of 4-5 students. Each group will be assigned a region (South America, Central America, South-East Asia, Middle East, East Africa, West Africa, Southern Africa, Eastern Europe), and they must collectively design and carry out a research project that explores corruption in the region assigned. I will, as much as possible, accommodate students’ regional interests. Of course, I cannot guarantee that everyone will get to work on their preferred region. The project will consist of three stages: proposal, paper and presentation.

1. Research Proposal: Each group must submit a 5-page research proposal for their research project. This proposal should set up your research objectives and plans in order to carry out the study. The proposal should cover the division of labor among the students in the group. The proposal also needs to clarify the sources of data you will employ, and explain how the proposed project is different from existing research on corruption in your region. Moreover, it needs to outline the relevant literature that your paper will address. You are encouraged to discuss these issues with the instructor.
II. Presentation: In the two weeks each group will present their project to the whole class. You should plan on 30-minute presentations. Your objective is to provide a clear and compelling brief on your research. Presentations should not be read, and need to be well-planned and rehearsed. The use of visual aids and graphs is highly encouraged. Creativity and originality will be rewarded. In short, your presentations need to be awesome, and you should work on providing an entertaining and thoughtful talk that will make people remember your project.

III. Final Paper: The final group research paper should be of around 50 pages. Papers should advance a comparative analysis of a number of countries within your assigned region, providing arguments and empirical evidence. You should use existing literature on the topic as a resource for your research paper, but you should stay away from doing a literature review.

Writing assignments have to be presented following these guidelines: double space, Times New Roman, font 12, 1-inch margins. All endmatter (figures, tables, charts, endnotes, and bibliography) does NOT count toward page limits.

Course and University Policies:

Integrity: McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

Special Needs: If you have a disability, please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 514.398.6009 before you do this.

Language: In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded. Note that this right applies to ALL written work that is to be graded, from one-word answers to dissertations.

Course-Evaluations: End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the students’ learning experience. You will be notified by e-mail when the evaluations are available on Mercury.

MyCourses: This course has its own website on MyCourses. It will be updated regularly, so you are required to check the course page regularly as well. On the website, in addition to this syllabus, you will find other useful information regarding course assignments, conferences, and the lectures. Other items of interest, including events and occasional suggested readings will also be posted.

INDIVIDUAL WRITING ASSIGNMENTS (WEEKLY QUESTIONS, BOOK REVIEW) MUST BE TURNED IN THROUGH MYCOURSES ASSIGNMENTS. RESEARCH PROPOSAL AND FINAL PAPER MUST BE TURNED IN BY EMAIL.

Note: In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.
SCHEDULE AND READING ASSIGNMENTS

Week 1: NO CLASS (January 9)
Please see Syllabus and Clip posted on MyCourses.

PART 1: STUDYING CORRUPTION

Week 2: Definition and Measurements (January 16)
- Camerer, Marianne. 2006. Measuring Public Integrity. Journal of Democracy 17(Jan.): 152-165. SKIM

Week 3: Causes of Corruption (January 23)

Note: Sign-up for Book Review begins on 24/1!

Week 4: Consequences of Corruption (January 30)


PART 2: TOPICS ON CORRUPTION

**Week 5: The Politics of Corruption: Politics as Usual** (February 6)

**Week 6: Corruption and the Economy** (February 13)
- **MOVIE:** Inside Job. 2010. Directed by Charles Ferguson. Screening to be scheduled.

**Week 7: Anticorruption policies and Government Responsiveness I: Accountability and Controlling Corruption** (February 20)

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BOOK REVIEW IS DUE on February 24th!

Week 8: Anticorruption policies and Government Responsiveness II: What are the Opportunities and options for Reform? (February 27)
• Bussell, Jennifer. 2010. “Chapter 8: Do Reforms Affect the Quality of Services?” in Corrupt States: Reforming Indian Public Services in the Digital Age, book manuscript.

Week 9: Reading Week. NO CLASS!

Week 10: Media and Corruption Scandals (March 13)

RESEARCH PROPOSAL DUE on March 11th!

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**Week 11: Is there a Culture of Corruption?** (March 20)
  - **MOVIE:** Nine Queens (*Nueve reinas*). 2000. Directed by Fabián Bielinsky. Screening to be scheduled.

**Week 12: International Aspects of Corruption** (March 27)
- United Nations Convention Against Corruption. (Skim)

**PART 3: Final Projects**

**Week 13: In-Class Presentations** (April 3)

**Week 14: In-Class Presentations** (April 10)

**FINAL PAPER DUE on April 17th!**