McGill University

INTD: 497: Research Seminar on International Development
Fall 2019

CORRUPTION AND DEVELOPMENT

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Class meets: W-F 2.35-3.55pm
Class location: EDUC 216
Office hours: M-W: 9.30-10.30am

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.

While the course is now capped at 40 students (used to be 25!), we will conduct the class as close to a seminar as possible, which means lots of discussion and participation. 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!

PLEASE NOTE: THIS IS A MANUAL NOTE-TAKING LECTURE COURSE. THE USE OF ANY MOBILE COMPUTING OR COMMUNICATIONS DEVICES (INCLUDING COMPUTERS, RECORDING DEVICES, PHONES, IPADS, ETC) IS STRICTLY BANNED DURING CLASS, EXCEPT WITH THE EXPLICIT PERMISSION OF THE INSTRUCTOR IN EXCEPTIONAL CIRCUMSTANCES.

CLASSES ARE NOT RECORDED. I WILL MAKE PPTs AVAILABLE AFTER EACH CLASS.
Course Requirements:
The final grade will be determined as follows:

- (LOTS of) Participation: 15%
- Reading Quizzes (1 per week, most weeks): 10%
- Policy Brief (pairs): 20%
- Final project Proposal: 5%
- Final project Annotated Bibliography: 10%
- Final Presentation and Final Project (Group): 40%

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.

Procedure for contesting grades:
Students who wish to contest a grade for an assignment or exam must do so in writing (by email, sent to me) providing the reasoning behind their challenge to the grade received, within two weeks of the day on which the assignments are returned. I will re-grade your assignment, and may raise or lower the grade.

Late penalties. Late work submitted without a doctor’s note will be accepted with a penalty of 10% per day late. Excuses without a doctor’s note will not be accepted. Assignments will not be accepted after 72 hours. Documented illnesses or family emergencies will be the only grounds for exceptions or extensions. Please note that I cannot change the grading scheme if you are unhappy with your grade and wish to be granted special permission to complete a supplementary assignment for extra credit, or to have future work count for a greater percentage of your final grade. This would be unfair to the rest of the class. It is the student’s responsibility to complete course work on time – printer issues and other technical malfunctions will not be taken as a valid excuse. Make sure to back up your work regularly.

Important dates
- 4 September: Course begins
- 4 October: Proposal due
- 16 October: NO CLASS
- 1 November: Policy Brief due
- 1 November: NO CLASS
- 15 November: Annotated Bibliography due
- 20/22/27/29 November: In class Presentations
- 13 December: Final Paper due
**Breakdown of Grade Components:**

**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 penalties)
- Demonstrated preparation (required readings done, questions prepared on readings)
- Contribution to discussion
- Active participation in class activities
- Encouragement of participation of other students

In-class participation will be evaluated each session. Students can stop by my office any time during the semester if they would like feedback on their participation performance.

**In-class Quizzes (10%):**
In order to ensure that students come to class prepared, there will be one short 10-minute quiz most weeks of the term. The quizzes will cover the readings and will contain a few questions which would be easy and straightforward if you have done the readings and very hard if you have not read. At the end of the term I will add all your grades for quizzes, drop your lowest score, and calculate your grade. Up to two absences for quizzes will not negatively affect your final score for quizzes.

**Policy Brief (20%):**
The policy briefing should tackle a current/ongoing challenge related to corruption, and should address a specific target audience (e.g. a National or Local government, a Donor, an international organization such as UN, OECD, etc, an NGO at the national or international level, and/or a combination of these actors). The policy briefing should (a) succinctly summarize the issue at hand, demonstrating why it is important to act; (b) analyze the challenges that have been encountered in this situation that must be overcome to successfully address the issue; and (c) present clear recommendations for particular actors to address these challenges. Policy briefings should be max. 2,500 words (including citations). Present your policy briefing in a visually engaging manner (with headings, etc.) to make the key elements for your analysis, and your recommendations, as clear as possible. The policy briefing should draw on and cite relevant research, but stylistically, students should bear in mind that in contrast to a traditional academic paper, the aim of this assignment is to clearly communicate arguments and recommendations based on a well-focused, up-to-date analysis to key policy and practitioner audiences. For the purposes of this assignment, you will be PAIRED UP with a classmate. Both students will receive the same grade. The policy brief is due on November 1st, via email.
Break-down of marks:
7 points
• Effective communication of ideas
• Clear and logical organization of ideas/structure
• Clear explanations of key concepts
• Engaging presentation of analysis and recommendations
• Style, grammar and spelling
13 points
• Understanding of topic
• Insightful and timely analysis and recommendations
• Brief, accurate summary of background/context
• Insightful, up-to-date, appropriately contextualized analysis of key challenges
• Identification of well-justified, appropriately targeted recommendations for key actors

I will make available on MyCourses a list of policy briefings for student to get a sense of how to approach this assignment in terms of style/tone, format, etc.

Final Project Assignments (total 55%):
For your final projects for the class, you will work in teams of 4 students (all group members receive the same grade, unless there is evidence of one or two of the group members not putting in as much work as the others). The final project will be a research paper on an issue related to corruption, which should a minimum of 5000 words and a maximum of 6000 words, plus bibliography. Topics best suited to this assignment are those that involve a specific case study, actor, challenge, or debate related to corruption. Papers need to pose a specific research question, advance an argument in response to this question, and provide evidence and arguments that support this stance.

Research papers must:
• Use in-text citations, following a standard style (e.g. Chicago Manual of Style)
• Have page numbers
• Define the key terms used in the paper
• Explain the principal theoretical and conceptual debates related to the topic
• Advance a clear, effectively structured argument supported by empirical research and/or theoretical analysis (the thesis and structure of the paper must be clearly indicated in the introduction to the paper)
• Situate the topic in the context of the country or community studied (if applicable)
• Draw some conclusions and/or pose recommendations (if applicable).

Break-down of marks:
Proposal: 5%. The first task to complete for the final project is to turn in a project proposal, detailing the research topic, research question/s, and research design, including sources of data, theoretical framework, justification of case selection, scope of analysis, etc. This proposal should be of 750-1000 words, plus a tentative bibliography. The proposal is due on October 4th, via email.
Annotated Bibliography: 10%. The second task is to complete an annotated bibliography. An annotated bibliography is a series is brief but critical summaries of what has been written on your theme. You will need a minimum of 20 entries, each of which focuses upon the theme you
have chosen using a book chapter, or peer-reviewed journal article (excluding the readings from that particular theme). The quality of your sources is very important and will be closely assessed. Your sources must be acceptable academic sources (i.e. NO Wikipedia, news articles, popular books). Each entry should contain a brief summary of the argument, an analytical review, an assessment of strengths/limitations, how. is this source similar to or different from other sources, and how does the source contribute to your project. Length should be of 2500-3000 words. The annotated bibliography is due on November 15th, via email. 

In class presentation: In the last two weeks of class we will have in class presentations on your papers. I expect well planned and clearly structured presentations of 15 minutes. More details will follow on presentations. The use of visual aids is highly encouraged. The grade for the presentation will be part of the grade for the final paper. Order of presentations will be decided randomly.

Final paper submission: 40% (includes presentation). The final paper is due on December 13th, via email. Breakdown of marks for final paper:

25%
- Effective communication
- Clear and logical organization of ideas
- Pertinent examples
- Style, grammar and spelling
- Standardized referencing according to academic conventions

25%
- Understanding and application of relevant theories and literature
- Understand and critical analysis of relevant theoretical, conceptual and practical debates and perspectives
- Understanding and critical analysis of relevant academic literature

50%
- Analysis and argument
- Clear articulation of position and structure of the argument
- Effective empirical support provided for argument
- Quality of conclusions and/or recommendations

I am more than willing to talk about projects in office hours, so please come see me!

Extra credit Opportunity:
In order to encourage the timely completion of course evaluations, each student will receive an extra 0.5% if at least 85% of enrolled students complete the on-line course evaluation on time. The extra 0.5% 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
Wednesday September 4th. INTRODUCTION
Why study corruption? Why study development? Who is affected by corruption? Have you been touched by corruption? When and where?
No Readings!

Friday September 6th. 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:

WEEK 2
Wednesday September 11th.
MEASUREMENTS OF CORRUPTION I
Can the level of corruption in a country be measured with any degree of accuracy? How?
Readings:

Friday September 13th.
MEASUREMENTS OF CORRUPTION II
New mechanisms to measure corruption.
Readings:
WEEK 3

Wednesday September 18th. IMPACT OF CORRUPTION
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?

Readings:

Friday September 20th. CORRUPTION AND DEVELOPMENT
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:

WEEK 4

Wednesday September 25th.
CORRUPTION AND POLITICS: VOTE BUYING AND TURNOUT BUYING
Readings:
Friday September 27th.
CORRUPTION AND POLITICS: CLIENTELISM
How pervasive is corruption in politics? How does it take place? Campaign financing and vote/turnout buying: are they equally problematic?
Readings:

WEEK 5
Wednesday October 2nd.
CORRUPTION IN THE BUREAUCRACY
How pervasive is corruption in the bureaucracy? What forms does it take?
Readings:

Friday October 4th.
LOBBYING / 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:

PROPOSAL DUE
WEEK 6
Wednesday October 9th.
WHAT VOTERS DO ABOUT CORRUPTION. ELECTORAL ACCOUNTABILITY
Readings:

Friday October 11th.
CAMPAIGN FINANCING
Movie: Dark Money, in class.

WEEK 7
Wednesday October 16th.
NO CLASS!

Friday October 18th.
CAUSES OF CORRUPTION
Readings:
What explains differences in levels of corruption? Does Culture Influence the level of Corruption in a Society? How?
Readings:

WEEK 8
Wednesday October 23rd.
MEDIA AND CORRUPTION. ACCOUNTABILITY
How can the media help ensure that we keep governments accountable? How does the media cover corruption? Can the media be neutral or objective in its coverage?
Readings:

Friday October 25th.
POLITICS OF CORRUPTION SCANDALS
What are scandals and how do they impact corruption prevention? Does the media “discover” or “uncover” corruption?

WEEK 9
Wednesday October 30th.
CORRUPTION IN BRAZIL
Movie: The Edge of Democracy, in class.

Friday November 1st.
NO CLASS!

POLICY BRIEF DUE!

WEEK 10
Wednesday November 6th.
ANTICORRUPTION AT THE NATIONAL LEVEL I
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:
Transparency:

Anti-Corruption Agencies:
• Bolongaita, Emil. 2010. “An exception to the rule? Why Indonesia's Anti-Corruption Commission succeeds where others don’t – a comparison with the Philippines’ Ombudsman,” Bergen: Chr. Michelsen Institute.
• Asibuo, Sam K. Role of Anti-Corruption Agency in the Struggle against Corruption: the case of the Serious Office in Ghana

\[ Friday\ November\ 8^{th}\. \]
\[ ANTI\CORRUP\ION\ AT\ THE\ NATIONAL\ LEVEL\ II \]
\[ Readings:\]
\[ E-Governance:\]
• Lewis-Faupel, Sean et al. 2014. “Can Electronic Procurement Improve Infrastructure Provision? Evidence from Public Works in India and Indonesia”

Audits:

Wages:

\[ WEEK\ 11 \]
\[ Wednesday\ November\ 13^{th}\. \]
\[ ANTI\CORRUP\ION\ AT\ THE\ INTERNATIONAL\ LEVEL\ I \]
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:
• “Former Chairman and CEO of Kellogg, Brown & Root Inc. Sentenced to 30 Months in Prison for Foreign Bribery and Kickback Schemes,”
• United Nations Convention Against Corruption (UNCAC)
• OECD Anti-Bribery Convention
Friday November 15th.

ANTICORRUPTION AT THE INTERNATIONAL LEVEL II

Readings:


ANNOTATED BIBLIOGRAPHY DUE

WEEK 12

Wednesday November 20th.
Student Presentations on Final Projects. 3 Groups

Friday November 22nd.
Student Presentations on Final Projects. 3 Groups

WEEK 13

Wednesday November 27th.
Student Presentations on Final Projects. 3 Groups

Friday November 29th.
Student Presentations on Final Projects. 3 Groups

FINAL PAPERS DUE ON DECEMBER 13th