INTL 407/507: Corruption & Development
Spring 2015
CRN: 36503

Introduction to the study of corruption from an international perspective, with an emphasis on the relationship between corruption and international development. The course begins with a historical discussion of the philosophical, cultural, and legal issues underlying how societies have defined, confronted, and excused corruption from the ancient times to the present. Students are introduced to how corruption is studied and measured, including what methodological problems arise when trying to research this complex topic. The bulk of the course consists of students examining how different societies, cultures, and international organizations define which behavior constitutes corruption, followed by analysis of how these definitions inform the way the international development community attempts to combat this pervasive problem. Case studies will be used when appropriate, along with analyses of anti-corruption efforts at the international (e.g. treaties) and national level (e.g. domestic anti-corruption agencies). This interdisciplinary topic is addressed from various academic disciplines: students will read the perspective of economists, political scientists, philosophers, psychologists, domestic and international lawyers, and development practitioners (and their critics).
Learning Outcomes: After completing this course, students will be able to:

- Build upon previous understandings of international development, international relations, and international politics through the study of a complex, inter-disciplinary problem.
- Draw connections between the relevant historical and theoretical perspectives that inform international development, corruption, and anti-corruption platforms.
- Analyze the moral, political, economic, and cultural tensions inherent in international anti-corruption or “good governance” practices in the 21st century.
- Evaluate, compare, and contrast the various political, legal and development organizations that work to promote anti-corruption policies around the world.
- Begin assessing the relative success or failure of the international anti-corruption agenda.

COURSE CONTENT & READING SCHEDULE:

The content and reading schedule is listed at the end of this syllabus. All readings, unless otherwise marked, are required. Recommended readings will be marked with a “Rec’d” before the reading. All required readings are either pages in the Ishay book or documents available on Blackboard (note: anything with [BB] in front of it is a Blackboard document).

(Tentative) Course Description by Week*:

- **Week 1:** What is Corruption? Course Introduction and Definitions
- **Week 2:** Is Corruption a New Problem? Historical Perspectives on the abuse of power
- **Week 3:** How is Corruption studied, measured, and compared across cultural, geographical, or political lines? Research methodologies (and all their problems...)
- **Week 4:** Where does corruption live, and who (or what organizations) behave corruptly? Public vs. Private Corruption; Legal Definitions
- **Week 5:** Why Does the Public Support (or at least not condemn) Corrupt Politicians? “Good Governance,” democracy, and the role of the media
- **Week 6:** Corruption (⇒ causes ⇒) Violence, Poverty, and Underdevelopment: which way should the arrow point? Corruption & International Development
- **Week 7:** Does Foreign Aid Cause or Inhibit Corruption? Corruption & International Development Assistance
- **Week 8:** How should International Organizations (e.g., the UN or the World Bank) fight corruption? International Anti-Corruption Strategies: Orthodox and Alternative Approaches
- **Week 9:** How Should Individual Countries Combat Corruption Within Their Own Government? Domestic Anti-Corruption Strategies: Orthodox and Alternative Approaches
- **Week 10:** Is Corruption Inevitable, or Can We Reduce It in Scope and Impact? Conclusions and Student Paper Presentations

*A full syllabus detailing daily lecture topics, required readings, and all other relevant material will be available to students on the first day of class.
COURSE TEXT & REQUIRED MATERIALS:
The following required books serve as the foundational texts for the course. Other required and recommended readings (e.g., journal articles, excerpts from other books, treaty texts, etc.) will be available to students on Blackboard and will supplement the required text.


RECOMMENDED: This book is highly recommended and available for purchase at the UO Duckstore and for online.


COURSE EXPECTATIONS:
The most important expectation of this course is RESPECT. In this course we will confront and discuss topics that may be controversial and at times upsetting, and it is imperative that students act in a way that is respectful of others who may hold differing beliefs and value systems. No disrespectful behavior, speech, or other conduct will be tolerated.

Attendance is mandatory. Each student may miss 2 class periods’ no questions asked without being penalized (i.e., you have 2 “freebies”). If you expect to be excused for class for any reason, you must email the instructor and GTF prior to the beginning of the class session to get excused. Your third and each subsequent unexcused absence will lower your attendance and participation score by one letter grade.

*Unless the instructor excuses an absence in advance, you cannot use one of your “freebies” on the day of the midterm, the day an assignment is due, or any day there is a guest speaker. If you are unsure about any aspect of the attendance policy, please see the instructor or GTF early in the course.

Participation: Students are expected to come to class prepared and ready to participate. There are many ways to receive participation points (including asking questions, answering questions, contributing to group discussions, etc.) but emphasis will be placed on participation that shows that students are reading, thinking about, and interacting with course material. Students are free to raise their hand and participate with the entire class at any time, but we will also regularly break into groups or have other interactive exercises. Students are expected to read the material listed on the reading schedule BEFORE coming to class.
Electronic Devices: Please be respectful of the students around you and your instructor.

COMPUTERS & TABLETS: Using a laptop computer for note-taking is allowed, but if you chose to do so you must sit in the front row. You are not allowed to surf the web or use Facebook (etc.) while in class ~ it is distracting to those around you.

PHONES: Turn off your phones (or put on silent) and PUT THEM AWAY. We all love our electronics, but it is offensive and disrespectful to me when I see students using their phones, ipods, Facebook, etc. in class. If we see you using a Cell Phone or other device for ANY reason while class is in session will reflect negatively on your participation grade.

NOTE on phone usage: If on any single day it is necessary for you to have your phone available, i.e. if there is an emergency or if you are waiting for a call from a sick spouse, child, parent, etc., please tell the instructor before class so that I know why you may need to use your phone in class.

GRADING:

Your final grade will be decided based upon the following criteria:

Attendance and Participation (APQ): 20%

See attendance policy above for details.

Reading-Quizzes (3 total, drop lowest score; 10% each): 20%

NOTE: These quizzes will cover material from required readings and will NOT be announced in advance.

In-Class Midterm Exam (use Greenbooks!): 30%

Final Essay (more details will be provided in wk 2): 30%

Extra Credit: Students are eligible for 1% of extra credit added to their final grade (up to 3% total) for completing a news article assignment. This consists of choosing a current news article that is relevant to our discussion of corruption and development, briefly presenting the article to class on a day when that topic is relevant, and handing in a ½ - 1 page explanation of how the subject of the article relates to the themes and concepts we have discussed or read about up to that point.

NOTE: No extra credit news article assignments will be accepted in weeks 9 or 10.

Throughout the course there may be additional campus or community events that will involve an extra credit assignment, depending on availability. All such activities will be announced in class and posted to Blackboard. More details are available in the “assignments” folder on Blackboard.

ACADEMIC POLICIES AND PROCEDURES:

Academic Integrity: Your enrollment in this course constitutes your agreement to abide by the University of Oregon policy on Academic Misconduct, as defined in the University Student Conduct Code (available at conduct.uoregon.edu). Neither ignorance of these policies nor lack of intention to engage willfully in acts defined as academic misconduct will be considered a legitimate defense. In short, I expect that all work you produce for this course will be your own; if you engage in academic misconduct, such as plagiarism, it will result in a failure of the entire course, without
exception. To learn more about your rights and responsibilities concerning academic conduct and the procedures related to academic misconduct, I strongly advise you to become familiar with the University Student Conduct Code (link given above). Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism_students. Please talk with me if you have any questions about academic integrity issues.

Inclusive Access: The University of Oregon is working to create inclusive learning environments. Please notify me within the first week of the term if aspects of the instruction or course design present obstacles to your active participation. Such obstacles may include, but are not limited to, issues concerning physical access and mobility, physical or mental health and well-being, and academic learning. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

• Disability Services, 164 Oregon Hall, 346-1155 or disabsrv@uoregon.edu; website: http://ds.uoregon.edu/
• University Counseling and Testing Center, Health Center 2nd Floor, 346-3227; website: http://counseling.uoregon.edu/dmn/
• Teaching and Learning Center, 68 Prince Lucien Campbell, 346-3226; website: http://tlc.uoregon.edu/

Diversity: The University of Oregon is dedicated to the principles of equal opportunity in education and an acceptance of diversity as an affirmation of individual identity within a welcoming community. Open inquiry, freedom of expression, and respect for difference are therefore fundamental to a comprehensive and dynamic education. This course is committed to upholding these ideals by encouraging the exploration, engagement, and expression of diverse perspectives and diverse identities. Please notify me ASAP if you feel aspects of the instruction or course design, or classroom activities, undermine these principles in any way. For additional assistance and resources, I encourage you to contact the following campus services, as appropriate for your concerns:

• Office of Institutional Equity and Diversity, 1 Johnson Hall, 346-3175; website: http://oied.uoregon.edu/
• Bias Response Team, 164 Oregon Hall, 346-1134 or brt@uoregon.edu; website: http://bias.uoregon.edu/