McGill University

INTD: 497: Research Seminar on International Development.
Fall 2018

CORRUPTION AND DEVELOPMENT

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Class meets: T 11.35-2.25pm
Class location: EDUC 613
Office hours: M-W 10-11am

Course Description:
What is corruption? How does it affect politics, economics, and the overall quality of life around the world? This seminar explores these and related questions. The first part of the course examines the concepts associated with corruption, how we measure corruption, the impact of corruption, and its relationship with development. The second part of the course analyzes different areas of corruption (in politics, in the bureaucracy, state capture). The final part of the course focuses on corruption’s roots, looks at how the media covers corruption, and examines a variety of anti-corruption policies.
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.
This is a seminar, and as such it is structured based on discussion. We 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:

(LOTS of) Participation 15%
Group Facilitation of seminar 20%
2 Analytical Essays. 3 pages 30%
Lava Jato Presentation 5%
Final Paper: Policy Brief 30%

You must receive a passing grade (higher than 50%) for each component of the course in order to pass the course. Note that this means regular attendance and participation are required in order to pass the course, as well as submission of all written assignments. Any confirmed plagiarism or cheating results in an F for that assignment and, therefore, an F for the class, in addition to disciplinary action. Regular unexcused absence from the seminar will result in failing the class. By remaining in this class, you agree to these terms.
In order to calculate your final grade, I will sum all of the points you have received in the class and convert the points into letter grades using the following scale:

85-100 = A
80-84 = A-
75-79 = B+
70-74 = B
65-69 = B-
60-64 = C+
55-59 = C
50-54 = D
Below 50 = F

I will round up scores of 0.5 and higher and round down scores of less than 0.5. No exceptions will be made to the above system of converting points into letter grades.

**Late penalties.** Assignments will be penalized 2/3 of a letter grade if they are turned in within 24 hours, and an additional 2/3 of a grade for every 24 hours thereafter. Assignments will not be accepted after 72 hours, resulting in failing the paper, which means failing the course. Documented illnesses or family emergencies will be the only grounds for exceptions or extensions.

**Important dates**

- 4 September: Course begins
- 9 October: Week 6, last chance to turn in Reflection Paper #1
- 9 October: Policy Brief proposal due
- 6 November: First draft of Policy Brief due
- 13 November: Peer reviews due
- 13 November: Lava Jato presentations
- 27 November: Last class
- 10 December: Policy Brief and reflection due

**Participation (15%)**:

There will be a significant reading load week after week. The study of corruption and development usually includes methodologically and theoretically complex readings. I’ve tried to select accessible and interesting readings, but on some topics we will go through complex and dry texts. You are expected to come to class having completed ALL readings.

Active participation of all students is essential to a successful seminar.

Participation will be assessed on the basis of:

- Regular presence in class (each student can miss up to two classes—or parts of two classes—, excused or unexcused, without incurring penalty)
- Demonstrated preparation (required readings done, questions prepared on each reading)
- Contribution to discussion
- Active participation in class activities
- Encouragement of participation of other students
**Analytical Essays (30%):**

Students will choose two seminar classes (other than the one they will facilitate, or weeks 10 and 11) and write a discussion paper on the theme of each class, drawing on the required readings for the chosen class. **First essay needs to be submitted week 6 at the latest!** Discussion papers should be 1000-1200 words max. Each paper will be graded out of 30, and the average of the two papers will be used to obtain each student’s final mark. Discussion papers should be submitted at the beginning of the class for which they are prepared. Discussion papers should engage at least three of the readings for the week.

The discussion papers should critically engage with the main arguments advanced in each reading. Do the authors successfully defend their arguments? What questions do the readings raise? What tensions emerge when the readings are compared? Are there important issues related to the seminar theme that the readings do not address? If so, students may use the discussion papers as an opportunity to begin formulating their own ideas and questions on these issues. (NB: This is not an exercise in summarizing the readings. For each reading, no more than one or two sentences should be devoted to summarizing the key argument the reading advances). Students may draw on the optional reading or other sources in the discussion papers, but are not required to do so.

**Break-down of marks:**

- 12 points: Effective communication of ideas
  - Clear and logical organization of ideas/structure
  - Clear explanations of key concepts
  - Style, grammar and spelling

- 18 points: Understanding of topic, insightful and critical engagement with readings
  - Brief, accurate expression of key concepts and arguments in each reading
  - Insightful reflections on the authors’ arguments and approaches (strengths and weaknesses, tensions, etc.)
  - Identification of insightful questions raised by the readings

**Group facilitation of seminar (20%):**

Students will be responsible for designing and facilitating (in coordination with the instructor) a seminar covering 1 hour and 20 minutes. This will be a group activity and students are encouraged to be creative in the means they use to present information and encourage class participation and discussion. Each student-led seminar should include class participation and/or small-group activities of at least 30 minutes in duration.

Weeks 5-9 will be led by student groups.

The student-led seminars should make use of the assigned readings for the class, but also require extensive additional, independent research.

Each group will consist of 5 students. At least ten days before the students present the seminar they have designed, a minimum of three members of the group must meet with the instructor (at a pre-arranged time) to discuss the team’s plans. During this meeting, the team should be prepared to provide a detailed overview of the team’s goals for the seminar (What are the key questions or ideas you wish to raise?); the timeline for the seminar overall and for each element of the seminar; and the team’s strategy for introducing, running and debriefing activities involving class participation.

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A laptop and projector for powerpoint presentations will be available. If other equipment is required, this must be confirmed with the instructor at least one week in advance.

Group members will all receive the same mark. Group members will be expected to submit a short evaluation of their own work, within one week of delivering their seminar. In addition, all members of the class will complete short evaluations of each student-led seminar. The self-evaluations and peer evaluations will inform the instructor’s determination of the final mark for each group.

The second half of each class that is led by a student team will be devoted to discussion facilitated by the instructor, and completion of the peer evaluations by members of the class.

Break-down of marks:
8 points: Effective communication of ideas
  • Logical organization of ideas/structure
  • Clear explanations
  • Relevant examples
  • Appropriate use of visual or oral learning aids, and creative learning techniques
  • Ability to engage with the class
12 points: Understanding of topic, analysis and argument
  • Explanation of relevant terms and socio-political context
  • Explanation of principal debates (theoretical, empirical)
  • Critical engagement with the relevant literature
  • Articulation and defense of clear, insightful arguments, and/or stimulation of debate around different approaches to the issue under discussion
  • Relevance and analytical depth of discussion questions

Java Jato Presentation (5%):
On Week 11 (Nov. 13th), groups of 5 students will carry out 20-minute presentations each on the impact of Lava Jato in different countries. This unit follows the unit on Week 10, where we will read and discuss about Lava Jato in Brazil. As the scandal that started in Brazil has spread throughout the region, each of the 5 groups will research and present on the repercussions of the scandal in a different country (Argentina, Mexico, Peru, Venezuela, Colombia).

Policy Brief (30%):
Rather than working on a final paper, the main assignment in this course is the creation of a policy brief (2500-3000 words, approximately 10 pages double space) on a contemporary problem of corruption of your choice (with instructor approval!). For the purposes of this assignment, you will become a policy analyst employed by either a governmental, inter-governmental, or non-governmental organization, and your brief will be directed to a policy maker in a country of your choice, who is in a position of power to act on your policy recommendation(s).

The purpose of this assignment is to allow you the opportunity to engage in more in-depth analysis of a policy problem related to corruption. The policy brief is designed to further develop your research literacy and writing skills.

I will post a set of documents on My courses to help you design, research, and write your policy briefs. I will also upload a grading rubric, which will be used both to grade your final submission, as well as for the peer review process.
Together with your final submission, you need to turn in a reflective essay (details on MyCourses), which includes a self-assessment of your own final policy brief. I am more than willing to talk about projects in office hours, so please come see me!

Break-down of marks:
5 points: peer review. After students submit their first draft (Nov 6), each student will be assigned two classmates’ drafts to peer review and copyedit. You have to provide suggestions and constructive criticism so that your peers can improve their work.
20 points: final article (Dec 10). This is your main contribution and consists of a 10-page Policy Brief.
5 points: reflective essay (Dec 10). Together with your policy brief, you will submit a short reflective essay on the assignment (details to be uploaded on MyCourses).

Extra credit Opportunity:
In order to encourage the timely completion of course evaluations, each student will receive an extra 1% if at least 85% of enrolled students complete the on-line course evaluation on time. The extra 1% will count toward participation grades. Please note that the participation grade is never to exceed the percentage established for the course.

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: As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

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.”(approved by Senate on 21 January 2009 - see also the section in this document on Assignments and evaluation.)/ "Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté."

Course-Evaluations: End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student’s learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

Use of Technology: I have a strong preference for a computer free environment in seminars and lecture courses. That said, I recognize that some of you may want to consult the readings during the seminar. Therefore, I will not ban computers in the classroom. Rather, their use is limited to course related purposes such as consulting the readings or looking for information related to the ongoing discussion. Please, no email, social media, etc. during seminars.

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
Tuesday September 4th. INTRODUCTION
Why study corruption? Why study development? Who is affected by corruption? Have you been touched by corruption? When and where?
Reading:
• Please review syllabus carefully!

WEEK 2
Tuesday September 11th. CONCEPTS AND DEFINITIONS
What is corruption? What are the different types of corruption, and why do distinctions matter? How is corruption different from bad policy?
Readings:

Recommended:

WEEK 3
Tuesday September 18th. MEASUREMENTS OF CORRUPTION
Can the level of corruption in a country be measured with any degree of accuracy? How?
Readings:


Recommended:


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WEEK 4

Tuesday September 25th. IMPACT OF CORRUPTION / CORRUPTION AND DEVELOPMENT

What are the main consequences of corruption? Are these consequences a result of corruption or is corruption a symptom of other problems in a society? Can corruption have positive effects? How does Corruption affect Development? Are some economic policies more prone to produce corruption? Is fixing corruption an effective and efficient way of tackling development?

Readings ALL:


• Blattman, Chris. Corruption and Development: Not what you think.

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**Recommended:**


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**WEEK 5**

**Tuesday October 2\(^{nd}\) CORRUPTION AND POLITICS**

How pervasive is corruption in politics? How does it take place? Campaign financing and vote/turnout buying: are they equally problematic?

**Readings ALL:**

- Auyero, Javier. 1999. “From the Client's Point(s) of View": How Poor People Perceive and


Recommended:

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WEEK 6
Tuesday October 9th. LOBBYING AND STATE CAPTURE
How does corruption affect the actions of the state at high levels? Is lobbying corruption? Can the state be captured by private interests and what can be done about it?

Readings:

**Recommended:**

**LAST CHANCE TO TURN IN ANALYTICAL PAPER #1.
POLICY BRIEF PROPOSAL DUE**

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**WEEK 7**

**Tuesday October 16th WHAT VOTERS DO ABOUT CORRUPTION**

**Readings:**

**Recommended:**


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**WEEK 8**

*Tuesday October 23*th  **CAUSES OF CORRUPTION**

Readings:

What explains differences in levels of corruption? Does Culture Influence the level of Corruption in a Society? How?

Readings:


Recommended:


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**WEEK 9**

*Tuesday October 30*th  **MEDIA AND CORRUPTION SCANDALS**

How can the media help ensure that we keep governments accountable? How does the media cover corruption? What are scandals and how do they impact corruption prevention? Does the media “discover” or “uncover” corruption? Can the media be neutral or objective in its coverage?
Readings:


Recommended:


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**WEEK 10**

*Tuesday November 6th. CASE STUDY, PART I: LAVA JATO SCANDAL IN BRAZIL*

What pitfalls await domestic agencies from combating corruption? What are the prerequisites for anti-corruption agencies/commissions to be effective? What conditions are necessary for a country’s judiciary to be effective in combating corruption? Can the medicine (of anti-corruption efforts) be worse than the disease?

Readings:


**FIRST DRAFT OF POLICY BRIEF DUE**

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**WEEK 11**

*Tuesday November 13th. CASE STUDY, PART II: LAVA JATO SCANDAL IN THE AMERICAS*

Group Presentations. No assigned readings!

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**WEEK 12**

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**Tuesday November 20th. ANTI-CORRUPTION AT THE NATIONAL LEVEL**

What pitfalls await domestic agencies from combating corruption? What are the prerequisites for anti-corruption agencies/commissions to be effective? What conditions are necessary for a country’s judiciary to be effective in combating corruption? Can the medicine (of anti-corruption efforts) be worse than the disease?

**Readings:**


**Recommended:**


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**WEEK 13**

**Tuesday November 27th. ANTI-CORRUPTION AT THE INTERNATIONAL LEVEL**

Readings:

Can we find solutions to corruption in the international system? What are the difficulties in creating and managing effective anti-corruption efforts by the international community? How effective are international conventions and institutions in curbing corruption? How can they be made more effective?

**Readings:**


**Recommended:**

- Balán, Manuel, and Lorenzo Daieff. 2013. Promoting the Rule of Law abroad: Towards a Multi-
dimensional approach. ISID Research to Practice Policy Brief No. 28. 1-23

