

Y243: POLITICS OF GOVERNANCE AND CORRUPTION

Summer 2021 (Second Four Weeks)

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Time: All Lectures are posted online.
Office Hours: TBA



Course Description: Corruption continues to remain a serious obstacle to progress and fairness in many countries and organizations. What is corruption, and how does it affect the governance performance? Why are some countries and regimes more corrupt than the others? This class will explore both spatial and temporal dynamics of governance and corruption. We will discuss different governance institutions and how they can influence the practices of corruption. The course will begin with an exploration of different governance institutions, such as parliamentary democracy, presidentialism, monarchy and military dictatorship, and different practices of corruption across the World, such as nepotism and bribery. We will then examine why some institutions (and companies and NGOs) govern more effectively and are less prone to corruption than the others. We will also examine whether different cultures, structures of the economy or the state influence the patterns of corruption, and adverse effects of corruption for democracy and economic development. Throughout the course we will occasionally refer to documentaries and films to compare the corrupt activities across the World. We will finish the course with an overview of anti-corruption strategies. This course will appeal to students interested in public policy, international development, non-profit management, politics, business, diplomacy and media.

Course Objectives: This course has several objectives or learning outcomes. First is an introduction to the study of politics around the world. We will examine some basic concepts of political science related to institutions, democracy, governance and corruption. In particular, we will define corruption and different regime types through employing alternative concepts and measures. Second, this course will provide the analytical skills to systematically identify, compare, and analyze the forms, causes, and consequences of corruption both in spatial and temporal dimensions. Third, we will move beyond definitions to practice strategic analysis for intervening and preventing corruption. While achieving these goals, students will strengthen their foundational skills on reading and writing critically through engaging with the empirical evidence.

Course Requirements: The course requirements include: five quizzes (40%) and three reflection essays (60%). The quizzes will contain both multiple choice and short answer components, and the quiz with the lowest score will be dropped. Reflection essays, each accounting for 20% of the grade, will answer the questions on assigned readings. The **rubric** for grading reflections essays is attached to the end of this syllabus. The reflection papers should be double-spaced with the appropriate citations and a reference page at the end. Quotation marks should be used and page numbers should be indicated when the material is

quoted from its sources. While there is no page limit for the essays, successful essays contain multiple pages with well constructed paragraphs and a high quality of information.

Grading Scale: A+ = 100; A = 94-99; A- = 90-93; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D+ = 67-69; D = 63-66; D- = 60-62; F = 0-59.

Late Work Policy: Work turned in after the deadline will receive a maximum of 90% of the prescribed grade for that assignment. From two until five days it will receive a maximum of 50% of the grade. A grade not turned in five days after the deadline will receive 0% of the prescribed grade for that assignment.

COVID-19 Note: We live in unprecedented times. If students are not able to complete their assignment because they are sick or because they take care of family members are sick, they should inform the instructor as soon as possible. Necessary arrangements will be made so that students will not lose points due to the health restrictions.

Technology Policy: Photos or video of lectures or conversations may not be taken without prior permission.

Plagiarism: We shall strictly abide by university regulations concerning plagiarism for the quizzes and the essays. Any attempt at plagiarism will automatically lead to failure in this class. The definition of plagiarism is simple: copying from outside sources and claiming the latter as your own work. You may, of course, refer to and draw from printed sources, but you should properly acknowledge them. If you have any questions, feel free to ask the instructor in due course. The instructor holds the right to use software programs, such as *Turnitin* that detects plagiarism. For more information about what plagiarism entails, please consult the Code of Student Rights, Responsibilities, and Conduct.

Counseling and Psychological Services: For information about services offered to students by CAPS: <http://healthcenter.indiana.edu/counseling/index.shtml>.

Students with Disabilities: The process to establish accommodations for a student with a disability is a responsibility shared by the student and the DSS Office. Only DSS-approved accommodations will be utilized in our course. After you have met with DSS, it is your responsibility to share their accommodations with me as soon as possible so that we can make whatever plans are necessary. For information about support services or accommodations available to students with disabilities and for the procedures to be followed by students and instructors, please visit: <https://studentaffairs.indiana.edu/disability-services-students/>.

IU's Sexual Misconduct Policy: As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate

measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit stopsexualviolence.iu.edu to learn more. Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Reflection Paper Rubric

Category	Points				
	5	4	3	2	1
Organization	Information is very organized with well constructed paragraphs, use of subheadings, and information is factual and correct	Information is organized with well constructed paragraphs and information is factual and correct	Information is organized but paragraphs are not well constructed and information is factual	The information appears to disorganized information is suspect to being correct and factual	Information is not only disorganized but inaccurate
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples	Information clearly relates to the main topic. It provides 1 – 2 supporting details and/or examples	Information clearly relates to the main topic. No details and/or examples or given	Information has little to do with the main topic	Information has nothing to do with the main topic
Mechanics	No grammatical, spelling or punctuation errors	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors	Way to many for a college student getting ready to enter the health education field
Sources	All sources are accurately documented in the desired format (APA)	All sources are accurately documented, but a few are not in the desired format (APA)	All sources are accurately documented, but many are not in the desired format (APA)	Some sources are not accurately documented	To many sources are not documented accurately and there is not a format used

Figure 1: The Rubric for Grading Reflection Papers

Class Schedule and Assignments

Week 1: The Diversity of Governance Institutions

Monday, June 7th: Introduction to the Goals and Objectives of the Course

- **Readings:** The syllabus in its entirety
- **Optional:** Green, A. (2013) How to Read Political Science: A Guide in Four Steps. [Access here](#).

Tuesday, June 8th: Political and Economic Change

- **Readings:** North, Douglass (1990). *Institutions, Institutional Change, and Economic Performance*. New York: Cambridge University Press. Pages: 1-10. CANVAS.
- Acemoglu, D. and Robinson, J. A. (2012). *Why Nations Fail: The Origins of Power, Prosperity, and poverty*. Currency. Chapter 3: The Making of Prosperity and Poverty. Pages: 70-96. CANVAS.
- Constant, Benjamin (1819). The liberty of ancients compared with that of moderns. Liberty Fund Library. Access at: [Access here](#)

Wednesday, June 9th: Governance and Democracy

- **Readings:** Plattner, M. F. (2013). Reflections on "Governance". *Journal of Democracy*, 24(4), 17-28. [Access here](#)
- Schmitter, P. C., Karl, T. L. (1991). What democracy is... and is not. *Journal of democracy*, 2(3), 75-88. [Access here](#)

Thursday, June 10th: Parliamentary and Presidential Democracy

- **Readings:** Cheibub, Jose Antonio. *Presidentialism, Parliamentarism and Democracy* New York: Cambridge University Press, 2006. Chapters 1 and 6. CANVAS.

Friday, June 11th: Authoritarianism

- **Readings:** Linz, J. (2000). *Totalitarian and authoritarian regimes*. Colorado: Lynne Rienner Publishers. Chapters: 2 and 4. CANVAS.
- Levitsky, S., Way, L. A. (2002). Elections without Democracy: The Rise of Competitive Authoritarianism. *Journal of democracy*, 13(2), 51-65. [Access here](#)
- **Assignments:** Quiz 1 due by Sunday, June 14th (CANVAS).

Week 2: Defining and Analyzing Corruption

Monday, June 14th: Corruption (Definition)

- *Readings:* Svensson, J. (2005). Eight questions about corruption. *Journal of Economic Perspectives*, 19(3), 19-42. [Access here](#).
- Fisman, Raymond, and Miriam A. Golden. (2017). *Corruption: What Everyone Needs to Know*. New York, NY: Cambridge University Press. Chapters 1 and 2. Pages: 1-53. CANVAS.

Tuesday, June 15th: Corruption (Measurement and Historical)

- **Readings:** June, Raymond et al (2008). "A Users Guide to Measuring Corruption." United Nations Development Programme. Chapters: 1 and 2. [Access here](#).

- Friedrich, Carl. (2009). “Corruption Concepts in Historical Perspective.” In Heidenheimer and Johnston (eds.), *Political Corruption: A Handbook*. London, UK: Transaction Publishers, p. 15-23. CANVAS.

Wednesday, June 16th: Corruption and Transaction Costs

- **Readings:** Alston, E., Alston, L. J., Mueller, B., Nonnenmacher, T. (2018). *Institutional and organizational analysis: concepts and applications*. Cambridge University Press (p:60-80). CANVAS.
- Munger, M. C. (2019). Tullock and the welfare costs of corruption: there is a “political Coase Theorem”. *Public Choice*, 181(1), 83-100. [Access here](#).

Thursday, June 17th: Bureaucracy and Corruption

- **Readings:** Tullock, G. (1976). *The Economic Theory of Bureaucracy*. In *The Policy Process: A Reader* (pp. 57-83). New Jersey: Prentice Hall Hertfordshire. CANVAS.
- Dahlström, Carl, and Victor Lapuente. *Organizing leviathan: Politicians, bureaucrats, and the making of good government*. Cambridge University Press, 2017. Chapter 4: Corruption. CANVAS.

Friday, June 18th: Movie Day! (“The Big Short” (Director: Adam McKay, 2015))

- **The Big Short (2015)** is a comedy-drama movie that tells the story of the financial crisis of 2007–2008 which was triggered by the United States housing bubble. [The movie is available on Amazon \(click here\)](#).
- **Assignments:** Quizzes on the movie, the readings and Reflection Essay 1 all due by midnight, June 22nd.

Week 3: Case Studies of Corruption

Monday, June 21st: Lobby firms, finance industry and asymmetries: Corruption in Industrialized Countries

- **Readings:** Teachout, Zephyr (2014). *Corruption in America: From Benjamin Franklin’s Snuff Box to Citizens United*. Harvard University Press. Introduction and Chapter 13: Citizens United. CANVAS.
- Johnson, Simon. (2009). “The Quiet Coup.” *Atlantic Monthly*, May 2009. [Access here](#)

Tuesday, June 22nd: Presidentialism and Corruption

- Lagunes, Paul, Xiaoxuan Yang, and Andrés Castro. (2019) *The State of Corruption in Latin America*. Houston, TX: Rice University’s Baker Institute for Public Policy, 2019. [Access here](#).
- Mello, E., and Spektor, M. (2018). Brazil: The costs of multiparty presidentialism. *Journal of Democracy*, 29(2), 113-127. CANVAS.

Wednesday, June 23rd: Populism and Corruption

- Mudde, C., and Kaltwasser, C. R. (2017). *Populism: A very short introduction*. Oxford University Press. Chapters 1 and 2 (p1-42). CANVAS.
- Kubbe, I., Loli, M. (2020). Corruption and populism: the linkage. In *A Research Agenda for Studies of Corruption*. Edward Elgar Publishing. CANVAS.

Thursday, June 24th: Authoritarianism and Corruption

- Yadav, V., and Mukherjee, B. (2016). *The politics of corruption in dictatorships*. New York: Cambridge University Press. Pages: 17-56. CANVAS.

- Esen, B., and Gumuscu, S. (2020). Why did Turkish democracy collapse? A political economy account of AKP's authoritarianism. *Party Politics*, 1-17. CANVAS.

Friday, June 25th:Confessionalism and Corruption

- Harb, I. (2019). Lebanon's Confessionalism: Problems and Prospects. *United States Institute of Peace*. March 30th, 2006. [Access here](#)
- Adwan, C. (2004). Corruption in reconstruction: the cost of national consensus in post-war Lebanon. Center for International Private Enterprise, 1. [Access here](#).
- Yee, Vivian and Saad, Hwaida (2019). To Make Sense of Lebanon's Protests, Follow the Garbage. *The New York Times*. Dec. 3rd, 2019. CANVAS.
- LCPS (2020). Beirut Port: A History of Political Wrangling and Institutional Failure. The Lebanese Center for Policy Studies. September 02, 2020. [Access here](#).
- **Assignments:** Reflection Essay 2 and Quiz 4 due by Saturday, July 3rd.

Week 4: Intervention against Corruption

Monday, June 28th:Corruption in the Middle East and North Africa and in Transitioning Countries

- Kubbe, I., and Varraich, A. (Eds.). (2019). Corruption and Informal Practices in the Middle East and North Africa. Routledge. Part 1: Conceptualising the mechanisms and dynamics of corruption and informal practices in the MENA region. CANVAS.
- Yerkes, S., and Muasher, M. (2017). Tunisia's Corruption Contagion: A Transition at Risk (Vol. 25). Carnegie Endowment for International Peace. [Access here](#).

Tuesday, June 29th:Anti-Corruption Organizations: Do they work?

- Heilbrunn, J. R. (2004). Anti-Corruption Commissions: Panacea or Real Medicine to Fight Corruption. World Bank Institute. CANVAS
- Heeks, R., and Mathisen, H. (2012). Understanding success and failure of anti-corruption initiatives. *Crime, Law and Social Change*, 58(5), 533-549. CANVAS

Wednesday, June 30th: Civil Society Organizations to fight against corruption: A Blessing or a Curse?

- Jamal, A. A. (2009). Barriers to democracy: The other side of social capital in Palestine and the Arab world. Princeton University Press. Chapter 1: Introduction. Pages: 1-21. CANVAS.
- Putnam, R. D., Leonardi, R., and Nanetti, R. Y. (1994). Making democracy work: Civic traditions in modern Italy. Princeton university press. Chapter 5:Tracing the Roots of the Civic Community (84-119). CANVAS.
- Wike, Richard and Kathleen Holzwart (2008). "Where Trust is High, Crime and Corruption are Low." Pew Research. [Access here](#).

Thursday, July 1st: Domestic Reform and International Intervention

- Cooper, Terry L (2012). The Responsible Administrator. San Francisco, CA: Jossey-Bass. Pages: 15-27 and 29-39. CANVAS.
- Bukovansky, M. (2006). The hollowness of anti-corruption discourse. *Review of international political economy*, 13(2), 181-209. CANVAS.

Friday, July 2nd: Conclusion: What did we learn?

- **Readings:** No readings assigned.
- **Assignments:** Reflection Essay 3 and Quiz 5 due by Saturday, July 3rd.